

## EXPLORING EMOTION COLOURS

**Objective:** To introduce the concept of emotions and their associations with colours.

### Materials Needed:

- Art supplies (e.g., paper, coloured pens, coloured pencils, crayons)
- Colour wheel or colour chart
- List of emotions

### Session Outline:

#### 1. Introduction (5 minutes):

- Welcome the child to the session and create a supportive and comfortable environment.
- Explain that today's session will focus on exploring emotions and their connections to colours.

#### 2. Warm-Up Activity: Emotion Discussion (10 minutes):

- Engage the child in a discussion about emotions, asking open-ended questions such as, "What are some emotions you have experienced?" or "How do different emotions make you feel?"
- List the emotions mentioned by the child and briefly discuss their meanings.

#### 3. Colour Exploration (10 minutes):

- Introduce the colour wheel/chart, explaining how colours can evoke different feelings and moods.
- Show examples of colours associated with various emotions (e.g., red for anger, blue for calmness).
- Provide art supplies and ask the child to select colours that they associate with specific emotions from the list generated earlier.

#### 4. Art Creation: Emotion Colour Chart (5 minutes):

- Ask the child to create a colour chart or key, where they match specific emotions with their chosen colours.
- Encourage them to experiment with different hues, shades, and intensities of colours to capture the nuances of emotions.

#### 5. Reflection and Discussion (5 minutes):

- Ask the child to reflect on their colour choices and discuss why they selected particular colours for each emotion.
- Explore the child's associations and personal interpretations of how colours relate to their emotional experiences.

## EMOTION COLLAGE

**Objective:** To encourage self-expression and reflection on emotions through creating a collage

### Materials Needed:

- Magazines or printed images
- Scissors
- Glue
- Large paper or cardboard
- Pens or coloured pencils

### Session Outline:

#### 1. Introduction (5 minutes):

- Welcome the child to the session and create a supportive and comfortable environment.
- Recap the previous session briefly, connecting the concept of emotions and their associations with colours to the current session's objective.
- Explain that today's session will focus on expressing emotions through creating a collage.

#### 2. Warm-Up Activity: Emotion Discussion (10 minutes):

- Engage the child in a conversation about emotions, encouraging them to share their experiences and the range of emotions they have felt.
- Ask open-ended questions such as, "Can you think of a time when you felt really happy/sad/excited/angry?"
- Validate their emotions and emphasise the importance of expressing and acknowledging them.

#### 3. Collage Creation (15 minutes):

- Provide magazines or printed images and invite the child to browse through them.
- Ask the child to cut out images or words that represent different emotions or that resonate with their own emotional experiences.
- Encourage them to choose a variety of images that evoke different feelings and moods.

#### 4. Art Creation: Emotion Collage (5 minutes):

- Provide a large sheet of paper or cardboard as the base for the collage.
- Ask the child to arrange and glue the cut-out images onto the base, creating a collage that represents a range of emotions.
- Encourage them to use coloured pens or coloured pencils to add personal touches, such as drawing or writing their own emotions on the collage.

#### 5. Reflection and Discussion (5 minutes):

- Ask the child to reflect on their collage and discuss the emotions represented and the choices they made in selecting and arranging the images.
- Prompt questions such as, "What emotions do you see in your collage?" and "What message or story does your collage convey about emotions?"

## EMOTION PUPPET THEATRE

**Objective:** To promote emotional expression through puppetry and storytelling.

### Materials Needed:

- Puppets (hand puppets, finger puppets, or DIY puppets)
- Puppet theatre or an improvised performance space (e.g., table with a draped cloth)
- Optional: Props or costumes for puppets
- Paper and writing materials for creating scripts or story outlines

### Session Outline:

#### 1. Introduction (5 minutes):

- Welcome the child to the session and create a supportive and comfortable environment.
- Explain that today's session will focus on emotional expression through puppet theatre.

