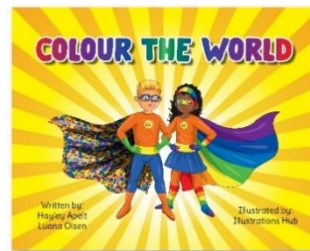


GENERAL ACTIVITIES

Based on *Colour the World* - written by Hayley Apelt and Luana Olsen



TELLING STORIES

- Retell the story in your own words, either orally or in writing.
- Write a recount of the story or summarise the story in one sentence.
- Write your own story entitled *Colour the World*. It could be about anything.
- Write your own story with a message about making the world a better place.
- Write a description of how you imagine Planet Brighten would look and draw a picture of it.
 - What could the people be doing?
 - What would they be saying?
 - How would they feel?
 - How would they look?
 - Would you like to live there? Why? Why not?
- Cut out the story squares and arrange so that they are in the correct order. Depending on their ability, students could complete the whole story or individual scenes which could then be placed together.
[Template provided below.](#)

ONOMATOPOEIA

- What is onomatopoeia? Write a definition in your own words and brainstorm some examples.
- Find the onomatopoeia words in the story. Why do you think they were included? What purpose do they serve?
- Select one of the onomatopoeia words to use as a sentence or story starter, for example: bam, kapow, whoosh.
- Think of a situation and then list all the onomatopoeia words to match. The teacher could provide the situation to the class or students could work in pairs. Examples from the book: at the park - crunch, chirp and bang, and while eating dinner - munch, slurp and scratch. An example beyond the book is someone having a bath with words like splash, squelch and splosh.
 - You could say your words to someone else and have them try and guess the situation.
- Write a story using as many onomatopoeia words as you can.
- Write a poem that includes an onomatopoeia word on each line.
- Look through books for examples of onomatopoeia. Compare. When are they used most? Why are they used? Do they paint a better image in your head? Are they used more so in a certain style of book, for example, comics?

ADJECTIVES

- What is an adjective? Write a definition in your own words and brainstorm examples.
- Find and list the adjectives in the book. Some answers include: supersonic, incredibly, amazing, sad, pale, magic, calm, breathtaking, rapid.
- Do the adjectives give you a better picture in your head of the things being described? Why are adjectives used throughout the book? Why do you think they are necessary? What do you think the story would be like without them?

- List all the adjectives of the world initially and discuss the picture the authors are trying to paint with words. For example: the world was dreary and bland. Can you think of other words to describe the world when it was dull? [This could link to the Making Comparisons section later in these activities.](#)
- List all the adjectives that the authors used to describe the changing world, for example: bright and amazing. Can you think of adjectives to describe the Earth at the end of the story (the last double page)? Examples include: colourful, bright, caring, kind, friendly, happy, nice, sharing. [This could link to the Making Comparisons section later in these activities,](#)
- Select a person from the story and write who they are or draw them in the middle of a piece of paper. Brainstorm your own adjectives to describe them and write the words around the page. You could complete this twice – before and after the Colour Crusaders visit – then compare the two. For example: the girl who doesn't say sorry, the boy who doesn't share, one sibling eating dinner, one twin at her party, one child from the class.
- Select a person, object, location or scene from the book as stimulus to write another story. Make sure you use adjectives throughout. For example: Brighten, Earth when it is was dull, a park, the fair, children not sharing, a birthday party.
- Students or the teacher verbally state a number of adjectives and others guess what is being described. For example: small, grey and furry to describe a mouse.
- Play celebrity heads with each person being a noun and they must guess who/what they are by asking questions relating to adjectives. For example: Am I small? Am I red?

ALLITERATION

- What is alliteration? Write a definition in your own words and brainstorm examples.
- Find and list examples of alliteration in the book. Some answers include: dull and drab, miserable mood, frustrated flurry, splendid sight, kind and caring called Kaleidoscope, Colour Crusaders, coloured like confetti.
- Why do you think so much alliteration has been used throughout the book? What purpose does it serve? Does the alliteration make the text sound better?
- Select a word from the book and write it in a sentence which uses alliteration. For example: heroes – The happy and helpful heroes taught the children to wear hats.
- Write some alliteration for your name to describe yourself. For example: super, sensational Sophie or brilliant and brave Ben.

