

From Me to We

Overview



Art of learning

THEME
1



OVERVIEW OF THEME 1

GOALS To introduce the students and the adults to each other, first as individuals and then more and more as a collaborative community. Practise basic elements that will be important going forward: different groupings/formations, ways of looking at things, warm-up and reflection exercises. The focus will be on establishing a safe environment to try new ways of working, to establish the rules of the class and behaviour expectations including how everyone is with each other, supporting students to cooperate well and to be able to focus.

SUMMARY From the first meeting with the adults, things are a little different. New ways of working are introduced through play and creative exercises. Name games, old/familiar games, drawing and dancing are used to get to know the adults and each other in a different way.

GENERAL GUIDANCE ON THEME 1:

“It was a little uneasy at first.” This is the way several of the adults who were part of the pilot described the beginning of their journey. Keep in mind that it will be unfamiliar and new for both children and adults when changing routines and ways of working, and that it can lead to disruption and more hectic days than usual. Remember when it feels chaotic, that things will fall into place eventually. The best thing adults can do is communicate, hold their nerve, and help each other find solutions that work for them and support the children.



THEME 1	DAY 1	DAY 2	TEACHER-LED DAYS 3-4	DAY 5	DAY 6
Content Summary	<p>Trigger: The introduction of artists/adults and the Art of Learning.</p> <p>Warm-up: Through stretching and a name circle (Say your name and share something edible that starts with the same letter).</p> <p>Main activity: Through a well-known children’s game, the group will practise getting to know a new adult (artist) by using different variations of the Red Light, Green Light game.</p> <p>Reflection: Reflect on the session through one-word reflections said in unison.</p>	<p>Warm-up: Introducing various formations, for example, square, semi-circle, then warm-up stretch and name circle (Say your name and a thing which makes you feel a certain emotion).</p> <p>Main activity: Working in pairs to outline each other’s body and then filling in their own outline with details about themselves.</p> <p>Reflection: One-word-reflection - when a student is tapped on the shoulder.</p>	<p>Warm-up: With repetition of various formations with warm up stretches and ‘look up’ exercise in a circle.</p> <p>Main activity: See suggestions for activities in the theme lesson plans.</p> <p>Reflection: One-word reflection.</p>	<p>Warm-up: Practise different groupings, warm up stretches and ‘look up’ in a circle.</p> <p>Main activity: Use the dance movements from the warm up, eventually creating a class dance.</p> <p>Reflection: One-word reflections – said one at a time in no fixed order.</p>	<p>Warm-up: With formations, stretch and Zombie Circle.</p> <p>Main activity: Practise collaboration through a new variant of Red Light and Green Light where the group will collaborate on solving a mission.</p> <p>Reflection: One-word reflection said individually without a fixed pattern – if you don’t succeed, try again!</p>
Space	Classroom, gymnasium/outdoor area or large open space.	Open room, optional room.	Open space, optional room.	Open space, large room or gymnasium.	Nice room, outdoor room (or gymnasium), optional room.
Materials	<p>Trigger: Elements that change the character of the room, preferably related to the adult’s own practice.</p> <ul style="list-style-type: none"> • Music player and playlist with quiet, atmospheric music. • Mat, carpet or blanket with room for all students to sit close together. 	<ul style="list-style-type: none"> • Roll of paper, enough for a full-scale outline of every child. Lots of crayons. One marker for each pair. • Mat, carpet or blanket with room for all students seated close together. 	<ul style="list-style-type: none"> • Mat, carpet or blanket with room for all students seated close together. 	<ul style="list-style-type: none"> • Something to play music on. • Mat, carpet or blanket with room for all students to sit together in a circle. 	<ul style="list-style-type: none"> • Mat, carpet or blanket with room for all students seated close together.
Preparations in advance	<ul style="list-style-type: none"> • Teachers and students prepare questions for the artist before the first meeting. • Find a picture of the artist at work as an artist, printed out for the trigger. • Find a suitable place to play Red Light and Green Light. <p>For the weekly schedule: invite students to collect yoghurt/butter lids (medium size) from home and bring them in.</p>	<ul style="list-style-type: none"> • Have a large sheet of paper with a life-size body outline already drawn. 		<ul style="list-style-type: none"> • Playlist of music that’s good to dance to. 	

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90 min.
including
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TRIGGER: INTRODUCTION TO THE ARTIST AND THE ART OF LEARNING

This will happen:	The students meet the artist (new adult) and are introduced to the Art of Learning for the first time, as well as getting to know each other.
Materials needed:	Elements that change the character of the room, often related to one's own art. Music player and playlist of calm, atmospheric music.
Preparations in advance:	Teachers and students prepare questions for the artist before the first meeting. Have a photo of the artist working as an artist, printed out.
Preparations in the space:	Change the room to look different from usual. Remove desks and chairs, hang up/set up something new and different. Dim the light? Light tea lights? Introduce something that makes a nice smell. Put on calm, atmospheric music.
The space looks like this:	Normal classroom.

