

The Colour Monster



Official Educational Resource Pack

Includes resources for:

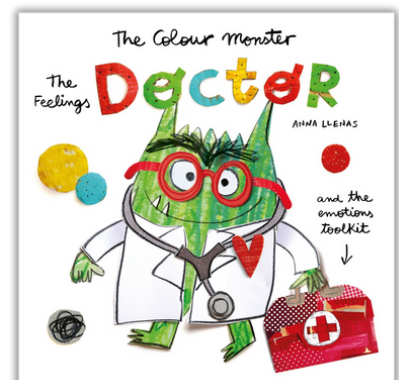
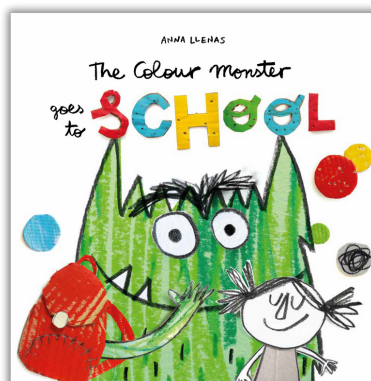
- ✓ The Colour Monster © by Anna Llenas
- ✓ The Colour Monster Goes to School © by Anna Llenas
- ✓ The Colour Monster: The Feelings Doctor and the Emotions Toolkit © by Anna Llenas

Suitable for: Ages 2+

- ✓ Teach children to recognise and understand their emotions through creative activities and discussions.
- ✓ Introduce and help children build a vocabulary to label and communicate their emotions effectively.
 - ✓ Promote healthy ways for children to express their emotions, whether through art, writing or conversation.
- ✓ Educate children on constructive ways to handle their emotions and find practical solutions to challenges.
- ✓ Encourage empathy and consider the emotions of others to provide and receive support from their friends and family.

Areas of Learning (EYFS):

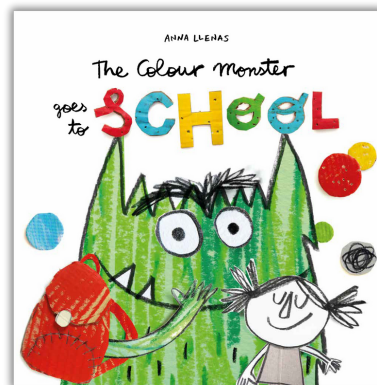
- ✓ Communication and Language
- ✓ Personal, Social and Emotional Development
- ✓ Literacy
- ✓ Expressive Arts and Design





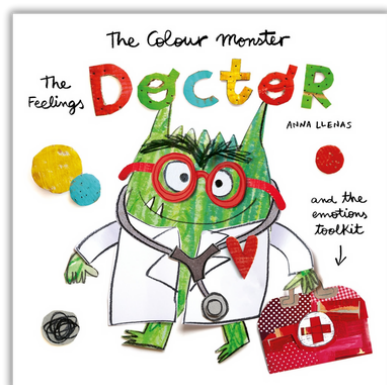
The Colour Monster

One day, Colour Monster wakes up feeling very confused. His emotions are all over the place; he feels angry, happy, calm, sad and scared all at once! To help him, a little girl shows him what each feeling means through colour. What is the Colour Monster feeling? And can you help him feel a little less mixed up?



The Colour Monster Goes to School

Follow The Colour Monster on a brand new adventure, as he navigates his way through his first day at school! Anna Llenas's popular Colour Monster is back, and this time he's heading off to school! But what exactly is school? A spooky castle filled with terrifying animals? A place in the sky, amongst the rainbows and clouds? From music lessons, to lunchtime, to making new friends, the Colour Monster's first day of school is filled with exciting new adventures.



