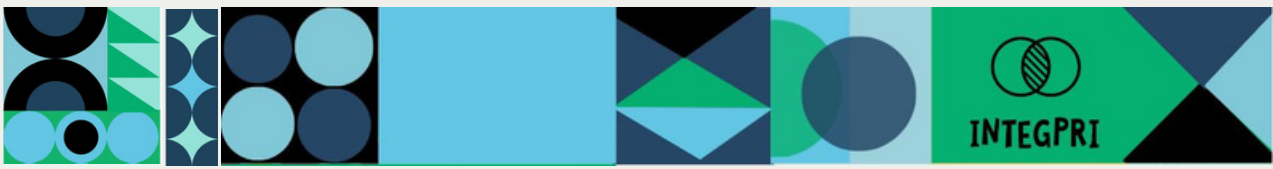




# Chapter 4

---

**Learning activities and  
lesson plans on teaching  
through RPL**



# Didactic Scenario: English Language 1

---

|                            |  |
|----------------------------|--|
| <b>Title</b>               | <b>Get to know your neighbours</b>   |
| <b>Teaching method</b>     | <p>Mapping basic language skills<br/>         Cooperative learning<br/>         Communicative learning<br/>         Discussions<br/>         Inquiry-based learning<br/>         Reading<br/>         Writing</p>  |
| <b>Target group</b>        | Adults and teenagers with minimum CEF level A2   |
| <b>Educational context</b> | English language learning  |
| <b>Level</b>               | Intermediate - Recognition of prior learning   |
| <b>Time</b>                | 2 hours  |
| <b>Aim</b>                 | <p>Students will learn:</p> <ul style="list-style-type: none"> <li>• To develop a set of adjectives to describe personality</li> <li>• To raise awareness of what kind of questions are socially acceptable</li> <li>• To teach a set of useful 'small talk' questions</li> <li>• To encourage students to be creative and imaginative</li> <li>• To build spoken fluency</li> <li>• To develop a set of adjectives to describe personality</li> </ul> |

---



|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>• To interact socially with people from different cultural backgrounds</li> <li>• “Small talk”</li> </ul>   |
| <b>Language skills</b>                       | All levels   |
| <b>Learning material/ resources (if any)</b> | <p>Materials:</p> <p>Adapted based on the following resources:<br/> <a href="https://www.teachingenglish.org.uk/article/get-know-neighbours">https://www.teachingenglish.org.uk/article/get-know-neighbours</a><br/>           Face-to-face materials developed by Rachael Roberts<br/>           Online teaching materials developed by Danish Abdullah<br/>           Supported by the British Council</p>   |
| <b>Equipment</b>                             | <p>Internet Access</p> <p>1 computer per classroom</p> <p>1 projector</p> <p>tablets or smartphones used in pairs</p>  |
| <b>Activities/ Tasks</b>                     | <p>In this lesson, the students will create profiles for imaginary characters who live in the same neighbourhood. The lesson then brings these characters together at a neighbourhood party, where students can practice asking and answering simple questions about work, family, hobbies and so on.</p> <p>As well as developing spoken fluency, the activities expand vocabulary (personality adjectives) and some useful questions for making small talk. This will also allow the students themselves and the teacher to assess their language skills.</p> <p><b>Activity 1: Get to know the neighbours</b><br/> <b>Worksheet 1</b></p> |



Picture: <https://www.teachingenglish.org.uk/article/get-know-neighbours>

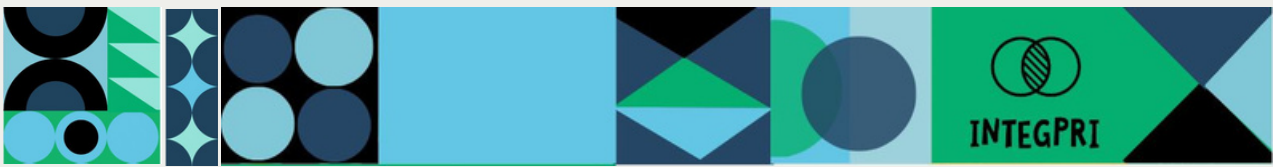
1. Work with a partner. Look at the different doors. Which house would you most/least like to live in? Why? Tell your partner.
2. With your partner, choose one of the houses and answer the questions. Use your imagination.
  - Where is the house? Which country? In a city, a town or a village?
  - How big is the house? How many rooms does it have? Does it have a garden?
  - Who lives in the house? A family, a couple, a young person, an old person?

