

Level 1 – Relationships

Rainbow Feelings and Rainbow Seekers

Reset: Recovery
Curriculum
Resource Pack



**A NEW
DIRECTION**
We create opportunity



These free resources are delivered as part of **Reset** – our programme of support in response to the pandemic.

Though COVID-19 has caused huge disruption to our lives, our professions, and our learning, it is important to remember that we are resilient, strong and good at what we do.

We know that we can adapt and work differently, move quickly and innovate. Let's take this chance to reset and move forward with what we know works, leave behind what doesn't, and introduce new ways of working, together.

For the full set of resources go to

www.anewdirection.org.uk/reset

Writer Hannah Joyce

Aims

- I can develop and extend emotional vocabulary
- I can understand the importance of kindness and empathy
- I can work together collaboratively using drama
- I can play, create and share ideas to support reconnection

Cross Curricular Links Music, Dance, PSHE

Could be linked to Geography, Science, Drama, Literacy, and Art

The community of a school is built upon relationships. Many children have been physically away from school since March. Returning after months at home will be an enormous transition emotionally and physically.

Children will need to feel 'held' by the community of their school, feeling supported in rebuilding their relationships with each other and their teachers.

Drama is a wonderful vehicle for children to reconnect and rebuild relationships with each other. At the heart of good drama is playfulness where children can work metaphorically, through stories and characters to develop their social and emotional skills.

Rainbows are traditionally seen as signs of peace and hope. During lockdown children all over the world created wonderful rainbows to put in their windows so their friends would know they were thinking of them. Rainbows became a symbol of our unity, that out of the grey clouds of COVID-19 there would be hope in the future.

Time Required

45-60 minutes for each part

Part A could be shortened to act as a starter for Part B

Preparation Time

20-30 mins to gather resources

Resources

- A picture of a rainbow
- Photos of rainbows children made whilst on lockdown
- Coloured paper or tape of each colour of the rainbow
- Rainbow Seekers – A large cloud cut of grey paper + a large glowing sun stuck to the walls (optional)
- A treasure chest
- Ideally this session should take place in a large open space so children have space to move comfortably around. It can be adapted for smaller classroom spaces



Part A:

Rainbow Feelings

This is about exploring emotional vocabulary and feelings through verbal and non-verbal expression. Recognising how we and others feel develops our skills of empathy. From this, we can build strong lasting relationships.

1. Show the class a picture of a rainbow. *Did anyone see a rainbow whilst they were in lockdown? Did anyone make one? What colours are there in a rainbow? How are rainbows made? What emotions might the clouds represent? And the sun?* Explain to the class that they are going to think about what emotions we associate with different colours. If you think of the colour red what emotion comes to mind? Remind them there is no wrong answer.
2. Ask children to walk around the space and encourage them to change direction/make use of all the space available. When you say 'stop' children freeze and only move when you say 'go'. Repeat a couple of times. When you call out 'stop' the next time hold up a coloured card. Ask children to freeze in a position which they associate with the colour. Repeat a few times with different colours.
3. Using talk partners, ask children to reflect about what feelings came to mind when they saw the different colours. Share ideas.
Do we always think of red as an angry colour?
What colour makes you feel calm?
What about colours that aren't seen in a rainbow such as white?
Do we all feel the same way about things that happen?
Are our feelings 'fixed' or can we change how we feel?
4. Put children into small groups and ask them to stand in a colour zone in the room (coloured boxes taped on the floor or next to coloured paper on the wall). Ask children to create a freeze-frame that embodies the emotions of the colour they have been given. For example, violet might evoke feelings of calm and relaxation so children could lie down on the floor. Repeat a couple of times giving groups the opportunity to make pictures for different colours of the rainbow or other colours if you choose.
5. Give each group an opportunity to share one of their tableaux and use this as a chance to consider how our body language often reflects how we are feeling. Being able to 'read' how someone else is feeling is an important part of developing friendships with others.

Discuss some key questions such as:

How do we know how someone else is feeling?

Can we hide how we feel?

What happens to our body when we feel frightened? (or angry, sad etc.)

When was the last time you felt excited?

Did you work well in your group together?