The Colour Monster: The Feelings Doctor and the Emotions Toolkit

The latest picture book in the bestselling The Colour Monster series, that encourages conversations about consent, mental health and wellbeing. One day, Nuna was in a situation where she didn't know how to say no and it left her feeling strange and confused. So she goes to see Colour Monster who is now a doctor and who can help to heal emotions, especially those that are big and difficult to understand. To begin with, Nuna cannot find the right words. But with the help of Colour Monster and his emotions toolkit, Nuna learns how to use tools and techniques that will make her feel better. Together they try things like deep breathing, arts and crafts, blowing bubbles and dancing until she starts to feel calmer. Now will Nuna be able to talk about what's bothering her?

ABOUT THE AUTHOR AND ILLUSTRATOR - ANNA LLENAS

Anna Llenas is an author and illustrator of books that are full of heart. Her stories are written for both the young and old because they speak to their inner child, and they aim to welcome, reassure and recognise them in some way. She began her career as a publicist and graphic designer in large advertising agencies. but one day, when she reunited with her brushes and bright colours, she realised that her art and words offered connection and had great healing, transformative power. So she decided to change course and explore this new path. She trained as an art therapist and today, in addition to writing stories about emotions, she teaches courses and workshops that help people to grow. The Colour Monster is a series that is known across the globe for helping children, and adults, to identify and understand their emotions.

Contents

The Colour Monster

EXTRACT 1: MIXED UP MONSTER AND DISCUSSION QUESTIONS

ACTIVITY 1: EXPRESSING EMOTIONS

ACTIVITY SHEET 1: MY FEELINGS JARS

Objectives: Develop an awareness and understanding of emotions by engaging in a discussion about different feelings; associate colours and imagery with emotions to explore personal connections.

The Colour Monster Goes to School

EXTRACT 2: WHAT IS SCHOOL? AND DISCUSSION QUESTIONS

ACTIVITY 2: STARTING SCHOOL

ACTIVITY SHEET 2: TOP TIPS

Objectives: Recognise that experiencing various emotions in new situations is expected; practise showing empathy, care and support to make someone more comfortable about starting school.

The Colour Monster: The Feelings Doctor and the Emotions Toolkit

EXTRACT 3: DR COLOUR MONSTER AND DISCUSSION QUESTIONS

ACTIVITY 3: TALKING TOGETHER AND TOOLKITS

ACTIVITY SHEET 3: MY EMOTIONS TOOLKIT

Objectives: Talk openly about feelings with trusted adults and discover the concept of an 'Emotions Toolkit'; explore tools and materials that can help them understand and regulate their emotions.

NATIONAL CURRICULUM OBJECTIVES - EARLY YEARS FOUNDATION STAGE (EARLY LEARNING GOALS)

ADDITIONAL ACTIVITIES AND INNOVATIVE IDEAS

The Colour Monster

EXTRACT 1: MIXED UP MONSTER AND DISCUSSION QUESTIONS

This is my friend the colour monster.

Today he's all mixed up and very confused.
He doesn't know why.



DISCUSSION QUESTIONS:

1. What colours do you see in the picture of the Colour Monster? Can you name them?
2. Do you have a favourite colour? Which one is it and why do you like it so much?
3. Why do you think the Colour Monster in the picture is feeling mixed up and confused? Can you think of a time when you felt like that?
4. If you were the Colour Monster, how might you feel with all those colours inside you? Can you show a facial expression for that feeling?
5. Do you think the colours inside the Colour Monster represent good or bad feelings, or maybe both? Why do you think so?
6. Think of things around you that remind you of the different colours inside the Color Monster. What comes to mind when you think of the colours blue, green, yellow, red or grey?
7. Which colours make you feel happy and which ones make you feel sad?
8. How can the Colour Monster start feeling better about things?
9. Why is it important to talk to someone you trust when you're feeling confused or mixed up, like the Colour Monster?
10. If you were a friend to the Colour Monster, what would you say or do to help him feel less confused and mixed up?

