

# Colour My Emotions



Knowledge  
Through  
Entertainment

## FILM

- ▶ **Elli's Little Corona Lessons**
- ▶ **Knietzsche and Grief**
- ▶ **Knietzsche and Health**
- ▶ **What Body is This? Taina and Caua - Body Shaming**
- ▶ **Youth & Corona**

## KEY OBJECTIVES

- 1 **Give students a tool that helps process emotions**
- 2 **Creating a vocabulary about feelings to help children more fully express themselves**
- 3 **Understand the connection between colour and emotion**
- 4 **Acceptance and Expression of Emotion**

## INTRODUCTION

Verbalizing feelings in a healthy way can be difficult for adults and kids alike. Often this may be because the feelings are negative, but it can also be a challenge for positive feelings. As teachers and parents, it's important to teach children how to express the wide range of emotions they feel throughout the day. Oftentimes, especially with younger or elementary-aged children, they may be experiencing big feelings that they literally do not yet have the words to describe. Finding alternative ways to express these feelings can help children recognize, identify and eventually label them, which in turn supports their own social emotional health and well-being. One helpful way to foster this development in both young children and teens is to use art and colours.

Using colours and art projects to learn and express emotions promotes self-regulation and reflection, planning and decision-making skills, mobility and fine-motor skills, focus, language development and more. Additionally, creating art can be used as a calming and grounding activity for many children.

### TOPICS

Biology health mental wellbeing  
art therapy creative expression

### KEYWORDS

Art Mental Well Being Emotion  
Acceptance Feelings Colour  
Expression

### LEVEL

Early Learner Primary School  
Secondary School

### RESOURCE TYPE

Demonstration Activity

### INTENDED AUDIENCE SIZE

30

### MODE OF DELIVERY

Small group Live online

### TIME FOR ACTIVITY

Up to 40 minutes for the Activity,  
Ongoing Project for the Participants

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Putting colours to emotions has been going on for centuries. After all, some people believe that the expression “green with envy” goes back to the Shakespearian times. Or perhaps, you have heard the expression “Seeing red”? Children can easily relate to attaching colours to their feelings and this opens up a whole new way for children to talk about and explore their emotions.

A great way to be creative and encourage emotional intelligence is to express emotions with colours!

## GUIDING QUESTIONS

- What does the word emotion mean? What kinds of emotions do we experience on a day-to-day basis? Talk about emotion.
- Do we always feel the same way?
- Is it ok to feel the way we do?  
*(Yes it is ok to feel any emotion, talk to children about accepting their feelings and how this will help them react in a calmer manner to strong emotions.)*
- Do all colours make us feel the same? What has been your experience with certain colours? Have you entered a room painted a certain colour and felt an emotion?
- What are some of the different ways in which we express our emotions?
- Why do we use emojis when we message our friends?

## ACTIVITY FOR EARLY LEARNERS - FEELINGS WHEEL

### MATERIALS/PREPARATION

- **Paper (For Early Learner, a piece of paper cut in a circle or a paper plate)**
- **Colour Pens, Paint, Crayons or Colour Pencils**
- **Ruler**
- **Black Marker/Pen**

### TASKS/PROCEDURE

What is an emotion or feeling? What are the different emotions you can think about? For example - Happy, Sad, Angry, Scared, Excited, Calm

How can we show these emotions using a face?  
Make little stick puppets and show them. (Picture below)

Warm up by having students draw different types of lines - straight line, upward curved line, downward curved line, zig zag line etc.



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Can we use these lines to show emotions? Happy lines, angry lines, sad lines. Show the children some ways in which emotions can be expressed using emojis. (Picture below)



The kids can also draw along and guess the emotions conveyed in the drawings.

Do you know that colours can express emotions too?

Here are some colours - Look closely and intently at a colour. What do some of them make you feel? The Picture shows some of the colours you can use. Show these colours individually on coloured charts/flash cards/or on the screen if you are doing it online.

Does any colour make them happy? Does any colour make them sad/angry/excited/calm/scared?



