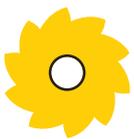


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**Little Sun Foundation** Project 2

# Darkness & solar light



REQUIRES A  
LITTLE SUN



INDOOR  
ACTIVITY



FOCUS ON:  
ROLE PLAY

Suggested age: 6 to 9

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Little Sun  
Foundation

## Project 2

# Darkness & solar light

### Summary

This project explores darkness and solar light. It also addresses the experience of darkness and what happens when it is night and when it is day. Students explore the questions: where does the sun go at night and how can we use sunlight when it is dark?

### Outcomes

- Through investigation, students learn to understand the effects of darkness on their senses and how it affects their movement.
- Through conversation, they learn what happens when the sun is not around, why we experience darkness, and why access to light at night is important.

**Suggested age range:** 6 to 9 years

**Subjects Covered:** Science, Technology, Environment, Art

**Materials:** Little Suns, paper, coloured markers or crayons, 'darkness and light' activity poster print or a white board, 'case study' print-outs, a darkened room

**Time required:** Preparation: 5 minutes  
Teaching: 40 minutes

### Preparation:

- Read through the program.
- Prepare required materials.
- Allocate a darkened room for use during the lesson. If this is not available, find blindfolds for the students to use.
- Ensure the Little Suns are charged and can be used.

### Extra

Print the 'darkness and light' info poster.

You can also use a large sheet of paper or a white board and make your own.

# Feel

## How darkness feels ...

Begin the class in a dark room.

Ask the students to form a circle and lay on the ground.

**Ask:**

*It's dark, what can you see? Can you see colors? Can you hear sounds?*

Ask the students to move their arm or their leg, to wriggle in the dark.

**Ask:**

*How does it feel? Ask the students when they have experienced darkness before.*

*When is it normally dark? At night? How do we see at night?*

### Alternate activity 1

Using blindfolds. . .

Begin the class by pairing up the students and ask one of each pair to wear a blindfold.

Ask the students to stand at one end of the room and to move with their partner guiding them across the room.

**Ask:**

*How does it feel?*

*Then ask the students to swap roles and to do the exercise again.*

*When have you experienced darkness before?*

*When is it normally dark? At night?*

*How do we see at night?*

### Alternate activity 2

Another variation is to ask one student to wear a blindfold, then have the other students form a large circle around them.

Each student in turn can then call the name of the blindfolded student in the middle, who then tries to walk towards the person who is calling to them.

**Ask:**

*How does it feel?*

*When have you have experienced darkness before?*

*When is it normally dark? At night?*

*How do we see at night?*

# Act

Give the students a Little Sun and ask them to turn it on.

**Ask:**

*Now what can you see? How can you move?*

Show the students a fun game of shadow play they can make with their hands and body. Allow 5 minutes of game play with the Little Sun.

After 5 minutes of game play ask the students to sit down again and by the light of their Little Suns, work in pairs and add to the 'darkness and light' poster asking questions such as where is the sun when we have daylight?

**Ask:**

*Where is the sun when we have daylight? Where is the sun when it is night time? What do we do in the daytime? What do we do at night? Which of these things require light? Which ones can't we do without electricity?*

# Know

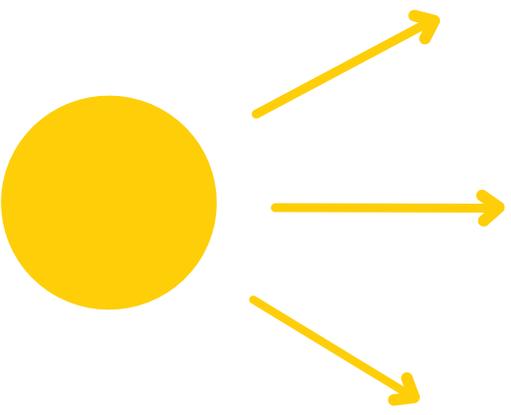
What it feels like to experience darkness.

How solar powered light can help you move and play in darkness.

What things people do in the dark.

What things people do in the day that they can't do in the night without light or electricity.

# Darkness & daylight



What do we do during the day?

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What do we do at night?

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