Did you have different ideas or the same?

Were some colours easier to make pictures for than others?

Which feelings and colours do we associate with negative/positive emotions?

6. Lastly, ask the children to share what strategies they use to help them move from a negative feeling to a more positive one. Share ideas. Finish the session with a simple relaxation exercise, either listening to a piece of calm music (e.g. *Somewhere over the rainbow*) or doing a simple breathing exercise.



Make it more student-led

- You could create an emotion wheel which encompasses many more emotions. American psychologist Dr. Robert Plutchik proposed that there are 8 core emotions: joy, sadness, acceptance, disgust, fear, anger, surprise and anticipation. If red is angry, what other emotions are like anger but slightly different? (Rage, fury, irate, annoyed, displeased, cross, etc.) Can you create a red toned rainbow of emotions? What tone of red would rage be? Explore this emotional vocabulary through drama, poetry and art.
- Older students could reflect on the role of social media in their lives. Have they managed to maintain relationships using technology? How is it different? Can you 'read' someone's body language well over Zoom? How well can you read the emotion communicated by an emoji? Ask them to write a kindness message in text speak to someone in their form group, thinking about what emojis they might include.



Make it more guided

- With younger children you could limit the colours and emotions you look at. *The Colour Monster* by Anna Llenas is a wonderful book which would support and further extend this session.



Want to go further? Try these:

- Invite children to make a rainbow book of feelings through drawing and using coloured paper and pens. This will give children a chance to reflect individually on a range of emotions they have felt over the last few months and since returning to school. Children could be given the choice to share their book or part of it with a friend in the class.
- In Literacy look at picture books where colour has been used in the illustrations to emphasise or highlight the emotion of a character. For example, *Silly Billy* by Anthony Browne. Look at the illustrations and ask children to copy the facial expression or body language of the character. How does the character feel? How do you know? Stress the importance of recognizing how others feel and developing the ability to empathise. This is the basis of building good relationships with others.
- *The Day the Crayons Quit* by Drew Daywalt, illustrated by Oliver Jeffers, is a funny book about a pack of crayons who all comment on their relationship with their owner. Ask children to 'hot seat' different colours from the book. How is red crayon feeling? Explore what happens if we use colour in our pictures in a fantastical way such as having pink trees or a yellow sea. Let children create pictures and collages full of colour. Display these in your classroom and celebrate the wonder of colour.
- With older children, consider how the weather in films and books is often used metaphorically and symbolically to represent different

emotional states of characters.

- You could explore the meaning behind some well-known idioms which are connected to colour. For example:
 - I'm seeing red!
 - She's got a touch of the green-eyed monster.
 - I'm feeling blue today.
 - He's as white as a sheet.
 - He is green with envy.
 - I feel off colour.



Part B

The Rainbow Seekers

This activity gives children an opportunity to practise recognising and acknowledging acts of kindness and reasons to be grateful. In the lesson, they imaginatively create a drama where they search for treasure at the end of the rainbow. The treasure symbolises what sustains our relationships; kindness, gratitude, trust and peace.

1. Explain to children that they are all going to be Rainbow Seekers in search of golden treasure at the end of a rainbow. To reach the end of the rainbow they need to travel across mountains, valleys and seas. For this they need to do some training.

As a warm-up ask children to: crawl across the room, hop, walk as if balancing on a log, climb up a ladder, jump along stepping stones.

2. Put children into small groups. Ask them to think about what they value about their friends and family the most. Give them time to write down 3 key values on pieces of paper. Ask the children to fold the pieces of paper up and put them in the treasure chest. Once you have collected all the pieces of paper, mix them up in the box and place the box on the far side of the room.
3. Explain to the class that each group will make a journey around and across the room to the treasure chest. Once there, they will collect 3 pieces of paper from the box. As each group moves across the room you could play some music or tell a narrative that describes the imaginary journey:

One stormy night a group of intrepid explorers, named the Rainbow Seekers, set off on a journey across mountains, seas and lands in search of valuable treasure. They crawled through muddy tunnels and balanced on slipper logs to reach...

