

AoL Marketing dept.

Overview



Art of learning



OVERVIEW OF THEME 11

GOALS	Design and create media products using requirements specification, creating narratives using digital tools and using simple composition principles in photography and film and doing all this based on the students' own experiences and ideas. In warm-up and reflection practice handing over, receiving and playing with a bag of peas and fictitious objects.
SUMMARY:	Through a series of digital media tasks, students will create still images, short video clips and choose accompanying theme music that describes and records their memories from their first year of the Art of Learning. Warm-ups and reflections are based on passing an object (real and invisible) around the group in a range of ways that increase in complexity. Students are given multiple routes into sharing their ideas and feelings – both positive and negative. They prepare a promofilm for AoL drawing from their positive memories and experiences from this last year.

GENERAL GUIDANCE ON THEME 11: The sessions within this theme are both very clearly defined in terms of assignments, while at the same time they are based on the students' personal and collective experiences and ideas, and the sessions are framed by the circle where all the students see each other and are in the community. The framework is very clear, but if you see that the requirement specifications need to be adjusted to adapt to the group, then it is encouraged to do so. The Word files are located in the resource bank. In the reflections, students are given the opportunity to express negative feelings as well, and the students are challenged to take a stand on the other people's reflections. It is important that both positive and negative feelings are taken seriously, both by the group and by the adults.



THEME 11	DAY 1	DAY 2	TEACHER LED DAY 3-4	DAY 5	DAY 6
Content Summary	<p>Warm-up: Pass the Bean Bag.</p> <p>Main activity: Students become part of the AoL Marketing department. They explore and learn about taking more interesting pictures from different angles and perspectives. They select objects connected to AoL, take photos, and receive feedback to improve their photography skills.</p> <p>Reflection: Pass the Bean Bag – Share One Word.</p>	<p>Warm-up: Pass the Bean Bag in Sequence</p> <p>Main activity: 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.</p> <p>Reflection: Pass the bean bag – several words reflection</p>	<p>Warm-up: Students pass a bean bag and then an invisible ball around the circle and remember the sequence.</p> <p>Main activity: <u>Session 3:</u> See suggestions for activities. <u>Session 4:</u> Should do - Professional Development Workshop: Storyboarding Reflection: Invisible ball reflection</p>	<p>Warm-up: Pass the Bean Bag – Doubling Up</p> <p>Main activity: In teams, students will go into pre-production on a 30 second promofilm that describes a memory from AoL over the last year, planning, drawing storyboard and preparing props.</p> <p>Reflection: Pass the Bean Bag Positive Reflections</p>	<p>Warm-up: Pass the Bean Bag – Silent and Invisible</p> <p>Main activity: Film a promofilm for Headmasters and teachers at other schools, drawing on their own positive memories and experiences from this last year of AoL. Watch all promofilms with sound. played over the films.</p> <p>Reflection: Pass the Beanbag - Agree or Disagree</p>
Space	Open space/professional landscape office	Open space/professional landscape office	Open space/professional landscape office	Open space/professional landscape office	Open space/professional landscape office
Materials	<ul style="list-style-type: none"> • 1–2 bean bags • T11S1 Access cards MEDIA • Hole machine • Lanyards – one for each child • One digital tablet for each student (or shared among 2–3 students). • A large screen or projector for displaying images and resources. • Assortment of objects representing different AoL themes. • Printed or digital resource T11S1 Same Subject - Different Angle. • Internet-connected devices for viewing the online tutorial. • Company access cards for each student. • See also: T11 Inspirational videos for planning 	<ul style="list-style-type: none"> • 1–2 bean bags • Digital tablet for each group • Selection of art materials for making props • Copy of the 'Same photos – Different Angles' presentation for each group • Company access cards for each student ("executive") • Paper and pencils • Whiteboard or similar for displaying example photographs or drawings • Access to a space for photography, including indoor and outdoor options • Tablets charged and with enough storage for media • Arts and craft supplies for making props, • Access to a digital transfer system like AirDrop (if available) 	<p>Session 4:</p> <ul style="list-style-type: none"> • Supplies for Storyboarding. 	<ul style="list-style-type: none"> • 2–4 bean bags • 1 digital tablet per group • Envelope with 6 theme cards for each team T11S5 Theme cards • A selection of art materials for creating props • Company access cards for each student ("executive") • T11S5&6 Requirements Specification Promofilm • Objects used from session 1 for props • Screen or whiteboard for displaying the team assignment and Requirements Specification • Storyboarding materials (paper, pencils, etc.) for creating a detailed storyboard for the promofilm 	<ul style="list-style-type: none"> • 1–2 bean bags • Company access cards for each student ("executive") • Laptop or smartphone with film playback capability • Projector and screen to display the promofilms • Extra speaker for playing songs during playback • 3 song alternatives for use in the promofilms • Additional device (e.g., mobile phone) to play the songs • Tablets for each group for filming • Digital transfer system (e.g., AirDrop) for submitting promofilms

