



Session 1: A Rainbow in the Clouds

Virtual Recommendations for I-Time, Volume 3, Lesson 1: Rainbow in the Clouds	
Additional Materials and Preparation Needed	Everyone will need: <ul style="list-style-type: none">● Internet access Students will need: <ul style="list-style-type: none">● Paper● Art supplies of their choice Teacher preparation: <ul style="list-style-type: none">● Prepare the shared document noted below
Virtual Modifications	<ul style="list-style-type: none">● Create a shared document (or use a virtual platform such as Google Classroom, Blackboard, etc.) to have students answer the prompts in the lesson.● Ask students to respond to a minimum of two answers that are not their own.● Encourage students to use this link to view the video: Rainbow in the Clouds.● After watching the video, ask each student to create an image of a rainbow with clouds (drawn, printed out, painted, etc.)● Within the rainbow, ask each student to write a way he or she can be a rainbow in someone else's clouds.● Suggest that students take a photo of their completed rainbow and upload it to your online platform and/or have them share it on Instagram (or other social media platform) with #rainbowinthecLOUDS.● The entire BARR community can then increase its virtual connectedness of being a support to one another.



Session 1: A Rainbow in the Clouds

TIME NEEDED

- 30 minutes

ASSET CATEGORIES

- Support
- Social Competencies

RISK/PROTECTIVE FACTORS

- Opportunities for pro-social involvement
- Bonding and attachment to school

MATERIALS NEEDED

- *Be a Rainbow in Someone Else's Cloud* video
- Computer, LCD projector, and screen
- Whiteboard and whiteboard markers
- Paper or poster board (one sheet for each group of four to five participants and one sheet for the House Rules poster)
- Black pens or markers (one per participant)
- Paper in the seven rainbow colors: red, orange, yellow, green, blue, purple, and violet
- Tacks or tape

Preparation Needed appears on the next page.

Purpose

- To recognize the individuals who provide support and kindness to participants when they are going through challenges
- To recognize ways to be a support to others
- To establish the rules of the classroom for the year, intentionally building a community of trust

Video Summary

Be a Rainbow in Someone Else's Cloud

by Dr. Maya Angelou

— 2 MINUTES —

aired January 16, 2011, in “Oprah’s Master Class”
on the OWN network television channel

Search by speaker, title, or descriptive words
at www.oprah.com.

Inspired by a nineteenth-century African American song, Dr. Maya Angelou sings some of its lyrics: “When it looked like the sun wasn’t gonna shine anymore, God put a rainbow in the clouds.” She explains that she has had a lot of clouds, or difficult times, in her life, but that she also has had a lot of rainbows in the form of people who have helped her. Every time she does something—writes, directs, speaks—she brings along that kindness and encouragement from everyone who has ever helped her, everyone who has ever been a rainbow in her life. The best way for us to prepare for experiencing rainbows, Angelou says, is to be a rainbow for someone else: Be a rainbow to someone, whether that person looks like us, has the same skin color, eats the same foods, and shares the same beliefs, sexual orientation, or language—or not. She encourages viewers to “Be a blessing to somebody.”

Instructions

1. Encourage participants to close their eyes or look at a neutral space and think about someone who has shown them kindness. Ask:
Who has shown you kindness or been there for you when you were going through a tough time? What did that person do to make you feel noticed, cared for, and supported?
2. After a couple of minutes, invite participants to share the qualities of the people they thought about. As participants respond, write these qualities on the whiteboard.
3. When participants have provided numerous qualities, invite them to watch the Maya Angelou video *Be a Rainbow in Someone Else's Cloud*. Explain:
In the video, the poet Maya Angelou describes the individuals who have shown her kindness and been a "rainbow" in her life.
4. After watching the video, ask participants to review the qualities that are on the board one more time. Ask whether they would like to add any more qualities to the list.
5. Discuss how everyone will be in class together for the year. Say:
I suspect we will all experience clouds at times this year, yet we want to make sure we are aware of the rainbows.
Emphasize how all of us can be rainbows for others.
6. Instruct participants to form small groups of four to five people. Have each group place the qualities listed on the board into categories or themes. Each group should write its categories on the paper or poster board provided. Tell them to try to end up with seven or fewer categories. Some examples of categories might be respect, listening, sense of humor, or confidentiality/trust.

PREPARATION NEEDED

- Gather the materials needed.
- Find and preview *Be a Rainbow in Someone Else's Cloud* video (see Video Summary).
- Set up the computer, LCD projector, and screen so you can show the video to the whole group.
- Cut the rainbow colors of paper into the size of notecards or strips (one notecard or strip per participant). For example, if you have forty participants in your class, cut up forty slips of paper (e.g., 7 red, 7 orange, 6 yellow, 6 green, 5 blue, 5 purple, and 4 violet).
- Make a rainbow paper of your own to show the class as an example (see step 8).

7. Suggest that the categories can be used to formulate a list of “House Rules” for the year. For example, one rule might be “We respect every individual in the class.” Have a class discussion to create the list of House Rules for the year. Write participants’ suggestions on the whiteboard. Ensure that all of the themes or categories participants previously brainstormed are captured in these House Rules. Then ask a participant who is creative and has neat handwriting to make a final copy of the House Rules on a large piece of poster board to put up in the classroom.
8. Pass out the colors of the rainbow paper, one piece per participant, and black pens or markers. Instruct participants to write on the paper how they can be a rainbow for someone who has clouds. As an example, someone might take green paper and write “I will go to my grandma’s house and help her plant her garden this year because she is lonely and loves when I visit.”
9. Optional: Instead of sharing the example in step 8, choose an example from your life to share with the group.
10. When all participants have written on their papers, give each participant a piece of tape or a tack. Ask them to use all their colors of paper to make a rainbow on the wall. Remind them that the red papers form the rainbow’s top arch, followed by orange underneath, then yellow, green, blue, purple, and finally violet as the bottom arch. As an alternative, collect their papers and make a rainbow mural for participants to look at the next day. With either option, this display will help the group build a connected community, learn about their peers, and get ideas about “being a rainbow” from others.

NOTES

Optional Follow-Up

Ask participants to think about someone they know who has “clouds.” Hand out slips of paper in a range of rainbow colors and have participants write an informal reflection about how they could be a rainbow in that person’s cloud.

Grades 6–8 Adaptations

In step 5, have the class together generate a list of what things could be perceived as clouds. List the ideas on the whiteboard. Then continue with the idea of becoming rainbows for each other.

NOTES