

Europeana Learning Scenario

Title

It's a Colourful World

Author(s)

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Abstract

This learning scenario will focus on colours and how they are used in language to express one's self. Through this learning scenario, learners will be guided through idioms related to colour, emotions linked with colour and finally similes.

Keywords

Colours, emotions, expression, idioms, similes

Table of summary

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Subject	<p>This lesson is aimed to enhance:</p> <ul style="list-style-type: none"> • English proficiency through the use of idioms and similes; • Socio-emotional learning through the use of colours for self-expression; • Art through the concept of colour mixing; • Science as interpreting cool colours and warm colours in nature.
Topic	Colours and Emotions
Age of students	10-11 (but maybe modified to fit any age group who are 9 years and older)
Preparation time	10 minutes (depending on how proficient the educator is in setting up the class)
Teaching time	50 minutes
Online teaching material	<ul style="list-style-type: none"> • Padlet • colour psychology
Offline teaching material	<ul style="list-style-type: none"> • The colour wheel (can also be displayed on the board) or Image of rainbow • Images of the characters of Inside out
Europeana resources used	<ul style="list-style-type: none"> • Europeana Red rose • Europeana Red pepper • Europeana Red Fire Engine • Europeana Blue Skies and Sea • Europeana Green Fields

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Integration into the curriculum

Based on the Maltese [National Syllabus](#), students would be fulfilling the following:

- Give vivid descriptions of characters, scenes, objects and pictures using grammatically correct language.
- Understand and practise the conventions of social discourse.
- Make use of interesting, subject-specific and evocative words, expressions, and figures of speech to achieve specific effects.

Aim of the lesson

The lesson aims to introduce the concept of colour and how it is used in language.

By the end of the lesson, learners will be able to;

Bloom's Taxonomy Parameters	Student Objective	Type of Intelligence engaged
Remember	When and where to use similes and metaphors.	Verbal-linguistic
Understand	Make use of colour to emote feelings and self-expression.	<ul style="list-style-type: none"> • Visual-spatial • Intrapersonal
Apply	Utilise pre-existing similes and metaphors of colour during conversation, writing and self-expression.	<ul style="list-style-type: none"> • Intrapersonal • Bodily kinaesthetic • Spatial • Verbal-linguistic
Analyze	Compare different similes with the psychological annotations that colours bring.	<ul style="list-style-type: none"> • Interpersonal • Visual
Evaluate	Appraise how colour is interpreted in nature and the use of colour in everyday life.	<ul style="list-style-type: none"> • Intrapersonal • Interpersonal • Visual • Nature Smart
Create	Create new similes related to colour to express their emotions.	<ul style="list-style-type: none"> • Intrapersonal • Interpersonal • Verbal-linguistic

Outcome of the lesson

By the end of this lesson, students should be able to;

- Use similes to express themselves through verbal communication and text;
- Associate colour with purpose such as, but not limited to, natural and interpersonal signalling;
- Create new similes based on colour.

Trends

Trends that are incorporated in this lesson are:

- Lifelong learning
- Student-centred learning

21st century skills

Through the 8C's of 21st-century learning, this lesson will focus on:

- Creativity
- Critical thinking
- Communication

Activities

Name of activity	Procedure	Time
Introduction	Introduce the lesson by asking the students what their favourite colour is and why. Ask whether they would like to live in a world full of colour or black and white and ask why.	5
Colour introduction	<p>*The lesson example used in this scenario will focus on the three primary colours: red, green and blue but the lesson can incorporate as many colours as the Educator desires.*</p> <p>Lead the students to situations where people use colour as a comparative value:</p> <p>Pick a colour of choice and display several items with that colour.</p> <p><u>For red:</u></p> <ul style="list-style-type: none"> - Europeana Red rose - Europeana Red pepper - Europeana Red Fire Engine <p>Ask students which feeling each item reminds them of. Once done, ask them which colour all three images have the same. Associate red with the feelings elicited by the students.</p>	15

