

From Me to We

Session 2

TIME

90 min.
including
break



Art of learning

T H E M E

1



WARM-UP: FORMATIONS AND NAME CIRCLE

This will happen:	Practise different formations, warm-up stretches and then name something which makes you feel joy/anger/boredom/sadness. Repeated by everyone.
Materials needed:	
Preparations in advance:	
Preparations in the space:	
The space looks like this:	Open space.

- GUIDANCE:**
- Start by asking if students can stand in a triangle. Help and explain until they get it right.
 - There are other formations to stand in, try a few different ones. For example, square, banana, semicircle.
 - Return to a normal circle. Focus on creating a proper circle where everyone fits and where everyone sees everyone.
 - Do a little warm-up stretch so the bodies get started. The group (and adults present) imitate the adult.
 - Everyone should now say their name and something that makes them feel joy. Give students some thinking time before the round starts. The adult can choose to keep the answer from the others as part of the warm-up. For example, everyone can answer: "Hi Alex! Homework!"
 - Repeat with anger/boredom/sadness, less/more as appropriate. Focus on giving energy and maintaining the momentum in the group throughout the rounds, especially in the answers.
 - Acknowledge the class for its commitment, and for working to keep up the momentum.

REFLECTION: ONE WORD

This will happen:	Students should remember and reflect on the session by saying one word.
Materials needed:	Mat, carpet or blanket with room for all students to sit close together.
Preparations in advance:	
Preparations in the space:	
The space looks like this:	Optional room.

- GUIDANCE:**
- Invite students to sit close together on the mat and be completely silent. Give them some time to settle down.
 - Students can choose whether to close or open their eyes, whichever works best for them. Briefly identify the various things that have happened in this session and invite students to think of one word they think is appropriate to describe how they feel about this session.
 - When they have one word ready, they can calmly hold up a hand as a sign that they are ready.
 - When everyone is ready, the adult goes from one to the other and gently pats them on the shoulder. When they are touched, they say the word they were thinking about.
 - Joint conversation: Repeat some of the words, in recognition that they have been heard. See if there are commonalities among the words and reflect with the students about the words they said.

NOTES

Blank area for taking notes during the session.

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MAIN ACTIVITY: WHOLE ME – DRAWING

This will happen:	The students will draw around each other's bodies and fill the outline with emotions.
Materials needed:	Roll of paper, enough for a full-scale outline of every student. Lots of crayons. One marker for each pair.
Preparations in advance:	Have all the cut up sheets ready. Have a sample of an outline body ready.
Preparations in the space:	The sheets and markers and crayons are ready.
The space looks like this:	Open space.

GUIDANCE:

1. Gather students and adults in a close group and agree on the rules of the session (how quiet or noisy). Listen to everyone's input and try to find something the majority can agree on.
2. Divide students into pairs and invite each student to take a sheet of paper and place it on the floor next to their partners. Each pair also needs a marker.
3. Explain that one of the pair should lie completely still, and the other take a marker and draw around the body. Show sample sheets.
4. When everyone has drawn, move on to questions for the students. Remember to refer to the warmup. What did they think of it? How did it make them feel... joy/anger/boredom/sadness? Students draw/write these (and other things) into the body where they think they fit.
5. New task: What does it mean to be them? Who are they? What other things must be involved for this to become them? How do they feel? What do they dream of? Students should draw and write where appropriate. They are asked what colours belong to the different things? Invite them to feel free to colour the way they want to.
6. Bring two pairs to make small groups and ask them to share what they have done. Remind them that only one person should talk at a time (as in the warm-up), that the others listen carefully to what is said, and then the others can ask questions. The youngest one gets to start. Let them know when it is time to move on to the next person in the group.
7. JOINT DISCUSSION: Gather the whole group together. What does it mean to be a person, what does it mean to be just you? Do all children need the same thing? Is it good or bad to be equal/different? Where do feelings sit in their bodies? What's easiest: to draw, write, or tell in words how they feel? Can pictures/art tell them how someone is doing? Lead this with questions that are appropriate and that the students have shown interest in during the session.
8. Display the completed bodies on the wall.

EXTRA/ADVANCEMENT: How many heads can fit on a body? 2,000 years ago (in ancient times) they were keen to find out. Some thought it was 6, others thought it was 8. How can they find out what's right for their body? What did they find out?

NOTES