



# ART ACTIVITY: FEELINGS MASKS

## ART WITH HEART LESSON: CHILL & SPILL, AND I REALLY, REALLY FEEL

CHILL & SPILL WORKBOOK p 14 | CHILL & SPILL LEADER'S COMPANION p 60-61

TIME: 60-90 min (Activity can be split into two sessions.)

SUGGESTED GRADES: 9th-12th grade

### THERAPEUTIC GOALS:

(Consider the goals of your participants.)

- Explore what's important to participants.
- Examine identity, confidence, and self-esteem.
- Release helplessness; gain corrective power.
- Identify misconceptions or unhelpful views.
- Encourage assertiveness in expressing needs.
- Increase awareness of mind/body connections.
- Build empathy and perspective for life experiences.

### SEL:

- Self-Awareness
- Social Awareness
- Relationship Skills

### INTRODUCTION: PRIMING ACTIVITY (15-20 min)

(Begin to set intention for art making.)

Have participants work in their *Chill & Spill* workbooks by following the prompts on page 14.

**EXPLAIN:** Let your imagination flow freely. Don't think to hard or censor yourself. Write several sentences for each prompt below, allowing two minutes per phrase:

*I want... I need... I fear... I wish... I hope... I expect... I am... I love...*

Ask participants to reread their work and highlight words of phrases that were surprising, stood out, or were repeated often.

### ART ACTIVITY: FEELINGS MASKS (30-40 min) [VIDEO TUTORIAL](#)

(Time for depthful creative expression.)

**MATERIALS:** Pre-made masks or paper plates, acrylic paint, paint brushes

**OPTIONAL MATERIALS:** Hole punch, elastic cord, found objects, collage supplies, heavy-duty glue

**PREP:** Gather images of tribal masks, theatrical masks, and others. Create a sample mask of your own.

**EXPLAIN:** Today we will be creating masks. Historically, masks have been worn to hide the identity of the wearer, as well as to create another identity altogether. Similarly, we sometimes mask our feelings.

**CREATE:** Have participants decorate the inside of their masks with paint to represent feelings they sometimes hide or cover up. Then, have participants paint the outside of their masks to represent the feelings they often outwardly display.

**OPTION:** Embellish masks with additional materials and attach elastic cord on each side so masks can be worn.

### DISCUSSION QUESTIONS: (10-20 min)

(Be sure to spend time sharing, discussing, and reflecting.)

- How do you typically get your feelings out? How does it make you feel — better or worse?
- How does what you choose to do affect others?
- What is it like when others share their feelings with you?
- Are there feelings that you can have and not share?
- Who do you feel safe with when sharing your feelings? What traits make you trust them?
- Why is it important to be able to name an emotion?
- How can you practice this so you can express your important feelings in a safe way?

### COMMUNITY CONNECTION

(Extend today's thinking beyond the group.)

With a camera or smart phone, take a picture of three things that you love. If you don't have a camera, draw those things. They can be people, too. We will each share our favorite photo or drawing with each other next week.

[WATCH OUR VIDEO ON HOW TO LEAD CREATIVE EXPRESSION.](#)



# ART ACTIVITY: PAPER CHAIN OF SUPPORT

## ART WITH HEART LESSON: DRAW IT OUT, HANGING OUT

**DRAW IT OUT WORKBOOK** p 5 | **DRAW IT OUT LEADER'S COMPANION** p 60-61

TIME: 40-60 min

SUGGESTED GRADES: 4th-5th grade

### THERAPEUTIC GOALS:

(Consider the goals of your participants.)

- Decrease feelings of isolation
  - Identify/recognize support system
  - Acknowledge loss; allow bereavement
  - Encourage continued relationship despite loss
  - Offer reassurance/comfort
  - Explore what's important to them
  - Prompt projection/reflective distance
  - Identify mis-perceptions or unhelpful views
  - Decrease feelings of isolation
- SEL:**
- Self-Awareness
  - Social Awareness
  - Relationship Skills

### INTRODUCTION: PRIMING ACTIVITY (10 min)

(Begin to set intention for art making.)

Have participants work in their *Draw It Out* workbooks by following the prompts on page 5.

### ART ACTIVITY: PAPER CHAIN OF SUPPORT (20-30 min) [VIDEO TUTORIAL](#)

(Time for depthful creative expression.)

