



# The Rainbow Pack

To Help Children to Reach For The Sky

Activities to help children develop their talents and wellbeing (ages 5–7 years)



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*A Pack Using a Triad Model of Learning:  
Teachers' Notes, Parents' Notes and Activities for Children*



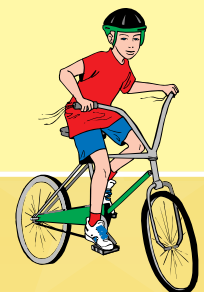
**The Rainbow Pack (165 pages with a CD-ROM also provided)** is a **2-year course** designed by a team of experts – a professor of education, a medical doctor and a primary school headteacher with many years of experience – for schools to work with children aged 5 to 7 years who are in Years 1 and 2 (Key Stage 1). The three strands (described as modules) addressed in the pack are:

- 1 Talent Development and Learning (Module A)
- 2 Emotional and Social Wellbeing (Module B)
- 3 Physical Health and Wellbeing (Module C)

**The pack** provides a set of activities to help parents, children and teachers to work as partners in finding and nurturing children's talents and developing their learning potential and wellbeing.

*This unique and innovative pack:*

- Incorporates authoritative and up-to-date knowledge and research about key aspects of children's learning and wellbeing in one publication.
- Provides detailed background information on each of the (modules) for both teachers and parents to support their own subject knowledge.
- Contains extended activities for children, which focus on the key principles that determine children's success, good health and happiness.
- Supports strong and active parental engagement.
- Emphasises talk, discussion and reflection, all of which are key to improving learning.



The pack promotes the following evidence-based messages:

- ✓ Instead of labelling children as 'gifted', we need to find their special interests or 'gifts' and nurture and develop them. All children have their own special gifts and talents. With encouragement we can help them to succeed.
- ✓ Emotional and social wellbeing and physical health contribute to higher educational achievement.

## The activities (tried by practising teachers):



- Encourage children's acquisition of facts and knowledge.
- Are set within motivating and interesting contexts, which children can relate to.
- Are open-ended to provide multi-level outcomes, which make them suitable for use with children of all abilities and experiences.
- Provide opportunities for the pursuit of curiosity and creativity, and encourage metacognition and reflection.

## Do you want to carry out an Action Research project in your school?

The Rainbow Pack will help schools to carry out an Action Research project. It will support your school's improvement priorities and, within which, you may identify an area for school-based research. An audit based on the Ofsted School Inspection Handbook (September 2018) is provided within the pack to enable schools to monitor effectiveness.

The contents of the pack takes the following into account:

1. International research and our own research provide evidence that finding and nurturing children's multiple talents are important for their self-esteem and for their future success. Ofsted (2015) state *'It is crucial that our most able students fulfil their potential. We need to harness the talents of these students so that they can become the next generation of business, intellectual and political leaders. If we succeed, it will benefit not only them as individuals but our country as a whole.'*
2. We know from research and policy documents that children's learning and wellbeing are closely interlinked. Guidance about PSHE education in England states that PSHE education is an important and necessary part of all pupils' education. Janet Palmer, Ofsted Lead for PSHE, stated *'a close correlation between the grades that the schools in the survey were awarded for overall effectiveness in their inspection.'* Many of the key elements offered by the PSHE Association, as part of **The National Curriculum framework for PSHE and Citizenship Key stage 1**, are translated into practical activities in The Rainbow Pack, with succinct guidance for both teachers and parents.