The Colour Monster

ACTIVITY 1: EXPRESSING EMOTIONS

- Begin the lesson by gathering the children together and having a brief discussion about feelings. Ask simple questions like, "How are you feeling today? Can you show me or tell me if you're feeling happy, sad or something else?". Highlight the importance of openly expressing our emotions and feelings.
- Introduce and show them the cover of the book, *The Colour Monster*. Ask, "What do you see in this picture? What colours can you see?" Encourage them to describe what they observe.
-
- Display the first double-page spread from the book, featuring the mixed-up colour monster, either on the board or distributed as printed copies, so everyone can see.
- Read it aloud, pausing to ask the provided discussion questions or talk about the colours and feelings they see in the illustration. Explain how the Colour Monster feels mixed up and confused and talk about when they might have felt this way and why.
- Continue reading the story, where the Colour Monster goes on an adventure with its friend to sort out its mixed-up feelings. See how they work together to understand and organise these emotions, putting each feeling in a different jar to take a closer look at them.
- Describe the relationship between colours and emotions within the book, associating yellow with happiness, blue with sadness, red with anger, black with fear, and green with calmness.
- Explore the imagery linked with these colours, encouraging children to share what each colour makes them think of, how it makes them feel and where they often see these colours in their surroundings.
- Next, invite the children to use Activity Sheet 1: My Feelings Jars, which provides templates of jars, to draw or write inside them what makes them feel happy, sad, angry, fearful and calm.
- Towards the end of the story, the Colour Monster reveals a new colour of pink. Encourage children to share their thoughts on what this colour might symbolise in terms of feelings. Ask them not only to name this emotion by writing it on the line but also to express it through drawings inside the last jar template.
- To finish, remind the children that it's okay to talk about their feelings and express themselves, just like the Colour Monster did in the story. Let them know that they can always share their emotions with their family, friends, teachers in school or another trusted adult.

The Colour Monster

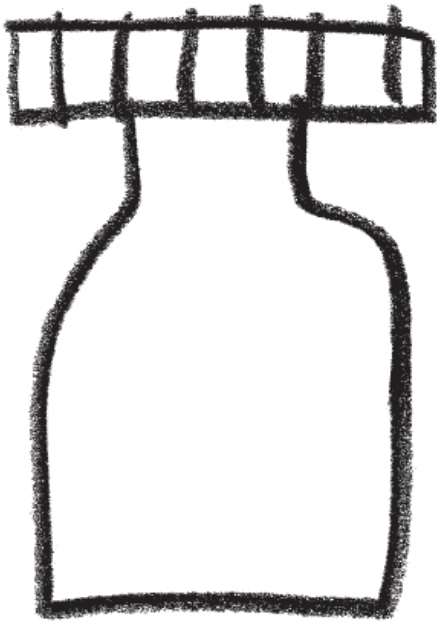
ACTIVITY 1: EXPRESSING EMOTIONS

- Begin the lesson by gathering the children together and having a brief discussion about feelings. Ask simple questions like, "How are you feeling today? Can you show me or tell me if you're feeling happy, sad or something else?". Highlight the importance of openly expressing our emotions and feelings.
- Introduce and show them the cover of the book, *The Colour Monster*. Ask, "What do you see in this picture? What colours can you see?" Encourage them to describe what they observe.
- Display the first double-page spread from the book, featuring the mixed-up colour monster, either on the board or distributed as printed copies, so everyone can see.
- Read it aloud, pausing to ask the provided discussion questions or talk about the colours and feelings they see in the illustration. Explain how the Colour Monster feels mixed up and confused and talk about when they might have felt this way and why.
- Continue reading the story, where the Colour Monster goes on an adventure with its friend to sort out its mixed-up feelings. See how they work together to understand and organise these emotions, putting each feeling in a different jar to take a closer look at them.
- Describe the relationship between colours and emotions within the book, associating yellow with happiness, blue with sadness, red with anger, grey with fear, and green with calmness.
- Explore the imagery linked with these colours, encouraging children to share what each colour makes them think of, how it makes them feel and where they often see these colours in their surroundings.
- Next, invite the children to use Activity Sheet 1: My Feelings Jars, which provides templates of jars, to draw or write inside them what makes them feel happy, sad, angry, fearful and calm.
- Towards the end of the story, the Colour Monster reveals a new colour of pink. Encourage children to share their thoughts on what this colour might symbolise in terms of feelings. Ask them not only to name this emotion by writing it on the line but also to express it through drawings inside the last jar template.
- To finish, remind the children that it's okay to talk about their feelings and express themselves, just like the Colour Monster did in the story. Let them know that they can always share their emotions with their family, friends, teachers in school or another trusted adult.