**MATERIALS:** 1" x 5.5" strips of colored cardstock (5+ per child), colored markers, scissors, clear, strong tape

**PREP:** Create an example of your own paper chain of support to share.

**EXPLAIN:** *Think of friends or people who support you. What are they like? How do they make you feel? Let's start by making a collective list of all of the people who support us in some way. Make a group list. Now, each of you will be making your own paper chain to represent all of the people who support you. Pass out paper strips, tape, and markers.*

**CREATE:** *In the center of a strip of paper, write a word or sentence that describes one of your friends or supporters. Flip it over and in the center decorate that person's name. Gather the ends of one strip so the person's name is on the outside. Then tape it together to make a loop. Slide the second paper strip through the circle and fasten the ends together, so you've got two links. Keep adding names until it's long enough to be necklace or a room decoration. Allow time. Tell us about one of the links in your chain.*

**OPTION:** Link everyone's chains together to represent a supportive community.

### DISCUSSION QUESTIONS: (10-20 min)

(Be sure to spend time sharing, discussing, and reflecting.)

- What famous person (in real life or in books or movies) would you like to meet and hang out with? What qualities do you like most about them?
- Some people are really nice. What do they do to show how nice they are? Where do you think that comes from? Why are some people nice while other people aren't?
- Who do you go to when you need help? Who do you go to when you need to be hugged or comforted?
- Who makes you laugh? Where else do you find caring people? Why is it important to have kind people in your life?
- How can you be a good friend to someone else going through a hard time?

### COMMUNITY CONNECTION

(Extend today's thinking beyond the group.)

Ask two people you trust what makes them like spending time with you. Then tell them what makes you like spending time with them.

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**DRAW IT OUT CURRICULUM**

**DRAW IT OUT BOOK**



# ART ACTIVITY: PERSONAL RAIN CLOUD

## ART WITH HEART LESSON: INK ABOUT IT, THE GOOD IN THE BAD

INK ABOUT IT WORKBOOK p 39 | INK ABOUT IT LEADER'S COMPANION p 124-125

TIME: 60-90 min (Activity can be split into two sessions.)

SUGGESTED GRADES: 6th-8th grade

### THERAPEUTIC GOALS:

(Consider the goals of your participants.)

- Explore and develop personal values
- Examine identity
- Reconcile emotional conflicts
- Develop capacity to tolerate emotions
- Develop capacity for nonverbal expression
- Create reflective distance
- Integrate past experiences,
- Develop dialectical thinking

### INTRODUCTION: PRIMING ACTIVITY (15-25 min)

(Begin to set intention for art making.)

Have participants answer the prompts in the *Ink About It* workbook. Then, write a letter to someone who is going through some of the same things you have gone through. Offer advice on how they can start to feel better. Help them know that they are not alone.

Next, ask participants to gather into groups based on the things they have in common (favorite season, eye color, birthday month, languages you speak, etc). Lead them through each category, and ask participants to discuss a little about each topic when they are in their prospective group. Keep moving and changing groups, adding topics based on the specific group of participants you're working with.

### ART ACTIVITY: PERSONAL RAIN CLOUD (35-45 min) [VIDEO TUTORIAL](#)

(Time for depthful creative expression.)

**MATERIALS:** Cardboard, acrylic paint, glue, colorful cardstock paper, scissors, pencils, string, tape

**PREP:** Create an example of your own personal rain cloud to share.

**EXPLAIN:** *Sometimes rain clouds can feel ominous or depressing, but the rain that these clouds bring provides life for so many plants and animals, which in turn, provides life for us. We are going to be making our own "rain clouds" and their resulting "raindrops."*

**CREATE:** On a piece of cardboard, draw the shape of a cloud. Drop gray, black, and white acrylic paint onto the cardboard, and use your cardboard scraps or a paper towel to work the paint into the cardboard. Let dry. Next, on gray or black cardstock, lightly write in pencil about some of the not-so-good things that have happened to you. This could be a series of events or one event in particular. Once complete, rip the paper into strips of varying size so you can't read the text. Feel free to manipulate these strips by curling, crumpling, or folding them, etc. Then, adhere them directly onto your cloud with glue, creating a 3-D effect. Next, on colorful paper, use a pencil to draw the outline of raindrops, and inside those raindrops, use a felt-tipped pen to write or draw images that represent the good that has come out of the bad event(s). Cut out your raindrops, and attach them to pieces of string. Tape these strings to the back of the rain cloud so the drops hang from the bottom.

**OPTION:** Instead of creating individual rainclouds, create one large Group Rain Cloud together.

### DISCUSSION QUESTIONS: (15-20 min)

(Be sure to spend time sharing, discussing, and reflecting.)

