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**Professional Development Educator Workshop**  
***Art Therapy***  
**February 28, 2025**

**Lesson: What Is A Feeling?**

**Grade level: Early Elementary School**

**Time to complete: 2 class periods**

**Description:**

The packet enclosed provides resources to include in classroom learning in order to implement SOLs including Virginia Health Education SOL K.1n, K.3n, 1.1k, and Visual SOLs K.2 and 1.3. The activities and lessons provided tackle the topic of feelings and the ways feelings are shown. The instructional lesson focuses on feelings, emotions, and what could cause them. The activity focuses on the creation of a feelings monster and the ways that feelings sometimes may feel like a monster.

**Accommodations:**

Lessons can be differentiated for any age group, budget and could be altered to meet IEP accommodations as needed. An example could be bingo daubers instead of tempera cakes.

| <b>Goals</b>            | <b>Virginia Standards of Learning</b>   |
|-------------------------|---|
| <b>Health Education</b> | K.1 The student will identify and describe key health and safety concepts.<br>n) Identify a variety of feelings (e.g., happiness, sadness, anger, fear, frustration, calmness).<br><br>K.3 The student will describe and demonstrate behaviors that promote health and prevent injury and disease<br>n) Demonstrate how to use words to express feelings.<br><br>1.1 The student will identify the basic components and functions of human body systems and the importance of safe practices, positive interpersonal relationships, and environmental health.<br>k) Identify comfortable and uncomfortable feelings and when one might experience these feelings. |
| <b>Visual Arts</b>      | K.2 The student will apply a creative process for artmaking.<br>a) Ask questions about art and artmaking.   |

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|  | <p>b) Generate multiple ideas for an art challenge.</p> <p>c) Share ideas with a group.</p> <p>1.3 The student will analyze and interpret artwork using art vocabulary.</p> <p>a) Describe the visual qualities and content of works of art.</p> <p>b) Describe similarities and differences among works of art.</p> <p>c) Describe how ideas, opinions, and emotions are communicated in works of art.</p> |
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### **Supplies and Materials:**

- Access to YouTube or *A Little SPOT of Feelings: Emotion Detective* by Diane Alber.
- White 8.5 x 11 paper
- Sharpies
- Crayola washable tempera cakes
- Paint brushes
- Worksheets (included in this packet)
- Index cards

### **Key Terms:**

**Feeling:** a general emotional condition

**Detective:** a person whose job is to gather information to solve problems

### **Teaching Procedure:**

Introduction:

Think about what you know about feelings. Read the book *A Little SPOT of Feelings: Emotion Detective* by Diane Alber. Link to read aloud: [A Little Spot of Feeling - Emotion Detective by Diane Alber](#)

Ask students to identify where they fall on the emotions cart.

First Activity:

- Ask students what they know about feelings. Students may share things about what feelings look like and how we cope with them.
- Practice with students by doing an activity where they have to play charades of different emotions. You can do this by writing a different emotion on index cards and having students guess which one is which.

Main Lesson:

1. Inform students that feelings are everywhere and we are feeling an emotion right now.
2. Inform students of new vocabulary. (feeling and detective)
3. Remind students of different emotions. (sad, happy, mad, excited, frustrated, and etc.)
4. Ask students to show what these emotions look like.

5. Practice this by using the PowerPoint attached to predict what emotion each character is showing. Powerpoint: [Emotion Prediction Activity](#) (a digital version of this lesson plan a link to the PowerPoint is available on the LCVA's website)
6. Using a recording sheet as an extension activity, have students write sentences about what they see.
7. Ask students potential causes of each emotion. (ex. What makes you happy? What makes you sad?)
8. Discuss with students that our actions affect other people. Use the example of stealing a toy. If we steal a toy from our friend then that will make them sad, even if it makes us happy to have the toy. It is not fair to make our friends sad.
9. At the conclusion of the lesson ask students closing questions.  
Possible Questions Include:
  - Can you explain what a feeling is?
  - When do people experience feelings?
  - How can you help a friend who is experiencing feelings?
10. After completing questions, begin the art activity on the next page.

### References

Nutter, E. (2024, January 10). *Color monster craft for kids: Teach emotional intelligence with a colorful twist*. Crafty Art Ideas. <https://craftyartideas.com/color-monster-craft/>

Alber, D. (2020). *A little spot of feelings: Emotion detective*. Published in the United States by Diane Alber Art LLC.

### Additional Resources for Teachers:

- <https://www.centervention.com/social-emotional-learning-activities>
- <https://lightlysketched.com/2021/02/21/flexangles-paper-toys/>
- <https://www.soulsparklettes.com/5-ways-to-teach-sel-in-the-art-room/>
- <https://positivepsychology.com/mindfulness-for-children-kids-activities/>
- <https://arttherapyresources.com.au/art-mindfulness/>
- <https://sageclinic.org/blog/art-relieve-stress/>
- <https://weteachme.com/blog/articles/642-12-easy-art-activities-for-stress-relief>
- <https://positivepsychology.com/expressive-arts-therapy/>

Activity  
**How to Make a Color Monster**

**Materials:**

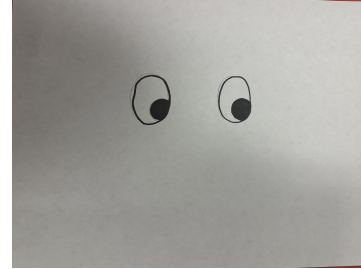
- Sharpie
- Crayola washable tempera cakes
- White 8.5 x 11 paper
- Paint brushes

**Step 1:**

Read the book *Color Monster* by Anna Llenas

**Step 2:**

First, draw the eyes

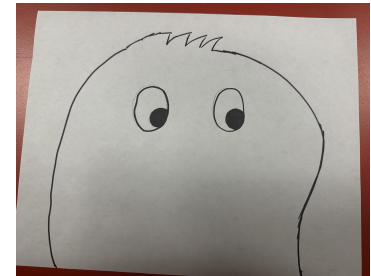


**Step 3:**

Then, draw the head above the eyes

**Step 4:**

Next, draw any other feature (ex. horns, spines, nostrils, texture)



**Step 5:**

Allow students to use paint to add color and feelings to their monster

**Step 6:**

Let dry overnight, then discuss the next class.