#### 2. Warm-Up Activity: Emotion Discussion (10 minutes):

- Engage the child in a discussion about different emotions, asking questions such as, "Can you name some emotions that you've felt recently?" or "How do you think puppets can help express emotions?"
- Encourage the child to reflect on their own emotional experiences and the ways in which puppets can be a tool for emotional expression.

#### 3. Puppet Creation and Character Development (10 minutes):

- Provide a selection of puppets or materials for creating DIY puppets.
- Ask the child to choose or create puppets that represent different emotions or characters they wish to express.
- Encourage them to personalise the puppets by adding features or accessories that reflect the emotions they want to convey.

#### 4. Art Creation: Puppet Theatre Performance (15 minutes):

- Set up a puppet theatre or an improvised performance space using a table with a draped cloth.
- Ask the child to create a short script or story outline for a puppet theatre performance.
- Encourage them to incorporate different emotions into the story, allowing the puppets to express and navigate those emotions.

#### 5. Puppet Theatre Performance and Reflection (10 minutes):

- Invite the child to perform their puppet theatre piece, either independently or with a supportive adult or peer.
- Encourage the child to express the emotions of their puppets during the performance, focusing on conveying the intended emotional experiences.

## MANDALA OF EMOTIONS

**Objective:** To create a mandala representing different emotions and discuss their symbolic meanings.

### Materials Needed:

- Large paper
- Circular templates or drawing compass (or a printed mandala)
- Rulers
- Coloured pencils, coloured pens, or paints
- Optional: Magazines or printed images for collage

### Session Outline:

#### 1. Introduction (5 minutes):

- Welcome the child to the session and create a supportive and comfortable environment.
- Recap the previous sessions briefly, connecting the exploration of emotions and their expression to the current session's objective.
- Explain that today's session will focus on creating a mandala representing different emotions

#### 2. Warm-Up Activity: Emotion Discussion (10 minutes):

- Engage the child in a conversation about different emotions, asking questions such as, "Can you think of a time when you felt joy/anger/sadness/fear?"
- Encourage the child to reflect on their emotional experiences

#### 3. Mandala Introduction and Design (10 minutes):

- Introduce the concept of a mandala as a circular art form representing wholeness and balance.
- Explain that they will create a mandala that reflects various emotions they have experienced.
- Provide circular templates, drawing compass to help the child create a symmetrical mandala design on their paper (or use printed versions).

#### 4. Art Creation: Emotion Mandala (15 minutes):

- Ask the child to divide their mandala into sections, each representing a specific emotion.
- Encourage the child to choose colours and symbols that they associate with each emotion to fill in the sections of the mandala.
- If desired, provide magazines or printed images for the child to incorporate collage elements that represent different emotions.

#### 5. Reflection and Discussion (10 minutes):

- Ask the child to reflect on their completed emotion mandala and discuss the emotions represented and the choices made in selecting colours and symbols.
- Prompt questions such as, "What emotions do you see in your mandala?" and "Why did you choose specific colours or symbols for each emotion?"

## EMOTION TIMELINE

**Objective:** To create a visual timeline of significant emotional experiences and reflect on their impact.

### Materials Needed:

- Large paper or poster board
- Coloured pens, coloured pencils
- Sticky notes
- Optional: Magazines or printed images for collage

### Session Outline:

#### 1. Introduction (5 minutes):

- Welcome the child to the session and create a supportive and comfortable environment
- Recap the previous sessions briefly, connecting the exploration of emotions and their expression to the current session's objective.
- Explain that today's session will focus on creating an emotion timeline to reflect on significant emotional experiences.

#### 2. Warm-Up Activity: Emotion Discussion (10 minutes):

- Engage the child in a conversation about different emotions and ask questions to prompt reflection on their emotional experiences.
- Encourage the child to recall and share significant emotional events or experiences from their past.

#### 3. Timeline Setup (5 minutes):

- Provide a large sheet of paper or poster board as the base for the emotion timeline.
- Explain the concept of a timeline and its purpose in visually representing events or experiences over a period of time.

