

Friendship

Session 3-4

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 groups made up of a specific number, students talk and make still images about different types of feelings related to friendship.
Materials needed:	
Preparations in advance:	
Preparations:	
The space looks like this:	Open space.

GUIDANCE:

1. The class in the space. Use the whole room. Everyone moves alone without touching anyone else. Adjust pace, gaze direction, relaxed shoulders, hands out of pockets, with friendly instructions. Focus on filling the room, not bumping into each other, do not go in circles. Increase and reduce the pace without bumping into each other.
2. EXTENSION: 1) When your eyes connect with another person – smile at them. 2) Go the extra mile and say hello! 3) Stop, smile and say hello! And then move on.
3. Then say a number, and the students form a group with that number of participants (quickly to avoid students selecting who is in their group – it should be the people close to them). Have a practice. If necessary, countdown from 5. Stop and repeat until everyone understands. When a number is called, students go into groups.
Day 3:
 - a) When playing together, who gets to make the decisions? Discuss with the group.
 - b) When have they wanted to shout and say nasty things to someone? (Such as when Lena says, "You look like a Gorilla" to Hege Susan.) Discuss with the group. Let everyone share
 - c) When have they been really excited and looking forward to seeing someone? Create a frozen image that shows how it feels inside their body when they are looking forward to seeing someone they've missed.Day 4:
In groups, create a large frozen image of an object and a feeling (for example, an argumentative car, a happy swing, a sad house, an excited phone, a scared milk carton).
4. Whole class reflection: What did they come up with in their group?

REFLECTION: MIND READING

This will happen:	By reading each other's thoughts, lying down in pairs, students reflect on what they will remember most 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 lie down 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 lie on their backs side by side in a position they are comfortable with. Ask them to hold their partner's hand.
4. Ask if everyone's okay. If everyone is okay, tell them to close their eyes.
5. Tell them that they should now start practising 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 towards each other.
6. Let's get started. The person in the pair who most recently had their birthday starts by thinking about something from the main session today. Tell them that it's important that they decide the one thing they will think about, and that they think as hard as they can. Try to push the thoughts out of their head and 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. In their pairs, ask them to discuss what they thought their partner was thinking. Was it right or wrong? Whole class reflection: Was it easier or harder to lie next to each other? How can they get better at transferring thoughts? Take suggestions.

NOTES

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TEACHER-LED DAYS. IDEAS FOR MAIN ACTIVITIES

A) Forum Theatre.

- Use the same template as in Session 2, but first spend time coming up with suggestions for scenarios from the students (or using one or two that came to light earlier in the week or using a situation that the teacher wants to focus on, based on the potential issues in the class). Write down the scenarios and pick them from a hat.

NB! If multiple students are involved in a suggested scenario, ensure that everyone understands and agrees that the situation is being used. Ensure that the scenario is used in a way that is perceived as safe for all those that were involved (if it is a real situation that has happened). Ensure that the focus is on jointly helping each other solve a difficult situation.

B) What feeling am I?

1. Place a feeling/emoji on each student's back. (The adults can help to pin on the emojis for everyone).
2. **A:** Everyone walks in the space (like in the warm-up, focusing on making eye contact). The students should help each other to find out what feeling they have on their backs by making eye contact with each other, and showing facial expressions that correspond to the feelings they have on their back
B: The students should try to discover what feeling they have on their back by asking yes/no questions to each other, without using the name of the feeling.
3. If they know what feeling they think they are, they can raise their hand and say the feeling. If they are correct, they go and sit down. If it isn't correct, they continue.
4. Continue until everyone is done.

C) Compose an emotional image on camera.

Each group should compose a photography image that depicts an emotion. Each group gets to try at least two emotions. Someone in the group poses to show the emotion and the word of the emotion must be included in the image in some way. The image is photographed by someone in the group, with a tablet.

1. Divide into groups.
2. Each group agrees on two emotions to work with. Give them about 2 minutes to agree.
3. The groups works with one emotion at a time. Agree on (write the points on the board/flipchart): a) how should they bring out the feeling for the camera? b) who should show the feeling? c) who should take the photograph? d) where should they take the picture to give a suitable background for the emotion? e) Choose props if they think it makes the image more interesting f) how can they include the word in the picture?
4. Take the photo. Experiment with distance, angle (top/bottom, side, etc.). Adjust along the way.
5. Repeat steps 3 and 4 with emotion no. 2.
5. View the photos the groups have created together and talk about their choices and process.

D) Finish reading *Lena and Anne-Marthe's* book.

Read the full story about Lena and Anne-Marthe. Students can draw/write as they listen to the story. Discuss the solution in the book compared to the solutions the class reached through Forum Theatre as in Session 2.

E) Rehearse 'Who can sail?' in preparation for Day 6.

NOTES