## Using this pack to set up an Action Research project

The Action Research project is presented in an easy and accessible manner, and is aimed at practitioners improving their own and/or their organisation. Step by step and detailed guidance is provided based on 2 key texts, written by the authors, and used within professional contexts:

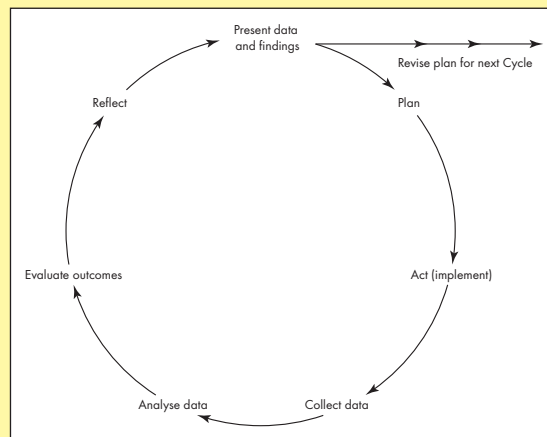
- *Action research for improving educational practice: A step-by-step guide.* Sage Publications Ltd. Koshy, V. (2010)
- *Action research in healthcare.* Sage Publications Ltd. Koshy, E., Koshy, V. and Waterman, H. (2010)

The key elements required to carry out an action research project and methods used are provided in the pack.

**Detailed example of a Key Stage 1 Coordinator's plans to take part in 'The Rainbow Pack Project' is also provided in the pack.**

The contents of the pack takes into account the requirements of the Ofsted School Inspection Handbook September 2018 (including SMSC) and Common Inspection Framework: education, skills and early years from September 2015. The majority of criteria are directly addressed in or through using The Rainbow Pack.

**You will be able to write a short report of the impact of the project and make this available for Ofsted inspections.** The details of this unique project and its key findings can also be included on your **school website**.



The Action Research Cycle

Children's Activities

## YEAR 2

### A.2.1 Talent Spotting Checklist

Please read each item below carefully and your teacher will explain what the different talents mean. By yourself, tick (✓) the ones you think describes you first. Then, go home and ask your parents to tick the ones they think you're good at on the next page, but don't show them what you have ticked. See if you have ticked the same. It is very interesting to look at both of your ticks and compare and discuss them.

For children to complete-

- 1 Learn ideas quickly
- 2 Very curious
- 3 A good sense of humour and can make people laugh
- 4 A good memory
- 5 Good knowledge of facts
- 6 Find it is easy to do tests
- 7 Good at problem-solving
- 8 Able to work independently (without help)
- 9 Good at working within a team
- 10 Love reading
- 11 Enjoy hobbies
- 12 Enjoy making up complex (difficult) rules for games
- 13 Can concentrate for a long time and busy in an activity for a long time, if interested in it
- 14 Shows perseverance. Does not give up easily
- 15 Interest in unusual topics which may be difficult
- 16 Show imagination, creativity and good ideas
- 17 Enjoy being a leader
- 18 A good organiser
- 19 Choose unusual methods of working things out
- 20 A very good vocabulary

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## YEAR 2 Quiz

Tick (✓) the best answer.

- Water is important for our bodies:**
  - To keep you alive and help you to concentrate in class
  - To stop your tummy from exploding
  - To have muddy puddles for toddlers to jump into
- What are carbohydrates for?**
  - They give your body energy to move around and stop you feeling weak
  - They are used inside pencils
  - They are used as a skin cream
- Which sentence best describes fats?**
  - All fats are bad
  - All fats are good
  - There are good fats for the heart and brain. There are also bad fats which can be bad for your heart and blood vessels
- What is protein?**
  - It helps your hair and skin repair and grow
  - It is a professional sports person
  - It is a very sensible teenager
- What are vitamins and minerals?**
  - They help to keep your body healthy and working well
  - They are the names of books
  - They are very expensive furniture items
- What is fibre?**
  - It helps to digest your food
  - It is a favourite girl's name
  - It is a giant's favourite food
- What do dairy items such as milk, cheese and yogurt do?**
  - They can help to keep your teeth and bones strong
  - They are what fairies eat every day to give them shiny wings
  - They should always be used for washing yourself
- Which sentence best describes sugar**
  - It is hidden in lots of different foods we eat
  - It is very good to keep your teeth strong
  - It always helps in stopping hiccups

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### A.2.9 My Passion Project

In some schools, children do a passion project. Passion means something you are very interested in and like spending a lot of time on it. Some people call it a hobby.