### Activity 2: Getting to know you

#### Introduction

The purpose of this activity is to build fluency and focus on communication skills. The students will invent imaginary characters who live in the same neighbourhood. At the end of the activity, the characters all attend a party where the students can practice asking questions about work, family, etc.

1. Draw students' attention to the pictures of front doors on worksheet 1. Ask a couple of general questions. For example:



- What country do they think these doors are in? (Denmark)
- What colour is your front door?

Put students in pairs and ask them to discuss which of the houses they would most/least like to live in, and why. At the end of the exercise, ask some students for their answers (depending on the size of the group).

### **2. Discussion** (5-10 minutes)

Then ask the pairs to choose one of the houses and answer the questions. Explain to the students that they just have to use their imagination, there are no wrong answers.

### **3. Vocabulary Focus** (15 minutes)

Present some questions to the students to check their vocabulary.

- What kind of a person enjoys going to a party? (talkative, sociable, extroverted etc.)
- What would you bring as a present to your neighbour's birthday party? If it is a man / a woman?
- What would you like to receive as a birthday present?

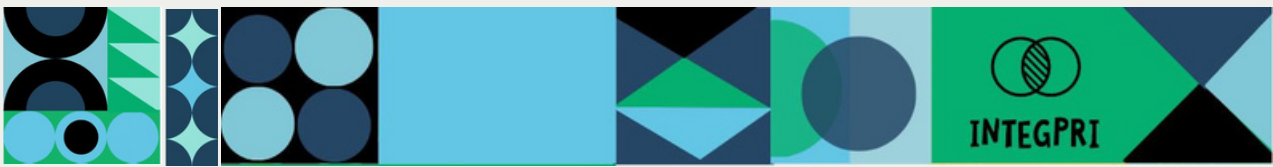
### **4. Preparation for role play** (5-10 minutes)

In pairs, students have to describe the characters living in the house they chose. Encourage them to be imaginative and creative. They should describe their names, age, appearance, where they are from, what they do, which languages they speak etc. They can use any suitable adjectives they know. It is encourage that they write these down.

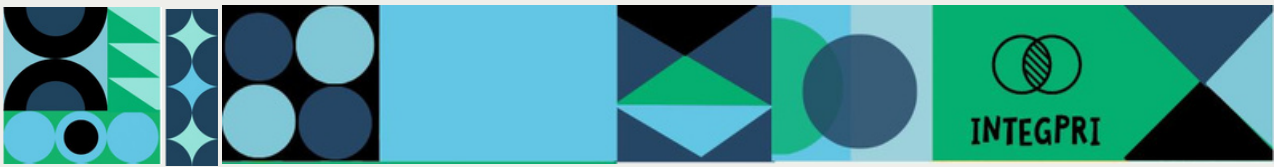
Teacher monitors and helps as needed.

### **5. Small talk questions** (5 minutes)

Ask students if they know what 'small talk' is – polite conversation with people you don't know very well, about fairly unimportant things. It is not usually appropriate to ask about religion, age, how much money they earn etc. or discuss very serious things, such as politics.