4. Once all groups have collected their treasure they unfold the pieces of paper and share the words on them. *Which values do we treasure the most in our relationships with others? What can we do to promote kindness in our class? Why is active listening so important? Why is trust key to building relationships?*
5. End the session with a closing circle celebrating and sharing how being friends and having good relationships with each other makes us stronger. Model this with another adult in the room. For example: *I'm grateful to my friend who helped me hang up my coat today. I'm grateful for my dad for helping me find my school shoes this morning.*
6. Establish some daily or weekly class rituals which promote the 'treasure' that was found at the end of the rainbow. Here are some brief ideas linked to some of the treasures children might find:
 - **Kindness** – ask children to be Seekers of Kindness. At the end of each day ask them to share any moments of kindness they have witnessed in their class or in the wider school community.
 - **Gratitude** – lead a gratitude circle at the end of the day where you invite children to say one thing they feel grateful for that

has happened that day at school. Create a gratitude tree in the classroom where children can add leaves commenting on what they are thankful for that week. Design gratitude jars where children add weekly pictures and notes about what they are grateful for.

- **Peace** – introduce children to simple breathing exercises and schedule these into the day using mindfulness.



Make it more student-led

- Discuss with the class which issues are most important to them in the world. What would you like to change? In small groups ask students to create up to 3 freeze-frames illustrating the issues that are important with them. Give children large sheets of paper and ask them to write newspaper style headlines to accompany their physical pictures. Next ask the students to think of what they can do as a group to change things. Using a count of 12, the group moves from their first set of freeze-frames to a second set that shows how things have changed. For example, they might move from a group showing arguments and fighting to a group talking and sitting together. You could film each group performing their drama and they could set it to music or add a voiceover to it.



Make it more guided

- With younger children, read *All my treasures: A Book of Joy* by Jo Witek (Author), Christine Roussey (Illustrator). Make a class book of treasures where pupils each contribute a happy memory to the book. Pupils first could make a physical statue of something like doing – singing, dancing, playing football etc. This could be the treasure they find at the end of their rainbow. Can they share with the class why they like doing their particular hobby or explain who or what makes them feel happy?



Want to go further? Try These:

- Make links to Science and Geography and investigate how rainbows are formed.
- Explore colour palettes in an Art lesson looking at different shades, their strengths and temperatures, or how artists use colours.
- Read *Planting a Rainbow* by Lois Elhart. Create a class garden/window box and include plants of all the colours of the rainbow.
- Compose your own rainbow song in a music lesson, using the following as inspiration:
 - I can sing a Rainbow (Early Years KS1)
 - Somewhere over a rainbow
 - Rainbow – Kacey Musgrave (KS3)
- Create a dance that represents the rain, the sun and the final formation of a rainbow. For younger children *The Winter King and the Summer Queen* by Mary Lister (Author), Diana Mayo (Illustrator) would be a good stimulus for a dance based on the weather.

External resources

- London Bubble has collections of drama games for at home or in the classroom.
- Save the Children has some relaxation exercises suitable for children.

Other resources from A New Direction that link with this lever:

Strike a Pose →

Emotional Muscles →

Performing Values →

How Do We Belong →

Acknowledgements

A New Direction would like to thank Hannah Joyce, Pop Up Projects, Jessica McDermott, Andrew Hammond and Seyi Adekun for their thoughtful and creative responses to the Recovery Curriculum designed by Barry Carpenter, Oxford Brookes University.

Resource editors: Marina Lewis-King and Naranee Ruthra-Rajan

Design: www.thirdperson.co.uk

September 2020

LookUp

Our online LookUp platform allows you to quickly and easily browse schools programmes, events, resources and opportunities from London's arts & cultural sector, and refine results based on Key Stage, artform and more. <https://lookup.anewdirection.org.uk>

Subscribe to our e-newsletter

Each term we send out relevant information about A New Direction's programmes and content, ranging from latest blogs, events, and opportunities to engage with our work. If you're interested in hearing from us sign up online: anewdirection.org.uk/schools-eneews

anewdirection.org.uk/reset

#LetsResetTogether

@A_New_Direction



Supported by
**ARTS COUNCIL
ENGLAND**