SIMILIES

- What is a simile? Write a definition in your own words and brainstorm examples.
- Find and list all the similes in the book – they are represented in both words and pictures. Answer: coloured like confetti overhead, coloured like balloons in the air, coloured like flowers in bloom, coloured like sparkling lights, coloured like fireworks in the sky, coloured like sprinkles on a cake.
- Do the similes in the book give you a better picture in your head of how bright the world was becoming? Can you think of other ways to describe something becoming more colourful?
- Brainstorm similes that you have heard before, for example: as happy as a pig in mud. Just as the similes are represented through pictures in the book, draw your own picture to represent each simile.
- Make up your own simile to describe something. Draw a picture to match.
- Write a story and use similes throughout to give the reader a better understanding of what is happening in the story.

POSITIVE ACTIONS AND WORDS

- Look at the last double page spread of the book. Discuss what is happening in this illustration. Where are they? What has happened to the world? What are the people doing? Why do you think this page was included at the end of the story? What do the authors want you to realise from this colourful illustration?
- Identify instances of sharing, helping, turn taking/waiting/patience and using manners (saying thank you, sorry and please) on the pages. Note: many can be interpreted in several ways and there will be more beyond the examples provided below.

| | |
|---|---|
| Saying “sorry” (these are more interpreted and less obvious) | <ul style="list-style-type: none"> • when running into the lady, causing her to drop her purse • that there’s no more space on the ride and they need to wait for the next one • that there is only one flavour of fairy floss available • the requested show bag is sold out • to their child that they can’t go on the ride today, possibly because they aren’t tall enough • that it’s time to go home |
| Saying “thank you” | <ul style="list-style-type: none"> • to the clown who was selling balloons • when receiving the fairy floss • upon being given a show bag • when the man picked up the lady’s purse off the ground for her • when being handed a ticket to the ride • to her mum for giving her money • for passing another person food • to their parent/s for letting them go on the ride • for painting their face • to the lady for helping the elderly man walk • for sharing a ride or playing • to the mum for helping the girl off the ride |
| Saying “please” | <ul style="list-style-type: none"> • to the lady selling fairy floss • to the clown • to the face painter • to the man selling tickets • to the lady selling show bags • to their mum when asking if they can go on the ride • for food on the picnic rug |
| Sharing | <ul style="list-style-type: none"> • food on the picnic rug • a seat on the rides • a park bench and a conversation • a game by running around with the balloons together • money with her daughter |

| | |
|---------------------------------------|--|
| Helping others | <ul style="list-style-type: none"> the lady helping the elderly man to walk the man carrying the boy on his shoulders, helping him to see the lady assisting the child to get off the ride the face painter could be a volunteer |
| Turn taking/waiting/ being patient | <ul style="list-style-type: none"> in line for face painting for fairy floss for a show bag for the ride |

- Brainstorm other instances where you would say sorry, please and thank you, as well as help others, share and wait patiently for your turn. This will be quite an extensive list. You could focus on one at a time or create a huge list to demonstrate that positive words and actions are necessary in all aspects of everyday life. You could also provide a location or an image as stimulus.
- There are six positive actions and words featured in the book: sharing, turn taking/waiting/being patient, helping others, saying “thank you”, saying “please” and saying “sorry”. For each of these, answer the following questions:
 - What does this mean?
 - What does it look like?
 - When are times that you might do this? [Template provided below.](#)
 - How would doing this make you feel?
 - How would doing this make others feel?
 - How would you feel if you didn’t do this?
 - How would you feel if others didn’t do this?
 - How would others feel if you didn’t do this?
- Sort scenarios into their relevant category. [Template provided below – two pages.](#)
- Give the students a situation or get them to write their own. For example: taking all the toys or snatching a plate when given more food. They then write statements beginning with: If I... Then I Then they... For example: If I you hurt someone, Then I say sorry, Then they feel better. [Template provided below.](#)
- Choose any person from the first page of a scene (before the Colour Crusaders arrive at that location) and answer the following questions:
 - What is happening in the scene?
 - What is the person doing?
 - Why is their behaviour wrong?
 - How does their behaviour impact the scene?
 - How would it make others feel?
 - How should they be behaving?
 - What would they need to change to make their behaviour more positive?

