

# From Me to We

## Session 6

TIME

90 min.  
including  
break



Art of learning

T H E M E  
1



### WARM-UP: DIFFERENT FORMATIONS AND ZOMBIE NAME CIRCLE

<b>This will happen:</b>	Practise different formations and do Zombie Name circle.
<b>Materials needed:</b>	
<b>Preparations in advance:</b>	
<b>Preparations in the space:</b>	
<b>The space looks like this:</b>	Open space.

#### GUIDANCE:

1. See how many different formations the class can create, and how quickly the group can move from one to another formation.
2. Come back to a normal circle.
3. Do a short stretch warm-up to get bodies moving. The group (and adults present) imitate the artist.
4. Make sure that the circle is properly round and that everyone sees everyone. It's especially important today.
5. Select one to start as a zombie and ask the student to stand in the centre of the circle.
6. Invite the zombie to start walking toward one of the students. The only way for the student to make the zombie go the other way is to make eye contact with another student, (like in the warm-up 'Look up') and the other student has to say their name. Then the zombie turns to another student, and so it repeats itself. If the zombie reaches someone before anyone says their name, then they become a zombie, and the zombie takes their place in the circle. Students need to make eye contact and collaborate to save each other.

**REFLECTION:** Topics that can be lifted: how can they work together to save themselves from the zombie.

### REFLECTION: ONE WORD

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

#### GUIDANCE:

1. Invite students to sit close together on the mat and be completely silent. Give them some time to settle down.
2. Students can choose whether to close or have their eyes open, whichever works best for them. Briefly consider the different things that have happened in these first two weeks (Theme 1), and invite students to think of one word they think fits what they have been involved in these two weeks of The Art of Learning.
3. When they have one word clear, they can use their gaze and look at the adult as a sign that they are ready.
4. When everyone is ready, anyone can say their word. But only one person can talk at a time. If more than one person speaks at the same time, everyone must start again from the very beginning. Everyone's going to say their word just once. If it's hard (it's hard!), ask how they can get better? What works? (But they are not allowed to agree to an order to say the words). Continue until everyone has had their word spoken (or until their patience is exhausted, but challenge this longer than session 5). If unfinished, finish by letting everyone say their words in unison twice, as before.
5. Joint conversation: Acknowledge any frustration from point 4. Acknowledge the words they have said, and feel free to ask follow-up questions to some of the words.

Finally, thank the students for completing the 1st theme in The Art of Learning!

### NOTES

# From Me to We

## Session 6

TIME

90 min.  
including  
break



Art of learning

T H E M E  
1



### MAIN ACTIVITY: RED LIGHT, GREEN LIGHT AS COLLABORATION

**This will happen:** Play the advanced version of Red Light, Green Light, where the student group collaborates to solve a mission.

**Materials needed:** A matchbox/one key knob/a small bell.  
For advancement, you can also bring a larger thing, for example, a plastic shopping bag (crackling), a ball, a bigger bell.

**Preparations in advance:**

**Preparations in the space:**

**The space looks like this:** Outdoor area (preferably) or gym/large, cleaned classroom (About 20 m long with a wall.)

#### GUIDANCE:

1. Repeat the regular version of Red Light, Green Light so everyone is familiar with it and can do well.
2. Introduce the new variant of Red Light, Green Light with the adult leading. Now everything has changed.

**Rules:** The class is now a team (with the same Red Light, Green Light rules in effect) and they should work together to get the object (match box/key ring/bell) which is placed by the feet of the artist (adult) and get it back over the starting line. Everyone lines up behind the starting line and the object is placed on the ground beside or close to the legs of the adult standing at the front. Explain the rules:

- a) the object cannot be placed inside pockets or in clothing and it cannot be on the ground or thrown in the air – it must go from hand to hand.
- b) if someone is caught moving and has the object, they must put it back on the ground next to the adult at the front and they must return to the starting line.
- c) from the moment the object is moved (in addition to naming students they see are moving) the adult can turn around and also make a guess as to who has the object in their hand. With each call of Red Light, the adult can make one guess as to who has the object.

Simple variant: They say the name of the person they think has the object, for example, “Fred”, then Fred must show both hands. Advanced variant: They say the name of the person they think has the object and which hand they suspect, for example, “Fred’s right hand”, then Fred must then show their right hand. For both simple and advanced: If Fred has the object, they must put the object back at the legs of the person standing and return to the starting line themselves. If Fred doesn’t have the object, they can continue the game from where they stand.

3. Let the class test out the game for a while.
4. After a try and if the ideas do not work, the adult can ask the group to stop and reflect: What is working? What is not working? How can they work together to get even better? Does anyone have any good ideas for how they can hide the object together? Try again, using some of the suggestions.
5. When it works: Hooray! Celebrate the team’s success!
6. Try again! It is still a good idea for the adult to stand at the front as this role in this variant is very instrumental and the development takes place in the class working together to solve the challenge. (Try with a larger object, but not before the group really masters the challenge with the small object.)

**REFLECTION:** Explain that an important part of The Art of Learning is that they should get to know themselves and each other even better. They’re going to make mistakes, they’re going to do things they didn’t think they could do, and they’re going to work hard together as a big group.

Reflection question: What was it like to play Red Green Light this way? How was it different? Come to the conclusion that there is a lot they can do themselves, but that they need to be together to achieve the very big things. Further (transition to reflection): What have they done these two weeks? What have they learned? What have they been practising? Talk about how they’re working on this to learn, and to be even better at learning.

#### NOTES