



# 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.](#)