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THEME 11	DAY 1	DAY 2	TEACHER LED DAY 3-4	DAY 5	DAY 6
<p>Preparations in advance</p>	<ul style="list-style-type: none"> • Make professional looking company access cards for each student: cut out business cards, make holes, fasten lanyards - one for each child. • Charge tablets • Decide on how you will hold the professional development workshop • Collect a large variety of objects that are connected to previous AoL themes 	<ul style="list-style-type: none"> • Selection of art materials for making props • Copy of the 'Same Photos - Different Angles' presentation for each group • Access to a space for photography, including indoor and outdoor options • Charge tablet and ensure enough storage for media 		<ul style="list-style-type: none"> • Print theme cards and make envelopes of theme cards for each team. • Use either a screen or a whiteboard to have the team assignment with the "Requirements Specification" document written up and initially hidden from view of students. • Prepare lists for new teams of 4-6 students ("executives") if needed for team formation. 	<ul style="list-style-type: none"> • Ensure each tablet is charged and has enough storage to save media before the session starts. • Test the equipment to play the finished promofilms on, including a laptop/smartphone, projector, screen, and an extra speaker. Prepare an additional device (e.g., mobile phone) to play the selected songs from. • Curate three song alternatives for teams to choose from to play over their final promofilm. • Use either a screen or a whiteboard to have the team assignment with the "Requirements Specification" document written up



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WARM-UP: PASS THE BEAN BAG

This will happen:	Students will pass a bean bag to every member of the group following various instructions.
Materials needed:	1x bean bag.
Preparations in advance:	
Preparations in the space:	
The space looks like this:	Open space.

GUIDANCE:

- Warm-up begins with the students in a circle. If the group is large, two circles can be made, each led by an adult.
- Explain to the group that in today's warm up they will pass a bean bag around the circle – throwing it from person to person. They must all stay standing in the same place (in the circle) and the person with the bean bag must call out a person's name and throw the bean bag to them. After about half the students have had the opportunity to throw, stop and ask everyone who hasn't had a turn to put their hands up. Ask:
 - What should they do about this as a group? (Suggest making sure that everyone has a turn but allow plenty of space for the students to suggest this themselves)
- Continue playing. The challenge for the group is to ensure that everyone has a turn so everyone must pay close attention. The last person to receive the bean bag should throw it back to the adult.
- Play the game again, reminding students to call the name before they throw.
- Ask the students what they needed to do to make the game a success. (Suggest remembering who had already had the ball, eye contact, helping each other to throw and catch the ball.)
- Finally ask:
 - How did it feel when their name was called?
 - How did it feel when they were waiting for their name to be called?

Repeat the game. This time try playing very quickly or very slowly.

REFLECTION: PASS THE BEAN BAG – SHARE ONE WORD

This will happen:	Students will pass a bean bag to every member of the group following various instructions.
Materials needed:	1x bean bag.
Preparations in advance:	
Preparations in the space:	
The space looks like this:	Open space.

GUIDANCE:

- 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.
- Explain that similarly to today's warm up, a bean bag will be passed around the circle. However, this time the person holding the bean bag will reflect on today's activity but will do so using only one word. 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. Challenge students not to repeat a word that has already been used by someone else in the group.

NOTES

AoL Marketing dept.

