

# Pink!



## the Resources

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with Lynne Rickards

*Pink!* illustrations © Margaret Chamberlain



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## Learning Experiences 1



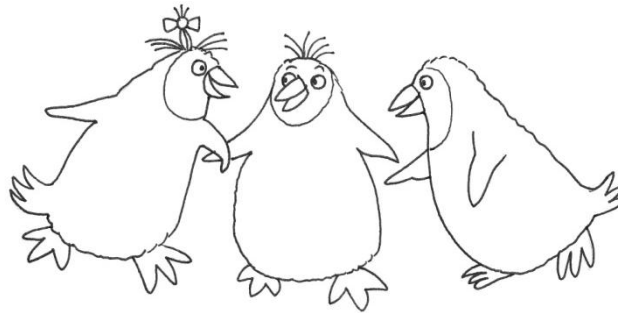
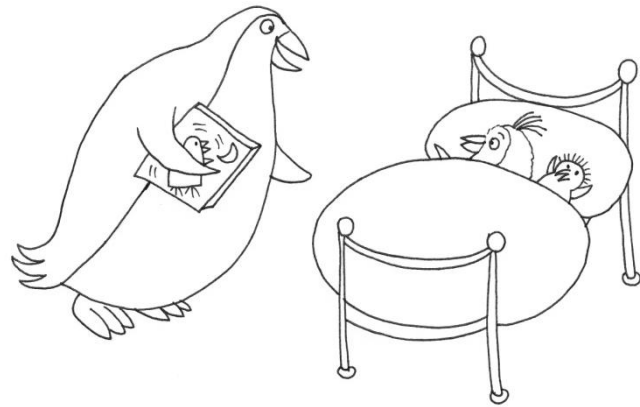
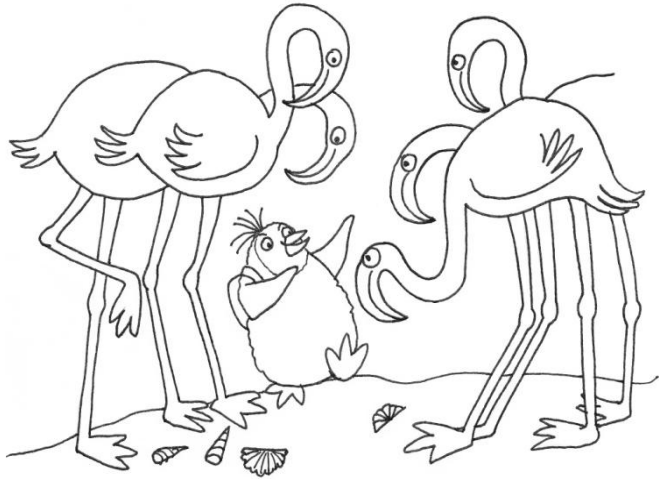
| Task                  | Activity  | Aim   | Resources   | Additional Information  | Stage |   |   |   |
|-----------------------|---|---|---|---|-------|---|---|---|
|                       |   |   |   |   | 1     | 2 | 3 | 4 |
| Sequence the story    | Pictures from the story are put together to build the story | Children can recreate the story of Pink! using visual aids and text from the story      | Resource Sheet 1a<br>Resource Sheet 1b                                      |   | ✓     | ✓ | ✓ | ✓ |
| Inside Patrick's Head | Exploring Patrick's immediate reaction                      | Children can think about how Patrick felt the moment he woke up<br>Resource Sheet 2     | Pencil<br>- Various stages may need more support from either staff or peers | e.g. P1's working in pairs<br>- More advanced pupils may be able to consider what different people might say and incorporate that<br>- P3/4 may be able to come up with 2 or 3 lengthier possibilities for 'What can I do?' | ✓     | ✓ | ✓ | ✓ |
| It's a Penguin's Life | Using Drama to explore life as a penguin                    | Children can study the movements of penguins and try to do normal things like a penguin | Resource Sheets 3a-d  | Initially children can imitate the side-to-side sway of a penguin and can then build this to walking with short legs (keep knees together).   | ✓     | ✓ | ✓ | ✓ |