#### 4. Art Creation: Emotion Timeline (15 minutes):

- Ask the child to create a timeline by drawing a horizontal line across the paper and labelling it with age intervals.
- Encourage the child to use coloured pens or pencils to represent different emotions along the timeline.
- If desired, offer magazines or printed images for the child to incorporate collage elements that depict emotional experiences.

#### 5. Reflection and Discussion (10 minutes):

- Ask the child to reflect on their completed emotion timeline and share any insights or observations.
- Prompt questions such as, "Which emotions stand out to you the most on your timeline?"

## EMOTION SELF-PORTRAITS

**Objective:** To express and reflect on emotions through self-portraits

**Materials Needed:**

- Art supplies (e.g., paper, coloured pens, coloured pencils, paints)
- Mirrors or photographs of the child
- Optional: Magazines or printed images for collage

**Session Outline:**

**1. Introduction (5 minutes):**

- Welcome the child to the session and create a supportive and comfortable environment.
- Recap the previous sessions briefly.
- Explain that today's session will focus on creating self-portraits to express emotions

**2. Warm-Up Activity: Emotion Discussion (10 minutes):**

- Engage the child in a conversation about different emotions and how they are expressed on our faces
- Prompt questions such as, "Do we always show our emotions on our faces?", "Do we sometimes hide our emotions?"

**3. Self-Portrait Setup (5 minutes):**

- Provide mirrors or photographs of the child as references for creating self-portraits.
- Discuss the purpose of self-portraits as a means of self-expression and reflection on emotions.
- Explain that the focus will be on capturing emotions through the artwork rather than creating a realistic likeness.

**4. Art Creation: Emotion Self-Portraits (15 minutes):**

- Ask the child to use the art supplies to create a self-portrait that expresses a specific emotion or a range of emotions.
- Encourage them to experiment with colours, lines, and facial expressions to convey their emotions authentically.
- If desired, offer magazines or printed images for the child to incorporate collage elements that symbolise influences on emotions.

**5. Reflection and Discussion (10 minutes):**

- Ask the child to reflect on their completed emotion self-portrait and share the emotions they intended to express.

## EMOTION STORYBOOK

**Objective:** To create a storybook that explores emotions and their impact on characters' lives.

### Materials Needed:

- Blank paper or notebook
- Writing materials (e.g., pens, pencils, coloured pens)
- Art supplies for illustrations (e.g., coloured pencils, paints)
- Optional: Magazines or printed images for collage

### Session Outline:

#### 1. Introduction (5 minutes):

- Welcome the child to the session and create a supportive and comfortable environment.
- Recap the previous sessions briefly.
- Explain that today's session will focus on creating a storybook that explores emotions and their impact on characters.

#### 2. Warm-Up Activity: Emotion Discussion (10 minutes):

- Engage the child in a conversation about different emotions and their significance in storytelling.
- Prompt questions such as, "Can you think of a favourite story where emotions played a role?" or "How do you think emotions can influence a character's actions and decisions?"
- Encourage the child to reflect on the connection between emotions and storytelling.

#### 3. Storybook Setup (5 minutes):

- Provide blank paper or a notebook as the base for the storybook.
- Discuss the purpose of the storybook as a way to explore emotions and their impact on characters' lives.
- Explain that the child will be the author of their own story, incorporating various emotions.

#### 4. Art Creation: Emotion Storybook (15 minutes):

- Ask the child to write a story that revolves around characters experiencing different emotions.
- Encourage them to incorporate a variety of emotions throughout the story, showcasing their impact on the characters' thoughts, actions, and relationships.
- If desired, offer art supplies and magazines or printed images for the child to create illustrations or collages that depict the characters and emotions.

#### 5. Reflection and Discussion (10 minutes):

- Ask the child to reflect on their completed emotion storybook and share any insights or observations.
- Discuss the emotions explored in the story and their effects on the characters' experiences and relationships.
- Prompt questions such as, "How do the characters' emotions change throughout the story?" and "What lessons or messages about emotions do you think your story conveys?"