|                                |  |
|--------------------------------|--|
|                                | <p>Then ask the students to think of some small-talk questions they would use. E.g.</p> <ul style="list-style-type: none"> <li>• How is the weather today?</li> <li>• How was your day?</li> <li>• What is your job?</li> <li>• What do you do on your free time?</li> </ul> <p><b>Activity 3</b></p> <p><b>6. Roleplay (5-20 minutes)</b></p> <p>Each student now takes on the role of one of the people in the house they chose. They can use all the information about them discussed before in exercise 4.</p> <p>Tell the students that they are going to be going to a party for the neighbours who live in these different houses. Set the classroom up so students can move around and ask them to mingle and try to talk to at least four neighbours and find out something about them.</p> <p>Depending on the level/confidence of your students you could also teach them some ways of introducing themselves, for example:</p> <ul style="list-style-type: none"> <li>• Hello, I'm Emily. I live at number 10.</li> <li>• Great to meet you. I'm Mike, I live in the house with the orange door.</li> <li>• Let students mingle and ask each other questions and answer them.</li> </ul> <p><b>7. Lesson round-up (5 minutes)</b></p> <p>Put students into new pairs, or small groups and ask them to tell each other about the most interesting 'character' they met. They should explain why, perhaps using some of the personality adjectives, and tell each other what they found out about this person.</p> |
| <p><b>Remarks (if any)</b></p> | <ul style="list-style-type: none"> <li>• As an evaluation that could lead to the extension of the learning activity, final questions that could be converted into tasks could be the following:</li> </ul>   |



- Do you feel more comfortable speaking in English after this lesson?
- Did you learn new vocabulary during this lesson?
- What did you learn about “small talk”?
- What was difficult about this lesson? What do you want to learn more about?







## Didactic Scenario: English Language 2

---

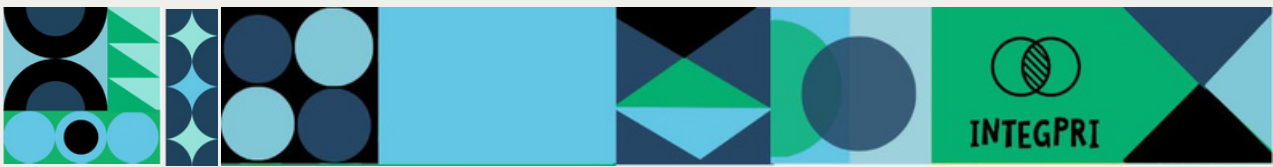
|                            |   |
|----------------------------|---|
| <b>Title</b>               | <b>Visual arts in English with digital tools</b>  |
| <b>Teaching method</b>     | Brainstorming<br>Cooperative learning<br>Teamwork<br>Discussions<br>Digital learning<br>Research<br>Reading<br>Writing  |
| <b>Target group</b>        | Adults or teenagers   |
| <b>Educational context</b> | English language<br>Other languages<br>Digital skills and tools   |
| <b>Level</b>               | Intermediate - Recognition of prior learning  |
| <b>Time</b>                | 2 hours   |
| <b>Aim</b>                 | <p>Students will learn:</p> <ul style="list-style-type: none"> <li>• About visual art, artists and their artwork</li> <li>• About visual art and artists in each other's home countries</li> <li>• To discuss about art and their interests in general</li> <li>• To use digital tools, such as Kahoot and Canva to play quizzes and to create presentations</li> <li>• To research information on the internet</li> <li>• To work in a team</li> </ul> |

---





|  |   |
|--|---|
|  | Presentation skills   |
| <b>Language skills</b>                       | All levels  |
| <b>Learning material/ resources (if any)</b> | <p><b>Handouts &amp; Worksheets</b></p> <p>Digital tools:<br/>         Kahoot Art Quiz: <a href="https://embed.kahoot.it/981d9439-1472-4ce8-8845-8c279b38cf07">https://embed.kahoot.it/981d9439-1472-4ce8-8845-8c279b38cf07</a><br/>         Google Arts &amp; Culture: <a href="https://artsandculture.google.com">https://artsandculture.google.com</a><br/>         Canva: <a href="https://www.canva.com/">https://www.canva.com/</a></p>   |
| <b>Equipment</b>                             | <p>Internet Access</p> <p>1 computer per team</p> <p>1 projector</p> <p>tablets or smartphones used individually/in pairs</p>   |
| <b>Activities/ Tasks</b>                     | <p><b>Activity 1</b></p> <p>During this lesson, the students will learn about visual arts, focusing especially on different artists in English. The lesson focuses on digital skills and the use of digital tools within the topic of visual art, making use of Kahoot and Google Arts &amp; Culture website. The lesson is content-based but also focuses on the use of English language in every step, developing language skills in a versatile way through different exercises (speaking, reading, writing skills) as well as digital skills.</p> <p><i>Introduction</i></p> <p>The teacher will introduce the topic of the lesson briefly as well as the Google Arts &amp; Culture website. Google Arts &amp; Culture (<a href="https://artsandculture.google.com">https://artsandculture.google.com</a>) is a website from the Google</p> |