Make a list of common themes in your group. Notice the connections you are able to make with each other.

- *Why is it important to know that someone else has gone through something similar to you?*
- *What did it feel like as you were making the gray cloud? How did your feelings change as you were making colorful raindrops?*
- *What is it like to think back about something hard that happened? What is it like to think about the good things that have come out of it?*

### COMMUNITY CONNECTION

(Extend today's thinking beyond the group.)

Starting with three rounds of deep breathing, pause and think about someone or something in your life that brings you comfort and joy. Hold onto this image to inspire feelings of peacefulness and to bring ease to the stressful situation.

[WATCH OUR VIDEO ON HOW TO LEAD CREATIVE EXPRESSION.](#)



# ART ACTIVITY: CRITTER COLLAGE

## ART WITH HEART LESSON: MAGNIFICENT MARVELOUS ME!, FACE IT

MAGNIFICENT MARVELOUS ME! WORKBOOK p 20 | MAGNIFICENT MARVELOUS ME! LEADER'S COMPANION p 86-87

TIME: 60-90 min (Activity can be split into two sessions.)

SUGGESTED GRADES: 2nd-3rd grade

### THERAPEUTIC GOALS:

(Consider the goals of your participants.)

#### SEL:

- Identity Building
- Emotion Identification
- Empathy

### INTRODUCTION: PRIMING ACTIVITY (10-20 min)

(Begin to set intention for art making.)

Have participants work in their *Magnificent Marvellous Me!* workbooks by following the prompts on page 20. Next, give each child a piece of paper with a circle on it. Tell them they have five minutes to make the circle into an animal of their choice showing an emotion of their choice. Explain that once five minutes is up, they'll come back to the group and other members will guess the animal and emotion. While the children are working, work on a picture of your own in the same time frame. Explain that this isn't meant to be perfect. Once they're finished, go around the circle and have the group guess each emotion. Ask children why they think a picture looks happy or sad—is it the eyebrows? How did they show emotions with lines or shapes?.

### ART ACTIVITY: CRITTER COLLAGE (35-50 min) [VIDEO TUTORIAL](#)

(Time for depthful creative expression.)

**MATERIALS:** Mod Podge, thick paper/cardstock, glue brushes, small cups for glue and water, paper towels, magazines with animal images (or precut animal images), markers

**PREP:** Cut out a variety of animals from magazines. They can be cartoon or real, and can be found in *National Geographic*, *Zoobooks*, or other children's magazines. If time doesn't allow, collect whole magazines, checking them beforehand to ensure there's nothing inappropriate in them. Create an example of your own critter collage to share.

**EXPLAIN:** *We're going to collage our very own animals. Maybe they can have the head of a goat and the legs of a giraffe. Maybe they can fly as well as swim. It's up to you! Show children how to collage using Mod Podge. Show that a thin layer of Mod Podge goes a long way. Also show how to brush right over an image to make it flat, assuring children that it will dry clear (have a dried collage to show). Also show how children can use markers or pencils to draw an environment around the animal, but discuss how marker will not work on top of glue.*

**CREATE:** If children are cutting out their own images, hand out a magazine and scissors to each of the participants. As with all collage projects, it's best to give children a time limit on how long they can search for images in the magazines so they don't get too distracted. After children have collected their images for their animal, have them cut out their images and arrange them on the cardstock. Have participants use Mod Podge to stick the images on the cardstock and set aside to dry. When the Mod Podge is dry, children can use markers to create an environment for the animal. As they're working, explain that you're going to ask them three questions: Where does your animal live? What does it eat? How is it feeling today? That way they'll be thinking of those answers and won't feel put on the spot

### DISCUSSION QUESTIONS: (15-20 min)

(Be sure to spend time sharing, discussing, and reflecting.)

- Ask the questions mentioned earlier: Where does your animal live? What does it eat? How is it feeling today?
- Elaborate on animal questions: What is your animal's greatest strength? Greatest challenge?
- Think about how you think your animal is feeling. Why do you think they feel that way?
- What happens in your body when you have that feeling (my stomach hurts, my muscles feel tense, etc.)?
- What do you do when you feel that same way?
- When is a time you've felt that way, too?

### COMMUNITY CONNECTION

(Extend today's thinking beyond the group.)

Together with a loved one, create a new animal drawing. Share with each other what the animal means to you, and take some time to add an environment, more legs, eyes, or whatever you want.

[WATCH OUR VIDEO ON HOW TO LEAD CREATIVE EXPRESSION.](#)