

Introducing the Emotion Zones

Ages 6–9 · Term 1: Emotional Awareness — Self-Awareness Skill (CASEL) · Session 1 of 6

About 45–55 minutes

Discussion · Worksheet · Book · Craft

Session Objective

Getting acquainted with the emotion zones (Blue · Green · Yellow · Red) and building the skill of naming and recognizing one's own feelings. In this session, the child learns that every emotion connects to a color and a zone, and can say "which zone am I in right now." This is the first step of emotional self-awareness; it isn't about managing emotions yet — just recognizing and naming them.

Flow at a glance: Welcome and introductions with the talking ball → building an "attention-getter" signal → conversation linking feelings to the body and colors → the "Feelings Jar" worksheet → reading the book *Why Am I Like This?* → the "Show My Feelings" pom-pom activity → rose-and-candle breathing and bubble play.

Materials Needed

- A talking ball or puppet
- Emotion-zones poster + a color-to-feeling key on the table
- The book *Why Am I Like This?*
- "Feelings Jar" worksheet (coloring in a jar)
- A small jar or can for each child + colored pom-poms
- Colored pencils, markers, stickers, colored paper
- Bubble maker + calm music player

1 Welcome & Introductions

Supplies: talking ball.

1. The children sit together in a circle for the opening.
2. Pass the ball to each child; they say their name and show a fun movement, and everyone else repeats it.
3. Establish an "attention-getter" — for example, when you raise a hand, everyone goes quiet and listens.

2 Conversation — Feelings, the Body, and Colors

Supplies: emotion-zones poster.

What you say:

"Every feeling has a place in our body, and a color too. Happiness is green, sadness is blue, anger is red, worry is yellow. What color do you think you're in right now?"

Likely responses: "I'm green because I feel good," "I'm a bit yellow because I'm excited," "I'm blue because I'm tired"...

3 Activity 1 — "Feelings Jar" Worksheet

Supplies: Feelings Jar worksheet, colored pencils, poster.

1. Give each child the jar worksheet.
2. Ask them to color the jar with the color of the zone they're in right now.

Give body-focused feedback: "Look at your face, your eyebrows, your hands right now — what are they doing? Are your movements fast or slow?" This connects the child to the body signals of emotion.

4 Reading the Book

Supplies: the book *Why Am I Like This?*

1. Read the book and name the character's feeling on every page.

Whenever you reach a feeling, ask, "Who has ever felt this before?" so the children raise their hands and connect the feeling to their own experience.

5 Activity 2 — "Show My Feelings"

Supplies: jar/can, colored pom-poms, color-to-feeling key.

1. Give each child a jar and colored pom-poms; keep the color-to-feeling key on the table.
2. For each feeling they've had inside them these days, the child drops a pom-pom of the matching color into their jar.
3. Then each child talks about their jar: "What colors are in it, and why?"

The jars won't be the same, and that's completely fine; never judge any combination of feelings.

6 End of Class

Supplies: bubble maker, calm music.

Rose-and-candle breath:

"Imagine a rose in front of you, breathe it in deeply, hold for 5 seconds, now blow out the candle until it's out." (Repeat 3 times.)

Play calm music and a goodbye song, blow bubbles, and praise each child.

End-of-Session Check — Success Signal

The child can connect today's feeling to a color/zone and name it.

Record for progress tracking: **2** = connects and names it clearly · **1** = partial / with facilitator support · **0** = not yet.

Home Bridge

Suggest that parents ask their child at dinner, "Which color were you in the most today?" to keep the zone vocabulary alive at home too.

Differentiation & Inclusion Notes

- **6-year-olds:** write the words on the worksheet yourself and use fewer colors.
- **7–8-year-olds:** ask them to give one real example for each color.

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Ages 6-8 SEL · Term 1 · Session 1 — Introducing the Emotion Zones

Facilitator Guide

Before Class: Lay out the poster and the color-to-feeling key on the table; pre-sort the jars and pom-poms; have one sample colored-in worksheet ready.

In the Peak Moment: If a child becomes restless mid-activity, don't push them; sit beside them and take a rose-and-candle breath together (co-regulation), then continue.

Suggested Language: Instead of "no, that's not anger," say, "interesting — that's the color you're feeling; tell me more." Never correct a child's feeling, just show curiosity.

Signs to Flag for Follow-Up: If a child's jar is always and only blue or red, note it and share it gently with the family — "every difficult behavior is an unmet need."

Facilitator Note

In this session we only want the child to recognize and name their feeling — not to change it or "fix" it. Accepting every color, even blue and red, is precisely the message that builds a child's emotional health.