Cultural Institute dedicated to collecting and sharing art, photographs, and primary source documents from all over the world and throughout history. Items are organized by themes, artists, mediums, movements, historical events, historical people, places around the world, stories of the day, and more. It is a useful resource for studying artwork and artists and this lesson focuses on using the website in different ways.

### *Brainstorming*

The teacher asks the students about their interest in art and who is their favourite artist or style and to describe their art work. You can use the following questions:

- What forms of art do you enjoy?
- Do you like visual arts? What is your favourite style?
- Who is your favourite artist? Why?
- Describe the art work of your favourite artist
- Who is the best known artist in your home country? Tell about their art

### **Activity 2**

#### *Quiz*

The teacher leads the students to play the Art Quiz on Kahoot. If all students do not have mobile devices, they can do the quiz in teams or pairs.

[Click here for Kahoot Art Quiz](#)

### **Activity 3**

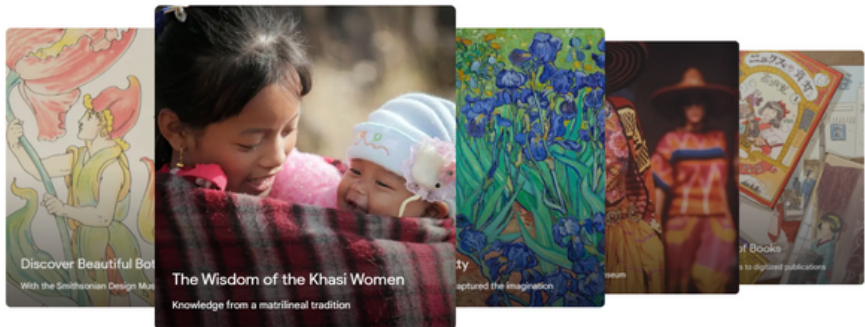
#### *Team work*

Students are divided into pairs or groups of 3-4 persons. They



|                                |  |
|--------------------------------|--|
|                                | <p>start with a discussion about their favourite artists or interesting artists they know in their home countries. Then the students choose one artist and find information about them and their artwork on the Google Arts &amp; Culture website as well as elsewhere on the internet.</p> <p>The students prepare a short presentation about the artist, introducing the artist's biography briefly, some fun facts and at least 5 of their artwork. The students should also find some royalty-free pictures that they can include in their presentation.</p> <p>The students will prepare the presentations on their PCs / laptops using the Canva tool, which the teacher will briefly present: <a href="https://www.canva.com/">https://www.canva.com/</a><br/> <u><a href="#">Click here for a helpful tutorial on how to create presentation slides on Canva</a></u></p> <p><i>Presentation and discussion</i></p> <p>All students will present their presentations to the class and the others can ask questions about the artist and their presentation.</p> |
| <p><b>Remarks (if any)</b></p> | <p>As an evaluation that could lead to the extension of the learning activity, final questions that could be converted into tasks could be the following:</p> <ul style="list-style-type: none"> <li>• Before this activity, how much do you feel like you knew about the topic?</li> <li>• Did you learn new information about art and artists?</li> <li>• Which of the presentations did you like the most and why?</li> <li>• What points are of interest to you? What are you interested in learning more about?</li> </ul>  |