The Colour Monster

ACTIVITY SHEET 2: MY FEELINGS JAR

Happiness



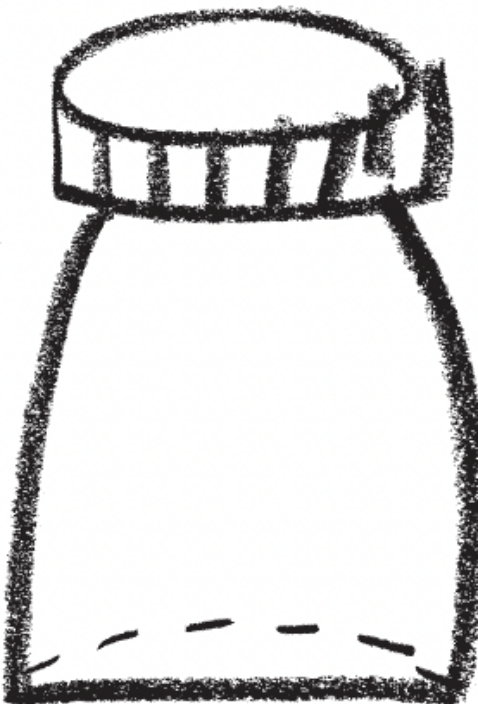
Sadness



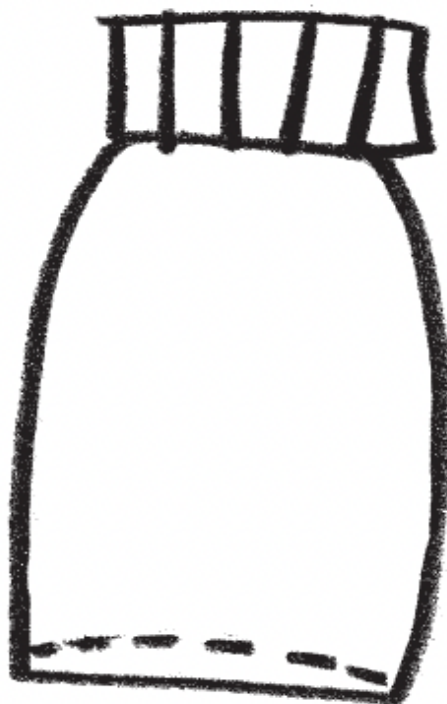
Anger



Fear



Calmness



The Colour Monster Goes to School

EXTRACT 2: WHAT IS SCHOOL (pages ?-?) AND DISCUSSION QUESTIONS



DISCUSSION QUESTIONS:

1. What did you think school would be like before you started?
2. Can you remember your first day at school? Do you have any special memories or funny stories from your first day at school that you'd like to share?
3. Have you ever felt a little bit frightened? What helped you feel better when you felt like this?
4. Why do you think the Colour Monster thought school might be a little scary at first? What made him feel that way?
5. What emotions is the Colour Monster showing on these pages?
6. If you wanted to comfort the Colour Monster and help him get ready for his first day of school, what would you say to make him feel brave?
7. Do you think the Colour Monster might end up liking school when he goes?
8. What's something you've been worried about, but when you did it, it wasn't as bad as you first thought? What happened?
9. If you could choose a place anywhere in the world for your school, where would it be?
10. What can we do to help our friends who might be worried about something, just like the Colour Monster was about school? Can you share some ideas on how you would support them?