- Look at each page when the person/people became bright.
 - What was the situation? What were they saying or doing?
 - How do you think the people around them felt?
 - What happened to make them become coloured?
 - How do you think they felt after they become coloured?
 - How do you think the people around them felt when they changed their actions or words?
 - What do you think happened next?
- Create a poster for one of the words or actions from the book. Write the word/action on the page (sharing, helping, turn taking/waiting/being patient, saying thank you, saying please or saying sorry) and add an explanation, draw pictures and/or write examples. Students or groups could be allocated one each so that all six can be displayed in the classroom.
- Using the repeated phrases from the book, draw pictures to show people making the world bright through the use of good manners and kind actions. [Templates provided below – two pages.](#)
- Discuss what being kind means and what it looks like. Each child writes and draws something that is kind in a love heart shape. [Template provided below.](#)
- Individually, students draw and/or write inside a love heart shape one way that they will be kind for the week. Display them in the room and check their success at the end of the week. [Template provided below.](#)
- As a class, brainstorm different ways to be kind and write each on a small piece of paper (or use the heart templates from the previous activity) and place in a box. Each morning, a student pulls one square out of the box and the class must all try and complete that action. Reflect on how they went at the end of the day.
- Discuss what good manners are and why we should use them. Make a Y chart for what they look like, sound like and feel like. Discuss what bad manners are and why we shouldn't use them. Make a Y chart for what they look like, sound like and feel like. Compare good and bad manners.
- Brainstorm times when you should use good manners. For example: when you are given something or when you hurt someone. Write each scenario on a piece of paper and draw a picture to match. Create a good manners class book that you can keep on the bookshelf.
- For different scenarios, state which word you would use to display good manners. [Template provided below.](#)

MAKING COMPARISONS

- Look at Earth as it is shown and described on pages 1 to 4 (the first pages of the book). In your own words, summarise what it is like. Would it be a nice place to live? Why? Why not?
- Look at Earth as it is shown and described on pages 28 to 30 (the last four pages of the book). In your own words, summarise what it is like. Would it be a nice place to live? Why? Why not?
- Compare the Earth before and after the heroes arrived. What changed physically? What changed within the people?
- Which version of Earth would you prefer to live in? Why?

- What can you do to ensure that you live in a bright and colourful world and not a dreary and bland one? Refer to 'Colour Crusader Activities' to discuss this further.
- Throughout the book, each page has an increasing number of people - the number of people who are grey decreases with each scene while the number of coloured people increases. The background also becomes increasingly more colourful as elements also change from greyscale. By the final pages, all people and the entire background are coloured.
 - Why do you think this was done?
 - Why do you think that it was important to show a gradual increase in colour?
 - Would the book concept have worked as well if this had not been done?
 - Compare the fourth page of each scene (where the simile is used). The first scene (the soccer game in the park) is still quite bland with only a few people and elements coloured but by the final setting (the classroom), the whole page is fully coloured. Why do you think the illustrations were done like this? What message is trying to be conveyed?

NUMERACY

- Complete the table by documenting how many people are in the scene altogether, how many are grey and how many are coloured. Answer the related questions. [Template and answer sheet provided below.](#)
- Discuss the question: Do you think the book achieved the purpose of showing the world gradually becoming more coloured as the message spread and people learnt to do good deeds? Why or why not?

SEQUENCING THE STORY

Cut out the parts of the story and order them correctly.