GUIDANCE:

1. Invite students to make a circle as they enter.
2. The artist (new adult) introduces themselves and discusses what they are looking forward to and are excited about. They pass around a photo of themselves and of their work for everyone to see.
3. The artist (new adult) asks what everyone's name is. The artist repeats each name as they are said.
4. The artist (new adult) accepts and answers questions from the students. Try to create and maintain an air of wonder, a calm atmosphere throughout this sequence, both among students and adults.
5. Ask everyone to stand up, transition to the warm-up.

WARM-UP: NAME CIRCLE

This will happen:	Stretch to warm up. Then students say their name and then name something edible that starts with the same letter. This is repeated by everyone.
Materials needed:	
Preparations in advance:	
Preparations in the space:	
The space looks like this:	Open space.

GUIDANCE:

1. Students should now stand in the circle in the same order as in the introduction. Focus on creating a proper circle where everyone fits and where everyone can see everyone else.
2. Do some short stretches to warm up everyone's body. The whole group (including any adults present) copy the artist's movements.
3. Everyone should now say their name and something edible that starts with the same letter as their name. Example: "Marie and Macaroni", "Colin and Cauliflower".
4. Give students thinking time to find a word. If anyone gets nervous, remind them that everyone is just practising.
5. When everyone has found a word, go round the circle. Everyone repeats the name after each student has said theirs.
6. Thank the group for doing this warm-up.

REFLECTION: ONE WORD

This will happen:	Students are asked to remember and reflect on the session by saying one word.
Materials needed:	A mat, carpet or blanket with room for all the students to gather together on.
Preparations in advance:	
Preparations in the space:	Lay out the mat, carpet or blanket.
The space looks like this:	Open space.

GUIDANCE:

1. Invite students to sit close together on the mat and to be completely silent. Give them some time to settle down.
2. Invite students to close their eyes and briefly describe the various things that have happened in the session. Ask them to think of one word that they think describes the session.
3. When they have one word ready, they can open their eyes.
4. When everyone is ready with their words, all students say their word in unison, twice.
5. Repeat some of the words. See if there are any common themes and briefly reflect on them.

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break



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MAIN ACTIVITY: RED LIGHT, GREEN LIGHT

This will happen: Through a well-known children's game, the group will practise getting to know the artist (new adult), following rules, practising rhythm, numbers and counting.

Materials needed:

Preparations in advance: Find a suitable place where there is room to play Red Light, Green Light.

Preparations in the space:

The space looks like this: Gymnasium, outdoor area, or large, clear classroom (about 20m long).

GUIDANCE:

1. Explain or remind the students about the rules for Red Light, Green Light.

2. Play the game a couple of times, until it is clear everyone understands.

3. Introduce variations (choose the ones that best fit the class context):

VARIATION 1: Everyone must lie on the ground at least once before reaching the finish. If someone is seen, they must go back to the beginning, and they also have to lie down again.

ADVANCE: Everyone must lie down and sit down once before the finish.

VARIATION 2: Students are only allowed to crawl, roll, dance towards the finish (changing along the way).

VARIATION 3: Use an adult to demonstrate this variation first. The adult standing at the front says a category, for example, "colours" before they turn around. Then everyone must freeze as usual, but also say in unison a word within the category, for example, "red", "blue", "purple". If the person standing sees that someone does not say anything, or says for example, "horse" (words from the wrong category) or "æææhh..." then these people have to go back to the beginning. Alternatively, the student who is being pointed at can say a word within the appropriate category or go back.

4. Reflection: How has the session been so far? What is different from normal class? What is the same? Was it what was expected? Why/why not? Transition to reflection exercise.

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90 min.
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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.

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Session 2

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90 min.
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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?

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Session 3-4

TIME

90 min.
including
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Art of learning

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WARM UP: FORMATIONS AND 'LOOK UP' IN A CIRCLE

This will happen:	Practise different grouping formations, warming stretches and 'Look Up' in a circle.
Materials needed:	
Preparations in advance:	
Preparations in the space:	
The space looks like this:	Open space.

GUIDANCE:

1. Repeat the formation exercise (forming different shapes (triangle, square) and with the whole group) – try to make it faster and harder. Share the energy by being engaged and demonstrating that it should happen quickly.
2. Come back to a normal circle.
3. Do a short warm up stretch to get everyone ready and engaged. The group (and all other adults present) imitate the artist.
4. Set up: everyone stands in the circle and looks down at the floor. On the "Look Up" command, everyone should look up and look directly at someone else in the circle. If someone meets another person's eyes, they must change places as quickly as possible. Play this game for a while.
5. Thank the class, highlighting the things they have achieved in the warm-up.

