

Friendship

Session 2

TIME

90 min.
including
break



Art of learning

THEME

3



WARM-UP: NUMBER GROUPS

This will happen:	The group should get used to listening to instructions as they move. In number groups, students talk and create freeze frames about repairing friendships.
Materials needed:	
Preparations in advance:	
Preparations:	
The space looks like this:	Open space.

GUIDANCE:

1. The class walks around in the space. Use the whole room. Everyone walks on their own without touching anyone else. Adjust pace, gaze direction, relaxing the shoulders, keeping hands out of pockets, using friendly instructions. Focus on using the whole space, not bumping into each other, not walking in circles.
2. Then say a number, and students form a group with that number of participants, as soon as possible. (Stress the speed to get everyone to find people close to them, avoiding people from 'choosing' group members). Practice once. If necessary, countdown from 5. Stop and repeat until everyone understands.
3. When a number is called, students go into groups. The students discuss topics in their group:
 - a) **Create a freeze frame in the group that shows how it feels inside when they have done something unkind to someone.** Continue or pause and let the groups see each other's freeze frames. Repeat bullet point 2, to form a new group. In the new group they will discuss:
 - b) **If a friend has done something unkind to them: What could the friend do to make them happy again?** Ask the students to discuss this as a group, ensuring that everyone gets the opportunity to say something. How many ideas do they have? Repeat bullet point 2, to form a new group. In the new group they will discuss:
 - c) **Create a freeze frame in the group that shows something they can do to make friends again with someone.** Continue or pause and let the groups see each other's freeze frames.
4. Whole class reflection: What did they find out in their different groups?

REFLECTION: MIND READING

This will happen:	By reading each other's minds, standing in pairs, students reflect on what they will remember best from today's session.
Materials needed:	
Preparations in advance:	
Preparations:	
The space looks like this:	Open space.

GUIDANCE:

1. The students line up in two rows facing their partner.
2. Pairs should find a place in the room where they want to stand and where there is plenty of space. Do not spend too much time on this and help anyone who finds this difficult.
3. Invite students to stand back to back in a position they are comfortable with. Then ask them to reach back and to grasp each other's hands or arms.
4. Ask if everyone's okay. If everyone is okay, tell them to close their eyes.
5. Tell them that they should now start practicing transferring their thoughts to each other. It's not easy and it can take a long time to get it right. It can help to lean their heads back against each other.
6. Let's get started. The youngest in the pair starts by thinking about what they thought was the best solution from the forum theatre today. Tell them it's important that they only keep thinking about that one thing and think as hard as they can. Try to push the thoughts out of their head into the head of their partner. When the 'thinker' is done, they carefully squeeze their partner's hand or arm. Then it's the other person's turn. Extension: Ask an extra question from the session in the same way.
7. Ask the pairs to discuss what they thought their partner was thinking. Was it right or wrong? Whole class reflection: How can they improve their skills in transferring thoughts? Ask for advice from any of the pairs that did this successfully.

NOTES

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MAIN ACTIVITY: FORUM THEATRE

This will happen: Repetition of extract from 'Lena and Anne-Marthe'. Through character work and forum theatre, students practice resolving the conflict in the book.

Materials needed: The Book 'Lena and Anne-Marthe' by Ida Jackson

Preparations in advance:

Preparations:

The space looks like this: Open space.

GUIDANCE:

1. Read the same extract about lena and anne-marthe from the start to the part on page 3, which is marked and ends after ' lena wails. Hege-susan laughs. Anne-marthe cries.'
2. Get to know the characters: everyone walks around in the space. Tell them to imagine that they are now hege susan. They have been on vacation and made a friend and they like playing with her. But then anne-marthe's old friend comes and tries to destroy the friendship. How do they feel? Do this with all three characters, so everyone understands all three characters' feelings. Goal: get to explore the characters, the different sides to the person, what they are like, their emotions and motivations.
3. Set up a 'stage' with students sitting on the floor or on benches, facing the front.
4. Talk through the rules of the performance to make everyone feel safe (establish the rules in cooperation with the students). Some basic rules. Support those on stage. Suggestions are allowed when you want to help. No suggestions are stupid or wrong.
Ask for three volunteers who will be lena, anne-marthe and hege susan, and try to act out the scene. The performance will begin from when lena shouts and howls like a wolf, hege susan laughs and anne-marthe cries. If necessary, to include boys you can suggest that anne-marthe, for example, could be a boy called arne martin. Offer support with setting the scene with expressions and sounds.
5. Use clapping as from the day before to begin. Pause after a little while.
6. Ask the audience: how can the children get out of this difficult situation? What can they do? What can lena do? What can anne-marthe do? What can hege susan do?
7. Test out different suggestions: this can be done by a) those already on stage can try out the suggestion from the audience or b) someone from the audience can switch places with someone on stage, to test out a suggestion.
8. Test several different suggestions with the group. When the group is satisfied with the solution, the session ends.

EXTENSION: Choose a scenario from the slideshows in Session 1 that have a clear narrative and work on it in the same way.

NOTES