

# Y3-6 PSHE

## Exploring Emotions(SEN)

FROM THE

### *What colour is your dragon?*

SOCIAL AND EMOTIONAL LEARNING PROGRAMME

## Exploring the emotions using three colours

DURATION:



SUBJECT: PSHE



STAGE: KS2



From What Colour Is Your Dragon  
A social and emotional learning  
Programme  
[www.whatcolourisyourdragon.com](http://www.whatcolourisyourdragon.com)

### Learning Objective

- To explore emotions in the body using three colours. To develop confidence in expressing emotions.

### Materials Needed

- Plasticine or moulding materials, in red blue and green colours.
- The teacher and pupil supporting handouts.

**Starter: 10 minutes**



Introduce the three dragon colours to the children using the pupil handouts. Using the teacher support material, explain that red is for everything that's difficult and when we are not feeling OK, blue is when we are busy focused and concentrating, and green is when we feel well, happy or content. You can also use dragon toys, animals or simply three coloured circles in this introduction. Check that everyone understands what the colours represent and the emotions and phrases which accompany each colour. Ask the children to show with their bodies how they look when they are feeling red, green or blue, by showing gestures and facial expressions. For example, green could be smiling and sitting upright looking relaxed. Red could be slouching or with clenched fists and a frown, feeling annoyed, angry, sad or frustrated. Blue could be head down, focused, concentrating motivated. (NB blue is often associated with sadness however its important to explain that blue means busy and engaged rather than sad.) Exaggerating these gestures and body postures can also be quite fun. Alternatively ask one pupil to make a posture and everyone else to guess what the posture is expressing.

## Activities



### Activity 1: Whole class (5 mins)

- Ask the pupils to make a figure or a shape using the three colours to show how they feel. Show the children the example pictures of figures that other children made (in the teacher resource pack), or make a figure yourself to model the process.

### Activity 2: Individual (10-15 mins)

- Give the pupils the three lots of coloured of plasticine and ask them to make something which shows how they are feeling using at least two of the colours. It could be a model of a person or something more abstract.

### Activity 3: Whole class (10 mins)

- Have a walk around the classroom and invite the children to look at each other's work and guess how the creator of the work is feeling. The creator can say a few words about what they made and why if they want to.

# What colour is your dragon?



## Extension

This activity can be extended by doing a whole class activity to get a snapshot of how the class is feeling at any point in the day. Sitting around a table with red, green and blue plasticine, talk about the day so far and all the events that have happened. For example, getting out of bed, coming to school, having a maths lesson, break time, lunch time etc. Ask the children to make red, green and blue balls of plasticine for all the events that have happened so far in the day according to how they experienced them. Ask them to show through the size and colour of the balls, how they felt about each event mentioned. For example, if getting out of bed is hard, they might want to make a big red ball of plasticine. If having lunch is nice, they can make a big green ball, the size of ball showing the intensity of their emotions. If they tried hard in a particular class, they could show this with a blue ball. At the end of the session the coloured balls on the table give a snapshot of how the whole class or group is feeling. At this point you can talk about what the class might need. For example, if the group snapshot contains a lot of red, you can discuss what might help the red feelings. E.g. walking outside, taking some breaths, talking to a kind friend, or asking for support from a member of staff. Often being given space to discuss or express reds openly can make the class more green already.

## Assessment



- All pupils can understand the three colours and what they mean.
- Most pupils can give examples of emotions which relate to the colours
- Some pupils can show where they felt these feeling in their body.

*What Colour Is Your Dragon?* What Colour Is Your Dragon? is a trauma-informed approach to mental and emotional wellbeing which emphasises creativity, movement, and neuroscience. It is aimed at children and young people of all ages, teachers and parents.

Emotional intelligence (EQ), or the ability to be smart about emotions, is an essential skill that children need for resilience, especially in times of challenge and uncertainty. What Colour Is you Dragon provides tools to develop EQ, using a Dragon language and three coloured dragon characters. The practice of expressing our emotions helps to keep our mental and emotional health in balance. The dragon colours give pupils an easy and creative way to do this.

*«I invited my line manager to take a transitional pause at the start of the meeting. I felt calm, ready and relaxed and the outcome was so much better than I had expected. I intend to not only do this in the future but to embed it into my teaching practise in the classroom. Act, reflect, learn the colour of your dragon. Its cutting edge neuroscience yet it's so simple it will surprise you.»*

SEN specialist teacher

For more information see

[www.whatcolourisyourdragon.com](http://www.whatcolourisyourdragon.com)