Today's top picks



Story of the day

Google Arts and Culture website



|                               |   |
|-------------------------------|---|
|                               | <p>The project brings together researchers and professionals from six European Union countries: Belgium, Finland, France, Italy, Romania, and Slovenia.</p> <p><b>Collecting good practices of refugee teacher integration</b></p> <p>To find and collect current good practices from the sample countries, we investigated the practices used in various governmental and non-governmental initiatives that offer assistance and guidance for refugee integration (see Table 1). Initiatives were considered appropriate for collection if they explicitly aimed to increase the opportunities for refugee and migrant teachers to more efficiently integrate into host communities and helped them to start to work in host countries' education systems. In addition to the initiatives, we conducted searches through each country's local media for stories related to refugee teacher integration. The research located a total of 34 initiatives and 16 success stories from the seven sample countries.</p> |
| <p><b>Resource URL</b></p>    | <p><a href="https://www.kieliverkosto.fi/fi/journals/kieli-koulutus-ja-yhteiskunta-syyskuu-2021/elements-of-success-finding-good-practices-of-integration-for-teachers-with-refugee-backgrounds">https://www.kieliverkosto.fi/fi/journals/kieli-koulutus-ja-yhteiskunta-syyskuu-2021/elements-of-success-finding-good-practices-of-integration-for-teachers-with-refugee-backgrounds</a></p>  |
| <p><b>Type of setting</b></p> | <p>adult education</p>  |
| <p><b>Subject</b></p>         | <p>SOCIAL SKILLS<br/>CULTURE<br/>LANGUAGE</p>   |



## Didactic scenario: Active citizenship

---

|                            |  |
|----------------------------|--|
| <b>Title</b>               | <b>“Future Active Citizens”:</b> from entering the employment market to making civil initiatives   |
| <b>Teaching method</b>     | Brainstorming<br>Cooperative learning<br>Discussions<br>Hands-on learning<br>Inquiry-based learning<br>Reading<br>Writing<br>Active learning<br>Evaluation   |
| <b>Target group</b>        | 12–17-year-olds  |
| <b>Educational context</b> | CV and Motivation letter<br>Active citizenship   |
| <b>Level</b>               | Intermediate - Recognition of prior learning   |
| <b>Time</b>                | 2 hours  |
| <b>Aim</b>                 | During those two hours the students will: <ul style="list-style-type: none"> <li>• Become acquainted with the importance of a CV and Cover letter</li> <li>• Identification of important characteristics that will make their CV suited for any job application</li> <li>• Learn techniques to prepare a good CV</li> <li>• Learn techniques to perform well in the interview</li> </ul> |

---



|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>• Improve communication skills in a working environment</li> <li>• Become acquainted with the term active citizenship and the importance of political participation within the community</li> <li>• Identification of the citizens' Rights and Obligations</li> </ul>  |
| <p><b>Language skills</b></p>                       | <p>All levels</p>   |
| <p><b>Learning material/ resources (if any)</b></p> | <ul style="list-style-type: none"> <li>• CV templates</li> <li>• cover letter template</li> <li>• interview guide</li> <li>• videos</li> <li>• sticky notes</li> </ul>  |
| <p><b>Equipment</b></p>                             | <p>Internet Access<br/>         1 computer per classroom<br/>         1 projector</p>   |
| <p><b>Activities/ Tasks</b></p>                     | <p><b>1st activity: introduction to writing CV &amp; Cover Letter</b><br/>         Tasks for the 1st activity:</p> <ol style="list-style-type: none"> <li>1. <i>Identifying and differentiating between good vs. bad examples of CV and Cover letter.</i><br/>             Students will first hear a brief presentation about CV and Cover and their essential components. Later the students will pair up in small groups where they will be given examples of good and bad CVs and Cover Letters. With the help of brainstorming and prior acquired knowledge, the students will have to identify and explain their decisions.</li> <li>2. <i>Identifying and placing key elements of CV and cover letter</i><br/>             Staying in the same groups, the students will receive an empty CV and Cover letter template in which they will insert key elements/components.</li> <li>3. <i>Writing their CVs and cover letters</i><br/>             In this task, the students will <i>use their prior acquainted knowledge in practice</i> and write their CVs and Cover letter.</li> </ol> |





Later, the students will exchange their CVs and Cover letters with the student sitting next to them. The students will *review* each other work and *propose suggestions*.