## Learning Experiences 2

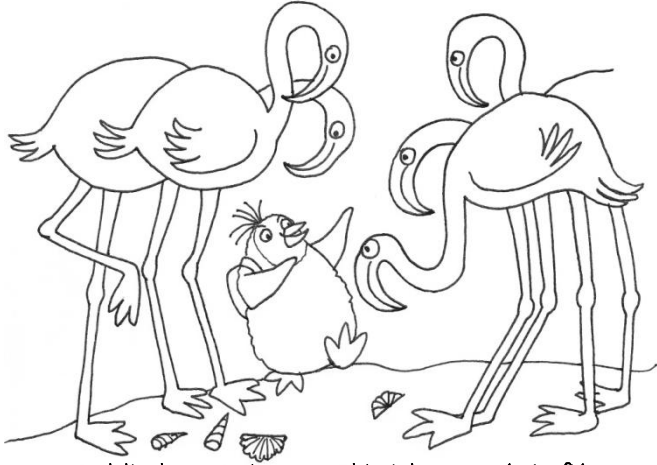
| Task            | Activity                                    | Aim  | Resources   | Additional Information   | Stage |   |   |   |
|-----------------|---|--|---|--|-------|---|---|---|
|                 |   |  |   |  | 1     | 2 | 3 | 4 |
| Meeting Patrick | Using discussion find out how Patrick feels | Children can talk with Patrick and see if they can help him to feel better   | Resource Sheets 4a+b  | <p>Option 1: The teacher can play the role of Patrick in this which can help to bring questions out of children.</p> <p>Option 2: The children can work in groups with a child playing the role of Patrick, which will result in a variety of answers to the set questions.</p> <p>Option 3: As Option 2, but without set questions.</p>   | ✓     | ✓ | ✓ | ✓ |
| Role Play       | Children can recreate the story of Pink!    | Children will experience how each character felt when Patrick changed colour | Resource Sheets 5a-d: Masks for Patrick, Lulu, Arthur Mum, Dad, Dr. Black, Flamingo | <p>Depending on the character and their relationship how would they feel?</p> <p>Worried, scared, curious, entertained, shocked, happy?</p>  | ✓     | ✓ |   |   |
| Patrick Day     | Planning a day of activities                | Children can organise various activities that celebrate Patrick's pinkness   | Resource Sheets 6a + b<br>Various   | <p>Children can take inspiration from previous school fundraisers to think up stalls and activities that relate to Patrick turning pink.</p> <p>This could be used just for children to learn about planning an event, or the school could actually hold A Day for Patrick.</p> <p>Classes could work together to organise A Day for Patrick for the whole school. This could be used as a fundraiser.</p> | ✓     | ✓ | ✓ | ✓ |

## Resource Sheet 1a

### Sequencing



Resource Sheet 1b  
Sequencing with sentences



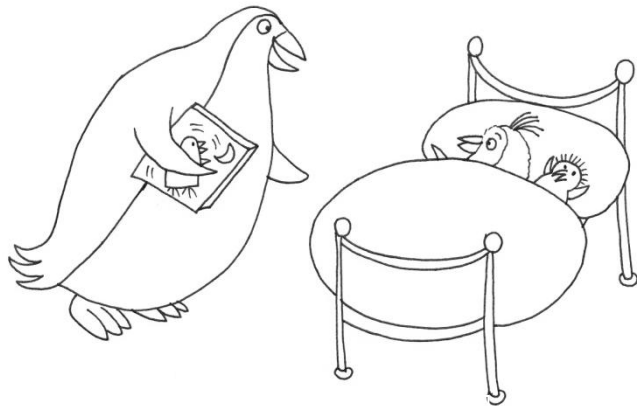
He waddled up to them and held out a pink flipper.  
'How do you do?' he said politely.



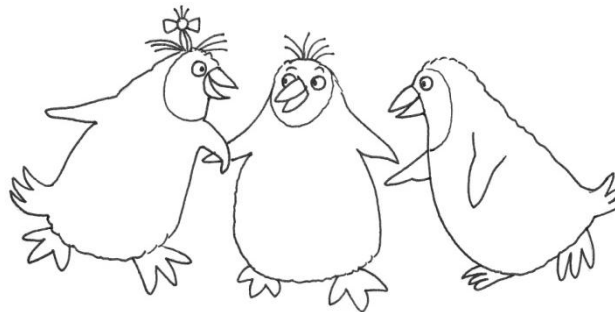
'I don't fit in here any more,' he told his mum and dad.  
'I'm going to Africa to see those flamingos.'



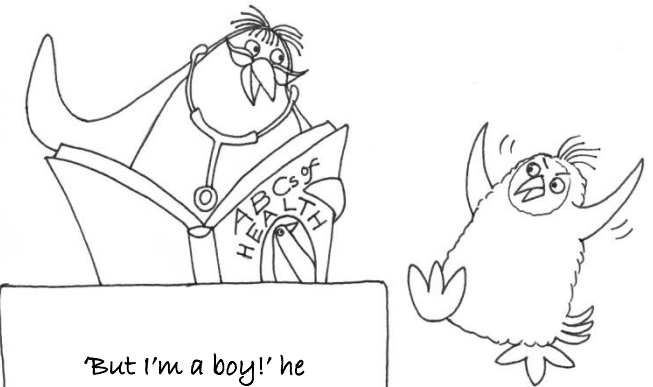
'Where have you been Patrick?' they asked. 'We missed you!'



He snuggled down and smiled.  
Being different wasn't so bad after all.