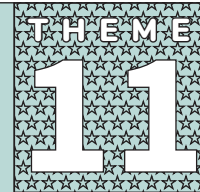
Session 1

TIME

90 min.
including
break



Art of learning



MAIN ACTIVITY: AOL MARKETING DEPARTMENT - PROFESSIONAL DEVELOPMENT WORKSHOP

This will happen:	Students will enter roles as Marketing executives in the Art of Learning Marketing department. They attend a professional development workshop on how to take better pictures with a focus on angles/perspective. Students think back to the start of AoL. Using ideas from the workshop, Students recreate an AoL memory by taking photographs of an object they have selected.
Materials needed:	T11S1 Access cards MEDIA, Lanyards – one for each child. One digital tablet for each student (or alternatively 1 amongst two to three students to share), a large screen to project resource T11S1 Same Subject - Different Angle. Have two - three tablets (more if needed) ready to view: How to Take Fun Photos in Nature My Shot Photo Tips with Hilary: https://www.youtube.com/watch?v=vOtPKI7q9ZQ&list=PLQInTIdJs0ZQcIls5q5hrAhH_zZZLcBdx&index=3 An assortment of objects that represent the different themes or activities from the first year of AoL.
Preparations in advance:	Make professional looking company access cards for each student: cut out business cards, make holes, fasten lanyards - one for each child. Charge tablets, decide on how you will hold the professional development workshop, collect a variety of objects that are connected to previous AoL themes - ideally more objects than there are students for the students to have a selection to choose from. Ensure each tablet is charged and has enough storage to save media before the session starts.
Preparations in the space:	Create the space to resemble a professional development workshop for Marketing and Advertising executives.
The space looks like this:	A professional development workshop.

GUIDANCE:

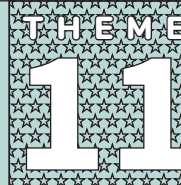
Transition from Warm-Up:

The students become employees of The Art of Learning Marketing department. Ask if they have thoughts on what Marketing might mean. Explain to them that they now all have jobs in The Art of Learning Marketing department. Before they receive their first assignment they will need to attend a professional development workshop. Ask what they think Professional Development might mean. Discuss their ideas and point out that even adults are expected to continue to learn after they have entered a profession.

1. Before entering the Professional Development Workshop space, hand out the students ("executives") Access Cards. They may then enter the Professional Development Workshop space.
2. On a large screen (or printed in large format) display resource 'T11S1 Same Subject different Angle/Perspective.' Today's workshop will be on taking more interesting pictures. Explain that the "Subject" is the boy in the picture. Discuss the differences in the pictures. Point out that the pictures are taken at different "angles" or from different "perspectives". Ask if anyone wants to try explaining what an angle is or a perspective. Ensure that they understand the terminology.
3. Reveal the objects from the previous AoL themes. Ask if they recognize these objects or if they remember when we have used them in the Art of Learning. Ask the students to think of three objects that interest them the most. Now go stand by one of those objects. There can only be one student to each object. Encourage the students to find a solution if there are others interested in the same object as them. Limit the time for coming to solutions. When the objects are selected. Have the students take the object to a space in the room where they can look at it from different angles and perspectives (Experiment! Get down on the floor and look at the object. Place the object higher up and look at it from below. Go far away. Up close)
4. When they have explored different angles they can get a tablet and take a few pictures from 3 or 4 different angles (max 5 pictures). They choose the picture they like the best and delete the others.
5. Feedback from an adult. Either with the entire class or in small groups (two to three students with one adult), the adult provides quick feedback on the photos (give positive feedback and a suggestion for improvement). If done in small groups, give feedback to each student. Those students waiting to join a feedback group can watch How to Take Fun Photos in Nature | My Shot Photo Tips with Hilary: https://www.youtube.com/watch?v=vOtPKI7q9ZQ&list=PLQInTIdJs0ZQcIls5q5hrAhH_zZZLcBdx&index=3
6. If time, Craft & Improve: Ask the students to think about the feedback given and have them take a new photo of the same object using the feedback of the adult.



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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.

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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.



