

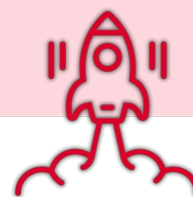


## **Title:** Move your emotions.

**Educational level:** 3rd grade, 2<sup>nd</sup> cycle of Early Childhood Education (5 years old).

**Curricular areas:** cross-curricular.

**Timing:** 1 lesson of 45 minutes (in any term).



## Summary

This activity focuses on exploring emotions through the well-known story *The Colour Monster* by Anna Llenas. Throughout the session, computational thinking will be integrated, engaging students with a topic that is familiar and meaningful to them: emotions. Students will match colours with emotions and explore the tale through TPR activities.



## Aims

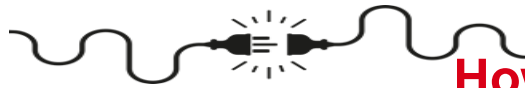
Integrate computational thinking within cross-curricular activities.

Teach vocabulary on emotions in English using the story of *The Colour Monster*, by Anna Llenas.

Improve listening skills and emotional awareness through movement.

**Key competencies to develop:** Linguistic Communication, Mathematical and Basic Competence in Science and Technology, Social and Civic Competence.





How do we do it?



## 1. Introduction (15 minutes)

Read the book *The Colour Monster* aloud. As you read, introduce the emotions: Yellow: happy; Blue: sad; Red: angry; Black: scared; Green: calm; Pink: love. For each emotion, ask the children to imitate the monster's feeling with their bodies: "How do we move when we are happy? What about when we are scared?"

## 2. Game Explanation (5 minutes)

Explain that each colour represents an emotion and they will use their bodies to express it. For example: "Yellow is happy, blue is sad..." and act out a movement for each emotion.

Happy: Jump, smile, and wave arms. Sad: Walk slowly and slump down.

Angry: loud steps and frown. Scared: Move backward and crouch. Calm: walk gently.

Love: Hug: make a heart shape with hands.

## 3. Emotion Colour Dance (10 minutes)

Place colour cards around the room, each representing an emotion. Play music.

As you read the story or describe the monster's emotions, call out a colour and emotion: "The monster feels happy! Yellow is happy!"

The children must run to the corresponding colour and perform the action for that emotion (jumping, marching...) while dancing.

## 4. Creating the Web of Emotions (10 minutes)

Hand out coloured strings to the children, each string corresponding to a different emotion.

When you call out an emotion, the children holding the matching colour should stretch their string between two points in the room, forming a "web."

As the web grows, the children will repeat the emotion out loud and act it out. The web symbolizes the complex mix of emotions the monster feels.

## 5. Closing and Reflection (10 minutes)

Sit in a circle. Ask the children, "How did the Colour Monster feel today?"

Can you show me happy, sad, angry?"

Have the children touch one of the strings and describe how they feel when they see that colour or act out the emotion again.

Praise their teamwork and reinforce the emotional vocabulary.



## Suggestions

You can add an extra activity: "Catch the Emotion" (5 minutes)

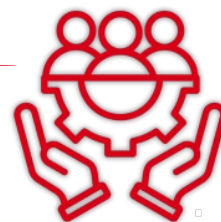
Shout an emotion (e.g., happy), and the children must run or move carefully to the corresponding coloured string and touch it. Encourage them to say the emotion aloud and perform the matching action, reinforcing the vocabulary and physical expression.

You can find the story here: [https://docviewer.xdocs.net/view\\_v2.php#google\\_vignette](https://docviewer.xdocs.net/view_v2.php#google_vignette)



## Resources

- **Human:** Teacher, language assistant, students.
- **Material:** Colour cards, The Colour Monster story, colour strings, music.



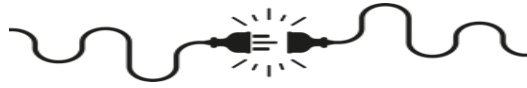
**Spaces:** Large classroom or outdoors space.

**Type of activity:** Total Physical Response.






We place the cards on the walls of the classroom (or open space) so that when the students hear the colour, they move towards them while dancing and physically representing the emotion associated with the colour. We use the strings to represent the mix of the monster's emotions. (Click on the image)





## What have we learned?

Here you can find the rubric with evaluation criteria.

Assessment Criteria			
<p>Accurately identifies and names emotions and their corresponding colours.</p>			
<p>Effectively demonstrates emotions through appropriate physical movements.</p>			
<p>Follows instructions and responds appropriately to cues during the activity.</p>			
<p>Collaborates with peers and contributes positively to group activities.</p>			





## Computational Thinking

**Logic (prediction and analysis):** thinking to make predictions, solve problems and make decisions based on available information.

**Algorithms (steps and rules):** is a step-by-step process that solves a problem or completes a task.

**Patterns (recognise and use similarities):** recognising similarities or patterns in problems or data, which means come up with solutions quickly and effectively.

**Abstraction (delete unnecessary details):** simplifying things in a problem hiding unnecessary details or aspects to focus on those that are relevant and essential.



## More information

QR codes to the activity resources



Colour cards