

## Emotion masks — Empathy

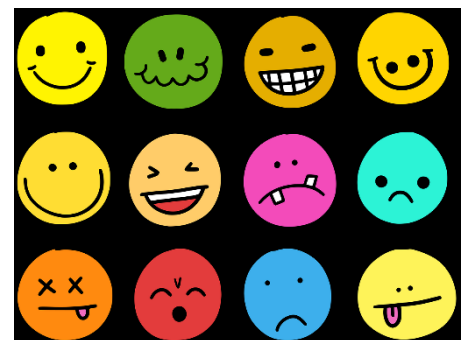
### EXPLANATION:

Students experience complex feelings – they become happy, angry, sad, excited, frustrated and shy. It is essential that they develop the vocabulary to label their emotions and discuss how they are feeling. Creating masks is an activity that allows students to draw, label and role play a variety of emotions that they feel.

**YEAR LEVELS:** Years 1–3

**STUDENT GROUPING:** Whole group and individual creations

**ACTIVITY LENGTH:** 40–60 mins



### LINK TO CURRICULUM:

#### Learning Continuum of Personal and Social Capability

##### *Self-awareness element*

Recognise emotions:

- recognise and identify their own emotions
- identify a range of emotions and describe situations that may evoke these emotions
- describe the influence that people, situations and events have on their emotions

##### **Self-management element**

Express emotions appropriately:

- recognise and identify how their emotions influence the way they feel and act
- express their emotions constructively in interactions with others

Become confident, resilient and adaptable:

- identify situations that feel safe or unsafe, approaching new situations with confidence

## SCOPE OF TASK:

Empathy is a concerned response to another person's feelings. To have empathy, we must notice and understand others' feelings, care about and value them. Therefore, it is important to explore different emotions and understand the feeling that they invoke.

1. Activate student's prior knowledge about empathy. Ask students what they know about empathy and other emotions. Questions could include:
  - What are feelings?
  - Why is it important to understand how people feel?
  - What is empathy?
  - What does it mean to "put yourself in someone else's shoes" or consider how other's feel?
2. Discuss with the students the activity: Making masks that show different emotions. Ask students what emotions they think that they can describe and draw. Children can show you facial expressions that depict various feelings. If children can appropriately role model emotions write them on a whiteboard to create a list of known and understood feelings.
3. To begin the activity the teacher can demonstrate how to make a feelings mask:
  - Cut a paper plate in half and hold it up against your face to show how it partially covers the face
  - Decide what emotion that you are going to draw and write on the back of the paper plate
  - Attach to the back with sticky tape the paddle pop stick
  - On the front side of the plate draw the emotion
  - When completed hold up the mask to face
  - You can use other facial features to support the emotion drawn on plate



4. Ask students to choose emotions that they would like to draw. Before they start their masks, ask them the share with you how they are going to draw the emotions – what features are they going to draw and how? Provide students with all the materials to create the masks. Allow students to work in groups so they can discuss what they are making and share their ideas.
5. Once students have completed their masks ask them to walk around the room sharing their emotion masks with others. Encourage them to show their masks and see if their classmates can identify which emotion that they are depicting.

6. Bring the students back together to discuss their emotion masks. Some questions to reflect on the activity could include:

- What emotions did you draw?
- Did your friends correctly identify the emotions?
- Why is it important to understand other people's feelings?
- Why is empathy important in the classroom?

**Students can keep their emotion masks in their desks or school lockers to play with during spare time. At the end of the week students can take home their masks and share with their families what they know about emotions and empathy.**

### **RESOURCES:**

- Paper plates, paddle pop sticks
- Pens, coloured pencils, scissors
- Sticky tape
- Whiteboard and markers

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