

EARLYPOLY

EMO_408_EN

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Formal / non-formal setting: **Formal**

Most relevant age group: **5–6 years**

Description of the idea / problem / exercise: **Emotion Explorers (Color My Feelings)**

Competence Area(s): Arts/Expression (identifying & expressing emotions), Interaction (social-emotional skills), Multiliteracy (interpreting colors as symbols for feelings)

Materials: Poly-Universe pieces in various colors (ensure each child has access to a few pieces that prominently feature each of the basic colors – red, blue, green, yellow); also prepare emotion cards or emoji faces representing basic feelings (happy, sad, angry, calm, etc.) and matching colored paper or mats for those emotions (e.g. blue circle for sad, yellow for happy, etc.), as decided by the group discussion. Optional: a mirror for children to practice facial expressions.

Learning Goals: Help children recognize and name different emotions and associate them with colors or abstract representations; build empathy by understanding that others may feel differently (social awareness); encourage creativity and self-expression by using shapes and colors to represent feelings. The fine motor aspect comes in arranging the pieces to depict an emotion.

Game Description & Rules: This game is inspired by the “Colours and Emotions” morning circle activity. It adds a hands-on twist with shapes:

Step 1: Discussion – Gather children in a circle. Begin by talking about feelings and colors: “What color do you feel like when you’re happy? Maybe yellow like the sun? What about angry – is it red like fire?” As a group, decide on some color-emotion matches (there are no wrong answers). For example, children might agree green feels “calm,” blue “sad,” red “angry,” yellow “happy”. Place the colored emotion cards or mats in the center as a reference.

Step 2: Shape Selection – Hand out a mix of Poly-Universe pieces to each child. Now introduce the idea: “Use your shapes to show how you feel today.” Each child picks a shape piece in the color that represents their current mood or an assigned emotion. They will use it to share that feeling with the group. For instance, a child who feels joyful might choose a bright yellow circle piece.

Step 3: Express & Share – One by one, children take turns showing the shape they chose and acting out or describing the emotion. For example: “I picked a blue triangle. Blue is my favorite color but it’s also a little sad. My triangle has a small yellow corner – that’s my happy part peeking out. I feel a little sad because my friend is absent, but also happy because I like triangle shapes.” Encourage them to make a matching facial expression or pose (tie-in with drama/physical expression). The group can then guess or name the emotion

and hold up a matching emotion card if available (this fosters empathy – they observe how each child shows feelings).

Step 4: Group Emotion Mosaic – As a culminating activity, children work together to create an “emotion mosaic.” Using a large sheet of paper, they place their chosen shape onto it one by one, forming a collective artwork. Perhaps arrange the pieces into a giant heart or a smiley face outline. This represents the class’s range of feelings at that moment. It visually reinforces that we all have feelings and they all fit together in the classroom community.

Formative Assessment: During sharing, listen for correct emotion vocabulary and observe if children can connect color to feeling coherently (this shows emotional awareness). Note each child’s comfort level: who eagerly expresses and who is shy? These observations help in supporting social-emotional development. After the activity, you might ask questions: “How did it feel to share your emotion? What did you notice about others’ emotions?” This reflection gauges empathy growth. Additionally, keep the finished emotion mosaic on display. Over time, you could revisit it and ask if anyone’s feelings have changed, using the shapes to talk about managing emotions. This ongoing dialogue aligns with supporting children’s self-regulation and social competence as emphasized in the Finnish ECEC approach.