Name of activity	Procedure	Time
	<p><u>For green:</u></p> <ul style="list-style-type: none"> - Europeana Green Fields - Emerald - Leaf <p><u>For blue:</u></p> <ul style="list-style-type: none"> - Europeana Blue Skies and Sea - Blue whale - Sapphire <p>When discussing each picture write as: _____ as: _____ to introduce similes. Once done, ask students to use their learn pad to find other pictures related to the colours; red, green and blue. They may also refer to items within the class. Together start to create similes for the colours. For example:</p> <ul style="list-style-type: none"> - My friend's eye colour is as _____ as _____ - My bag's colour is as _____ as _____ - <p>The Educator may choose to venture to other colours should the level begets it.</p> <p>An Educator can proceed a whole lesson giving/eliciting examples using different colours. For this lesson, the Educator may move on to another scenario in how colour is used to express one's self.</p>	
<p>Colour psychology</p>	<p>Lead students to the notion that colour may also be used to express emotions. Present to the students three scenarios that elicit a feeling/emotion. For example:</p> <ul style="list-style-type: none"> • Receiving a gift (choose a red gift wrap if you want to revise as red as _____) • Breaking a vase (choose a blue vase to revise as blue as _____) • Eating/Smelling something bad (choose a picture with a child green in the face to revise as green as _____) 	<p>10</p>

Name of activity	Procedure	Time
Colour metaphors	<p>Ask students what and how the image makes them feel. Write emotions on the board (to be used for later reference).</p> <p>Hand the students (or display) the colour wheel. From the listed emotions of the introduction allow the students to associate a colour with a feeling/emotion.</p> <p>Ask why they chose to link the two. Progress to asking for more feelings and emotions related to colours. Use a colour psychology scale to guide you such as colour psychology</p> <p>Refer to the characters of Inside out Anger, Disgust, Sadness</p> <p>Write on the board: Red is the colour of *emotion*, green is the colour of *emotion*, blue is the colour of *emotion*</p> <p>Proceed to distribute colour palette and allow the students to write similes and metaphors pertaining to that colour. On the board, the Educator may include pictures for guidance. For example:</p> <p>Red is as bright as a burning flame/ Green is as peaceful as a quiet room/ Blue is as relaxing as a feathery touch.</p>	15
Conclusion	<p>Conclude the session by using padlet. Students are encouraged to pick pictures that they think relate to the colours red, green and blue. Example.</p>	

Assessment

Assessment during class (Assessment of learning for mainstream curriculum): Vocabulary used during simile and metaphor construction

Students are assigned the following class review:

In this lesson I have learnt :

My favourite activity was:

Today I have improved:

I can use what I learnt in my life by:

After the lesson, I feel:

Confident Happy Bored Sad

***** **AFTER IMPLEMENTATION** *****

Student feedback

Following the class review, most of the students felt comfortable in using similes and many remarked that they liked the idea of not being confined to use prescriptive examples. Those who are not strong in the language and/or find it hard to express themselves felt that though such word play is good, they may not use it as frequently as they would like.

As for metaphors, students still expressed the need to explore them more, especially to relate emotion with a colour. Some expressed that the colour may mean other things to them and not necessarily conform to the colour psychology wheel. Overall, they found the concept of colour psychology quite interesting and some linked it to fashion, marketing and consumer desirables.

Teacher's remarks

As an Educator, I felt that the lesson ran smoothly mostly because colours is such an easy topic to delve into. Using colours for similes and metaphors is just one aspect which should encourage creative writing more so that creative dialogue (unless it's a script of a play of sorts).

What I wished to expand upon is the significance of colour in modern literature rather than focus on similes and metaphors as I felt that this would give similes and metaphors more context. Perhaps, if I focused more on the usability of colour in modern-day items such as product marketing, I would have engaged the class even more.

What I would also improve upon is the use of online resources and use several websites and discussed the colour schemes of such. I would then link the learner's thoughts and opinions and form either similes or metaphors to make their expression more robust.

About the Europeana DSI-4 project

[Europeana](https://www.europeana.eu) is Europe's digital platform for cultural heritage, providing free online access to over 53 million digitised items drawn from Europe's museums, archives, libraries and galleries. The Europeana DSI-4 project continues the work of the previous three Europeana Digital Service Infrastructures (DSIs). It is the fourth iteration with a proven record of accomplishment in creating

access, interoperability, visibility and use of European cultural heritage in the five target markets outlined: European Citizens, Education, Research, Creative Industries and Cultural Heritage Institutions.

[European Schoolnet](#) (EUN) is the network of 34 European Ministries of Education, based in Brussels. As a not-for-profit organisation, EUN aims to bring innovation in teaching and learning to its key stakeholders: Ministries of Education, schools, teachers, researchers, and industry partners. European Schoolnet's task in the Europeana DSI-4 project is to continue and expand the Europeana Education Community.

Annex

- [Colour psychology](#)
- [Padlet](#)
- [Inside out](#)