



**FIRE PREVENTION
AND SAFETY**
6-8

LESSON PLAN 9

“Coloring Your Feelings” Activity
“Cold Stone, Warm Touch” Activity

KEY TERMS AND CONCEPTS

- support system
- respect
- evoke
- emotions

PURPOSE

To help the students understand the emotions that are common in the aftermath of a fire disaster and discover ways to help express and cope with these feelings.

OBJECTIVES

The students will—

- Discover the wide range of emotions normal after a tragic event.
- Learn ways to help friends and family cope with the aftermath of devastating fires.

Linking Across the Curriculum

Art

Music

Health

Mathematics



Together, we can save a life

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“Coloring Your Feelings” Activity

MATERIALS

- Colored pencils or crayons
- Activity Sheet 14: The Emotions of People Affected by a Fire
- Activity Sheet 15: Color Wheel

1. Ask the students to speculate about what emotions fire survivors might face. Listen carefully and then ask them to help you brainstorm a list of words that suggest the way an individual might feel after a fire. A wide range of emotions will be described.
2. Tell the students that all of the emotions they have named have been felt after a fire and that it is normal for people affected by a fire to feel more than one emotion, such as elation for having survived but sadness for loss suffered because of the fire. Sometimes completely natural mixed emotions like these lead people to feel guilty. Distribute copies of **Activity Sheet 14: The Emotions of People Affected by a Fire** to help the students participate in the discussion of emotions.
3. Tell the students that it has long been believed that colors affect one’s mood or emotions, that artists, retailers, architects, and designers use color to evoke particular feelings.

Activity Sheet 14
The Emotions of People Affected by a Fire

Following a tragic event, a person's view of the world as a safe and predictable place is temporarily lost. The damage, injury, and deaths that can result from an unexpected or uncontrollable event are difficult for most of us to understand.

It is easy that emotional fire affect multiple families in the community in the way that large-scale hurricanes and natural disasters do. However, the effects of a fire can be just as devastating. Sometimes, neighbors and friends of people who are affected by the event may be able to relate to the feelings or the losses caused by fire. Encourage students to write they do, and the emotions of those who have had a fire or fire losses can help you understand how to empathize and support someone who has been affected by a fire.

Questions to consider:

1. How might families dealing with the effects of fire feel different from families dealing with damage from the cause of hazards that occur in your area—tornadoes, hurricanes, earthquakes, floods, or lightning?
2. How might they feel similar?
3. How does going through the same situation with one or two people help you deal with your feelings?
4. What can you do or say to help someone who has lost his or her home or belongings to a fire?

Note: Visit the Masters of Disaster Web site (www.redcross.org/disaster/masters) to link to more information about emotional reactions to fires.

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Activity Sheet 14: The Emotions of People Affected by a Fire

Activity Sheet 15
Color Wheel

Directions: Color every other wedge on the wheel below with a different primary pigment (red, yellow, and blue). Then, color each of the remaining wedges with a different secondary pigment (orange, violet, green). Next to each color write words the color evokes.

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Activity Sheet 15: Color Wheel

Teaching Note: The emotion triggered by a color depends on nationality, past experiences, and, sometimes, personal preference. However, studies have shown that specific colors and combinations can psychologically affect the majority of people regardless of their culture or past. Generally speaking—

- Red triggers a sense of power and impulsiveness and increases one's appetite. Be careful how you use red. It can also shout anger, forcefulness, impatience, intimidation, conquest, violence, and revenge.
- Yellow has a stimulating impact on your memory. (Remember the popularity of the yellow notepads and pale yellow Post-It® Notes?) It stimulates the intellect and promotes organization. Yellow triggers joy, but when used in the wrong manner, or with the wrong combination of other colors, it can create feelings of criticism, laziness, and cynicism.
- Blue generates feelings of tranquility, love, acceptance, patience, understanding, and cooperation. If used inappropriately, its negative qualities are fear, coldness, passivity, and depression.



