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I OWN ALL THE BLUE

Teaching Notes & Discussion-Starter Questions

I Own All the Blue – Discussion Starter Questions

Discussing Science and Nature

- Investigate:
 - o why the sky turns different colours when the sun rises and sets.
 - o why grass sometimes turns yellow.
 - o why leaves of deciduous trees turn yellow, orange, red, and brown.
 - o why pond water sometimes turns green.

Learning About Art – Colour Theory

- What two colours turned the sky purple in the story?
- Activity: Using the colouring pages (or draw your own scene), give each animal their complementary colour instead of the colours used in the story. E.g., bowerbird would get yellow.

Discussing Entitlement and Privilege

- Why do you think the bowerbird decided to take *all* the blue when he was challenged?
- Why do you think the other animals began claiming other colours as soon as they realised what was happening?
- Why do you think the flamingo wanted blue too?
- What happened when the animals thought they could do what they wanted with the colours?
- What happened when they learnt to work together and share?
- What happens when people are divided into groups and told that each group is different and that there are different rules about what each group can have, where they can go, what they can do, and how they are allowed to behave?
- Can you think of some of these groups in the real world?
- What happens in our world when a group of people decide they can have more than everyone else?

Discussing Society's Expectations

- Do you think the flamingo is a girl or a boy? Why?
- Why do you think so many people choose pink for girls and blue for boys?
- Talk about toys, clothes, and hair styles, and how they are marketed to boys and girls by the media and shops.

Investigating Perceptions

- With adult supervision, use a search engine's image function (or ask a librarian to help you look for books) to search for: "men with long hair" and/or "women with short hair". Now refine each of these searches to different cultures and/or historical time periods: e.g., "Indigenous American men with long hair"; "African women with short hair". Also look at "history of Scottish kilts" and/or "middle eastern clothing for men" and/or "history of women wearing trousers".
- Have a discussion about what you thought of these various images. How did they differ to what you might have expected?

Discussing Peer Pressure and Negotiation Skills

- Have you ever found it difficult to be yourself because your friends liked something you didn't, or didn't like something you did like?
- Have you ever gone along with what your friends expected because it was easier than explaining why you felt differently?
- Or have you ever tried to make a friend do things your way without listening to and discussing their different idea?
- How do you think people with different ideas can work out how to choose which idea is best?