WARM-UP: PASS THE INVISIBLE BEAN-BAG

This will happen:	Students will pass an invisible ball to every member of the group following various instructions that expand on the previous two sessions.
Materials needed:	1 x 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-ups from sessions 1 and 2. Ask what we need to remember to make it work. Let the students make suggestions. Important things can be remembering who had the bean bag, making eye contact, which way of throwing works best (underhand throw), which way of receiving works best (with both hands) and focus. Everyone should get the bean bag but only once each.
3. Try again, but this time the bean bag is an invisible ball. We will throw and receive and say names and everything else just like before, only that the bean bag is now an invisible ball. The system/order can be new or a repetition of the first round. Choose a level that is appropriate for the group. Not too hard but should present a challenge.
4. Try again, but this time you change the size of the invisible ball (send an invisible golf ball, soccer ball, beach ball, etc.).
5. Ask: do you have new suggestions for what the invisible ball can become? Make sure those who want to share something are heard. Try one or two of the suggestions that come from the students.
6. Reflection: what was it like when the ball became invisible? Did it get easier or harder? Why? Did the game change when we got new instructions? Should rules always remain the same or is it okay to change them?

Day 4: repeat, but change points 2 and 4 to:

1. Try changing the temperature of the real bean bag. From extremely hot to extremely cold.
2. Imagine another object instead of a bean bag being passed around, e.g. Egg, a balloon, a teddy bear, etc./or change the color of the invisible ball - either that the colour is decided by the class/tutor, or that each student gets to choose the colour when the ball comes to them by calling it out loud along with the name "green - maria" so that everyone can visualise this colour when it is thrown on. Also feel free to vary the pace of the exercise, and repeat what they need to practise from remembering who had the bean bag, making eye contact, which way of throwing works best (underhand throw) which way of receiving works best (with both hands), focus, everyone should get the bag, but only once each, how to deal with a invisible bean bag.

REFLECTION: INVISIBLE BALL REFLECTION

This will happen:	Students pass an invisible ball around the group. The person holding it shares their reflection with the group before passing it to the next person to take their turn.
Materials needed:	
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 today's reflection will be similar to the reflection in the last sessions. Today they will use an invisible ball. Discuss and practise throwing and catching an invisible ball with the students. Just like last time, the students should call out the name of the person they are throwing to. As before, the person holding the invisible ball will reflect on today's activity before throwing it to the next person who wishes to share. Students are encouraged but not required to participate. Students should use their body language and facial expression to communicate that they would like to be the next person to catch the ball.
3. Students may be asked to:
 - Share something they noticed.
 - Share a question.
 - Share an emotion they felt during the activity.
 - Share a colour that describes their feelings about the activity.
 - Share something unexpected.
 - Share what they think someone else thought. Ask if they were right.
 - Ask what someone else thinks.

NOTES



TEACHER-LED DAYS. SUGGESTIONS FOR MAIN ACTIVITIES

SESSION 3: Suggestions

Professional Development Workshop: Light and Shadow

- Hold a Professional Development Workshop for the Marketing executives. Explore light and shadow across different art forms: painting, photography, film, etc.
- Using their objects from session 1 have the executives reshoot images focused on creating different lighting with natural light, flashlight and other light sources.
- In pairs have the executives take portraits of each other with different types of lighting.

Websites for inspiration:

Photography Lesson for Kids Light and Shadow - <https://www.youtube.com/watch?v=lqGyCBA4R8M&t=534s>



Professional Development Workshop: Marketing Strategies

- Using persuasive language and common marketing strategies such as The Rule of Three, alliteration, slogans, etc. create print ads for their objects from session 1.
- Using the students submitted photos from session 1, have students in pairs create sales pitches for their objects.
- Have students create brand new inventions and create print or web advertisements

SESSION 4:

This should be done with the students as it connects to session 5.

Professional Development Workshop: Storyboarding

Hold a workshop on Storyboarding for the Marketing executives.