## EMOTION SCULPTURES

**Objective:** To use clay or other sculpting materials to represent and explore emotions in a three-dimensional form.

### Materials Needed:

- Airdrying Clay
- Sculpting tools (e.g., clay tools, plastic knives, toothpicks)
- Optional: Found objects or materials for mixed-media sculptures
- Optional: Mirrors for self-reflection

### Session Outline:

#### 1. Introduction (5 minutes):

- Welcome the child to the session and create a supportive and comfortable environment.
- Recap the previous sessions briefly.
- Explain that today's session will focus on using clay or sculpting materials to represent and explore emotions.

#### 2. Warm-Up Activity: Emotion Discussion (10 minutes):

- Engage the child in a conversation about emotions.
- Prompt questions such as, "Can you describe a time when you felt overwhelmed with joy/sadness/anger?" or "How can we express emotions that are difficult to put into words?"
- Encourage the child to reflect on the complexities of emotions and the potential of sculpture as a means of expression.

#### 3. Sculpture Setup (5 minutes):

- Provide clay/dough for sculpting and introduce the various sculpting tools available.
- Discuss the purpose of sculpting to give form to emotions and create three-dimensional representations.

#### 4. Art Creation: Emotion Sculptures (15 minutes):

- Ask the child to use the clay/ dough to sculpt forms that represent different emotions.
- Encourage them to consider shape, texture, and posture to convey the intended emotions in their sculptures.

#### 5. Reflection and Discussion (10 minutes):

- Ask the child to reflect on their completed emotion sculptures and share the emotions they intended to express.
- If available, provide mirrors for the child to observe their sculptures and reflect on their own emotional responses.



## STRENGTH ANIMALS

**Objective:** To create a picture of strength animals that represent them physically, emotionally, and cognitively

### Materials Needed:

- Paper Pencil Colouring materials - pencils, felt pens
- Collage materials (if appropriate)

### Session Outline:

#### 1. Introduction (5 minutes):

- Welcome the child to the session and create a supportive and comfortable environment.
- Recap the previous sessions briefly.
- Explain that today's session will focus creating strength animals and creatures

#### 2. Warm-Up Activity: Strength Animals Discussion (10 minutes):

- Engage the child in a conversation about different animals and what their strengths are
- Prompt questions such as, "If you felt slow and tired ... I wonder what creature you could be" (e.g., snail)
- Encourage the child to reflect on different animals and creatures.

#### 3. Strength Animal Creation (20 minutes):

- Draw three animals in turn on one piece of paper:
- The first animal should represent you physically (how you move or look)
- The second animal should represent you emotionally (how you feel)
- The last animal should represent you cognitively (how you think)
- Fill in the background, to give them a home

#### 4. Reflection and Discussion (10 minutes):

- Ask the child to reflect on their completed animals/creatures
- Prompt questions such as "What are the strengths of these animals?", "How does these strengths relate to you?", "How can you use these strengths to help you cope with xxx?", "How will they live together?"

## DRAWING SYMBOLS

**Objective:** To explore emotions through known symbols.

**Materials Needed:**

- Blank paper
- Pencils/Pens

**Tree:** Symbolises strength, growth, and resilience.

- "What qualities or characteristics do you think a tree represents?"
- "Can you think of a time when you felt strong like a tree?"

**Door/Gate:** Symbolises opportunities, new beginnings, and transitions.

- "What do you think might be on the other side of the door or gate?"
- "How does the idea of stepping through a door or gate make you feel?"

**Butterfly:** Represents transformation, resilience, and the ability to adapt to change.

- "What changes have you experienced in your life?"
- "How did you navigate those changes and what did you learn from them?"

**Mountain:** Symbolises strength, perseverance, and overcoming challenges.

- "What challenges have you faced and overcome in your life?"
- "How did you find the strength to keep going during difficult times?"