REFLECTION: ONE WORD

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

GUIDANCE:

1. Invite students to sit in a group on the mat, blanket or carpet and be completely still. Give them some time to settle down.
2. Students can choose whether to keep their eyes closed or open, 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.
3. Once they have one word ready, they can stand up calmly and wait until the rest are ready.
4. When everyone is ready with the word, they can look up (reference the warm-up) and one by one say their word loudly.
5. Repeat some of the words, in recognition that they have been heard. Ask if there is anyone who would like to share more about their word – explain why they chose that exact word. Search for similarities among the words and reflect with the students around them.

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From Me to We

Session 3-4

TIME

90 min.
including
break



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T H E M E

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TEACHER-LED DAYS. MAIN ACTIVITY SUGGESTIONS

ALL OF ME – THE DRAWING

Continue working on the drawings – implement ideas for further development of the exercise.

Suggestion: How many heads can fit on their body? 2,000 years ago (in antiquity) 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 do they find out?

GEOMETRIC SHAPES – FORMATIONS

Work on the formations – what kind of different geometric shapes can be created? What are their names? Can they be made in other ways?

PORTRAIT

1. Show a variety of examples of portraits from art history.
2. Divide students into pairs.
3. Each pair is given two charcoal pencils and two sheets of good quality paper (at least 110 gsm).
4. Each of the pair should draw portraits of each other. Ask questions along the way: What does it take to get a full face? Where is the nose in relation to the whole head? Where are the eyes? Use the charcoal to create shadows by rubbing a finger outwards.
5. Joint reflection: Is a photograph more authentic than a drawing? Can they express feelings through a portrait? Will someone else draw them differently than they want them to? What is different when they do not have colours?

LETTER AND WORD GAMES

Name circle

Name circle where each student will 'become' the first letter of their name with their whole body. Everyone else repeats.

Repeat this with each student becoming a different letter (but not a repeat of their own first letter).

Wordgame

Each student is given a letter around their neck. Then the adult reads a word and the students come together to form the word.

This can also be done in smaller groups, with the same letters in each group, and each group is allowed to create the word.

ADVANCEMENT: each student has 2-3 letters around their neck and must decide which of these is needed.

OTHER SINGING GAMES/EXERCISES

Games or exercises that make students collaborate, concentrate or become more confident are great, and build a good foundation for developing the Art of Learning further.

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Session 5

TIME

90 min.
including
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WARM-UP: FORMATIONS AND NAME CIRCLES

This will happen:	Practise various grouping formations, warm up stretches and name and movement circle.
Materials needed:	
Preparations in advance:	
Preparations in the space:	
The space looks like this:	Open space.

GUIDANCE:

1. See how many, and how quickly the group can move from one formation to another (they have practised while the artist has not been there). Introduce 1-2 new formations.
2. Come back to a normal circle.
3. Do a short warm up stretch. The group (and other adults present) imitate the artist.
4. Everyone should now say their name and make a movement. It could be anything, but it has to be something different from what others have done.
5. Everyone responds by repeating the name and movement.
6. Stay in the circle to transition to the main activity.

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:

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 identify the various things that have happened this session and invite students to think of one word they think is appropriate to describe how they feel about this session.
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 is 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). If unfinished, finish by letting everyone say their words in unison twice, as before.
5. Joint conversation: Acknowledge any frustration from point 4. Tell the students they will have another chance to work at this tomorrow! Repeat some of the words, acknowledging that they have been heard. Feel free to add follow-up questions to some of the words. Search for commonalities among the words and reflect with the students about it.

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Session 5

TIME

90 min.
including
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MAIN ACTIVITY: WHO ARE WE – DANCE

This will happen: Make a dance piece in groups, based on movements from the warm-up.

Materials needed: Something to play music on.

Preparations in advance: A playlist of music that's good to dance to.

Preparations in the space: Check that the technical equipment works.

The space looks like this: Open, large room, or gymnasium.

GUIDANCE:

1. Divide into groups of 3-4, for example, by counting in the circle so that all 1s are together, the 2s are together, etc.
2. Turn the music on in the background. In the group, everyone has to learn each other's movements from the warm-up. Then they're going to create a little dance including the movements from each group member at least once.
3. Let the groups work unsupervised, observe and notice how the groups work. Let the groups show an adult who can inspire them to do more. Can they add a new movement that shows they all have something in common as a group? Can they do it in reverse? Can they split up and do different things? Can they start at a different place? Let two groups show each other their dance to provide inspiration.
4. Presentation of group dances: Go into a banana formation quickly and sit down.
5. Talk about presenting to each other: What are they like when they look at each other's presentations? How can they support and be nice to those who are going to show them something? Have a conversation about this in advance of the presentations to raise awareness that they all have a part in creating a safe space to present work and to support those that are presenting. Practise doing a round of applause.
6. Let all groups show their dances. Give a big round of applause!
7. Finish with all the groups doing their performances to the music at the same time – creating a class dance!

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90 min.
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WARM-UP: DIFFERENT FORMATIONS AND ZOMBIE NAME CIRCLE

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

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 sitting close together.
Preparations in advance:	
Preparations in the space:	
The space looks like this:	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!

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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.

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