

JOURNEY OF LIFE

THINKING SKILL: enquiry

SUBJECT LINK: general

LEARNING LINK: visual

ORGANISATION: individuals

RESOURCES: felt-tipped pens; paper; recording of gentle rock (such as 'Freebird' by Lynyrd Skynyrd) or classical music

WHAT TO DO

- There are thoughts in your brain wandering around trying to find the way out. We have lots of thoughts, but they often don't really have any shape.
- Relax, listen to music, and draw a thought – this means that some thoughts have a chance to get out and be free.
- It doesn't have to be a proper picture; it can be a pattern of colours, a happy thought, confused thought, or silly thought.
- Draw the pictures these thoughts create or write down what you see and feel.

WHICH WORD?

THINKING SKILL: evaluation

SUBJECT LINK: modern languages

LEARNING LINK: visual

ORGANISATION: pairs

RESOURCES: pens and paper; the following words written on the board:

1. *bene, bon, good, bad, gut, buon*
2. *goodbye, au revoir, chat, arrivederci*
3. *ola, hi, ciao, salut, table*
4. *noir, non, ne, no, nein*

WHAT TO DO

- Say each of the words in the lists, one set at a time.
- Get the children to repeat each word. Can they recognise any or guess what they mean?
- All but one word in each set means the same thing but in another language.
- Ask them to find the odd one out and write it down.
- They compare findings with another pair.

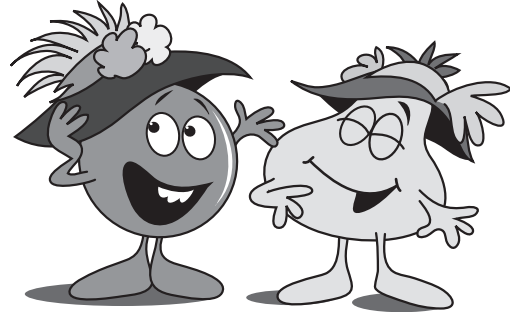
NOW TRY THIS

1. Complete the set by replacing the odd one out with the same word in another language.

2. Which words sound the most similar? Is there a pattern in words that sound similar in different languages?

ANSWERS

1. bad 2. chat 3. table 4. noir
- Children may give other valid solutions.



ARTISTIC THINKING HATS

THINKING SKILL: enquiry

SUBJECT LINK: art

LEARNING LINK: visual

ORGANISATION: individuals

RESOURCES: a variety of hats for dressing up; pencils; A3 paper

WHAT TO DO

- Ask the children to choose a thinking hat and put it on. When they wear the hat, it gives them special powers so they can draw anything without thinking too hard.
- When you call out a word or phrase they draw a quick sketch of the first thing that comes into their mind.
- Call out a general object, such as *seat* or *something to sit on* that could be interpreted as a stool, an armchair, a sofa, a bed, a school chair, a throne, or a bench. The children can think of the objects around them, or they can be fanciful, perhaps drawing their ideal chair. Other examples are something to lie on, a fun place to go, a scary place.
- Ask them to compare drawing with and without the hats. Which things are easiest to draw. Why?

NOW TRY THIS

1. Ask the children to think up some more objects to sit on and what type of place each one has been designed for, such as a palace, classroom, church, playground.
2. Give them a theme for drawing, for example, all the things have to be in a palace, and then ask them to draw something to sit on, something to eat, and so on.