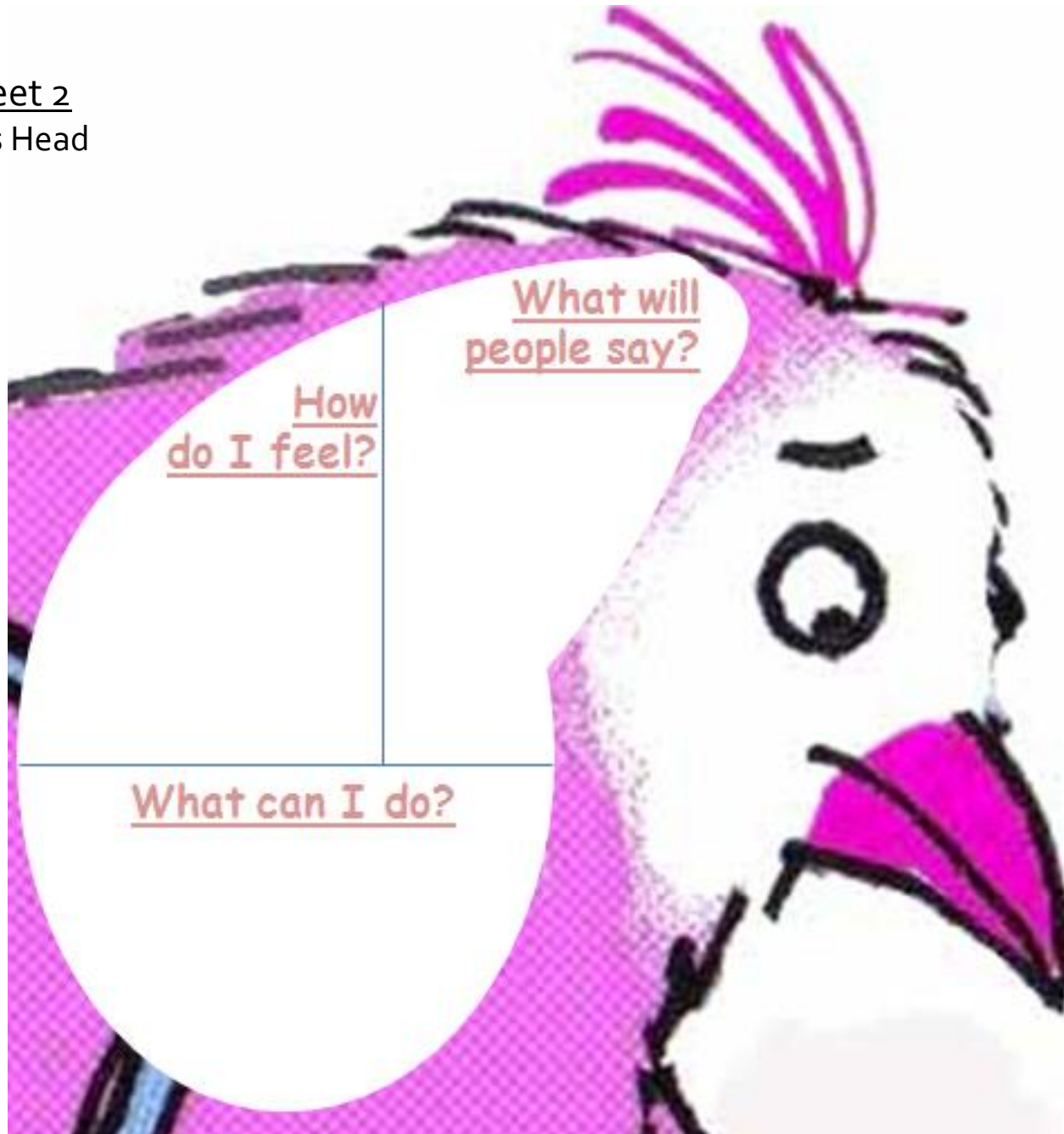


'But, you know, they can't swim underwater or slide on their tummies like we can.'



'But I'm a boy!' he shouted. 'And boys can't be pink!'

Resource Sheet 2  
Inside Patrick's Head



Resource sheet 3a  
It's a Penguin's Life

Warm up games:

- Show different emotions such as only using:
  - 1) facial expressions
  - 2) body movements
  - 3) noise (maybe without words)

- How do different animals move? Try to move like a:

tiger      fish      dog      bird  
snake      penguin?

excited

happy

love

sad

surprise

angry

Pink!

Main Lesson:

The Penguin Walk

Teacher shows children video/ example of how a penguin moves



Children then practice this on the spot for a few minutes; teacher may choose children to show their technique as an example to the others.

Children form a circle and walk around as penguins (this could be built up to a penguin parade around the school).

The Penguin Walk

Arms stiff by your sides:  
Sway to the right and  
Lift left leg,  
Put left leg down as you  
Sway to the left,  
Lift right leg and  
Put right leg down as you  
Sway to the right,  
Repeat.

Older children may have the coordination to cope with a band/ string around their knees to make them walk like a penguin.