The Colour Monster

ACTIVITY 2: STARTING SCHOOL

- Begin by having a conversation with the children about how they felt about starting school.
- Note down their various emotions on the board. You could even associate their feelings with the colours of the Color Monster to help them relate (e.g. yellow for happiness, blue for sadness, red for anger, grey for fear, green for calm and pink for love).
- Have a brief discussion about each of their emotions, highlighting that it's okay to have different feelings about starting school. You can ask questions like: "Why do you think some children might feel happy about starting school?" and "What could make someone feel a little bit scared or worried about it?"
- Reinforce the idea that everyone experiences a mix of these emotions and it's normal. Let the children know that in today's lesson, they'll learn more about these feelings and that they are going to help the Colour Monster feel better about starting school.
- Start to read the story, *The Colour Monster Goes to School*, up to the part (Extract 2) where he's thinking about going to school and imagines some scary scenarios. Ask the children the provided discussion questions so they can think about how the Colour Monster is feeling.
- Talk to the children about how they can help the Colour Monster feel better about starting school. Encourage the children to come up with their own ideas on how to help the Colour Monster feel more at ease and excited about this new adventure.
- As a class, have children complete Activity Sheet 2: Top Tips together by writing or drawing suggestions they could do for the Colour Monster to help him feel better about starting school. For instance, they could share what they do, such as playing with friends and learning, show him around and where places like the classroom and the playground are and offer to walk with him to school.
- As the children share their thoughts and suggestions, reinforce the message that their empathy and kindness can make a big difference in helping someone feel more comfortable and confident about starting school. Encourage them to understand that their actions can brighten someone's day and create a warm, welcoming environment for everyone in the classroom.
- Compile their lists of tips and comforting messages into a collective class book that could be kept in the classroom to assist any new children who join your class in the future.

The Colour Monster

ACTIVITY 2: STARTING SCHOOL



Instructions: Imagine the Colour Monster is starting at your school and feeling a little nervous.

How can you help him feel happier? Write some kind words or ideas to make him feel comfortable.

Tip or Message 1: _____

Tip or Message 2: _____

Tip or Message 3: _____

The Colour Monster: The Feelings Doctor and the Emotions Toolkit

EXTRACT 3: DOCTOR COLOUR MONSTER AND DISCUSSION QUESTIONS

This is Nuna.
Today she woke up feeling strange,
dazed and confused. . .
She doesn't know why she feels this way.

So she decides to go and
see the Colour Monster.



DISCUSSION QUESTIONS:

1. What did you think school would be like before you started?
2. Can you remember your first day at school? Do you have any special memories or funny stories from your first day at school that you'd like to share?
3. Have you ever felt a little bit frightened? What helped you feel better when you felt like this?
4. Why do you think the Colour Monster thought school might be a little scary at first? What made him feel that way?
5. What emotions is the Colour Monster showing on these pages?
6. If you wanted to comfort the Colour Monster and help him get ready for his first day of school, what would you say to make him feel brave?
7. Do you think the Colour Monster might end up liking school when he goes?
8. What's something you've been worried about, but when you did it, it wasn't as bad as you first thought? What happened?
9. If you could choose a place anywhere in the world for your school, where would it be?
10. What can we do to help our friends who might be worried about something, just like the Colour Monster was about school? Can you share some ideas on how you would support them?

