

Energy Poetry

Session 2

TIME

90 min.
including
break



Art of learning

THEME

22



WARM-UP: FREEWRITING

This will happen:	Individual freewriting from words.
Materials needed:	Notebook and pen for everyone (not a pencil and rubber).
Preparations in advance:	
Preparations in the space:	
The space looks like this:	A table to write on/a space that is comfortable to write in.

GUIDANCE:

1. Start with a 2-minute physical warm-up sequence that warms up the senses, head, shoulders, hands and finally fingers, and ends with a focus on writing. The same sequence is repeated each session. It is important to say that if they can't think of anything to write, then they doodle or write and – and – and until they think of something to write. They write what they think, write what comes to mind. It's about embracing unique ideas and different views and letting them out in writing. What is written must not be evaluated or corrected.
2. Say an energy related word (different from that used in Session 1).
3. Let the students write for up to 2 minutes (but observe the group and take cues from them about when to stop). Give a time warning and finish.
4. Ask everyone to read through their own work.
5. Then they all put their work away. No one else should read what they have written.

REFLECTION: OUT-THE-DOOR REFLECTION

This will happen:	On their way out of the door, the students write any questions/things that are unclear about the theme.
Materials needed:	Sticky notes and something to write with.
Preparations in advance:	
Preparations in the space:	
The space looks like this:	

GUIDANCE:

Give each student some sticky notes and something to write with.

1. On the sticky notes they should write any questions they have about energy and anything that is unclear (one per sticky note).
2. After the students finish, they stick their sticky notes on/by the door on their way out.

NOTES

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MAIN ACTIVITY: ENERGY CAFE, TEACH ANOTHER GROUP

This will happen:	The groups learn how to teach another group how to make the models.
Materials needed:	Equipment to make the models. See separate list of what is needed for each model in T2201 Equipment List (resource bank).
Preparations in advance:	Ensure that all materials are available.
Preparations in the space:	Set up a table for each group (preferably with space between them). Create a 'resources table' where everything all the groups need can be found.
The space looks like this:	Group tables/workshop setup.

GUIDANCE:

1. As a whole class. Ask the students how they can be a good teacher? How can they be good students?
2. Divide into groups (the same as in Session 1). Give each group some time to prepare to teach. Pair up the groups ensuring that the pairs have made different models.
3. The first group should explain what kind of energy source their model uses and they then teach the other group how to build their model.

4. They switch and the second group explains what kind of energy source their model uses and they then teach the other group how to build their model.

Presentation: Each group presents their second model to the rest of the class.

Reflection: Ask what was it like to teach another group? What was it like to learn from another group, compared to learning from teachers/adults? Which of the two models do they think they know how to build best? Why? They have made models: How do the models compare to real things? Why are models needed?

NOTES