

**Learning objective: Investigate what 'connotations' are and how these arise in *Skellig*.**

**Starter:**

Write the colours: blue; green; red; black; white on the board, or hand out attached sheet, and get students to write down what they associate with each word. Help if they need some guidance, such as suggesting it might be an emotion or a feeling. Take feedback from students and write ideas on the board.

**Introduction:**

Are there any colours that students associate with the character of Skellig? Which ones and why? Discuss the idea of connotations and how we often associate one object with another, such as a rose with love. Students write down which colours they associate with Skellig.

**Development:**

Read up to the end of chapter 14. Using attached resource sheet students make a list, or spider diagram, of all the objects and colours which have been mentioned so far in the novel, which seem to have some importance.

**Extension:**

Students should consider why some objects and items seem to have been mentioned frequently and seem to play an integral part in the novel. They should write down their ideas.

**Plenary:**

Ask students to write down three words that they think best describe the character of Skellig so far in the novel and be prepared to explain why they have chosen the words they have.

**Homework:**

Draw a picture of Skellig. Label your drawing with words or phrases from the novel. You might also want to draw some of the items that we associate with Skellig, such as the takeaway tins.

Red

Black

White

Green

Blue

**Things in Michael's house**

**Things in the garage**

**Things in Michael's garden**

**Things elsewhere**