



Yearlong Objectives

- Express oneself in words and art.
- Work as an ensemble.
- Understand the power and importance of uniqueness.

Essential Questions

- What can I do when I feel uncomfortable?
- Why is it important to exercise self-compassion?
- What is a sculpture?

Lesson Objectives

- Create a three-dimensional topographical map sculpture.
- Identify uncomfortable emotions as they relate to physicality.
- Practice strategies of self-compassion with uncomfortable emotions.

National Arts Standards

- Formulate an artistic investigation of personally relevant content for creating art. *(VA:Cr1.2.6a)*
- Design or redesign objects, places, or systems that meet the identified needs of diverse users. *(VA:CR2.3.6a)*
- Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work. *(TH:Cr2-6.b)*



Materials needed

Body handout, air-dry clay or Play-Doh (homemade is fine), plastic knives, pencils



Time needed

90 minutes



Vocabulary for this lesson

Social-Emotional: *compassion, self-compassion, comfortable, uncomfortable*

Visual Arts: *sculpture, collage*

Theatre: *ensemble, body*

Social Studies: *topographical map*



Warm-Up Phase (15 minutes)

Circle: Favorites question: *What is your favorite television show?*

Optional follow-up question: *How are you feeling right now? Use an emotion word*

Team-building game: One-Word Story, Level 4 (see [Team-Building Games](#))



I Do/ We Do (20 minutes)

Explicitly Teach

- Have students turn and talk with each other about the past three projects, to access prior knowledge about maps and self-compassion. Have them repeat the definition of self-compassion out loud and record the definition on the board.
- Say, *When you are feeling an uncomfortable emotion, another self-compassion strategy is to identify the emotion, name it to yourself, and try to locate where you are feeling the emotion in your body. For example, if I am feeling jealous because my sister got a better birthday present than I did, I would close my eyes and say to myself, “I’m feeling jealous. It is OK to feel whatever I am feeling.” Then I would try to think about where the jealousy was in my body. Maybe I feel tense in my chest, for example. When I am feeling uncomfortable, I usually feel the emotion in my chest. You might feel it in your head, or in your stomach. After you have felt the emotion in your body, try to visualize sending love to the emotion, as if you’re picturing yourself as a baby who is crying and needs love.*
- Define _____ : *A topographical map shows features such as mountains and valleys. Some use lines, and some are three-dimensional.*
- Revisit definition of _____ .
- Explain that our bodies can feel like they’re full of mountains and valleys, too. Instead of creating a map of a place, we will be creating a map of the emotional centers of our bodies.
- Have students close their eyes. *Imagine you are feeling an uncomfortable emotion. You can pick anger, sadness, or fear, for example. Try to imagine what it feels like to feel that way. Where in your body might you feel the emotion? Have students put their hands on the place on their body where they feel the emotion the most.*

Keep in Mind

- Go over norms for an art space. *Art space needs to be safe, respectful and calm. What needs to happen to ensure everyone feels that way?*
- We will be using clay. *Some of our materials today can be messy. What can we do to make sure that our clothes stay neat and we keep our environment clean?*
- Some students might finish early. *What are some ideas for things to do if you finish before others in the class?*



You Do (55 minutes)

The project, step-by-step

- Distribute body templates.
- Draw a small x on the parts of your body where you feel uncomfortable emotions.
- Start by creating an even layer of clay across the body shape template. It should be about ¼” thick. Cut excess clay using the plastic knife.
- Add layers of clay to the parts of the body where you feel uncomfortable emotions.
- You may add several layers of clay to more than one body part, depending on where you experience your uncomfortable emotions.

Extensions: Create a separate, two-dimensional topographical map, showing areas of discomfort with horizontal lines instead of clay.

Closure: Have students close their eyes and practice locating the emotion again. Ask them to imagine that they are helpless, like a baby. Have them practice sending calming emotions to the tense parts of their bodies.

Optional Writing Prompt: What parts of your body do not hold as much stress? Why do you think this is?



Big Picture

Next class we’ll add color to this emotions map.