

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.

GRADE LEVELS: 1–3

STUDENT GROUPING: Group discussion and group creation

ACTIVITY LENGTH: 30–40 minutes approx.

CASEL CORE COMPETENCY: *SELF-AWARENESS*

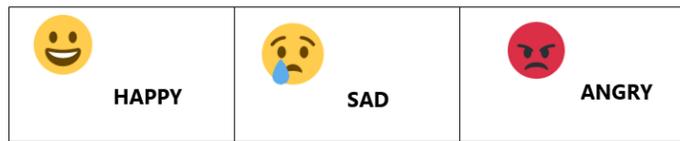
- Identifying one's emotions
- Linking feelings, values, and thoughts
- You can learn more about the CASEL framework [here](#)

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 recognize the visual cues that align with those emotions and feelings.

1. Conduct a whole-group discussion about emotions and feelings. Introduce a vocabulary of emotion words. Common words include 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.)

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



3. Ask the students to demonstrate each emotion by using actions and expressions.

4. To begin 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 at which students can easily reach and view the vocabulary words and visual descriptions.



5. Invite the students to search magazines and cut out pictures of people expressing the variety of emotions that have been discussed.
6. Encourage students to discuss the pictures they cut out with the students around them, noting the facial expression, body language, or context displayed in each illustration.
7. Students show each picture that they have cut out to the teacher, and, after explaining the displayed emotion, they can stick it onto the collage chart in the relevant column.
8. When 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.
9. 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.

10. 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 examples of particular 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 columns