## Resource sheet 3b

### Emperor Says

Teacher stands in front of Penguin Parade and gives commands using "Emperor says..." at the beginning and carries out the command him/her self.

If the Emperor gives a command without "Emperor says..." in front of it, the penguins should not follow that command.

**Any penguin who does must sit on the ice and get a cold bottom for the next two commands!**

### Command examples:

Emperor says turn around

Emperor says touch your feet

Emperor says put your flippers on your beak

Emperor says do a penguin star jump (knees together)

Emperor says sit on your egg

Emperor says take two penguin steps backwards

Emperor says take three penguin steps forwards

Emperor says rub your tummy

Emperor says try to fly

Emperor says clap your flippers

Emperor says jump to the left

### Patrick's Predicament

"Remember when Patrick went to bed at the start of the show? He was a perfectly ordinary penguin (just like you are now), but when he woke up... what had changed? Well, now we're all going to go for a wee snooze. I hope nothing changes while we're asleep..."

"Now all the penguins are going to wake up and give yourselves a big stretch and a yawn. Then slowly look down to find that your wings are pink, your legs are pink and, look in the mirror, even your face is pink! Imagine yourself completely pink. Remembering that you are a penguin (with very short legs and not a lot of arm movement), how are you going to react? **Laugh? PANIC? Worry? Run to Mum?!**"

Allow time for children to practise and improve on their reactions then let them demonstrate to the class.

# Pink!





The teacher may wish to mention that an Emperor Penguin is a kind of penguin, and is, in fact, the tallest penguin around.







## Resource sheet 3c

Once the children have practised their reactions, sit together in a circle and talk about how they felt (or, if it's easier, how Patrick felt) when they/ he woke up pink?

The teacher could read the book 'Pink!' to the class or, if the class has seen the show recently, refer to that. Below are some questions that the children could be asked in order for them to relate to/ develop sympathy for Patrick:

-  Would you worry if you woke up pink?
-  How would you feel going to school?
-  Do you think people would stare at you or tease you?
-  What would you do if they did?

Next the teacher asks pupils to close their eyes again and imagine that **someone else in the class** has come to school **bright pink**. This sparks a new set of questions designed to help pupils think about their attitudes to difference:

-  Would you ask what had happened or pretend not to notice?
-  Would you tease the pink person?
-  Would you join in if everyone was teasing and laughing?
-  Would you tell them to stop?

To help this, a discussion could be had about the colour pink and what it makes children think of. This could be done previous to this experience or it could take place here.



## Resource sheet 3d

To help pupils become aware of the diversity that exists all around them in the classroom and in society, ask: **What are some other ways people can be different from each other?**

 **funniest pupil**

 **loudest pupil**

 **hair colour**

 **favourite game**

 **language**

 **left or right handed**




 **clothing**

 **favourite food**

 **eye colour**

 **quietest pupil**

Next the teacher asks pupils to think about their **responses** to these differences:

-  How would you feel if someone teased you about the way you look?
-  What would you do if you saw someone being teased?
-  What other ways are there to hurt someone's feelings?

(Possible answers: **ignoring someone, being mean to them, leaving them out of games or laughing at them.**)

The teacher explains that **everyone can feel hurt** by these things because **inside we are all the same**. Even though we might look different or speak differently, we all want to have friends and fit in.

Finally, the teacher points out that Patrick's friends soon grow used to his pinkness and accept it. Being pink becomes part of who Patrick is, and he learns that his friends love him because of who he is **inside**.

# Pink!

To help this conversation to flow, use the pink speaking toy to allow every child the opportunity to speak.



## Resource sheet 4a

### Meeting Patrick

By meeting Patrick, children are given the opportunity to communicate directly with someone affected by sudden change. This can be used to help the children think about how to speak to someone in a difficult situation, and also what they can do to make that person feel better.

**Option 1:** With the teacher leading the session, children can be introduced to the plan before Patrick comes into the class. Questions could be discussed and agreed upon before Patrick comes in. Conversation may focus around: *How Patrick feels? What was he thinking when he turned pink? What did he want to do straight away?* Children may also talk about the way in which we speak to someone who is sad. How do people react to someone who is sad? e.g. hug them, pat them on the shoulder, give them a tissue, etc..

**Option 2:** The children could work in groups with a child playing the role of Patrick. This will result in a wider variety of answers to the set questions.

### FOR THE TEACHER

Some answers you will be able to find in the book, others will require more imagination. The more you put into your character, either through costume or acting effort, the more you will get from your children. Something as simple as rolling pink paper into a cone for a beak will completely change your persona, and you will find children talking to you in a completely different way. Perhaps you could ask another member of staff to introduce Patrick so that you are not around when the children are planning the questions.



Resource sheet 4b

Question sheets



Questions for Patrick

by \_\_\_\_\_



When did you turn pink?

Do you like being pink?

Is anything else different about you?

Why did you turn pink?

What do you like about being pink?

