

LESSONS 3 & 4

Taking Care of Ourselves Unit Grade 5 • Ages 10-12

TIME FRAME

Preparation: 15 minutes
Instruction: 60 minutes

MATERIALS

11 x 17 blank white paper

Waterproof or permanent black markers

Watercolor paints, sets or pencils

Color wheel of emotions

Example of self-portraits sheet

[Kindness Concept Poster](#) for Self-Care and Respect

LEARNING STANDARDS

Common Core: CCSS.ELA-Literacy.SL.5.1, 4; CCSS.ELA-Literacy.L.5.1; CCSS.ELA-Literacy.W.5.3; Colorado: Comprehensive Health S.3, GLE.1, EO.c; Reading, Writing and Communicating S.1, GLE.2, EO.a,b,c; S.3, GLE.1, EO.a,b; Visual Arts S.1, GLE.1, EO.c; S.3, GLE.1, EO.a,c

[Learning standards key](#)

Feeling Self Portraits

Students will think about their own emotions and make a colourful self-portrait. Students will share their portraits and the stories behind them with the class.

Lesson Background for Teachers

This lesson builds on previous lessons in this unit.

This lesson is heavily art based. If you have time in your week for art, you may want to consider combining this lesson with your art period.

Lesson adapted from: <http://www.deepspacesparkle.com/2010/12/05/emotion-portraits/>

Key Terms for Students

Consider writing key terms on the board before class to introduce vocabulary and increase understanding.

SELF-CARE Taking care of yourself through kind words, actions and thoughts.

RESPECT Treating people, places, and things with kindness.

EMOTIONAL WELL-BEING How you understand, use and express your emotions in a productive way.

FEELINGS OR EMOTIONS How we feel in our body and our heart when something is happening around us.

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

- Using blocking headphones to concentrate and block out noise; other students might focus better listening to quiet music with the headphones.
- Sharing ideas in small groups.
- Having their own copy of the color and emotions wheel, plus the self portraits.

RAK lessons teach kindness skills through a step-by-step framework of **Inspire, Empower, Act** and **Share**.

However, each lesson starts with the **Share** step to reinforce learning from previous lessons.



The RAK paradigm is the framework for teaching and building kindness skills.



Resources

You may consider some drawing videos from YouTube to support this project, such as: Mark Crilley: Basics Faces or Drawing a Realistic Eye

Share (3 mins)

From the Our Emotional Selves lesson home extension, share some ways your family can help you at home to take better care of yourself. Alternatively, share how we might help someone else treat himself/herself in a kind way.

Inspire

Discussion (20 mins)

*We have been talking about different **emotions** and how our own **emotional well-being** and **self-care** is so important. We experience a lot of **emotions** and it's important to recognize that all our **feelings** are valid and give us information about ourselves. Today you are going to create a self-portrait showing an **emotion** and use color as a personal, symbolic expression of that **emotion**.*

Then show students the Color and Emotions wheel on a document camera or smart board, either a printed version or from the website listed above. Explain that artists use color to show **emotions**; the students can use this color wheel to choose colors for their self-portrait or they can be creative and use the colors in any way they chose.

Ask the students to call out an **emotion**. Explain and show how to draw a simple face and add the **emotion** focusing mostly on the eyes and mouth. Use the color wheel to color in the face you have drawn. Have students give more **emotion** examples (angry, sad, pensive, joyful, bored, frustrated, etc.), and this time demonstrate how to use thick and thin lines to convey the **emotions**.

Then ask a few students to come up and draw an **emotion**, and have the class guess the **emotion**. Please stress that this project is just a warm-up and if they make a mistake, it's not a problem.

Empower

Self-Portrait (30 mins)

Show students the self-portraits page or the website version listed above on the document camera and ask what emotions are being displayed and why they think the 5th grade students chose the colors they did.

Hand out paper, black markers and watercolors.

Allow time for students to create their self-portrait.

*When we look at the self-portraits they are all different and unique. Some of us used yellow, some used orange, some used a lot of green. I want you to show your portrait to the class and see if they can guess what **emotion** you were portraying. After we guess, then you can describe your portrait. Be sure to use respectful words that show **caring towards yourself** when you speak.*

Then have students present their portrait to the rest of the class one at a time.

Literacy Extension Activity

To extend this activity, have students write a poem or a short, creative story about their portrait, describing the colors they used, the feeling represented, and whether any person or idea influenced their feeling. Use the writing rubric for your class to evaluate this project. For struggling readers and writers, consider providing a fill-in-the-blank template to reduce the writing demands or provide a list of words for students to use.

Wrap Up (5 mins)

To gauge understanding of the material, choose from either the evaluation or reflection questions as discussion, writing or journal prompts. Consider providing additional time for deeper evaluation and reflection as needed.

Evaluation Questions

- What emotions or feelings are useful or tell us something about ourselves?
- Did everyone portray the same emotions?
- How do respect and self-care relate to describing your portrait?

