

Storytelling: All of the Feels



*Photo credit: Art with Heart
Lesson developed by Crayon Collection

Objective

Students will reflect on an event in their lives and tell the story of it through drawing or writing. The goal of this lesson is to hold space for children to unpack their emotions around the momentous event.

Age Kindergarten and up

Time 45 mins

Focus Social Emotional Learning (SEL), Self-Discovery, Healing, Visual Arts (Line, Space, Form, Shape)

Material

- Crayons
- White Paper

Core Standards

- Social Emotional: Label and recognize own and others' emotions; Identify what triggers own emotions
- Visual Arts: Engage collaboratively in creative artmaking in response to an artistic problem.

(See below for a full list of standards.)

Opening (10 mins)

Distribute crayons and paper to each student. Review the activity and objective with the students.

- Life can be hard! We have good days, bad days, and days in between. Sometimes we go through big changes in life that leave us feeling sad, happy, stressed, confused, disappointed or mad.

Share a few examples.

We have days that just don't go our way like:

- *We missed the bus and it left us feeling **frustrated**.*
- *Our pet died and it left us feeling **sad**.*
- *We got into a fight at school or we heard our parents arguing and it left us feeling **scared**.*
- *Or, it could be a momentous occasion like celebrating a birthday with friends and we felt **happy**.*
- *Or maybe it was something in-between, like getting a new sister or brother – and we felt a mix of emotions: **excitement, confusion**, or possibly, **jealousy**.*
- *Have you guys ever had days like these or felt these emotions before?*

Today we will be thinking of a memory that we would like draw. Here is an example: Let's say your memory is getting into an argument with your sibling that left you feeling sad. Your story might go like this:

On Saturday it was raining outside and my sister and I couldn't go out to play. So, we stayed in and watched cartoons. My sister wanted to watch Bugs Bunny but I wanted to watch Sponge Bob. We were fighting over the remote. She was grabbing the remote so hard that it hurt my arm. I got so mad at her that I started crying and threw a pillow at her head. My mom came in and got mad at us and we both got sent to our rooms. It ruined the day.

Give students a minute to think of the story they want to draw. Encourage students to be open to their stories and remind them that any story is okay to tell.

- *Any story that comes to your mind is okay to talk about and any emotion you have about the story is also okay to express. You can't do this wrong!*

Questions

- *How would you draw this story? Where would you start?*
- *Would you start with a picture of you and your sister on the couch, both holding onto the remote? Or maybe you start by drawing rain?*
- *Next, you might draw a picture of you crying and then throwing a pillow at your sister.*
- *Next, you might draw a picture of your mom sending you and your sister to your rooms.*

(Show example in the resource page.)

Instruction and Guided Practice (5 mins)

Step 1. *Divide the paper in 4 boxes like a comic strip. Fold your paper in half and then fold it in half again. (See example in resource page)*

Step 2. *Think of your memory – can you recall the details of it? What happened in the beginning, middle, and end?*

Instruct students to begin drawing. If they have trouble thinking of where to start, help them brainstorm. Ask them:

- *What was the weather like that day? What day was it? Were you alone or with other people? What emotions were you feeling?*

Step 3: *Start to draw. Draw the beginning of the story in the first box. The middle of the story in the next two boxes and the end of the story in the last box.*

Adaptation: If students would prefer not to draw a story, the instructor can encourage students to make an abstract drawing that expresses the emotions they were feeling during the event.

Work Time (30 mins)

Circulate the room and help as needed.

Closing (5 mins)

Ask students to share their stories with their neighbor.

Next, ask students: *Now that you have drawn your story, how do you feel about it?*

Extension

2nd-5th Grade: In addition to drawing their story, students can write the story below the images or on the back of their paper. Students could also add thought bubbles.

Philosophy

Art is an essential tool for early childhood development. Studies have shown that art education helps to increase comprehension of STEM and literacy concepts as well as offering students an outlet to process trauma, develop self-discipline and self-management, and interpersonal relationship skills. Active engagement in the arts can yield positive benefits in social and emotional growth. The art lessons developed by Crayon Collection are meant to support this growth

Standards

California Visual Arts Standards

Creating

- Engage collaboratively in creative artmaking in response to an artistic problem.

Responding

- Describe what an image represents.

Social Emotional Competency

Self Awareness

- Label and recognize own and others' emotions
- Identify what triggers own emotions
- Analyze emotions and how they affect others

Self Management

- Seek help when needed

Responsible Decision Making

- Become self-reflective and self-evaluative

Additional Resource

Folding paper into 4 squares



Illustration example:

