

# What Feelings Do When No One's Looking

## Educational Guide

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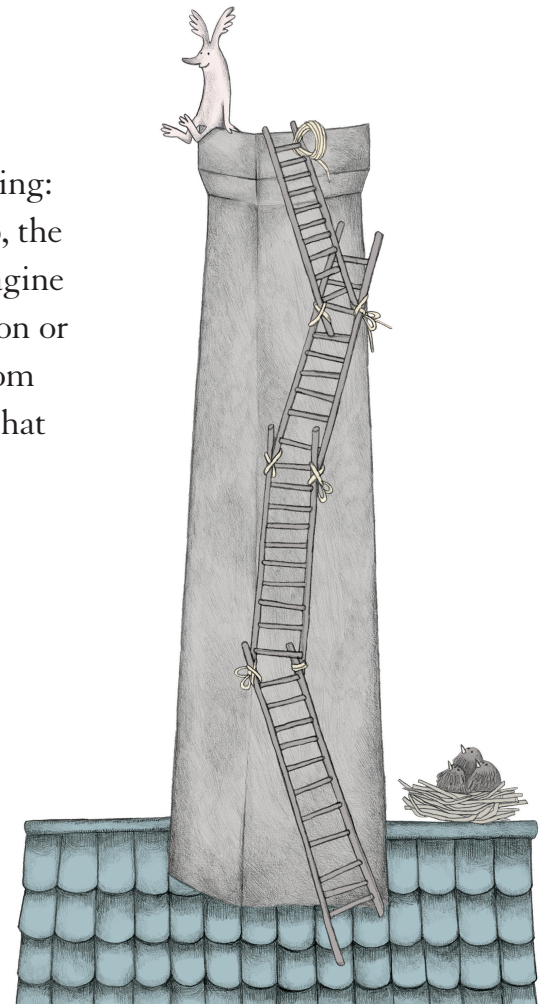
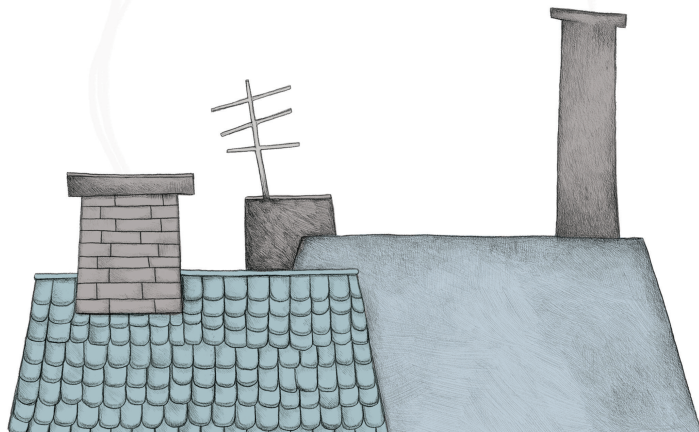
### Collaborative reading:

Oziewicz allows us to envision and meet feelings as individual characters. But what happens when they interact? Prompt students to select two or more emotions from the book and create an illustration that captures a playdate between feelings. Will these feelings form friendships? Will they have conflicts? Or, allow students to select one emotion and work in groups of two or three in a similar exercise.



### Curious reading:

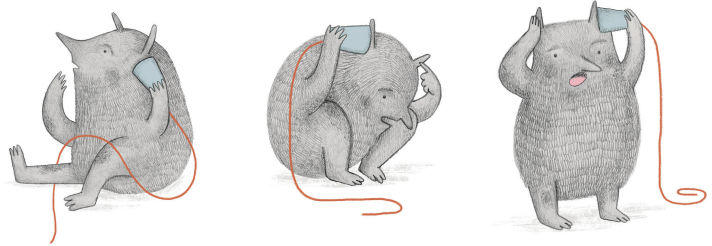
Oziewicz opens the book by introducing us to our first feeling: “Curiosity always climbs as high as possible – to the treetop, the roof, or the chimney.” Ask students to choose and then imagine themselves atop a treetop, roof, or chimney. Using illustration or writing, they can describe a specific view they might see from their perch. Where does following Curiosity lead them? What views and geographies will they discover?





### Reflective reading:

In the book's last pages, Oziewicz reminds us that feelings can be thought of as independent creatures, but they all ultimately live "in us." Ask students what emotion they can identify living inside them at the moment. Which is the loudest inhabitant? Invite students to name and illustrate this feeling. Use the book's last illustration as a prompt for this emotional self-portrait: what would this illustration look like in the mirror? You can potentially scan the page so students can draw the emotion's facial features or clothing directly onto the mirrored silhouette.



### Active reading:

You and your students can discuss the emotions that most stood out to them. Which emotions might have been new or unfamiliar – bliss, hate, longing? And what emotions would they like to add to Oziewicz's cast of characters? Allow students to first act out or describe the emotion. Then, invite peers to add their thoughts and contribute to a communal understanding of the new emotion. Finally, encourage each student to work on their own illustration, as they interpret class discussion into an individual creation.