Reflection Questions

- Why did you choose the emotion you did? Is that the emotion that best describes you?
- Did you chose to portray a strong emotion or a more subtle emotion? Why?
- Can you always tell how a person is feeling just by looking on the outside?

Summary

Today you were able to communicate your feelings through the creation of a self-portrait. Communicating with others and understating our feelings allows us to better relate to one another. Kindness is often expressed through our acknowledgement of others or our own emotions.



Act (2 mins)

Kindness Minute

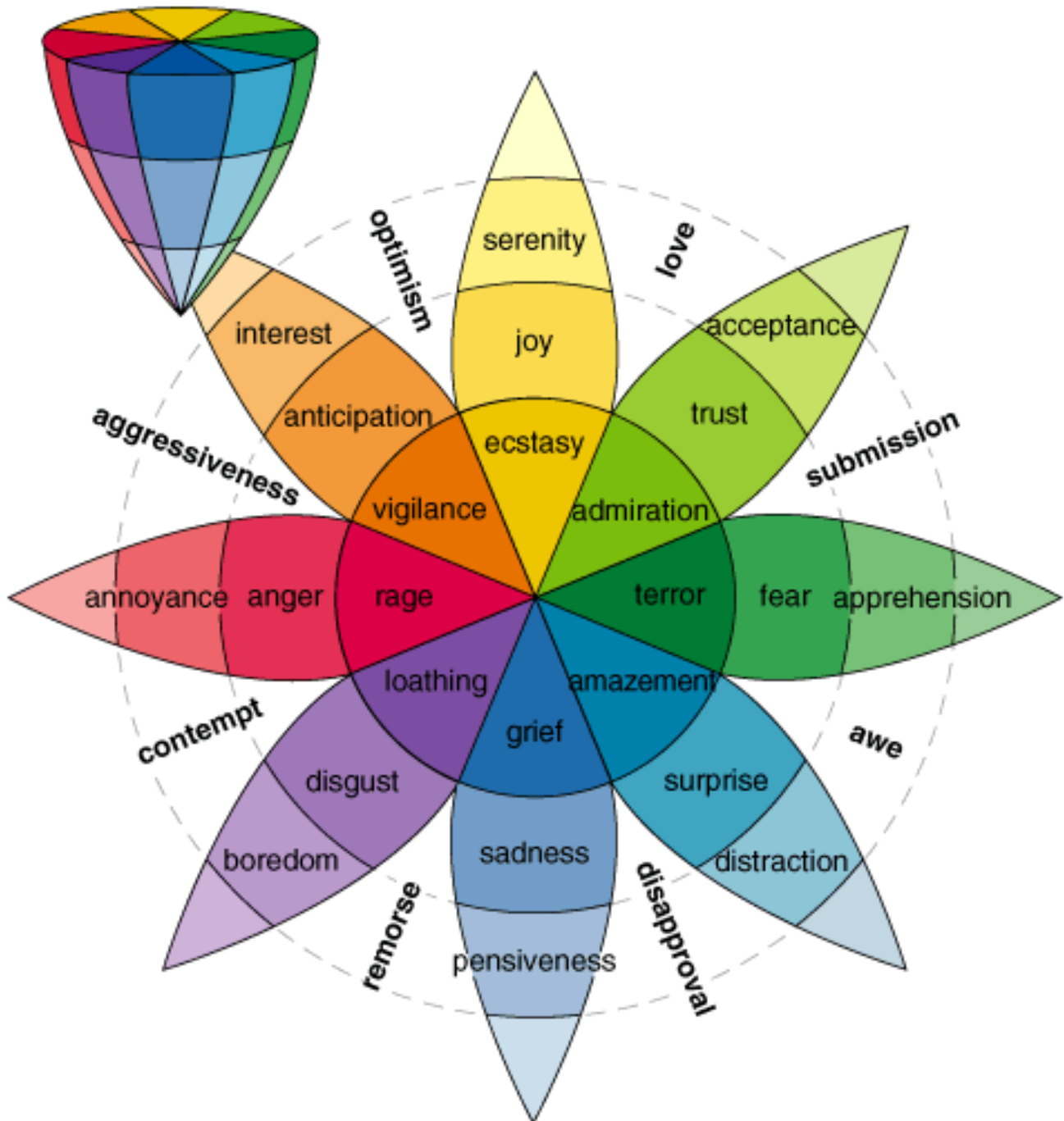
Let's take kindness outside our classroom. When you leave the classroom today, take notice of someone. Say, "You seem happy today – what's making you happy? How's your day?" or "You seem like you're in a grumpy mood, - are you ok? Tell me what's going on." Or any other **emotion** you see. What's important is to notice how someone might be **feeling**, check with them, then ask what's going on.

Kindness in Action

Ask someone to tell you about a day they were really feeling good. Write what happened below.



Color and Emotions Wheel



5th Grade Portraits that Show Emotions