| | |
|--|--|
| The Colour Crusaders told them to say “please.” | A boy and girl were rude when asking for more food. |
| A boy was playing with all the blocks in a playroom while his friend had none. | The Colour Crusaders were happy and left Earth. It remained coloured as people kept using kind actions and good manners. |
| The Colour Crusaders told him to share. | They assisted their teacher then they all became coloured. |
| The Colour Crusaders told the students to be helpful. | He shared his blocks and became coloured. A boy and girl copied then became coloured too. |
| A girl and boy were pushing and arguing about who would go on the swing next. | She apologised and became coloured. A boy copied then became coloured too. |
| They used manners and became coloured. Their father and brother copied then became coloured too. | They waited patiently and became coloured. Other children copied then became coloured too. |
| Twins were snatching birthday gifts from their guests. | A girl was being rough when playing soccer. |
| The Colour Crusaders told them to wait calmly for their turn. | They thanked everyone and became coloured. Others copied then became coloured too. |
| The Colour Crusaders told her to say “sorry” when she hurt someone. | The world was dull and grey. The Colour Crusaders flew from Brighten to help. |
| The Colour Crusaders told them to say “thank you.” | A teacher was struggling as she walked through the door. |

WHEN WOULD YOU...

Write or draw an instance when you would do each of the following:

| | |
|-------------------------------------|----------------------|
| HELP OTHERS | SAY SORRY |
| SHARE | SAY PLEASE |
| WAIT PATIENTLY FOR YOUR TURN | SAY THANK YOU |

SORTING SCENARIOS

Sort the scenarios into the correct category.

HELPING OTHERS

SAYING SORRY

SHARING

SAYING PLEASE

**WAITING PATIENTLY/
TURN TAKING**

SAYING THANK YOU

SORTING SCENARIOS

| | |
|--|--|
| Someone lets you borrow their colouring pen and you say something back. | You can't tie your lace so you ask a friend to help using manners. |
| Someone says they like your pencil case and you say something in reply. | You raise your hand in class until it is your turn to talk. |
| You give a friend some of your toys to play with. | You assist your friend with their school work. |
| A friend asks if they can have a cupcake but there are none left so you tell them this using a certain word. | You accidentally hurt someone and you say something to them. |
| You ask your teacher if you can go to the toilet. | You stand behind someone in line. |
| You wash the car with your parent. | You let others use your soccer ball. |

CONSEQUENCES

Scenario:

If I ...

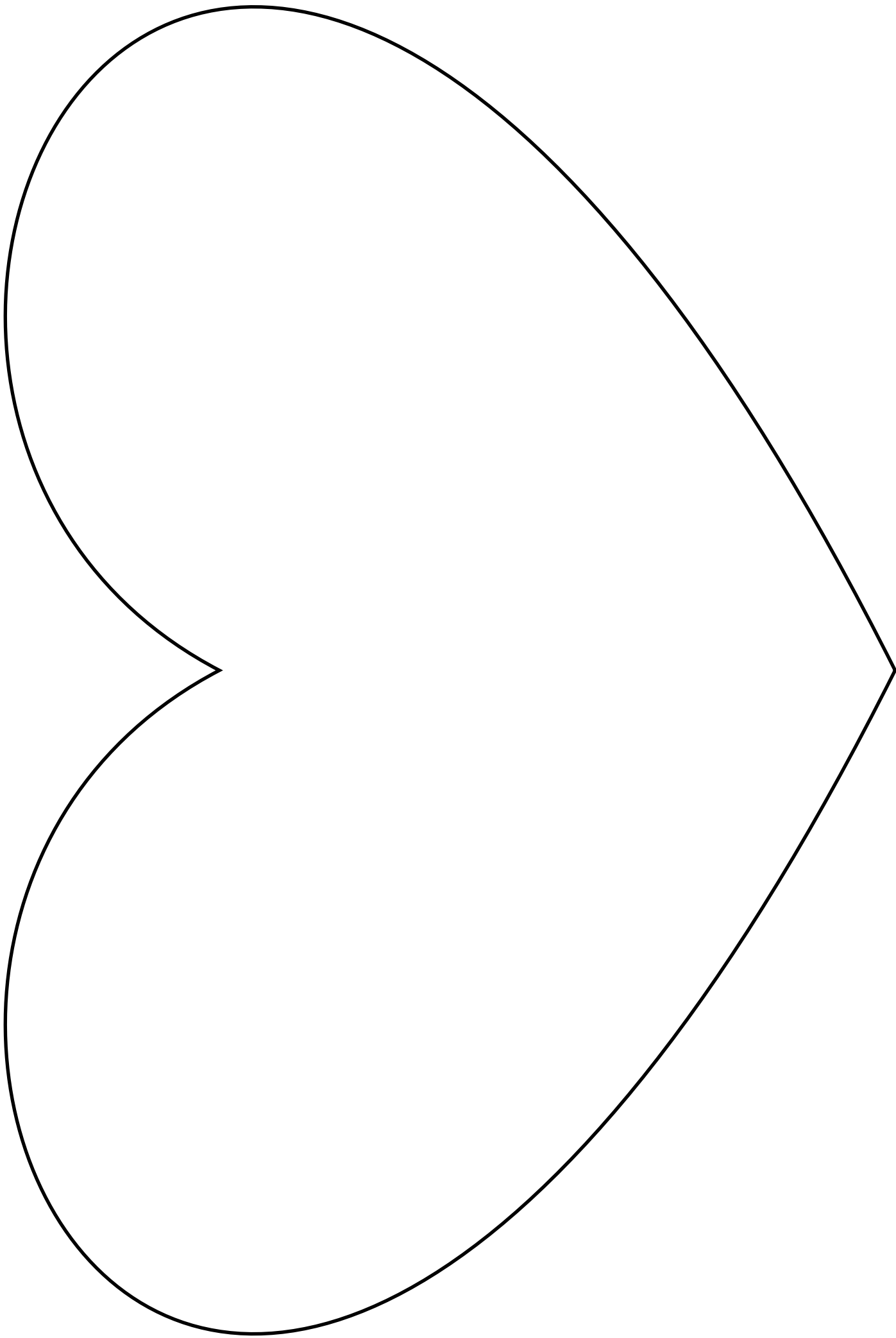
Then I ...

