

Life's challenges give me strength to go further!



Releasing emotions is a crucial aspect of maintaining one's mental and emotional well-being. Emotions can have a profound impact on our daily lives. When emotions are not processed and released in a healthy manner, they can become bottled up and lead to a range of negative consequences.

Repressed emotions can lead to chronic stress, which has been linked to various physical health problems. Bottled-up emotions can also contribute to low self-esteem and negative self-talk, causing a cycle of negative thinking and decreased quality of life.

It is important to find healthy ways to process and release emotions, and this is where art classes can be incredibly beneficial. They provide an effective means of expressing emotions without the need for verbal communication. The creative process can thus have a therapeutic role, allowing students to process and release their emotions, without the fear of being judged, either by their peers, their parents or their teachers.

Artwork can also inspire hope within ourselves and others. Through reflecting on their own artistic journeys, students can grow emotionally and build resilience.

Lesson

Arts

Grade

6

Learning Objectives

- ✓ Reflect on emotions through visual art and connect those feelings with experiences of recovery and resilience;
- ✓ Express personal feelings, hopes, or dreams through creative visual choices.
- ✓ Understand how art can be a tool for healing, communication, and inner strength.

Duration

One Lesson (45 Minutes)

Required Materials

- ✓ Drawing paper or pre-drawn window frame templates
- ✓ Coloured pencils, markers, watercolours, pastels
- ✓ Visual aids (images of symbolic or hopeful art from various cultures)
- ✓ Printed quotes or poetry lines about strength and healing
- ✓ Reflective prompts (printed or verbal)
- ✓ Music (optional, calming and hopeful in tone)
- ✓ Whiteboard or projector

Preparation and Implementation

Prepare Materials:

- ✓ Prepare window frame templates (or blank paper)
- ✓ Print quotes or select music that inspires hope
- ✓ Prepare short slides or prints showing how art expresses personal stories or strength

Space Setup:

- ✓ Arrange tables and chairs for individual work.
- ✓ Create a calming environment with soft music or natural sounds playing in the background.

Guiding Questions for Students:

- ✓ When have you needed hope or strength in your life?
- ✓ What makes you feel calm or supported?
- ✓ How can images, colors, and shapes show emotions that are hard to say out loud?

PROCESS

1

INTRODUCTION (10 Minutes):

- Start with a warm-up activity: *Colour & Emotion Match*
 - ✓ Bring cards with colours and emotion words (e.g., calm, sadness, anger, joy, courage, loneliness, hope) and ask students to match them (according to the way they think colours best represent emotions).
 - ✓ You can also show examples of expressive artwork that promote emotional healing (e.g., murals, children's drawings after a crisis, community art).
Discuss:
 - ✚ Why do you think certain colours make us feel a certain way?
 - ✚ Can art help us process or express how we feel?
 - ✚ What do you think the artist was feeling when he created a certain artwork?
- Reflect on the following:
 - ✓ How do artists use their work to express emotions?
 - ✓ Have you ever created something (drawing, poem, song) that helped you feel better?
 - ✓ Why might it be helpful to reflect on our feelings through art?
 - ✓ What does "hope" look like in art?

2**MAIN ACTIVITY (30 Minutes)****Step 1: Reflection: *Inside My Window* (Individual – 10 mins)**

- ✓ Each student quietly reflects on a recent personal experience or emotion.
- ✓ Then, they sketch inside a **window frame template** what they might be feeling or thinking.
- ✓ One half of the window shows a **challenge or emotion**, the other half shows **healing, hope, or strength**.

Step 2: *Windows of Hope* - Artwork (Individual – 20–25 mins)

- ✓ Students create a full-page expressive artwork titled *Window of Hope*
- ✓ They can choose one of these prompts:
 - What brings me strength?
 - What does hope look like to me?
 - What helps me heal when I feel overwhelmed?
- ✓ They are encouraged to use abstract shapes, colours, symbols, or literal scenes.

Step 3: Partner or Small Group Sharing (3–5 minutes) – this is optional

- ✓ Students share their artwork with a peer or in groups of 3, explaining:
 - The emotion they chose to express
 - How the art helped them “get it out” or feel stronger

3**DEBRIEF AND REFLECTION (10 Minutes)**

- Silent Gallery Walk:
 - ✓ Students place their artworks on their desks.
 - ✓ Everyone walks slowly and silently around the room to view others' work respectfully.
- Conduct a reflective discussion:
 - ✓ What did you express in your art today?
 - ✓ Was there something difficult or surprising about this process?
 - ✓ Did this help you feel calmer or more hopeful? Why or why not?
 - ✓ How can art help other people understand emotions or heal?

4**COOL-DOWN AND FINISHING THEIR WORK (5 Minutes)**

- ✚ Make a point about the following: *Art is not just about making something beautiful—it's also about sharing your story, your strength, and your hope with the world.*

EVALUATION

- Observe students during the activity to assess:
 - Engagement with the process;
 - Creativity and expression in their artwork.
- Facilitate feedback:
 - Encourage students to share one positive observation about a peer's artwork.

RECOMMENDATIONS

- 1 Encourage students to express their opinions.
- 2 Respect student boundaries: they may choose not to share specifics:
- 3 Offer options: students can use collage or symbols instead of literal scenes
- 4 Encourage continued reflection: send home a journal prompt or affirmation strip

ANNEX

Symbolic Art Representing Hope and Resilience

Artwork: *Hope* by George Frederic Watts (1886) – Depicts a blindfolded woman sitting atop a globe, playing a lyre with a single remaining string.

Discussion Prompt: What do you think the single string on the lyre symbolizes? How does this image convey a message of hope?

Source: https://en.wikipedia.org/wiki/Hope_%28Watts%29?utm_source=chatgpt.com

Artwork: *Hope* by Edward Burne-Jones (1896) – Shows a bound figure reaching upward, holding a sprig of apple blossom.

Discussion Prompt: Despite being bound, the figure reaches upward. What might this gesture represent in terms of resilience and hope?

Source: https://en.wikipedia.org/wiki/Hope_%28Burne-Jones%29?utm_source=chatgpt.com

Visual Tools for Emotional Exploration

Tool: *The Blob Tree* – A visual tool featuring various blob figures in different emotional states.

Discussion Prompt: Which blob figure do you relate to today? How can identifying with these figures help us understand our own emotions?

Source: https://en.wikipedia.org/wiki/Blob_Tree?utm_source=chatgpt.com

🚩 These images and artworks and other similar ones can serve as powerful catalysts for discussion, helping students to explore and articulate their emotions through visual means.

Teachers can choose to add, depending on the level of their class, one of the following two activities (related to the main objectives of the lesson):

- **Mask Making – Expressing Hidden Emotions**

Ask students to create a mask that shows the emotions they usually show to others on the outside, and their true inner feelings on the inside. This helps students explore and express emotions they may find hard to share.

- **Story Through Art – Visualizing Personal Journeys**

Students are encouraged to think about a time when they faced a challenge or found hope. Then, they are told to plan a simple story with a beginning, middle, and end. After dividing a piece of paper into panels (like a comic strip), students are asked to create a sequence of drawings and illustrate key moments, emotions, or turning points in their story. Students are told that they can add captions or speech bubbles if they want.

This helps students reflect and express their experiences visually.