



WARM-UP: PASS THE BEAN BAG IN SEQUENCE

This will happen:	Students continue the bean bag game. This time they are challenged to remember and recreate its sequence.
Materials needed:	1x bean bag
Preparations in advance:	
Preparations in the space:	
The space looks like this:	Open space.

GUIDANCE:

1. The students form a circle. If the group is large, two circles can be made, each led by an adult.
2. Ask the students to remember the warm-up game they played in the last session. Play it again to help everyone remember it. Remind students to call out the name of the student that they are passing the bean bag to.
3. Once every student in the circle has had a turn, ask the class if they can remember the sequence of who threw and caught the bean bag. Ask them what is a sequence?
4. If remembering the sequence is difficult, ask each student to point with one hand at the person who threw to them, and with the other hand who they threw the bean bag to. Once every student is pointing with two hands, try playing the game again. Support the students where necessary and encourage an atmosphere where it's okay to make mistakes.
5. Start afresh and play the game one more time from the beginning, then try to repeat the sequence, returning to point 4 if required. Ask them how they improved their memory the second time they played the game?

REFLECTION: PASS THE BEAN BAG – SEVERAL WORDS REFLECTION

This will happen:	Students pass the bean bag around, across the circle. The person holding it shares their reflection with the group before passing it on. Everyone should have the bean bag only once each round, and everyone should have it each round.
Materials needed:	1 x bean bag (2 if there is a large group)
Preparations in advance:	
Preparations in the space:	
The space looks like this:	Open space.

GUIDANCE:

1. The students form a circle as in the warm-up. If the group is large, two circles can be made, each led by an adult.
2. Explain that similarly to today's warm up, a bean bag will be passed around, across the circle. Everyone in the circle should get the bag, and everyone should get it only once per round. And similar to yesterday's reflection, the person holding the bean bag will reflect on today's activity. Today they may use several words. They will then call the name of the person they are throwing the bean bag to next and pass it on. Students are encouraged but not required to contribute. If they wish to contribute, they should use eye contact and their body language to show the person with the bean bag that they would like the next turn.
 - Ask: What do they remember most of all the activities we have done in AoL this year?
 - Before moving on to the next question, offer the opportunity for anyone who wishes to share who hasn't already to raise their hand. Encourage some students to contribute their reflections (as above). It is important that throughout the theme, the voices of all the students in the class are heard, respected and valued, which might require offering them some thinking time.
 - What do they think will happen next year in AoL?

Again, offer the opportunity for anyone who wishes to share, who hasn't already, to raise their hand or encourage others to contribute as before.



NOTES

Blank area for taking notes during the session.



MAIN ACTIVITY: PHOTO SEQUENCE OF AN AOL ACTIVITY

This will happen:	Students will enter roles as marketing executives at the Art of Learning Marketing department. They will be assigned teams and collaborate on composing a sequence of three photographs which describe an activity of their choice from the first year of AoL.
Materials needed:	1x digital tablet for each group, a selection of art materials that groups can choose from to make props, a copy of the 'Same Photos - Different Angles' presentation for each group. Company access cards for each student ("executive").
Preparations in advance:	Make three example photographs to share with the class (see T11S2 Sequence examples) Prepare team lists or decide how you will divide up in small working teams of 4–6 students. Ensure each tablet is charged and has enough storage to save media before the session starts.
Preparations in the space:	Make the space resemble a professional landscape office. Use either a screen or a whiteboard to have the team assignment with "Requirements Specifications" written up and initially hidden from view of students. See resources for "Requirements Specifications" document.
The space looks like this:	A professional Marketing department with work spaces for teams of 4–6 pupils.

GUIDANCE:

- The students remain in the circle from the warm-up but sit down (or lie down) on the floor and close their eyes. Ensure the room is quiet and peaceful. Maybe turn out the lights. Explain that today they will be thinking about and working with memories. Explain that they should think back to their very first day of the Art of Learning in their head. With their eyes still closed, ask them to silently imagine the scene. Slowly guide students with a gentle voice and plenty of space and time. (The adult should use the following text as a guide and adapt it to fit the particular school and group of students.)

I would like you all to use your memory to think back to your very first day of the Art of Learning. Try to picture it in your head – as if there is a film playing in your mind. You've just come to the Art of Learning room for the first time. Did you come on your own? Were you led by your teacher? Were you in a line? What do you notice about the room? Does it look any different than your classroom on a regular day? How so? Try to picture what it looks like clearly in your mind – how does it feel for you to be there? Still imagining with your eyes closed, I want you to think about what we did on that first day. What do you remember? (Pause for a few seconds to maintain the calm and relaxed mood.) We have done a good many things in AoL (mention some of the themes). I want you to think of an activity you have enjoyed in AoL... Where were you? Outside? Inside? Imagine the space you were in. What was your role in this activity? In your head, try to picture where you and the others were. In your head try to remember what facial expressions you saw on your peers' faces? What were your different tasks? What things were in the space with you? Was it a game? Were you creating something? What did it sound like? What did it smell like? Was it a difficult or easy task? Did you need any specific things to complete that task? How did you feel while doing the activity?

Before inviting students to open their eyes, ask the students to hold on to as much as they can remember from this activity.

- Ask the students to open their eyes. Next, the adult divides the class into their working teams and sends them to a work space in their teams, ask students to share an activity they've enjoyed from the AoL? (3–4 minutes)
- Hand out their access cards. Remind the students that they are now professionals working in the art of learning marketing department and they will need to complete tasks creatively, effectively and on time.
- Present today's assignment: To create a picture sequence with 3 pictures based on an activity they have

done in AoL. Ask: A sequence - what is it? Three pictures that together make a story: A beginning, a middle and an end (ref. theme 5). It can also be before, during and after something happens. Show an example (T11Ø2 Sequence example or your own). Read and review the Requirements Specifications for today's assignment (see resource bank T11Ø2 Requirements Specification Picture Sequence).

- In their groups, students should agree on one activity that they would like to portray in their photo sequence. Each group will have a digital tablet, paper, a selection of art materials and their own bodies and ideas. The series of three photographs should happen in sequence, showing the beginning, middle and end of the 'action' or activity. Share the three example photographs or basic drawings on a whiteboard or similar for the students to refer to. Number the images 1, 2 and 3. Remind students that they thought carefully about composing their photographs in the last session and they should use what they learned to make their photographs in this session as interesting as possible. A copy of the 'same photo different angles' images can be handed out to each group as a reminder of their work from session 1 and to support them to create interesting compositions.
- Give the groups the agreed on time to discuss, test out their ideas and gather/make their props. Make paper, pencils and a selection of arts materials available for groups to choose from to help them develop their ideas and plan their sequence. Once the time for prep is finished the adult hands out a tablet to each group.
- Give students the agreed on time (Requirement Specification) to take their image sequence. Encourage students to experiment with the location of the photographs – they may wish to use a particular room or space in the school, use a space they wouldn't normally have access to or work outside.
- Groups should look through the photos they have taken, agree on the sequence of three photos that works best and delete the ones they don't want to use.
- Show finished pictures to an adult. Receives quick feedback and/or approval. If there is time the group can craft & improve, re-shooting if necessary.
- Teams submit their Image Sequences. If AirDrop is available the adult should have the teams submit their Photo Sequence via AirDrop or a similar digital transfer. This creates a sense of officialness and professionalism to the completion of their tasks for the AoL Marketing department.
- Display the pictures for the whole class. The adult gives short, positive feedback to each group based on elements from the Requirements Specification.