- If you could choose a passion project, what would it be?  
\_\_\_\_\_
- Would you like to collect things for your passion project? If so, what would they be?  
\_\_\_\_\_
- Are there any places you would like to visit to find out more about your project?  
\_\_\_\_\_
- If it was possible, would you like to meet people who are good at what your project is about? Can you think of any such people?  
\_\_\_\_\_
- If you were allowed to organise a group to work on this project as an after school activity, what activities would you do?  
\_\_\_\_\_

Make up a book for your passion project. Have pictures and writing in it. Use the internet or books to find out more about your passion. Ask someone at home if they can help you with your project. Make it an interesting book so that other people will enjoy seeing it and you feel proud of it.

My Book of \_\_\_\_\_  
By \_\_\_\_\_

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### B.2.3 Playground Buddies

The BUDDY CHAMPIONS want children to learn and use **The Buddy K.F.S. code**.

**Be Kind**  
**Be Friendly**  
**Be Safe**

The BUDDY CHAMPIONS say, **be K.F.S.!**

The BUDDY CHAMPIONS want you to talk with a partner about the job of **Playground Buddies** (older children) to be chosen to help children in Year 1 and Year 2 play well together using the **K.F.S. code**.

Write down 2 things that would make someone a good **playground buddy**.

**KIND**

- \_\_\_\_\_
- \_\_\_\_\_

**FRIENDLY**

- \_\_\_\_\_
- \_\_\_\_\_

**SAFE**

- \_\_\_\_\_
- \_\_\_\_\_

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### C.1.7 Sleepy Jack

Jack feels very sleepy every morning in the class. Read about his bedtime routine below. Then look at the sleep advice given by the BUDDY CHAMPIONS on the last page, think about some advice you could give Jack to help him get a better night's sleep and so feel more awake in the morning.

**Jack's routine**

Jack comes home from school and plays computer games for about 2 hours. He has his tea, followed by lots of sweets. He watches television for an hour and then he plays games on a tablet, before he goes to bed. While playing on his tablet he has a few of his favourite sweets and chocolates. He also has a hot chocolate drink with marshmallows. Then he goes straight to bed at about 9pm in the evening. He finds that the room is very hot and a lot of light comes in through the curtains.

What advice could you give Jack? You may like to talk to your partner and then in a group so that together you can build up lots of good ideas.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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# Teachers' Comments

*"All the news items we read about on healthy eating, mental and physical health, are given in bite-sized summaries for teachers and parents to help them to know and understand what they need to."*

*"My children loved the activities. They had so much fun. They keep talking about what their special gift is, how to move around to keep healthy and why sleep is important".*

*"Ofsted requirements and PSHE Curriculum all in one place. Looking forward to an exciting and rewarding journey. The activities send the message to children and parents that good things can happen."*

*"We have been having all sorts of activities from the internet and old publications. Here is a pack which is structured and written by experts in the field. Thank you."*

*"Some of the children's work showed me things I had not noticed before, including their anxieties and challenges. I could take action immediately."*



## The Authors

**Professor Valsa Koshy, PhD**, is a professor of education. She founded the first University-based Talent Development Centre in the UK, at Brunel University. Her main interests include: the enhancement of the quality of children's learning and the search and fulfilment of talents of children who live in challenging circumstances.

**Dr Elizabeth Day, MA (Distinction) EdD**, is a headteacher of 20 years. Her outstanding leadership and commitment to enhancing all children's mental health and wellbeing was recognised by the Duchess of Cambridge at a Place2Be Awards Ceremony in 2014. Her passion is developing the whole child, whatever their background or needs.

**Dr Elizabeth Koshy, MRCGP (Distinction), PhD**, has worked as a general practitioner, a course lead (teaching undergraduate medical students) and a medical researcher at Imperial College London. She has a passion for supporting parents on aspects of children's physical health and wellbeing and helping to create the right foundations to boost children's wellbeing and potential.