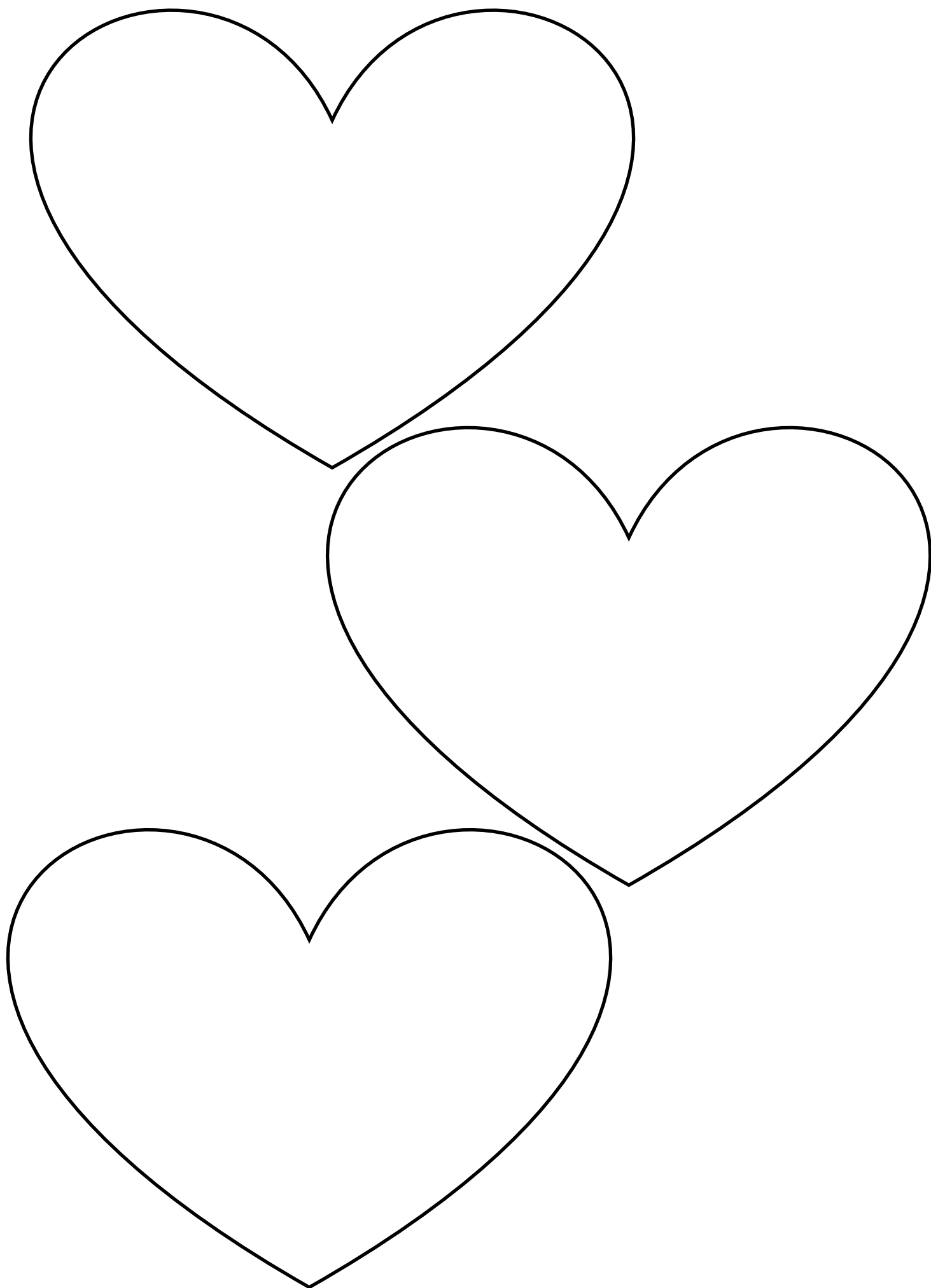
Then they...

