

# Colour

## Session 1

TIME

90 min.  
including  
break



Art of learning

THEME

# 9



### WARM-UP: SCALE GAME ON COLOURS

<b>This will happen:</b>	Students place themselves on a scale from 'agree' to 'disagree' based on their responses to a series of statements.
<b>Materials needed:</b>	Two large sheets, one with 'AGREE' on it and another with 'DISAGREE' on it.
<b>Preparations in advance:</b>	Review questions. Consider discussion around the statements and interesting directions for reflective discussion.
<b>Preparations in the space:</b>	
<b>The space looks like this:</b>	Open space.

#### GUIDANCE:

1. All the students find a space in the room where they can hear the adult clearly. Explain that in a moment they are going to play the Scale Game to warm up their brains and bodies. Ask them to imagine there is a big line going from one end of the room to the other – like a ruler. One end of the imaginary line is where the students should stand if they really 'AGREE' and the other end is where they should stand if they really 'DISAGREE'. Place the agree/disagree print outs at each end of the room with plenty of space between them. Explain that they can stand anywhere on the line – not just at either end. They might completely agree, completely disagree or be somewhere in between.
2. Try it out with an example so that everyone understands: "I like football" Students stand somewhere along the line according to the extent to which they like football. Encourage them to be honest and to trust their own opinions, and remind them that they can stand anywhere along the line. After they have lined up, ask some students why they are standing right where they stand, both to make sure they understand the task but also to hear their thoughts on how much they like football. Once everyone understands, move to Point 3 below.
3. The adult makes a series of statements and the students must decide where to place themselves on the line. After each response, ask some students why they are standing where they stand. Choose from across the line so that different opinions around the statements emerge.
4. Example statements:
  - I really love the colour red
  - I don't like the colour purple
  - The colour blue is cold
  - Most girls like pink
  - All boys like blue
  - The grass is green
  - I think colour can help me express my feelings
5. Finally, ask the students what colour they feel right now, and everyone responds together.

### REFLECTION: FOOTPRINTS

<b>This will happen:</b>	Students reflect on the session by placing themselves on one of the footprints placed on the floor. They then complete the statement written below the footprint: "I liked... I learned... and I need to keep trying."
<b>Materials needed:</b>	Footprint posters T901 (handmade or from the resource bank).
<b>Preparations in advance:</b>	Print out the footprint posters from the T901 resources bank or create your own footprint posters.
<b>Preparations in the space:</b>	
<b>The space looks like this:</b>	Open space.

#### GUIDANCE:

1. Ask all the students to stand or sit in a circle. They create three spaces in the circle (like invisible extra students) and place the reflection sheet footprints on the floor in these spaces.
2. The students are invited to think about today's session. They are asked to think about whether there was something they liked, learned or needed to keep trying with. They are given a few minutes to think.
3. Ask them to think about Theme 5 when they gave feedback to each other with the footprints. They are told that this is similar but this time they now go to stand on one of the footprints and share a reflection from the session that begins with either "I liked... I learned... and I need to keep trying." Once a student has stood on the footprints to share their reflection they should return to their original place in the circle. The adult should go first and share one of their own reflections, for example "I liked all the exciting stories I have heard today." They should then go back to their original place in the circle. The students are asked to be as quiet as possible so that they can hear the reflections from the class.
4. After everyone who wants to share has had the opportunity to do so, the adult thanks them for sharing their reflections.

### NOTES

# Colour

## Session 1

TIME

90 min.  
including  
break



Art of learning

THEME

# 9



### MAIN ACTIVITY: COLOUR STORY

<b>This will happen:</b>	Groups will create an audio recording and a story about how an object of their choice got its colour.
<b>Materials needed:</b>	Digital tablets with audio recording capacity. Two sheets of paper for each group. Coloured felt pens/pencils. "How the rainbow got its colour" (resource bank)
<b>Preparations in advance:</b>	Read "How The Rainbow Was Made". Ensure all the tablets are charged and work for audio recording.
<b>Preparations in the space:</b>	
<b>The space looks like this:</b>	Open space. Quiet areas for recording sound.

### GUIDANCE:

1. The adult reads the 'How The Rainbow Was Made' story aloud to the class.
2. They talk about the story, based on the storytelling concepts in Theme 5 (The Golden Chest), so the story should have a beginning, a middle, an end, a protagonist (rainbow), goal, conflict/problem, solution. The adult asks the students if this is a true story. Why do they think the story was made? Think about other things – like an apple or a leaf – could they create a story about how they got their colours? (The adult should allow lots of suggestions to come from the students as this will really help them with the task.)
3. Present the assignment to the students, explaining that they are going to work in small groups (approx 4) to create their own story about how something got its colours. The first part is to decide on which object they are going to base the story on. Once they have completed this step, the students should ask the adult for the next step and the adults should all support the groups where needed. The tasks are:
  - To decide which object they are going to base their colours story on.
  - They need to make the story with a beginning, middle and end, a goal, a problem/conflict and a solution. They are given large sheets of paper and coloured pens and pencils to draw/write their story.
  - Once they have made their story, the adult invites them to practise sharing together, by dividing the responsibility out so that everyone in the group tells some of the story. They need to practise it many times and try to describe in words what happens in the story. They are not allowed to point to or use their sheet of paper. The adult offers the students some tips to support them. Tip 1: They can use different colours to identify which parts of the story each of them will tell. Tip 2: Ask them to practise once with their sheet of paper, and then put the sheet away and try to practise again without it.
4. Once they have reached this stage, the groups get a digital tablet to record their story as an audio recording. They are invited to find a quiet place to record. The adults should monitor the groups' progress and provide advice and support where needed which might include support with the story, how to work well as a group and how to use the digital table to record the audio file.
5. Play the stories if there is time and where the energy levels are high (but this could be done in Sessions 3-4)
6. Ask the students:
  - Can they give an example of how their group worked well together?
  - How did they come up with their story?
  - Tell why they are (or are not) proud of the story they made?
  - What could they do to improve it?

### NOTES