The Colour Monster

ACTIVITY 3: TALKING TOGETHER AND TOOLKITS

- Begin by sharing the double-page spread showing Nuna waking up and feeling 'strange, dazed and confused' and then going to visit the Colour Monster.
- After presenting the illustration, initiate a discussion by asking questions related to the story. For example, "How do you think Nuna is feeling in the picture?" or "Why do you think she decided to visit the Colour Monster?" Encourage the children to express their thoughts and feelings about the characters and their experiences.
- Next, emphasise her intention to have a conversation with someone about her feelings and mental well-being. Discuss the importance of this step in helping her better understand her emotions, find support and work through any challenges she may be facing.
- Tell children that talking about how we feel is a good, healthy and brave thing to do and there are people like friends, family, teachers and trained professionals like doctors who can listen, understand and help when we need it.
- If you wish, you could show the children how to have open and honest talks about their feelings through role-play with a puppet or soft toy to illustrate how to ask questions, express emotions and seek help from someone you trust.
- You could also encourage children to identify the trusted adults in their lives, such as family members, teachers or trained professionals, with whom they can comfortably discuss their feelings and mental well-being.
- Continue reading the rest of the story to the children, where the Colour Monster gives Nuna an Emotions Toolkit filled with materials to help her understand and regulate her emotions. This includes items like a piece of clay, art supplies, bubbles and a sensory bottle.
- Discuss how she uses each of these to explore her emotions, just like the Colour Monster shows her.
- Building on the idea of an Emotions Toolkit, invite the children to create their own by starting with Activity Sheet 3: My Emotions Toolkit. Here, they can draw or write about what they would include in their personal toolkit and why these items are important to them.

The Colour Monster

ACTIVITY 3 (CONT): TALKING TOGETHER AND TOOLKITS

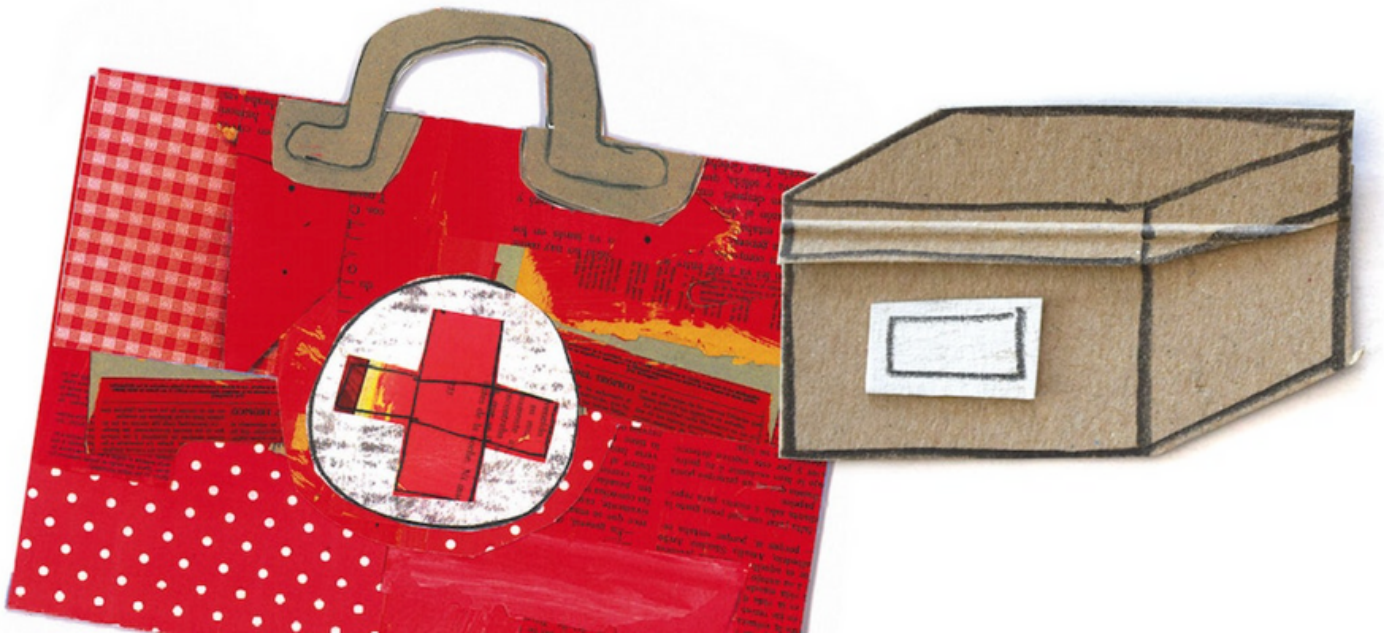
- To extend the lesson, offer various art supplies and bags and boxes of different sizes to the children. Refer to the page towards the end of the book and follow its instructions to guide them in creating their own tangible versions of their toolkits:

Create your own

emotions Toolkit

1. Choose an empty box, bag or suitcase of any size you like.
2. Place all the resources and tools that help you regulate and calm strong emotions like anger, anxiety and sadness. They can be objects, written notes, recipes, treasures. . .
3. Collect everything that connects you to what you like, such as photos of people who support you or places that make you feel peaceful and safe.