### **2nd activity: Interview**

Tasks for the second activity:

#### *1. Watching video*

<https://www.youtube.com/watch?v=OVAMb6Kui6A>

<https://www.youtube.com/watch?v=umQKkcBPL08>

Before watching videos students will identify and explain the main skills an interviewee should possess to pass the job interview. Later, they will watch two videos. In the first video, the students will receive an overview of good interview examples. In the second video, the students will gain knowledge of how to reply to the most common question and how to adapt them for future job interviews.

#### *2. Role-playing*

In this activity the students will use their prior acquired knowledge and skills in role-playing (employer-interviewee). Each student will be interviewed. After the interview, the participants will share their thoughts and suggestions for improvement.

### **3rd activity: becoming active citizens**

Tasks for the third activity:

#### *1. Identifying rights and responsibilities*

[https://ec.europa.eu/info/aid-development-cooperation-fundamental-rights/your-rights-eu/know-your-rights/citizens-rights\\_en](https://ec.europa.eu/info/aid-development-cooperation-fundamental-rights/your-rights-eu/know-your-rights/citizens-rights_en)

In this task, the students will be divided into small groups where they will do some brainstorming about the rights and responsibilities of the citizens. They will use their association and answers in the upcoming game, where they will stick their associations on the whiteboard.

#### *2. Watching video*

[https://www.youtube.com/watch?v=kiZNO\\_Lca8k&t=30s](https://www.youtube.com/watch?v=kiZNO_Lca8k&t=30s)

Following the game of associations, the students will watch a video about active citizenship. A debate will follow, where students will give their opinion on why is important to foster active citizenship among young citizens.

### 3. Role-playing

In this activity, the students will use their *prior acquired knowledge* about active citizenship and create an initiative. The students younger than 15 will create an initiative related to environmental issues, while students older than 15 will create an initiative related to human rights and democracy. Later they will *present their initiatives and receive feedback*.



### Assessment/ Evaluation

- What was your prior knowledge about cv, cover letter, and active citizenship?
- What new information did you learn that changed this perspective?
- Is there an activity that could be done differently?
- What does remain unknown for you?

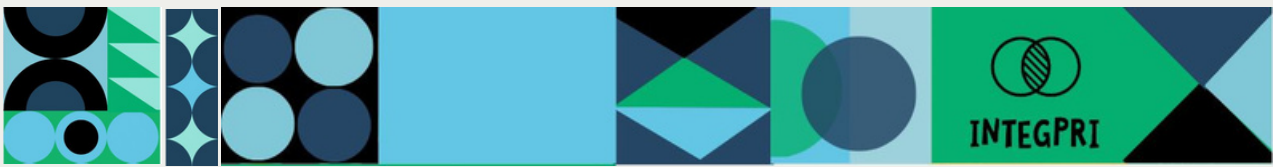


## Didactic Scenario: Geography

|                            |   |
|----------------------------|---|
| <b>Title</b>               | <b>Europe: Languages and Religions</b>  |
| <b>Teaching method</b>     | <p>Brainstorming<br/>         Cooperative learning<br/>         Discussions<br/>         Hands-on learning<br/>         Inquiry-based learning<br/>         Reading<br/>         Writing</p>  |
| <b>Target group</b>        | 12–15-year-olds   |
| <b>Educational context</b> | <p>Human Geography<br/>         Geography<br/>         English Language Arts</p>  |
| <b>Level</b>               | Intermediate - Recognition of prior learning  |
| <b>Time</b>                | 2 hours   |
| <b>Aim</b>                 | <p>Students will:</p> <ul style="list-style-type: none"> <li>-Describe the characteristics of a group and which groups may be in conflict if they coexisted in the same nation or region.</li> <li>-Describe their initial perceptions and expectations of the languages and religions that exist in Europe.</li> <li>-List and characterize the European languages</li> <li>-Name and explain the major religions in Europe</li> <li>-Examine maps to find nations without a predominant religion</li> </ul> |



