

# Energy Inventions

## Session 5

TIME

90 min.  
including  
break



Art of learning

THEME  
**23**



### WARM-UP: INVENTOR TRICK #5: “YES, AND...”/“YES, BUT” WITH AN OBJECT

<b>This will happen:</b>	Create inventor stories to practise interaction and presentation in groups.
<b>Materials needed:</b>	A selection of objects (can be inventor material or things from around the room).
<b>Preparations in advance:</b>	
<b>Preparations in the space:</b>	
<b>The space looks like this:</b>	Open space.

#### GUIDANCE:

In the invention groups, the students create an advertisement for an object, using the “Yes, and”, and “Yes, but” (meaning “No”) method from Session 3-4. The first student to receive the object says a good reason why they should buy this particular one. The object is passed on, and the next person says “Yes, and...”/“Yes, but” another reason to buy the object. Keep this going for as long as the groups come up with new reasons to buy the object. Then switch to another object. Also remember that Yes should be an enthusiastic YES! so that everyone will buy the object!

Demonstrate: Select a single object, for example, a bottle.

Person 1: Buy this bottle because it is completely waterproof!

Person 2: YES! And it can also be used as a flower pot!

Person 3: YES! But it can't just do that. It is also filled with delicious lemon juice!

Use objects from the room, materials for the inventions etc.

Reflection: Was it different having to come up with ideas for concrete objects compared to previous sessions? Is there anything from this warm-up that would be helpful to prepare to present the invention tomorrow? If so, what and why?

### REFLECTION: ‘THE BOND BETWEEN US’

<b>This will happen:</b>	The class works in a circle throwing a roll/ball of gift ribbon so that everyone is involved, and they reflect on teamwork.
<b>Materials needed:</b>	A roll/ball of gift ribbon and a soft ball.
<b>Preparations in advance:</b>	Wrap the gift ribbon around a soft ball. The gift ribbon should come off easily and be easy to catch. Practise throwing the ball to ensure that the gift ribbon comes off easily.
<b>Preparations in the space:</b>	
<b>The space looks like this:</b>	Open space.

#### GUIDANCE:

Everyone sits (or stands) in a tight circle (if the class is large then divide them into two smaller groups with an adult in each). It is important that it is a circle, and that the distance across the circle is not too big. The tempo of the exercise should be calm.

1. Everyone closes their eyes and is given a question to think about from today's session. When they are ready with their answer, they should open their eyes and look at the adult.
2. The adult repeats the question, states their answer, holds the ribbon ball firmly, makes eye contact with another student and throws the ribbon ball to them.
3. This student repeats the question, states their answer, holds the ribbon ball firmly, makes eye contact with another student, and throws the ribbon ball to them.
4. Then the process is repeated until everyone has had the ribbon ball.
5. Ask Question 2 and repeat the process.
6. Finish by repeating a couple of good tips for the presentation that everyone should remember.

#### Question session 5: (the ribbon is thrown back in reverse order)

1. Think about their invention group and what they have developed together. Think about what they have achieved together as a group – what are they most proud of?
2. Give a tip on how they can all support each other in Session 6 when they present their inventions.

### NOTES

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### MAIN ACTIVITY: REHEARSAL OF THE PRESENTATION

**This will happen:** The inventions are presented and 'footprint' feedback is provided to each group.

**Materials needed:** Footprint posters with "I liked", "I noticed", "Even better if".

**Preparations in advance:** Print out or make your own footprint posters.

**Preparations in the space:**

**The space looks like this:** Presentation layout.

#### GUIDANCE:

1. Remind the students of the rules of presenting: 1) Everyone in the group must be active and talk, 2) remember to include the most important things about the invention: What will it be used for? How does it work? 3) The presentation cannot last longer than 2 minutes.
2. Presentation. Remind the audience of their important role too: Be a good audience, listen carefully and think about what they hear and how they can help the groups to make their presentations even better through the feedback given to them afterwards. Each group gets 2-3 minutes to present.
3. Lay out the footprint posters on the floor (NB! After the first group has presented!)
4. After each presentation: The group remains on the 'stage'. They may not speak or respond to the feedback – they can only listen to it. Invite the audience to come forward and offer their feedback on the invention and on how the group presented it (for example: "I liked that you all looked at the audience, not at your notes" or

"I noticed that you explained how the invention worked and how to switch it on and off". Reflect on whether the students remember doing this reflection before – they used it in Theme 5. Ask them if they can remember how to do this? The adult (or a student who can remember) demonstrates this by going up to one of the floor posters, reading the words and then providing their feedback. For example: "I liked that I understood well how the invention worked." Then invite another student to contribute. Be strict with the rules.

5. Repeat until all the invention groups have presented and received feedback. It is important that time is found for all the groups to present and receive feedback and then to have the opportunity to make improvements afterwards.
6. In their invention groups, they make the final adjustments/improvements to their presentation before the final presentation in Session 6.

#### NOTES