

# Colour

## Session 2

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 spectrum from 'orange' to 'blue' based on a series of statements.                                                       |
| <b>Materials needed:</b>          | One large orange circle and one large blue circle.                                                                                                     |
| <b>Preparations in advance:</b>   | Adults should consider their own opinion of the statements so they can share genuine responses with the students. Prepare statement 5: Something else. |
| <b>Preparations in the space:</b> |                                                                                                                                                        |
| <b>The space looks like this:</b> | Open space.                                                                                                                                            |

#### GUIDANCE:

- 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 again and imagine there is a big line going from one end of the room to the other – like a ruler. The coloured circles are placed on the floor. Explain that yesterday the warm-up looked at the idea of colour to help to express our ideas and emotions and that today they are going to test that out again. But instead of the words 'AGREE' and 'DISAGREE' they are going to use the colours orange and blue and that they need to decide which colour they feel matches the statement.
- Try it out with an example so that everyone understands: "When I'm happy, I'm..." Students stand somewhere along the line; they can feel completely blue, completely orange or anywhere in between. The adult should encourage them to be honest and to trust their own opinions, and they should remind them that they can stand anywhere along the line. After they have lined up, the adult should 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. Once everyone understands, move to Point 3 below.
- 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.
  - When I'm full of energy, I feel...
  - When I'm about to fall asleep, I feel...
  - When I think about school, I feel...
  - Being outside in the snow is...
  - Something else!
- Reflection. Ask the students:
  - When they thought of orange, what did they think orange might mean?
  - When they thought about blue, what did they think blue might mean?
  - Do they think that everyone in this room has exactly the same opinion about what it means to feel orange or blue?
  - If another class got this task do they think the other students would think of orange and blue the same way as they did?
  - How did it feel to work with colours in this exercise, rather than words?

### REFLECTION: COLOURED FOOTPRINTS

|                                   |                                                                                           |
|-----------------------------------|-------------------------------------------------------------------------------------------|
| <b>This will happen:</b>          | Students reflect on the session by placing themselves on footprints of different colours. |
| <b>Materials needed:</b>          | Footprint posters made of different colours (handmade or from the resource bank).         |
| <b>Preparations in advance:</b>   |                                                                                           |
| <b>Preparations in the space:</b> |                                                                                           |
| <b>The space looks like this:</b> | Open space.                                                                               |

#### GUIDANCE:

- 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.
- The students are invited to think about today's session. They are asked to think about something that they think went well in the session. They are given a few minutes to think.
- Explain that the reflection is going to be the same as in the last session. They are asked to think about which of the three colours best matches their reflection. The adult should go first and share one of their own reflections, for example they go to the red footprint and say that red reminds them of excitement and it was exciting to find colours in the room that they'd never noticed before. 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.
- After everyone who wants to share has had the opportunity to do so, the adult asks:
  - How did it feel to share their thoughts in this session compared to last time? What was different?
  - Does everyone share the same feelings when they do the same activity or when they are in the same situation?
- End the session by thanking the students for their good reflections.

NOTES

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### MAIN ACTIVITY: CATEGORISE OBJECTS BY COLOUR

|                                   |                                                                                                                                                                                                                      |
|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>This will happen:</b>          | Groups will investigate a series of objects from their classroom/school and categorise them based on their colour.                                                                                                   |
| <b>Materials needed:</b>          | A bag of objects, each with one clear colour which is distinct from all of the other chosen objects, for example, a red ball, a green cup, a blue pencil. Digital Tablets – one for each group. Roll of plain paper. |
| <b>Preparations in advance:</b>   | Prepare a bag of interesting objects. A visual example of a spectrum from the resource bank.                                                                                                                         |
| <b>Preparations in the space:</b> |                                                                                                                                                                                                                      |
| <b>The space looks like this:</b> | The classroom/a space the students are familiar with which has plenty of objects that the students can access. And an open space for documenting.                                                                    |

#### GUIDANCE:

##### PART A: GUESSING GAME WITH CARDS AND ITEMS:

1. Start by asking for three volunteers from the class. Explain that in the game each person will have a different role to play and that they keep this role. The volunteers are allowed to express whether they want to have the role of The Inspector, The Guesser or The Explainer. Explain that in the game they may not get the role they really want. Place The Explainer and The Guesser in a sitting position back to back with The Inspector sitting close by so that they can see the pair. Explain each of the roles as follows:  
**Explainer:** They get cards or objects to explain to The Guesser WITHOUT saying anything about what it is OR what it is used for, for example, explaining the thing in terms of size, shape, colour, material.  
**Guesser:** They listen to The Explainer and they guess what the object is.  
**Inspector:** They keep an eye on The Explainer and ensure that they are not saying anything that is not allowed, for example, saying what the object is used for. They also make sure that the pair stops when time is up.
2. Place the students into groups of three and ask them to find a space to work and to agree who will do each of the three roles. The Inspectors are invited to come forward and are given some cards for Round 1 and Round 2 of the game. They must keep these out of the view of The Guesser in their group.  
**Round 1:** The Explainer is given one card and explains the object on the card to The Guesser with no restrictions other than they are not allowed to say what it is. Once they have guessed correctly, The Explainer takes another card and the process starts again. The Inspector makes sure The Explainer does not say what the object is and they hand out new cards. Duration: 1-2 min. The adult times this using a stopwatch.  
**Round 2:** The Explainer explains the object on the cards, but this time is not allowed to say anything about what it is OR what it is used for (they can explain the size, shape, colour, material.) Duration: 1-2 min. The adult times this using a stopwatch.  
**Round 3:** The adult invites the Inspectors to come and get 2 to 3 physical objects. They must keep these out of the view of The Guesser in their group! The game starts again in the same way as Round 2.

##### PART B: ESTABLISH A COLOUR SPECTRUM OF OBJECTS

1. Explain that the students will continue to work in their groups of 3 and that they will use the 2 to 3 physical objects that they worked with in the last round of the game. Their task is to work together to find an object in the space that is most similar to their object in colour but it may be different in size, shape, material (give an example of a pair of yellow and red scissors and a yellow and red hat – it is the colour that matters).
2. The groups are invited to begin their search. Once they are finished, they place their objects together on the floor.
3. Invite groups to pair up, to look at each other's objects and to discuss: How similar or different are the colours in the groups, is it possible to find more similarities? They are then asked to look at all the objects from both groups and then to find a new object that would work better or as well as those already there. These new objects are added to the objects on the floor.
4. Invite all the groups together for a joint conversation and ask the students to look at all the objects that are now on the floor. Was the task of finding matching colours easy or difficult? How similar are the colours in the objects that were paired? Can they think of an even better colour match? Did the surface of the object make a difference – for example the colour of a red soft toy might look very different to that of a red toy car even though they are both red. Were there any disagreements in their group? How did they resolve them?
5. The paired groups continue to work together and the adult gives them a new task, asking the students how they can put all the objects in order based on colour. Explain what a colour spectrum is and show Goethe's Colour Wheel (from the resource bank) and invite students to use this for reference while they are doing the task. The paired groups have to place all their objects on a single colour spectrum. They work together to complete the task.
6. Bring all the groups together and explain that the next task is a very difficult challenge for the group which has to be done in complete silence. The current spectrums have to be merged into a single common class colour spectrum. The class is invited to start the task.
7. Once it is complete, ask the students:  
How did they do in creating the single colour spectrum?  
What was it like working in silence?  
If they disagreed, how did they resolve this without talking?  
The adult takes a photograph of the finished class colour spectrum which will be used in another session.