Inspiration:

The Basics of Storyboarding in Under 5 Minutes - Film Camp for Kids & Youth Free Class Tutorials <https://www.youtube.com/watch?v=GHjgwcj62E&t=177s>

How to Storyboard with Celtx - Film Camp for Kids & Youth Free Class Tutorials

https://www.youtube.com/watch?v=qkMW0P__26Q



NOTES



WARM-UP: PASS THE BEAN BAG – DOUBLING UP

This will happen:	Students continue the bean bag game. The game becomes more challenging by adding a second bean bag into the process.
Materials needed:	2 x bean bags.
Preparations in advance:	
Preparations in the space:	
The space looks like this:	Open space.

- GUIDANCE:**
- The warm-up begins with the students in a circle. If the group is large, two circles can be made, each led by an adult.
 - Explain to the class that they are going to play the same warm-up game as in the previous sessions which involved calling out a name, throwing the bean bag to that person – and so on until everyone has had a turn. They also remembered the sequence the ball was thrown in and then worked together to recreate it.
 - Ask the students what makes the game work well (eye contact, using their body, being aware of other people, being patient, being available to receive the ball, recognising other people). Discuss how they can help each other to throw and catch the ball. If necessary, remind them that as a group they have to throw the ball to every person in the circle.
 - Play the game. Remind the students to call out the name before they throw and to remember the sequence.
 - Next, explain that they will play the game again (keeping the same sequence) but this time they will add a second bean bag. The first bean bag must continue and repeat the same sequence, while the second bag can move in any order.
 - Play the game. Discuss:
What made this new version more challenging?
What do they need to think about or do differently?
 - Play one final round. If more challenge is required, try changing the speed to be very fast or very slow, one bean bag moving slowly and one quickly. The adult may also choose to replace one or both of the bean bags with invisible balls.

REFLECTION: PASS THE BEAN BAG POSITIVE REFLECTIONS

This will happen:	The students pass a bean bag around the group. The person holding it shares their reflection with the group before passing it to the next person to take their turn. The students are invited to respond positively to the reflection of other group members.
Materials needed:	1x bean bag.
Preparations in advance:	
Preparations in the space:	
The space looks like this:	Open space.

- GUIDANCE:**
- 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.
 - Explain that today's reflection will be similar to the reflection in the last session but today they will use a real bean bag again. As before, the person holding the bean bag will reflect on today's activity before passing it to the next person who wishes to share.
 - Begin the activity with the first student who catches the bean bag sharing something they enjoyed about today's activity. Before the bag is thrown again, invite the rest of the class to say if they agree, or repeat the positive reflections from the learner who shared. Keep the discussion positive and reinforce areas where there is shared opinion or experience. The bean bag should be passed on again to allow another student to share something they enjoyed about today's activity.
 - Continue pass the bean bag but ask the following:
 - Share what it was like working in their group in today's session.
 - Share a good idea that didn't get used.
 - Discuss:
In this reflection they focused on positive comments and ideas that they agree with but not all of their memories in AoL will be good or happy. It's important to make space to talk about things they don't feel positive about or things that didn't work out as they hoped. Today's reflection focused on positive feelings, but tomorrow there will be some space to share both positive and negative feelings.
Thank the students for their contribution.

NOTES

AoL Marketing dept.

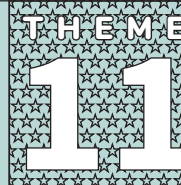
Session 5

TIME

90 min.
including
break



Art of learning



MAIN ACTIVITY: PRE-PRODUCTION FOR AOL PROMOFILM

This will happen:	Students enter roles as Marketing executives in the AoL Marketing department. In teams, students will go into pre-production on a 30 second promofilm that describes a memory from AoL over the last year, planning, drawing storyboard and preparing props.
Materials needed:	1x digital tablet per group. Envelope of six cards per group. A selection of art materials. Company access cards for each student ("executive").
Preparations in advance:	Create/print T11S5-6 Theme cards, put one set in envelope for each team. Prepare lists for new teams of 4–6 students ("executives"). Read, understand and print T11S5&6 Requirements Specification Promofilm – one for each group.
Preparations in the space:	Laptop, projector and screen if the videos produced are to be shared with all the groups. Use either a screen or a whiteboard to have the team assignment with "Requirements Specification" written up and initially hidden from view of students (content from T11S5&6 Requirements Specification Promofilm).
The space looks like this:	Make the space resemble a professional landscape office.