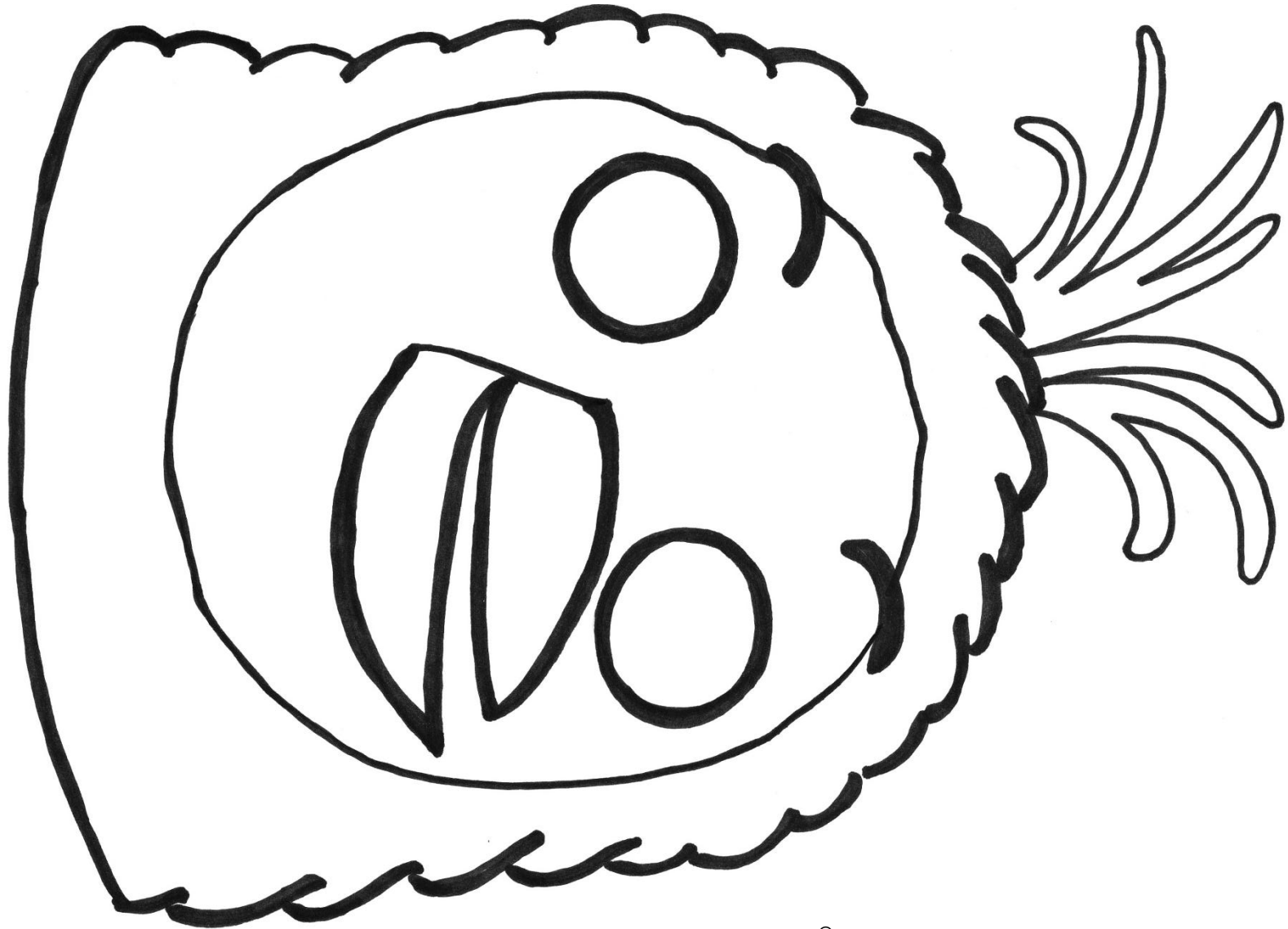
What do you not like about being pink?

