

## Feelings collage - Empathy

### EXPLANATION:

Children get angry, sad, frustrated, nervous, happy, or embarrassed, but they often do not have the words to talk about how they are feeling. Engaging in a collage art activity provides an opportunity for young children to label and express emotions.

**YEAR LEVELS:** Years 1–3

**STUDENT GROUPING:** Group discussion and group creation

**ACTIVITY LENGTH:** 30–40 mins approx.

### LINK TO CURRICULUM:

**The Arts: Sequence of content F–6 Sub-strand**

**Developing understanding of practices**

- Visual arts – Use and experiment with different materials, techniques, technologies and processes to make artworks.
- Sharing artworks through performance, presentation or display – Create and display artworks to communicate ideas to an audience; Present artworks and describe how they have used visual conventions to represent their ideas.

***See also Personal and Social Capability learning continuum sub elements:***

- Communicate effectively
- Understand themselves as learners
- Work independently and show initiative
- Express emotions appropriately.

### SCOPE OF TASK:

It is important that children are taught the language necessary to label and identify the different emotions they may experience. It is also essential that children recognise the visual cues that align with the emotions and feelings.

1. Conduct a whole-group discussion about emotions and feelings. Introduce a vocabulary of emotion words. Common words are – happy, sad and angry. Depending on the level, prior knowledge and context of the group, many other words such as – cheerful, frustrated, worried, excited, embarrassed, shy, confused, bored etc – can be explored and included in the exercise. (Make a list of all the emotions identified by the group for later use.)

- Using prepared feelings vocabulary cards for 'HAPPY', 'SAD' and 'ANGRY', show the relevant feelings card to the students, along with a picture illustrating each emotion.

 HAPPY	 SAD	 ANGRY
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- Ask the students to demonstrate each emotion by using actions and expressions.

- To commence the collage, stick the first three words at the top of the first three columns to make an emotions collage table. Ideally the collage poster should be on the wall at a height that children can reach as well as refer to the vocabulary and visual descriptions.

 HAPPY	 SAD	 ANGRY

- Invite the students to search magazines and cut out pictures of people expressing the variety of emotions that have been discussed.
- Encourage the students to discuss the picture they cut out with the students around them — noting facial expression, body language or context of the illustration.
- Students show the picture that they have cut out to the teacher and, after explaining the emotion, they can stick it onto the collage chart in the relevant column.
- As a student locates an illustration that identifies an additional emotion, create a new relevant emotion card. Ask the student to demonstrate the emotion to the class. The student can then stick the emotion card and illustration on a new column on the chart and additional pictures can be added by students as they are found.
- When it is apparent that students have been able to locate illustrations identifying as many emotions as they can, bring the class back together and discuss the progress of the collage chart.
- In conclusion ask students to identify a picture or drawing that they contributed to the collage and have them mimic the emotion it represents. Pose the question:
  - Can you describe a time that you felt that emotion?

**Variation:** If it is difficult to find particular examples of emotions in magazine pictures students can draw their own illustrations.

## RESOURCES:

- Feelings vocabulary cards
- Blank cards for extra flash cards that students can use to add vocabulary words
- Old magazines
- Cardboard, scissors, glue
- Spare note-sized paper for additional drawings
- Chart with multiple column.

