

Let's make a rainbow

Lesson Plan 1



Stage: Preschool

Year Group: 3-6 year olds

Reader notes: Words in ***bold italics*** are vocabulary focus areas.

Further resources to support this lesson are available at:

www.humanrights.gov.au/education/early-childhood/building-belonging

► **Intentional Teaching:**

This activity aims to prompt children to think about the similarities and differences between themselves and others in terms of skin, hair and eye colour. Using the universally recognisable image of a rainbow as a stimulus, children will discuss and explore their own thoughts and feelings about colour and personal identity.

► **Aims and Objectives:**

- Openly express feelings and ideas
- Respond to ideas and suggestions from others
- Become aware of connections, similarities and differences between people
- Begin to develop a strong sense of who they are and their shared identity as Australians
- Begin to recognise and order colours relating to the natural world (rainbows)

EYLF Learning Outcomes:

Outcome 1: Children have a strong sense of identity

- 1.1. Children feel safe, secure and supported
- 1.4. Children learn to interact in relation to others with care, empathy and respect

Outcome 2: Children are connected with and contribute to their world

- 2.2. Children respond to diversity with respect

Outcome 4: Children are confident and involved learners

- 4.1. Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

Outcome 5: Children are effective communicators

- 5.4. Children begin to understand how symbols and pattern systems work

Australian Curriculum Learning Outcomes:

English: Literacy

ACELY1784 Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact

The Arts: Visual Arts

ACAVAM108 Create and display artworks to communicate ideas to an audience

► **Key Vocabulary:**

Colour, beauty, different, same, interesting, skin tone, hair, eyes, Australia, rainbow.

► **Resources:**

Paint brushes



Educator Note

Provide a wide variety of paint brushes for children to choose from and demonstrate their emerging autonomy

Paint in every colour of the rainbow



Protective clothing



Paper



Accompanying resource

Images of children from a variety of cultures (provided at the end of this lesson plan)

▶ Introductory Phase:

1. Explain to the children that in this activity they will be learning about **colours** and painting their own **rainbows**.
2. Invite the children to put on a protective shirt/apron, collect some paper and find a space to paint.
3. Provide children with the equipment to paint a **rainbow**, but only provide red paint at this stage.
4. Prompt a discussion about **rainbows** and wait for children to ask about more coloured paint. If they do not comment on the single paint **colour**, prompt them by asking if they believe that can paint the whole **rainbow** with only one **colour** of paint.

▶ Main Activity:

5. Open a discussion about how many **colours** make up a rainbow, and the **beauty** of seeing all of the **colours** together.
6. Provide more coloured paints, finish the paintings, and set them to dry.
7. Gather the children together and ask them what they like about their **rainbows**. Do they think **rainbows** would be as **interesting** if they were just one **colour**?
8. Ask children to look at you and at their friends. Are you all the **same colour**, or are you all **different**? Wait for responses and discuss their ideas and feelings. In some ways we all look **different** - **skin tone, hair colour, eye colour**. But we all have **similarities** - number of **fingers, eyes** to see with, **noses**. What do they think **Australia** would be like if all the people looked the **same**? Would it be as **interesting**?



Educator Note

Even if there aren't a wide range of cultures and ethnicities present in your setting, there will always be points of physical difference to explore (such as height, types of noses, glasses, freckles, etc)

9. Explain to the children that just like a rainbow, Australia is comprised of people with lots of different colours; on their skin, their eyes and their hair. That is what makes Australia an interesting place to live.

▶ Closing Phase:

10. Ask children to think about the **different** people they see in their daily life; at the park, shops, swimming pool, etc. Explain that you would like them to take notice of how many **different** varieties of **skin, hair** and **eye** colour they see and tell you about it over the next few weeks. This could also include looking at members of their family to explore how people of the same ethnicity or culture can look both **similar** and **different**.
11. Remind children about the **rainbows** they have painted and how, without a variety of **different colours**, they might not be as **interesting** or **beautiful**.







► Questions for Sustained Shared Thinking:

Prompts for shared conversations, which can be extended and developed:

- *I wonder how many different skin colours there are in Australia? What do you think?*
- *How many differences do you see in your family and friends? E.g. hair, noses, wearing glasses, choice of hairstyle, etc.*
- *Why do people wear different clothes such as; dresses, trousers, shorts and head scarves?*
- *Can you tell me the name of a person you know with different skin/hair/ eye colour to you? What is the most interesting thing about them?*
- *Do you think you can choose your skin colour? Where does your skin colour come from?*



► Opportunities for further enhancements in the learning environment:

 <p>Sensory Play</p>	<p>Provide play dough of different skin tones for exploration. Ask the children to create models of some of their friends with different skin tones to themselves.</p> <p>Add to the sensory experience by using spices to change the appearance of the dough. Some examples of play dough additions are poster paint, food colouring, cinnamon, cocoa, nutmeg, ground cloves, ginger, ground coffee, almond extract, vanilla extract.</p>
 <p>Manipulative Play</p>	<p>Planned provocation: Set out lego/duplo of only one or two colours. How do children react? Do they prefer more colours to choose from? What are the differences in their play? Do they notice a lack of colour variety?</p> <p>This is an opportunity for sustained shared thinking regarding colour varieties, differences, similarities.</p>
 <p>Creative Play</p>	<p> Accompanying resource</p> <p>Provide paints of different skin tones for children to use during free play. They can paint pictures representing themselves and others.</p> <p>Display accompanying images of children from a variety of cultures (found at the end of this lesson plan), for discussion and inspiration in the creative area.</p>



Dramatic Play

Home corner – include a variety of items that reflect the home lives of the families attending your setting.

For example, include traditional dress from the different cultures represented at your setting; provide images of food from around the world; include items from different cultures such as knives and forks, chopsticks, different types of plates and bowls etc. This will allow children within the setting to teach one another about their own home life through play.



Educator Note

Ask families to provide some items from their own homes



Accompanying resource

Images of children from a variety of cultures

Description: Nine photographs showing Australian children of preschool age with different skin tones and from different cultural backgrounds.

How to use: Print the images in full colour and laminate (optional), then display around the setting to inspire discussion.