Questions for Patrick

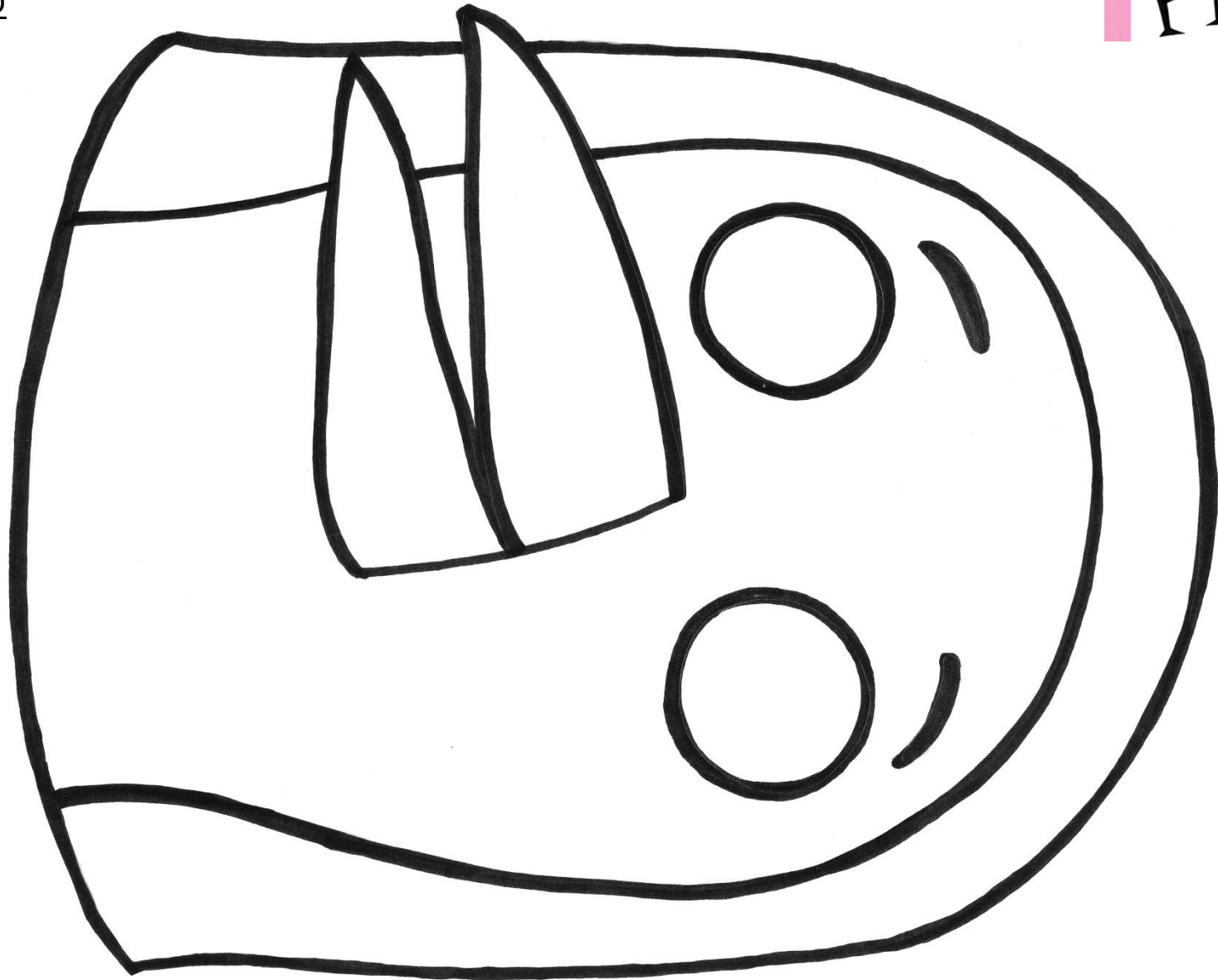
by \_\_\_\_\_



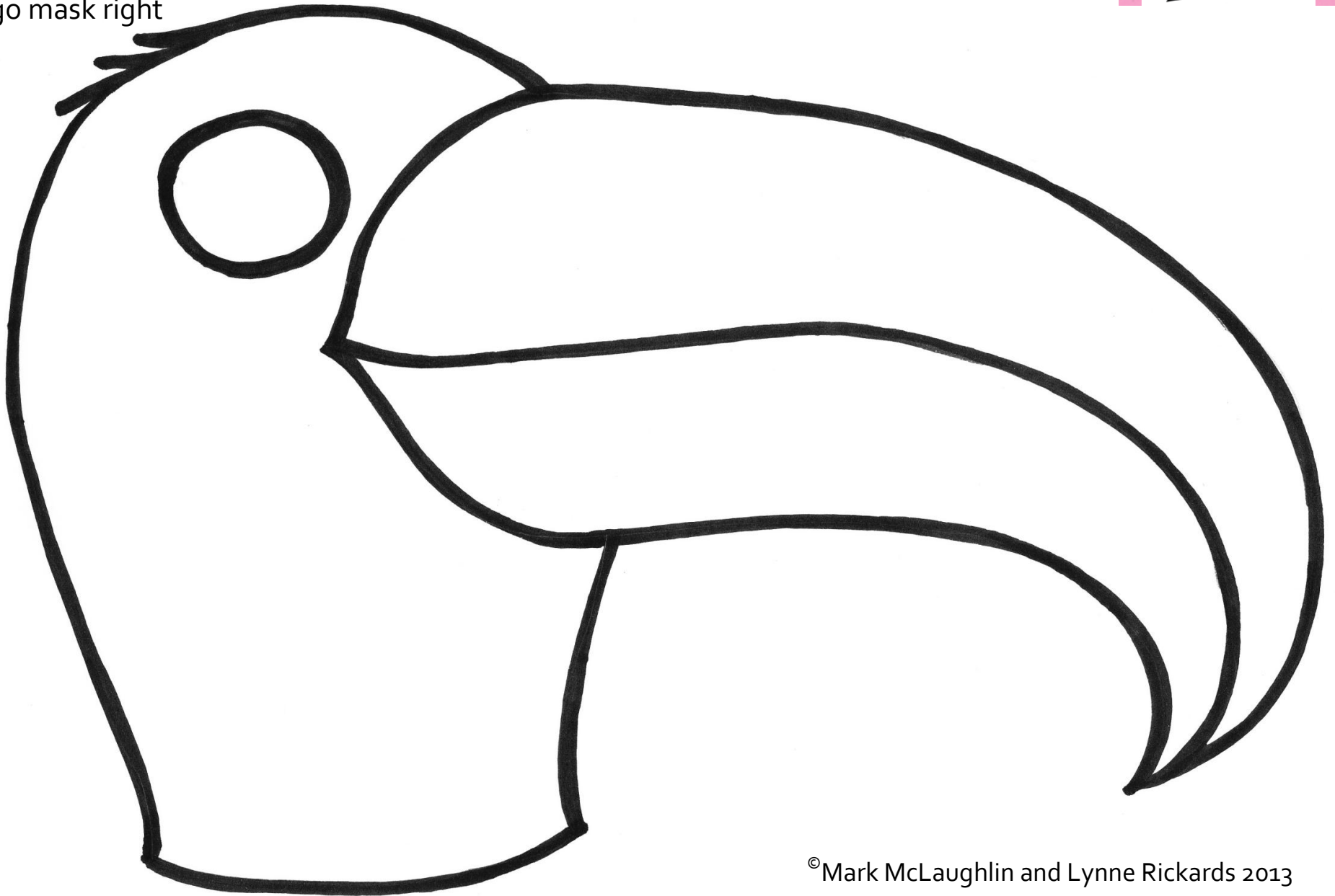
Resource sheet 5a  
Young penguin mask



Resource sheet 5b  
Adult penguin mask

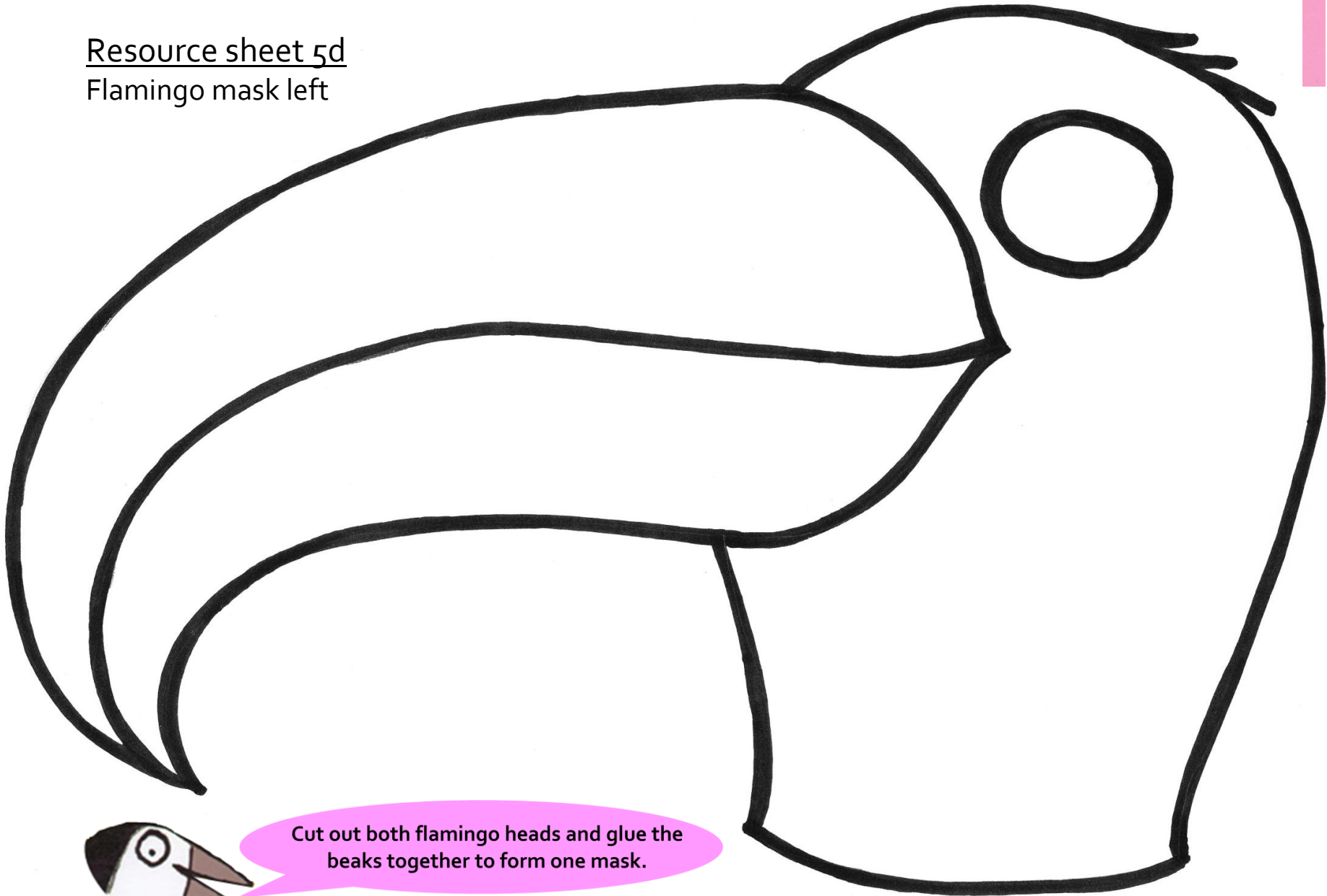


Resource sheet 5c  
Flamingo mask right





Resource sheet 5d  
Flamingo mask left





Cut out both flamingo heads and glue the beaks together to form one mask.

## Resource sheet 6a

### A Day for Patrick

Since Patrick changed colour, his school, Iceberg Academy for Young Penguins, has gone pink crazy! They have decided to have a fun day that celebrates all things pink, and, in honour of their rosiest pupil, they are naming it: **A DAY FOR PATRICK!** The only problem is that they are hopeless at organising! Do you think you could work together to make the most splendid, the most fantastic, and the most pink, fun day possible? Here's an example of how your Day for Patrick plan might start (there's a blank one on the next page). After your class has filled it in – get pinking!

|  <b>A DAY FOR PATRICK!</b>  |                 |                         |   |                   |  |
|---|-----------------|-------------------------|---|-------------------|--|
| Activity  | Team Name       | Who is in the team?     | What will we need?  | Where it will be? | What is pink about it?                                 |
| Book stall  | Pink Book Worms | Patrick, Lulu and Percy | Tables, books, a money tin                                    | In the gym hall   | There will be pink tablecloths and pink books          |
| Beat the goalie   | Rosie Gloves    | Arthur, Peter and Penny | Football, goals, a goal keeper                                | In the playground | The goalie will be dressed in pink, pink football      |