GUIDANCE:

1. The pupils remain in the circle from the warm-up, seated, and are given the task of thinking about positive experiences they have had in AoL sessions. Remind them of the different themes from the last year. Give them a few minutes in silence to think. The students ("executives") are given their access cards and divided into new teams as this often happens in professional environments.
2. Present today's assignment, which is for them to make a promo film of up to 30 seconds inspired by their positive experiences of AoL from the last year. Discuss: What is the difference between photography and film? What is a promofilm? Go through the *Requirements Specification Promofilm* together. The film should give the target group an impression of what AoL is like. Focus on today's tasks, which is storyboarding, planning and creation of props. If time, rehearsing. Agree on the number of minutes for pre-production and cleaning up, and how they will manage and know the time.
3. The adult hands out the *Requirements Specification Promofilm* and the envelope containing theme cards to all the teams (Card text: Friends, Learning, Play, Teachers, Using the brain, Using the body).
4. Ask the students to put all the cards in the envelope on the floor with the text facing up, so that everyone in the team can see them. Give them a few minutes to discuss which of these cards might be a good starting point for their promofilm.
5. Ask the team to pick out the two cards they do not want to work with. The whole team must agree. These can be turned upside down.
6. Repeat step 5 with two more cards and two more until there are only two cards left.
7. The teams must choose between the last two cards, and end up with the card they will use as a starting point for the film. When the group has one card as a starting point, the planning time starts.
8. The teams are given an agreed time to discuss what they are going to film and prepare for this by making a storyboard for their promo film (refer to their work from session 3 and 4). **REMINDE THEM:** 1) that the promofilm cannot go over **30 SEC!** 2) They should use their understanding of **angles and perspective, beginning, middle and end** in both pre-production and in shooting of the promofilm. 3) It is a **SILENT** Promofilm. They will be allowed up to three objects/props to use in the promofilm. The storyboard must be detailed enough so that it is clear how they are going to shoot the film. It is important to note that the artistry of the storyboard is not as important as the clearness of what scenes are being shot and how. As a team they should decide how to divide up the task of storyboarding so that all team members are working and contributing during the session. The storyboard must be granted approval by an adult before they move on to the next task.
9. Props: Once their storyboard is complete and approved, the teams may either create the props (up to 3) they will be using in their film, or find them. The objects used from session 1 should also be available for them to use along with a collection of other possible props the adult has assembled ahead of the session. Props may be brought from home for the next session but these must also be approved by an adult ahead of time. The number of props should not exceed 3 in total.
10. If time, teams may rehearse how they are going to shoot without tablets.

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WARM-UP: PASS THE BEAN BAG – SILENT AND INVISIBLE

This will happen:	Silent and invisible elements are combined – pushing the boundaries of students’ working memory, communication and imagination.
Materials needed:	1 x bean bag.
Preparations in advance:	
Preparations in the space:	
The space looks like this:	Open space.

- GUIDANCE:**
- The students form a circle. If the group is large, two circles can be made, each led by an adult.
 - Explain to the class that in today’s warm up they are going to return to the most basic version of the game that they originally played. Ask the students to share what they remember about that and only remind them if necessary. (Call a name, pass the bean bag, make sure that everyone has had a turn.)
 - Play the game.
 - The adult explains that in every version of the game they have played so far they have had to remember to call the name of the person they are throwing the ball to. Today they are going to try playing the game in complete silence. Ask the students to think about:
 - Why might this be difficult?
 - What can they do to support each other to do this well?
 - Play the game in silence.
 - If students still need more challenge, play the game again but this time in silence and with the invisible ball. Discuss how the last round felt and how this changes the game. Ask the students to think about:
 - How might they need to adapt how their bodies and imaginations are used in this version of the game?
 - Play the game for a final time with an appropriate level of challenge.

REFLECTION: PASS THE BEANBAG - AGREE OR DISAGREE

This will happen:	Students pass a beanbag around the circle. The person holding it shares their reflection with the group before passing it to the next person to take their turn. Students are invited to agree or disagree with the reflection of other group members.
Materials needed:	1 x bean bag.
Preparations in advance:	
Preparations in the space:	
The space looks like this:	Open space.

