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through
colour

3

Activity presentation

In this activity, students will use colour theory and their acquired knowledge about the albedo effect to create material to increase awareness of the urban heat island (UHI) effect within their school and larger community.

Materials

-  Warming stripes website
-  Colouring materials
-  Posters, banners or sheets of paper
-  Appendix 1c: Communicating through colour

Activity breakdown

1

Ask students to look around the room and identify the different colours that surround them, drawing attention in particular to green, blue, yellow, orange and red. *Ask students how the different colours make them feel, and why.* Teachers may want to use the colours included in this toolkit. *How would students visualize or indicate that something is hot or cold?*

2

Explain to students that colour plays an important role in climate change both in understanding the causes and effects of climate change, but also in how it is communicated. This is done through **colour theory**. Throughout history colours have had different meanings to different peoples. In Quebec, as in most Western societies, cool colours like green and blue indicate nature, calm and cold. Warm colours like yellows, oranges and reds many times represent energy, heat, and danger. Even within the same communities and cultures, the same colours can give different feelings. For example, red can indicate both danger and love in images and advertisements in Quebec, and yellow can represent both caution and happiness.

Activity breakdown (continued)

3

*Using the provided graphic organizer, ask students to consider what colours they would use to create visual explainers or posters about heat islands for their school and community. Ask students to consider not only their own opinions, but also their targeted audiences. You can use examples such as Ed Hawkins' *Climate stripes* (Hawkins, n.d.), which show progressions of cooler (blue) to warmer (red) stripes over time to indicate increases in temperatures.*

4

Invite students to create these materials using what they have learned so far about UHIs and climate change broadly. ^{Note:} You might choose to do this activity later in the term or year if you would like students to create materials on different themes and learnings about climate change.

Conclusion

Explain to students that facilitating climate conversations with others is part of everyone's responsibilities. However, to do so successfully, we need to consider different people's experiences and interests. We can also draw on as many tools as possible, including creating visually interesting material that uses colours in engaging and emotive ways.

Albedo

Colour theory sheet

My visual explainer

