



MOS
duurzame
scholen
straffe
scholen

Giant Colossus
is really upset





Giant Colossus looks glum. “What I see is not good, not good at all.” Giant Colossus is not an ordinary giant. He is a windmill giant. He towers eighty metres above the earth. For that reason he can look very far. Even right into the homes of the people. And what he sees, he does not like.



POSSIBLE KEY QUESTIONS

- What kind of mills do you know? ➔ fair mill (merry-go-round), watermill, windmill...?
- Who has already seen a (wind)mill (at short range)? What did you notice?
- How does a mill work? Why?







“People are wasting a lot of energy! Everywhere they’re leaving the lights on. TVs and computers are switched on night and day.

Their homes are not well insulated: the heat escapes through roofs and windows, through cracks and crevices. It seems as if they do not realize how hard I have to work to give them energy!”



POSSIBLE KEY QUESTIONS

- What is energy? Where does it come from? ➔ you can let the little ones fantasize about this
- Who does sometimes waste energy? (I, my (grand)parents...)
- How do you waste energy? (leaving the lights on, leaving computers switched on, heating the room with the door or the window open, ...)

TIPS

- Establish a link with (or start from) their own bodies.
- Where do we get the energy to walk, run, climb, play,...?
- What happens when we don't eat or eat less? tired, no liveliness, sick...





Giant Colossus is growling and zooming. “That cannot continue! There is no point in me producing energy all the time and the people wasting it. Mistral the Wind can blow as much as he can, it is no use. This has to stop!” But Giant Colossus has a problem: his feet are fixed in the soil. “Grrr! I can’t get away from here! If I could, I’d teach those people a lesson myself.” Giant Colossus is obviously upset. Let’s hope it will turn out well.

POSSIBLE KEY QUESTIONS

Who has already been really upset? Why? How did it feel for you?
And for the other?







Giant Colossus is waving his high wings. “Hey, hey you! Don’t you see that you are wasting a lot of energy? With my high wings I catch a lot of wind and give you energy, but it seems as if you do not realize how hard I have to work for it. Hey, hey you!” It appears as if the people don’t hear Giant Colossus. Or do they not want to listen to him?



POSSIBLE KEY QUESTIONS

Why, do you think, do the people not listen to Colossus?

➔ Let the kids feel free to think about it and discuss it. Possibly, you can confront them with their own behaviour, but do it gently.







“I’m fed up with it! I’m tired! You know what? I won’t do it any longer, I quit!”

And in no time, just like that, Giant Colossus halts his waving wings. Suddenly, all the lights go out and the heating stops functioning. Not a wisp of smoke is coming out of the chimneys. In the houses it is pitch-dark and ice-cold. Brrr!



POSSIBLE KEY QUESTIONS

- Why is there no more energy when Giant Colossus halts his wings?
- How does electricity/light reach our classroom? Our houses? Our factories?





For a moment it is quiet. No one seems to realize what is happening. But then the hubbub starts. From the dark houses the yelling and howling, the crying and screaming are resounding. “What’s going on? Turn that light on! Mom, it’s cold in here!”



POSSIBLE KEY QUESTIONS

- Who has already been in a situation without electricity/light/heating at home?
- How did it happen? Did it take long? How did it feel for you?

TIP

Organize an Earth Hour with the class/the school www.earthhour.org/belgium





A technician of the Energy Company is called.
She arrives with a van full of tools.

Hannelore examines Giant Colossus from head to toe.
She doesn't understand. "There is enough wind and yet Colossus's wings are not waving. This is very strange, I think."

A little girl joins Hannelore. "I know what's going on. Giant Colossus is fed up with people wasting so much energy. That's why he has stopped working. He refuses to produce energy as long as people don't start behaving more energy efficient."



POSSIBLE KEY QUESTIONS

- Who has already seen a technician (e.g. heating, electricity, lighting) at work? What did he or she do exactly?
- Who likes making or repairing things or enjoys helping mother/father/grandfather/grandmother/sister/brother? (e.g. bicycle, wood, in the garden...) Why do you (not) like it?





Hannelore blushes to the root of her hair, because, if she's really honest, she must admit she sometimes wastes energy too. She simply hasn't realized that Giant Colossus has to toil to get the energy into her home. This requires an urgent solution. "I've got an idea," she says to the little girl.

POSSIBLE KEY QUESTIONS

- Are we able and willing to save energy (in order to help Giant Colossus)?
- What can we do if we don't want to waste energy any longer?
- How can we tackle this? → e.g. via the pupil council, the environmental team...



TIP

You can choose to end the story here (or after panel 10) and let the children think up their own "end". In that case, let them make themselves, in an expressive and creative way, an illustration that suits their "end" of the story.





Hannelore summons the people. Together they are looking for ideas and start making plans, ideas like watching less TV and playing board games (FUN!!!), insulating their homes and putting on a thick sweater in the evening (nice and warm).

With a large group they go to Giant Colossus. “Giant! Giant Colossus!” they call at him. “We have a plan. A plan to save energy. But we absolutely need you.

Would you please start waving your wings again?”







Giant Colossus is listening to the people. Actually, he's feeling a little sorry for them. Living without energy isn't comfortable at all. So, slowly, he starts waving his wings. And look: the lights are turning on, the heating starts working again. Everyone is celebrating and happy. And Giant Colossus? He joins them. He's waving and waving his wings. And waving them is a real delight.

Possible STEM-activity (Science, Technology, Engineering and Maths)

1. Let the kids conceive, design and make windmills themselves. You can let them blow. Whose windmill works best? How come?
2. Let the children generate energy/light with a dynamo on a bicycle → pedalling = lamp lights. Why does the lamp light when we're pedalling? Where does the energy come from (legs)? How is our energy being transformed into light (via dynamo)?
3. Make a link between the legs / bicycle - wind / windmill to the dynamo (bicycle and windmill) to electricity.
4. CHALLENGE: can the class build a windmill that can catch enough wind in order to drive a dynamo and light a lamp?

TIP: Work together with children from the third grade.





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TARGET GROUP: from kindergarten
third year till primary school third grade

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