- GUIDANCE:**
- 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.
 - Explain: As in the previous reflection, we will send the bean bag to each other in the circle, by throwing it to each other. When you get the bean bag from someone, you can use as many words as you like, then you say the name of the person you are going to throw to, and then you throw the bag. It’s fine if you want to say something, but if you don’t want to, you can just say the name of the person you’re going to throw to, and throw the bag to them. You choose yourself.
 - As in the previous session, the adult asks, before the beanbag is passed on: “Do you agree with that?” or equivalent, and the class answers “agree/disagree” by raising their right hand to agree and their left hand to disagree. The new thing today is that the adult then asks one or more “why do you agree/ disagree?”, who then answers before the beanbag is passed on.
 - Ask the question: Do you think the promofilms will convince others to start AoL at their schools?
 - Send the bag around the circle.
 - Ask the following questions while sending the beanbag around the circle: 1) What do you dislike about AoL? 2) What do you like about AoL? 3) What would you like to do in AoL next year? 4) What will you remember best from this topic in The Art of Learning?
- Thank the group for their work through theme 11.

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AoL Marketing dept.

Session 6

TIME

90 min.
including
break



Art of learning



MAIN ACTIVITY: FILMING OF AOL PROMOFILM

This will happen:	Students will enter roles as Marketing executives in the Art of Learning Marketing department. Film a promofilm for Headmasters and teachers at other schools, drawing on their own positive memories and experiences from this last year of AoL. Watch all promofilms with songs played over the films.
Materials needed:	Company access cards for each student ("executive"). A laptop/smartphone, projector and screen to play the promofilms on. Extra speaker and 3 song alternatives to play over the final promofilms. An additional device to play the songs from (mobile phone).
Preparations in advance:	Ensure each tablet is charged and has enough storage to save media before the session starts. Test out the equipment to play the finished promofilms on. Curate 3 song alternatives for teams to choose from to play over their final promofilm.
Preparations in the space:	Laptop/smartphone, projector and screen for the promofilms to be shared with all the teams. Use either a screen or a whiteboard to have the team assignment with "Requirements Specification" written up and initially hidden from view of students. See resources for <i>T11S5-6 Requirements Specification promofilm</i> .
The space looks like this:	Make the space resemble a professional landscape office OR allow the space to be neutral so that filming in the space can easily happen.

GUIDANCE:

1. The students stay in the circle from the warm-up. Hand out access cards to each student before they go to their team workspace.
2. Present the task: Explain to the students that today they are going to shoot their promofilms that will be presented to headmasters and educators who are considering bringing AoL into their schools. When all the groups have made their promofilms, they will be joined together to make one longer video which will be shown to Headmasters and educators from other schools. The video will encourage headmasters and educators at other schools to start the AoL in their schools, and also help them imagine what AoL might be like.
3. Read the Requirements Specification Promofilm. Remind them of the target group, that the film should give them an impression of what AoL is like, agree on the number of minutes for filming, selection of promofilms to be submitted and cleaning up (deleting unused clips on tablets and cleaning up of the physical space). The films should be recorded using digital tablets.
4. Give the groups tablets. Ensure that students know how the film function on the camera on the tablet works and point out how they can see how long their promofilm is. **REMINDE THEM: 1) MAX 30 seconds!**
2) **Stick to their Storyboards** to help them with filming. 3) **The time agreed upon for filming and how they will know when that time is up.**
Send the teams off to film.
5. The teams look through the film clips they have filmed and agree on which clip to use as their promofilm and delete the others. Clean up all other materials.
6. Submit promofilms via AirDrop or another digital transfer system to the adult.
7. Play the three song alternatives for the teams (curated by the adult prior to the session) and ask them to decide which one they want to play over their promofilm. Give them 30 seconds to decide this.
8. Finally, The Marketing department as a whole watches all the promofilms with each teams' chosen song on a projector or digital whiteboard and speaker.
9. The adult gives praise to the Art of Learning Marketing department on their collaboration and well executed assignments. It is very clear that these promofilms will be well received by the Headmasters and teachers in other schools and no doubt convince them to start AoL at their schools.

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