

Our Feelings Matter

Activity: Emotions X-Rays



To explore emotions and how they are felt, we do a creative activity called Emotions X-Rays. This activity can be adapted to explore different responses to situations for example, how it feels to be proud, bullied, respected, shouted at or perhaps what it felt like during lockdown or being back at school.

Links to Curriculum for Excellence Experiences and Outcomes

- I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances. *HWB 2-03a / HWB 3-03a*
- I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. *HWB 2-04a / HWB 3-04a*

Learning Intentions

- Learners recognise physical sensations that can surface when they feel different emotions.

Duration

1 - 1 hour 30 minutes

What You Need

- A3 paper – one sheet per child
- Assortment of collage, craft materials such as:
 - Pom-poms, feathers, pipe cleaners, fabric
 - Magazines and comics
 - Coloured, shiny and textured paper
 - Wool, coloured yarn
 - Natural materials – leaves, pinecones, bark etc.
- PVA glue
- Scissors
- Colouring pens

Activity

Begin by bringing the children into a circle. Encourage the children to reflect on where they feel emotions. In their faces? Their bodies? Their stomachs? What does someone's face or body look like when they are experiencing this emotion? What does their heart rate do? What thoughts are they having?

In pairs or individually, invite children to find a space in the room. Hand out colouring pens and a sheet of paper to each child and ask them draw an outline of a person's body on the paper. Using the art materials available, ask the children to show how an emotion feels in their bodies – like they're looking at an x-ray of their insides.

You might ask all the children to work on the same emotion during a session, and move onto another emotion on another day, or each child can choose an emotion to work on.

Once completed, make time for the children to share back to one another in small groups or as a whole class.

"This person is really joyful. Their stomach is full of sequins and spread out and not clenched, their heart is fluffy and their feet are light like they just want to start dancing!" - Member of Children's Parliament (see image)