Ask the kids to now take their paper plate. (In case they are using a circle cut from paper, they can stick it on a piece of circular cardboard cut to the same diameter)

Divide the circle into six sections by drawing straight lines across with your ruler and marker, like a pizza pie!

Then, colour in each section with different colours: red, yellow, green, light blue, dark blue and purple.

Draw the emoji corresponding to the emotion that is represented by the colour (as shown in the Picture below)

Ask the children to take turns and act out the emotions shown in this wheel.



**1) Use a brad and a paper clip**

**2) Use a pencil and a paper clip** (Picture right)



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Children can use this as a tool when they are having trouble expressing what they're feeling! As an extension to this activity, children could make a small suggestion list on things that can help when they feel an emotion -

Eg. When you feel mad/angry, you can try doing 10 jumping jacks, a few deep breaths, some quiet time, talk to someone - children can personalize their feelings wheel with things that work for them.

They can make a small list for each emotion on the wheel and use the wheel to express their emotion and then take an action that will make them feel better.

It will be good for children to write their own ideas, however here are some suggestions for reference:

**Mad** - 10 Jumping Jacks/ 20 Stomps around the room/ 5 deep breaths/ Play music and do an 'angry dance'/ Spend some Quiet Time

**Happy** - Smile away/ Hug your family and friends/ Do something kind/ Spread the Joy

**Sleepy** - Eat a small and healthy snack/ Drink water/ Take a Nap

**Silly** - Make Funny Faces/ Do a 'silly dance'

**Sad** - Hug your family/friend/stuffed toy, Take a 10 minute walk if you are able to go out, 10 minute exercise routine, Art activity, 5 deep breaths, Watch a funny cartoon/TV show

**Scared** - Talk to an adult about what is making you scared/ Hug a loved one/ Listen to calm music/ Take 5 deep breaths/ Use your imagination, write a brave story and act it out

## ACTIVITY FOR PRIMARY AND SECONDARY

**What is an emotion or feeling? What are the different emotions you can think about? For example - Happy, Sad, Angry, Scared, Excited, Calm, Bored, Confused, Irritated, Proud, Curious.**

How can we show these emotions by drawing faces? Show some of the emotions using stick puppets. (Picture below)



## Drawing Activity

Warm up by having students draw different types of lines - straight line, upward curved line, downward curved line, zig zag line etc. Can we use these lines to show emotions? Explore happy lines, angry lines, sad lines. Show the children some ways in which emotions can be expressed using simple emoji drawings.

Let's now take a look at some common colours. Ask the children to draw 6 to 10 circles. Colour them in different colours - red, green, blue, yellow, orange, purple, pink, brown, grey. Look intently at the colours; can you associate a particular colour with a certain emotion?

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The colours can be flashed digitally on the screen and the children can look at them.

## COLOR WHEEL



Do you think that colours and emotions have a relation? Which are the warm colours? Which are the cool colours? Do they make you feel the same? Or would you associate certain emotions with certain colours? (Picture left)

There are certain common associations, but it can also be very personal. You can make your own associations.

- Ask the children to decide on the emotions or feelings which they will express. They can draw corresponding emojis. And colour them as they think appropriate. For colours to have a true personal meaning, each person has to define their own colours. (Picture right)
- Get the children to draw arms and legs to express the emotions they have drawn. Have the child pay attention to the way the arms and legs are drawn, paying attention to whether the body matches the expression. (If a child needs a reference, the Picture on the right can be shared. Otherwise let them use their own style of expression)
- Ask the child to mimic with their face and body what they drew, if they are comfortable doing so
- When the drawing is complete, if they are comfortable, they can talk about when they felt - happy, sad, confused, etc. The facilitator can also share some of his/her experiences with some of the emotions.
- Ask them to keep the picture they made as a reference.
- Ask them to check back after a few weeks. Do the colours still match the feelings for them?
- Have them use the feelings characters to tell a story.
- It can be about a pretend situation or a story about a real-life event.