Fill your emotions toolkit with everything that makes you feel good. And remember, there are no rules or limits, include whatever your heart tells you.



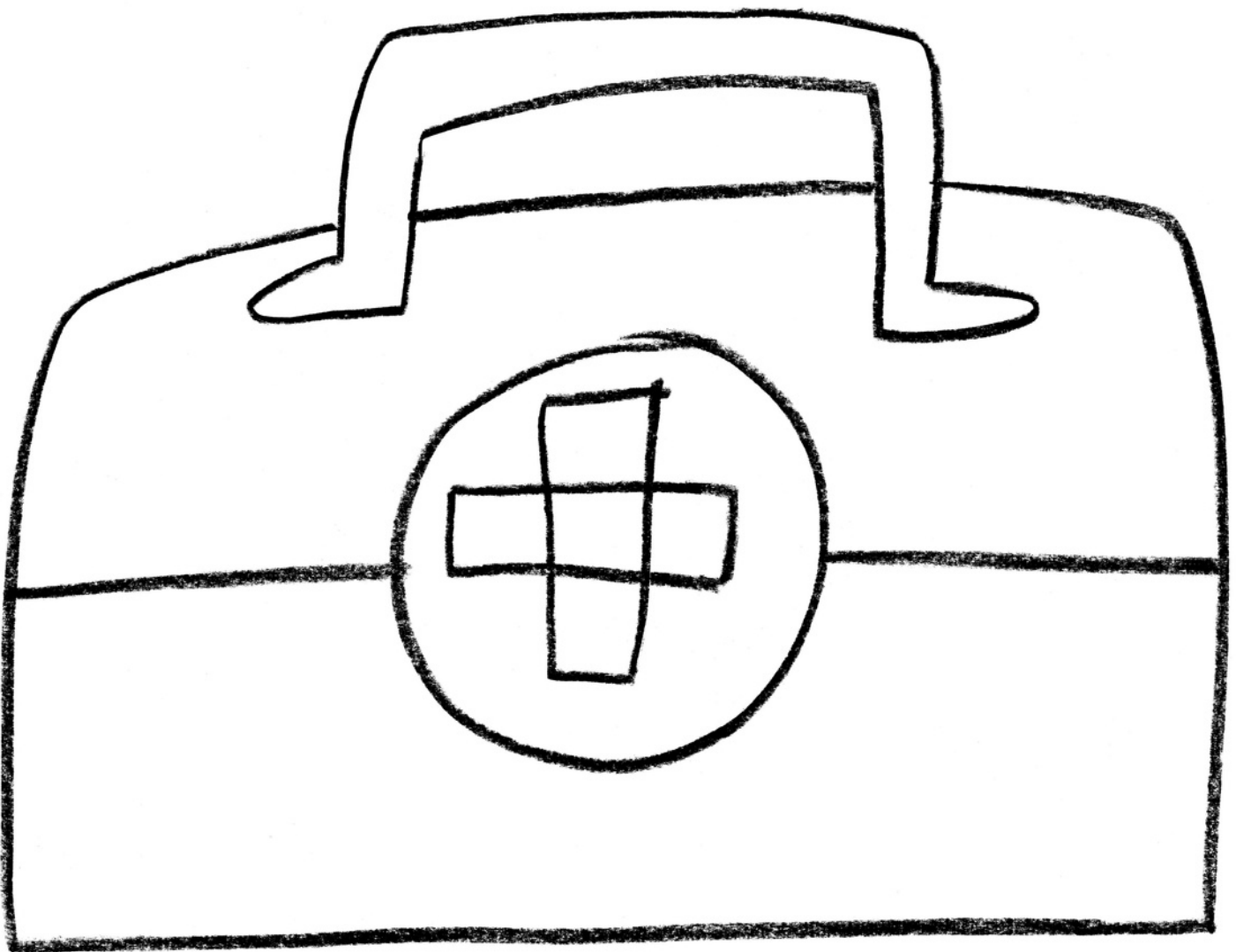
The Colour Monster

ACTIVITY 3: MY EMOTIONS TOOLKIT

Instructions: In this activity, you can design your very own Emotions Toolkit. Imagine what special items you would want to include to help you understand and manage your feelings.

Draw or write about the items you want to have in your Emotions Toolkit.

Think about what makes you feel happy, calm or safe.



NATIONAL CURRICULUM OBJECTIVES - EARLY YEARS FOUNDATION STAGE (EARLY LEARNING GOALS)

Communication and Language

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

ELG: Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Personal, Social and Emotional Development

ELG: Self-Regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

ELG: Building Relationships

Children at the expected level of development will:

- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Literacy

ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

NATIONAL CURRICULUM OBJECTIVES - EARLY YEARS FOUNDATION STAGE (EARLY LEARNING GOALS) CONT.

ELG: Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Expressive Arts and Design

ELG: Creating with Materials

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher.

ADDITIONAL ACTIVITIES AND INNOVATIVE IDEAS

Interactive Illustrations: Add speech and thought bubbles to characters on different pages for children to learn how to interpret and express character's emotions and make the story more immersive.

Character Interviews: Encourage children to become interviewers and ask questions to characters from The Colour Monster. They can imagine and write down how they think the characters would respond based on what they know from the text to enhance their comprehension and critical thinking.

Story Mapping: Create a visual story map of The Colour Monster with the children. This can be a large chart where they draw or place pictures representing the story's beginning, middle, and end. Add arrows to show the progression of events. It's a great way to help them understand the plot and structure of the story.