BAM! What an awesome sight.

With these good manners, they become bright.

BAM! What an amazing sight!
With these simple actions, they became bright.





WHICH MANNERS?

Which word/s would you use in these situations – please, thank you or sorry?

| | |
|--|--|
| Your teacher hands you a sheet to complete. | |
| You are giving out balloons but you don't have enough and some friends miss out. | |
| You would like someone to give you something. | |
| You ask your mum if you can go on another ride at the show. | |
| You accidentally break the toy of your sibling. | |
| You receive a sticker from the principal. | |
| Your friend asks you to join in with their soccer game but you do not feel like playing today. | |
| You receive a birthday present from your grandma. | |
| You would like some more lunch. | |
| You drop your glass when carrying it to sink. | |
| Your sister helps you tidy up your bedroom. | |
| You would like to go for a ride with your dad. | |

ANALYSING DATA

Look at the last page of each scene and record the following numbers:

| | Total People | Coloured People | Grey People |
|------------|--------------|-----------------|-------------|
| Park | | | |
| Playroom | | | |
| Table | | | |
| Playground | | | |
| Party | | | |
| School | | | |

How many people in total are there in the book?

How many in total were coloured and how many in total stayed grey?

Which scene had the least amount of coloured people?

Where was it located in the book?

Which scene had the most amount of coloured people?

Where was it located in the book?

What pattern could you see in the number of people in each scene?

Did the number of people becoming coloured increase or decrease,
and by how much in each scene?

Did the number of people who were grey increase or decrease,
and by how much in each scene?

ANALYSING DATA - ANSWERS

| | Total People | Coloured People | Grey People |
|------------|--------------|-----------------|-------------|
| Park | 5 | 2 | 3 |
| Playroom | 5 | 3 | 2 |
| Table | 6 | 4 | 2 |
| Playground | 6 | 5 | 1 |
| Party | 7 | 6 | 1 |
| School | 7 | 7 | 0 |

How many people in total are there in the book?

How many in total were coloured and how many in total stayed grey?

There were 36 people in total - 27 were coloured and 9 stayed grey.

Which scene had the least amount of coloured people?

Where was it located in the book?

The park had the least amount of coloured people and it was the first scene towards the beginning of the book.

Which scene had the most amount of coloured people?

Where was it located in the book?

The classroom had the most amount of coloured people. It was towards the end of the book and was the last scene before the Colour Crusaders left Earth.

What pattern could you see in the number of people in each scene?

Every second scene, the number of people in total increased by one.

Did the number of people becoming coloured increase or decrease, and by how much in each scene?

It increased by one person each scene.

Did the number of people who were grey increase or decrease, and by how much in each scene?

It decreased by one between the first and second scenes then decreased by one every second scene after that until it was at zero.