|  |   |
|--|---|
|  | -Explain how a common language or religion could bring a nation together and how diversity can be viewed as a positive aspect.  |
| <b>Language skills</b>                       | All levels  |
| <b>Learning material/ resources (if any)</b> | <p><b>Handouts &amp; Worksheets</b></p> <p>Cultural Overview of Europe<br/> Four-Column Chart<br/> Languages of Europe<br/> Mapping the Languages of Europe<br/> Dominant Languages of Europe<br/> Country Borders in Europe<br/> Religions of Europe<br/> Dominant Religions of Europe</p> |
| <b>Equipment</b>                             | <p>Internet Access<br/> 1 computer per classroom<br/> 1 projector<br/> tablets or smartphones used in pairs</p>   |
| <b>Activities/ Tasks</b>                     | <p><b>Activity: Introduction to Europe's Languages &amp; Religions</b></p> <p>Students exchange thoughts about what they believe defines a group, which groups might clash if they coexist in the same nation or region, and which languages and religions are met throughout Europe.</p>   |



Tasks:

1. *Brainstorming on what makes a group.* Students' ideas will be posted on the board. Students will be encouraged to think of numerous ways someone might identify themselves and to incorporate features like language, race, nationality, and religion.

2. *Asking participants in pairs or small groups to list the groups they are familiar with on diverse levels.* On the board, a four-column chart will be demonstrated and labeled with the titles "School," "City," "Country," and "Continent." Groups should be listed on the charts that each pair or small group creates. Support is given when required.

3. *Discussing the groups that the students identified.* Share your list with the class when each pair or group has done so. Put a class list in the four-column chart you drew on the board. Allow students to express their thoughts without censure asking questions such as "Which of the groups might require a separate area to reside? Which groups, in your opinion, can or ought to be combined?" Explain to students that they will learn about the human geography of Europe, including the many linguistic and religious groups and the locations of those groups across Europe.

4. *Students list the European languages and religions that they are already familiar with.* Students share in pairs their first thoughts regarding the languages and religions of Europe. Inform students that they will review the list again later in this unit and that they will edit it as they learn more.

5. *Asking students to exchange their knowledge.* Students discuss the lists they made in order to compile all their knowledge regarding European Languages and religions in the list they made in task 4.

6. Seek and find online information. Students are invited to search online the information they missed in task 5. They will be given instructions on how to use tools such as Wikipedia, Google Earth, Youtube in order to learn how these could be used for extracting information.

End the task asking questions such as “What unanswered questions do you still have regarding the languages and religions in Europe? What are some reliable resources for knowledge about the languages and religions of Europe?”

*7. A cultural overview of the host country helping students to connect on a personal level. Ask them to identify the cultural aspects they are familiar with in the host country. Explore all together the languages/dialects, morals and customs of different regions within the country.*

**Remarks (if any)**

As an evaluation that could lead to the extension of the learning activity, final questions that could be converted into tasks could be the following:

- Before this activity, how did you view the languages and religions of Europe?
- What new information did you learn that changes this perspective?
- What points are of interest to you? What are you interested in learning more about?
- What does still remain unknown for you?





## Didactic Scenario: Physics

---

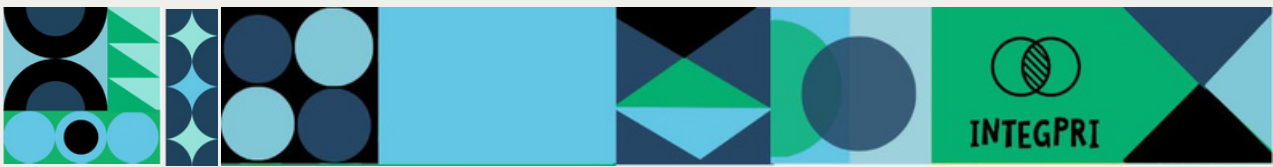
|                            |   |
|----------------------------|---|
| <b>Title</b>               | <b>Colours: What explains what we see?</b>  |
| <b>Teaching method</b>     | Brainstorming<br>Cooperative learning<br>Discussions<br>Inquiry-based learning<br>Experiment-based learning<br>Reading<br>Writing   |
| <b>Target group</b>        | 12–15-year-olds   |
| <b>Educational context</b> | Physics<br>English Language Arts  |
| <b>Level</b>               | Intermediate - Recognition of prior learning  |
| <b>Time</b>                | 2-3 hours   |
| <b>Aim</b>                 | Students will learn about:<br><br>Light Absorption, Reflection, and Transmission<br>Primary Colors of Light, Color Addition Rules<br>Mixing Pigments<br>why sky is blue<br>Why sunset is red<br>why clouds are white<br>why water is bluish green |