| Face painting   | Blush!          | Pauline, Paula and Paul | Pink face paints, other colours of face paint, brushes, water | In the gym hall   | The pink face paint and we can draw penguins on people |

|  A DAY FOR PATRICK!  |  |  |  |  |  |
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## Curriculum Links



| Task                  | Activity                                       | Experiences and Outcomes  | Experience and Outcome code |
|-----------------------|--|---|-----------------------------|
| Sequence the story    | Rebuilding the story of Pink!                  | Using what I know about the features of texts, I can find, select and sort information.   | LIT 1/2-14a                 |
| Inside Patrick's Head | Exploring Patrick's immediate reaction         | I can identify and consider the purpose and main ideas of a text and use supporting detail.   | LIT 1/2-16                  |
|                       |  | I understand that my feelings and reactions can change depending upon what is happening within and around me.   | HWB 0/1/2-04a               |
| It's a Penguin's Life | Using Drama to explore life as a penguin       | I can express and communicate my ideas, thoughts and feelings through drama.  | EXA 0/1/2-13a               |
|                       |  | I use drama to explore real and imaginary situations, helping me to understand my world.  | EXA 0-14a                   |
|                       |  | I understand that my feelings and reactions can change depending upon what is happening within and around me.   | HWB 1/2-04a                 |
| Meeting Patrick       | Using discussion to find out how Patrick feels | I know that friendship, caring, equality and love are important in building positive relationships. As I develop and value relationships I care and show respect for myself and others.       | HWB 0/1/2-05a               |
|                       |  | I can respond to the experience of drama by discussing my thoughts and feelings.  | EXA 0/1/2-15a               |
|                       |  | I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. | HWB 0/1/2-10a               |
|                       |  | Through contributing my views I play a part in bringing about positive change in my school and wider community.   | HWB 0/1/2-13a               |
| Role Play             | Children can recreate the story of Pink!       | I use drama to explore real and imaginary situations, helping me to understand my world.  | EXA 0-14a                   |
|                       |  | I enjoy creating, choosing and accepting roles, using movement, expression and voice.   | EXA1 -12a                   |
|                       |  | I know that friendship, caring, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.      | HWB 0/1/2-05a               |
|                       |  | I am learning skills and strategies which will support me in challenging times, particularly in relation to change.   | HWB 0/1/2-07a               |
|                       |  | I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.   | HWB 0/1/2-08a               |
| Patrick Day           | Planning a day of activities                   | Through taking part in a variety of events and activities, I am learning to recognise my own skills and abilities as well as those of others.   | HWB 1-19a                   |