

# Inside Me/Outside Me

**Subject:** Visual Arts/Social-Emotional Learning

**Grades:** 3-8

<p><b>Skills:</b></p> <ul style="list-style-type: none"><li>● Social/Emotional</li><li>● Relationships</li><li>● Mindfulness</li><li>● Art</li><li>● Health/Wellness</li><li>● Self Esteem</li></ul> <p>Connections to Maine Learning Results listed below</p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"><li>● Template below</li><li>● Paper</li><li>● Pencils, colored pencils, crayons, markers</li></ul>
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**Goal:**

The goal of this lesson is for students to consider how they may appear to others and how they think of themselves.

**Instructions:**

Begin the lesson by inviting students to think about how they present themselves to the world and how that may be different to who they are on the inside. How would you describe your physical attributes (i.e. brown hair, green eyes, glasses, etc.)? What are your interests? Dreams? Goals for yourself? Sports/activities/music/movies you like? Who are the people who are important in your life? You may wish to consider topics such as how race/gender/ethnicity/socioeconomic background/sexual orientation help shape how we see the world and how others see us.

Hand out a copy of the portrait template below to each student (you could also have students draw a basic head and shoulder shape to work with, just have them draw a line down the center, as on the template). On one side have students complete the portrait as they appear on the outside. Make sure to have colored pencils/crayons in a variety of skin tones (Crayola™ makes a “Colors of the World” line of products that offers a nice variety). They may include clothing, accessories, etc. that help to show who they are on the outside. On the other side of the portraits students can use drawings, symbols, colors, words, whatever they would choose to represent who they are on the inside.

Follow up questions to have students consider: Was it hard to think about things to put on the inside? What could you tell about the outside person from the outside? What was the easiest part about decorating the person? Was it hard to think about things to put on the outside person? How did it feel to think and talk about the things you don't often show on the outside?

### **Extension Activity**

This activity pairs well with our "I am" poetry lesson

Have students explore how artists often portray themselves in self portraits. Works by Frida Kahlo, Paul Klee, Giuseppe Arcimboldo, Vincent van Gogh, Pablo Picasso, Andy Warhol would be a good starting point.

### **Maine Learning Results Standards**

Visual and Performing Arts: Visual Arts: A1-3; D1-3

Template