---





|  |   |
|--|---|
| <b>Language skills</b>                       | All levels  |
| <b>Learning material/ resources (if any)</b> | <b>Handouts &amp; Worksheets</b><br>Light Absorption, Reflection, and Transmission<br>Primary Colors of Light<br>Color Addition Rules<br>Mixing Pigments  |
| <b>Equipment</b>                             | Internet Access<br>1 computer per classroom<br>1 projector<br>tablets or smartphones used in pairs<br>scissors, cardboard, string, metal sheets   |
| <b>Activities/ Tasks</b>                     | <p><b>Activity: Introduction to Colours</b></p> <p>Students exchange thoughts on what explains the natural elements have the colour we see. Science-based introduction to the physical phenomena that occur in colour vision will follow. Experiments will take place for further knowledge acquisition of the learnt phenomena.</p> <p><b>Tasks:</b></p> <ol style="list-style-type: none"> <li>1. <i>Asking students to exchange their knowledge.</i> Students discuss their thoughts through brainstorming. A conceptual map is designed during this process.</li> <li>2. Students are introduced to light absorption, reflection, and transmission. At the end of this task students will be asked in pairs to write down their thoughts on:         <ul style="list-style-type: none"> <li>• when the outer electrons are set in motion what do they emit?</li> <li>• what happens to light when it hits a material whose frequency coincides with that of the light?</li> </ul> </li> </ol> |



- what happens to light when it hits a material whose frequency is higher or lower than that of light?
- what colour light passes through a piece of red glass?

3. *Exploration of the Colour Addition Rules.* Students will be invited to explore the colour addition rules in WolframAlpha Platform: <https://www.wolframalpha.com/input?key=&i=color+addition>. Following the introduction to colour addition rules students will be asked in pairs to answer the following questions:

- to the light of which colour the human eye has the greatest sensitivity?
- why are red, green and blue called additive primary colours?
- what colour is produced when light bundles of red, green and blue light of the same intensity are added? when blue and green light are added?


4. *Seek and find online information.* Students are invited to search online the information regarding the light scattering effect. They will be given instructions on how to use tools such as Wikipedia, Youtube in order to learn how these could be used for extracting information. By the end of this task students will be asked to share the information on:

- why sky is blue?
- why sunset is red?
- why clouds are white?
- why water is bluish green?

5. Three experiments as a follow up for the new knowledge acquisition. Students in teams of four apply the following experiments:

- With paint brushes and watercolors, students are asked to mix colors and find what comes out

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• Cut a cardboard disk with a diameter of a few centimetres. drill a short distance from the centre two holes large enough for a string to pass through and tie the string into a loop. Twist the disk so that the string twists several times. then twist the string by pulling it outwards and the disk will rotate. if half of the surface of the disk is yellow and the other half is blue, with the rotation the colours are mixed and the disk appears almost white to you. Repeat with other complementary colours.</li> <li>• Make a cardboard tube and close the ends with metal sheets. With a pencil, make a hole in each sheet, one about three millimetres in diameter and the other twice as big. Bring the tube to your eye from the side of the small hole and look at the colours of various objects on the black background of the tube. you will see that the colours are very different from what you see in the specific background.</li> </ul> |
|--|---|

|                                    |   |
|------------------------------------|---|
| <p><b>Remarks<br/>(if any)</b></p> |  <p>As an evaluation that could lead to the extension of the learning activity, final questions that could be converted into tasks could be the following:</p> <ul style="list-style-type: none"> <li>• Before this activity, how did you explain how we see the colours in nature?</li> <li>• What new information did you learn that changes this perspective?</li> <li>• What points are of interest to you? What are you interested in learning more about?</li> <li>• What does still remain unknown for you?</li> </ul> |
|------------------------------------|---|