- Orange triggers steadfastness, courage, confidence, friendliness, and cheerfulness. Its opposite effects are ignorance, inferiority, sluggishness, and superiority.
 - Green triggers hope, growth, good health, freshness, soothing, sharing, and responsiveness. Its negative effects are envy, greed, constriction, guilt, jealousy, and disorder.
4. Distribute copies of **Activity Sheet 15: Color Wheel** and have the students complete the sheet. Then allow time for the students to compare their responses to colors.
 5. After all the students have completed the sheet, pose the following questions for discussion:
 - Was there general agreement as to the emotion evoked by a particular color?
 - Could the six colors be divided into “calming” and “exciting”? How else could the colors be divided?
 - How could colors be used to help those who have suffered from a fire?



Linking Across the Curriculum

Art

Research to find works of art that use color to evoke a special mood or feeling. Find information about the artists and why they developed their particular styles.

Music

Like color, music is used to create special moods or feelings. What popular songs create strong feelings in your students? Why? Have the students share their ideas in a musical review based on a continuum of feelings.

Health

Have the students role play situations in which friends are talking together after one of them has suffered a loss in a fire. As a class, critique the role play to help the students develop and demonstrate greater empathy and understanding of the feelings of others.





“Cold Stone, Warm Touch” Activity

(set up: 15 minutes; conduct: 50 minutes)

MATERIALS

- Small, flat stones (available in craft stores), 1 for each student
- 2 slips of paper per student
- Paper bag
- 1 copy of the following poem per student:

A worry stone to ease your heart.

Rub it and your worries depart.

1. Divide the class into groups according to the following categories:
 - Ask all the students who are wearing mostly blue to go to one side of the room and those who are wearing another color to go to the other side.
 - Ask all those with blonde hair to go to the back of the room.
 - Ask all those with long sleeves to report to the front of the room. Many students will find themselves moving from one group to another.
2. When the students return to their seats, tell them that, like the activity they just completed, feelings can take on many angles. It is possible to feel angry and sad at the same time. It is even possible to feel a sense of joy when angry. How is this possible?
3. Give each student two slips of paper. Have the students write two feelings they have had since (name a tragic event), one on each piece of paper.
4. Pass a paper bag around the room and have the students drop their papers into it.
5. Chart their responses on a chalkboard and point out the wide range of feelings. Make responses such as, “Wow, look how many of us were scared.”
6. Tell the students that it is important to understand that, while they may be feeling sad or angry, at the very same time someone else may have entirely different feelings! Ask the students the following questions:
 - How do you know when a friend is feeling happy? Sad?
 - How do you show on the outside how you are feeling on the inside? With words? With body language?
 - Ask students to stand, name a feeling from the chart, and show you with their faces and/or bodies how they might look when they feel that way. Ask volunteers to demonstrate what they might say when they have that feeling.
 - Ask students to share how they would like others to react to them when they feel _____ (discuss reactions to several different feelings).



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7. Tell the students that, in the days immediately after a fire, they must be supportive of those who were affected. They need to be extra sensitive to the ways others are feeling.
 - Give each student a stone. Ask the students to hold the stone in one hand. Talk about how cold the stone is when first picked up.
 - Have the students close their hands around the stone. Now the stones are beginning to warm up.
 - Tell the students, “We can be a support system for each other, just as your hands are around the stones.”



Wrap-up

Tell the students to keep the stones in their pockets or somewhere nearby. When one of them starts to worry or have uncomfortable thoughts about a tragic event, he or she can hold the stone. Rubbing the stone between the thumb and forefinger is relaxing and can take the worries away. Many people all over the world believe that this action relieves physical or emotional pain, anxiety, and stress. Special stones—“worry stones”—are sold for this purpose. What other times might a student use a worry stone? (Answers might include before a test, before performing in a school play, etc.) Finally, distribute a copy of the poem to each student.



Linking Across the Curriculum

Mathematics

Graph the responses the students made when asked about their feelings. Find the range, mean, median, and mode. Which average most accurately reflects the data collected? Which type of graph best depicts the data?