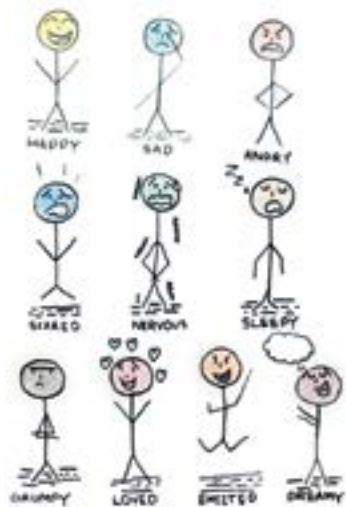
## EXTENSION

### For Elementary

A Reading of Dr.Suess 'My Many Coloured Days'  
Please also see the other Science Film Festival Activity 2021 'Emotions Pie'.

### For Primary

Children can draw emojis on coloured circles, stick them on an ice cream stick and make little stick puppets. They can then make a story using these emotions and do a puppet show for their family and friends.



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## EXTENSION

### For Secondary Students

Now that they have associated certain colours to their emotions, they can use this colour code to journal their emotions for a month.

Make a colour code (like in the picture below) of your emotions. Draw a jar next to it. Draw as many hearts (or any geometric shape) as there are days in that month and number it. (Picture below)

Colour each day with the colour that reflects how you feel. (If you experienced many emotions, you can choose the dominant emotion of the day or divide your geometric shape into colour segments.)

At the end of the month, you will have a journal showing the wide range of emotions you felt all month. In addition to helping label and identify feelings, this activity also helps see that emotions are fluid, and although you may feel sad or angry one day, that feeling is temporary.

Make jars like this for as many months as you would like.



**Please click below for a digital version of the Emotions Journal Activity**

## MORE EXTENSIONS

**History:** Look at the works of various artists throughout time. While looking at the works, see if you can pick out any strong emotional feelings.

**Language Arts:** Make a painting in the colours that reflect your emotion. Write a story or poem to go along with your painting and the emotion it conveys.

**Music:** Look at rhythm and movement in music and compare the idea of “emotional music” with “emotional painting”.

## How Do We See Colour?

There are 2 main sources of light that create the colours we see: the sun and light bulbs. As you know, the light from the sun allows us to see things during the day as well as during the night when the sun's light reflects off the moon. There is a visible spectrum of colours that we can see in addition to the combination of all colours (white) and the absence of colour (black).

Surfaces reflect and absorb light differently, which results in the colours we see through our eyes. For example, a tomato absorbs all light on the spectrum except the red rays of light. The red rays of light are reflected off the surface of the tomato which then reach our eyes for processing.

The coloured light enters the eye through the pupil, goes through the lens, then reaches the back of the eye called the retina. On the retina there are a bunch of light sensors called rods and cones. These rods and cones send a signal to the brain about what the eye is seeing. The cones are capable of seeing three colours: red, green, and blue. These are known as primary colours.

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## The Traditional Colour Wheel (Picture below)

### Primary Colours

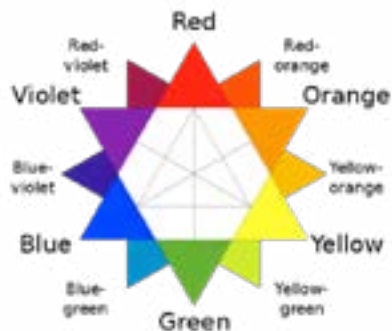
Primary colours consist of red, yellow, and blue. These 3 hues cannot be mixed or formed by any combination of other colours. Additionally, all other colours are created by mixing these three colours.

### Secondary Colours

Secondary colours consist of green, orange and purple (violet). Secondary colours are formed by mixing 2 primary colours.

### Tertiary Colours

Tertiary colours consist of red-orange, yellow-orange, yellow-green, blue-green, blue-violet, and red-violet. Tertiary colours are formed by mixing primary and secondary colours, resulting in the two-word names.



## AUTHORS AND SOURCES

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