Diary Entry: With a deeper understanding of the story, children can now step into the story, imagine the world through the Color Monster's eyes and write a diary entry as if they were the Color Monster, expressing how he felt at different parts of the story. This creative exercise allows them to connect with the character and explore their own feelings.

Colour Your Feelings: Take the book's exploration of emotions and colours a step further by asking children to think about other feelings and choose colours to represent them. For example, is frustration a fiery orange? A deep purple for pride? And what about jealousy? Could a dark green be the perfect choice, given its association with the 'green-eyed' monster?

Vivid Vocabulary: Expand children's language skills by creating a Color Thesaurus in the classroom. The task involves finding synonyms for various colours. For example, discover alternatives for yellow like 'golden,' 'lemon,' 'amber,' 'canary,' and 'daffodil.' The objective is to enrich their vocabulary and appreciate the diversity of language when describing colours.

Musical Moods: Explore the emotional impact of music by listening to songs from a range of genres and musical styles in the classroom with children. Discuss how these tunes make them feel, be it happy, sad, angry, or any other emotion. Additionally, you can discuss how different elements of music, such as tempo and dynamics, contribute to these emotional reactions.

Develop Your Drawing: Practise sketching faces that show a range of different emotions. Provide mirrors to assist them in seeing their own facial expressions and how these change to reflect different feelings. Can they notice the differences between a happy and sad expression, paying attention to the body parts involved?

Collage Creations: Invite children to create emotion collages inspired by The Colour Monster. Provide a variety of materials, including coloured paper, and ask them to cut out images, words and colours that represent different emotions. Then, let their creativity shine and have them assemble these into unique emotion collages that visually show the feelings explored in the book.

Pop-up Pages: Explore The Colour Monster in its pop-up book format. Observe how it transforms the storytelling into a three-dimensional experience, adding depth, emotions and excitement. Now, it's the children's turn to get creative. Can they design their very own pop-up pages using these techniques?