**House:** Symbolises stability, safety, and a sense of belonging.

- "What does a house represent to you? What feelings or emotions come to mind when you think of a house?"
- "What makes a house feel like a home?"

**Key:** Represents unlocking potential, opportunities, and personal empowerment.

- "What do you think is the key to unlocking your full potential?"
- "What goals or aspirations do you have for yourself?"

## PAINT YOUR BREATHING

**Objective:** To focus on the breath and become more grounded.

**Materials Needed:**

- Paintbrushes
- Water for cleaning
- Water colour paper (or any rough-textured, non-absorbent paper)
- Water colour paints

**Steps:**

- Ask the child to take a moment to pause and notice their art materials
- Let them feel the softness of the brushes and the textures of the paper
- Ask them to select a colour
- Begin by getting them to dip their brush into the water
- Listen to the brush and dripping of the water
- Next, get them to bring their attention to their breath
- Take a few deep belly breaths, then let it find a natural rhythm
- When they are ready, ask them to select a colour and begin to paint along with their breath
- Moving the brush up as they inhale and down as they exhale
- Follow the breath with the painting

## FEELINGS WHEEL

**Objective:** To help children explore and expand their emotional vocabulary

**Materials Needed:**

- Drawing pencils
- Paper
- Coloured pencils or Oil pastels

**Session Outline:**

**1. Introduction (5 minutes):**

- Begin by explaining the purpose of creating a feelings wheel and how it can help children understand and express their emotions.
- Emphasise the importance of acknowledging and validating their feelings.

**2. Warm-up: Emotion Discussion (5 minutes):**

- Facilitate a brief discussion about different emotions. Ask open-ended questions to encourage children to share and describe various emotions they have experienced.
- Write down the emotions mentioned by the children on a whiteboard or large paper.

**3. Main Activity: Creating the Feelings Wheel (15 minutes):**

- Provide each child with a large circular paper or cardboard and markers or coloured pencils.
- Instruct the children to divide the circle into sections (like a pie) using the markers or coloured pencils. These sections will represent different emotions. (or see attached resources)
- Ask the children to label each section with an emotion from the previous discussion, using the written list as a reference.
- Encourage them to use colours and symbols that they feel represent each emotion.

**4. Reflection (5 minutes):**

- Invite the children to reflect on their feelings wheel. Ask questions such as:
- How do you feel after creating your own feelings wheel?
- Did you discover any new emotions during this activity?
- How can this feelings wheel help you understand and communicate your emotions?

## BRIDGE DRAWING

**Objective:** To help children explore their personal journey or transition in life

### Materials Needed:

- Drawing pencils
- Paper
- Coloured pencils or Oil pastels

### Session Outline:

#### 1. Sketching the Bridge (10 minutes):

- Provide each child with a blank sheet of paper and a pencil.
- Ask the children to use the pencil to sketch a bridge in the centre of the paper. Encourage them to consider the shape, structure, and details of the bridge.
- Guide them to include imagery on the left side of the bridge that represents what they are leaving behind. This could be symbols or drawings depicting past challenges, emotions, or experiences.

#### 2. Identifying the Destination and Obstacles (10 minutes):

- Ask the children to identify where they are headed in their personal journey or transition.
- Ask them to draw imagery on the right side of the bridge that represents their desired destination or future aspirations.
- Underneath the bridge, guide them to draw obstacles they have encountered along their journey. These obstacles can be represented as symbols, words, or drawings.

#### 3. Adding Self-Representation (5 minutes):

- Provide the children with paint or coloured pencils.
- Ask them to add themselves to the bridge drawing. They can indicate their location in the journey by adding a dot, a stick figure, or any other symbol that represents them.
- Encourage them to think about their emotions, mindset, and identity in relation to the bridge and their journey.

#### 4. Colouring and Reflecting (5 minutes):

Guide the children to use the paint or coloured pencils to add colour and life to their artwork. They can choose colours that reflect their emotions