

Friendship

Overview



Art of learning

THEME

3



OVERVIEW OF THEME 3

GOALS Exploring friendships and the challenges of friendships both through exploring literary characters, text in music and personal experiences. Highlight, share and express different feelings related to friendship and practice resolving conflicts that may arise in friendship. Highlight the importance of trust and security in the class and explore this practically. Practice listening to increasingly challenging instructions while moving in warm-ups, and practice focus and listening in reflection.

SUMMARY The class becomes familiar with the theme of friendship through the book 'Lena and Anne-Marthe' by Ida Jackson, and works broadly on the theme of this book, as well as its own experiences and the song 'Who can sail', as a starting point. The class will also work on strengthening their relationships with each other.

GENERAL GUIDANCE ON THE THEME 3

The goal is to provide students with tools to manage their own friendship and relationships. It is important to ensure that this topic is explored safely for everyone involved (for example, in forum theatre Day 3-4, make sure to use actual situations and this needs to be considered carefully by the teacher). Also remember that the final film (Day 6) should not be a fully complete film or based on a ready-made product. The adults should avoid the temptation to control the process or lead the children to deliver a particular result.

THEME 3	DAY 1	DAY 2	TEACHER LED DAY 3-4	DAY 5	DAY 6
Content Summary	<p>Warm-up: In number groups have conversations about friendship.</p> <p>Main activity: Read excerpts from the book 'Lena and Anne-Marthe' and get to know the challenges of friendship, from which the students will make still images to create a slideshow.</p> <p>Reflection: Mind reading reflection sitting down: "What will you remember?"</p>	<p>Warm-up: In number groups have conversations/make still images about repairing friendships.</p> <p>Main activity: Repetition of extracts from 'Lena and Anne-Marthe'. Through character work and forum theatre, students practice resolving the conflicts in the book.</p> <p>Reflection: Mind reading reflection standing up: "What was the best solution?"</p>	<p>Warm-up: In number groups have conversations/make still images about feelings related to friendship (Day 3) and objects (Day 4).</p> <p>Main activity: See suggestions for activities in the theme lesson plans.</p> <p>Reflection: Mind reading lying down: "What will you remember best from today's session?"</p>	<p>Warm-up: In number groups have conversations/make still images about trust and safety.</p> <p>Main activity: The pupils will learn about trust and safety in practice through mirroring, falling and catching exercises in groups and as a whole class.</p> <p>Reflection: Walking mind reading reflection: "When were you a good/bad friend in this session?"</p>	<p>Warm-up: In number groups have conversations/make still images based on the text in 'Who can sail'.</p> <p>Learn 'Who can sail' and talk about the text. Assemble content from Theme 3 into a collective piece which is filmed.</p> <p>Main activity: The pupils will learn „Who can sail" and interpret the text. Then they bring together content from the entire Friendship theme, which is filmed.</p> <p>Reflection: Mind reading reflection of choice: "What will you take with you from Theme 3?"</p>
Space	Listening space, open space, viewing space.	Listening space, Open space, viewing space.	Open space.	Open space.	Open space (preferably large room).
Materials	The book 'Lena and Anne-Marthe' by Ida Jackson.	The book 'Lena and Anne-Marthe' by Ida Jackson.		Set of A4 paper sheets, one blindfold for each group in Part 3: 'The bomb'.	Something to play music on. Something to film with and then a screen to show your movie on.
Preparations in advance	Prepare space.	Prepare space.	Prepare main activity and reflection questions.	Go through Exercise 2: Fall/Catch. Make sure that it is well planned and safe. Adjust the framework as needed.	Test technical equipment.

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Session 1

TIME

90 min.
including
break



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WARM-UP: NUMBER GROUPS

This will happen:	The class follows instructions as they move. In number, groups students talk about friendship.
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) **What does it mean to be a good friend?** Tell the students to discuss this as a group ensuring that everyone gets the opportunity to say something. Discuss if they agree or disagree. Repeat bullet point 2, to form a new group. In the new group they will discuss:
 - b) **What does it mean to be a bad friend?** Tell the students to discuss this as a group ensuring that everyone gets the opportunity to say something. Discuss if they agree or disagree.
4. Whole class reflection: What did they find out in their different groups?

REFLECTION: MIND READING

This will happen:	By reading each other's thoughts, sitting in twos, 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. Students continue to work in the same pair as in the main activity.
2. Pairs should find a place in the room where they want to sit 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 sit face to face in a comfortable position. Then ask them to reach out toward each other and to grasp each other's hands or arms.
4. Ask if everyone is 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 against each other.
6. Let's start. One person in each pair starts by thinking about what they remember most from today's session. Tell them it's important that they keep thinking about that one thing and think as hard as they can. Tell them to try to push the thought they have 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.
7. Ask them to discuss what they thought their partner was thinking. Was it right or wrong? Either way, it was very good work and they are getting closer to being able to read each other's thoughts. If it was wrong, they just have to keep practicing. Maybe someone is so good at transferring their thoughts that they can influence others in the class. This reflection is a fun way of exploring the concept of mind reading.

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Session 1

TIME

90 min.
including
break



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MAIN ACTIVITY: SLIDE SHOW – FRIENDS FALLING OUT

This will happen:	A story of friendship is read aloud to the class. Then students make three frozen images about friendship, using their bodies, which they rehearse as a slide show and then show to the class.
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 aloud from the book 'Lena and Ane Marthe', a story about two friends who fall out, from the start to page 24 (or to a mark in the English/Hungarian text). Invite students to imagine what is happening.
2. Divide the class into pairs.
3. In the pairs: Make a statue, a freeze image, of two people who are good friends. Possible follow-up questions: What should the friends do? How are they feeling inside? Can they show the feeling they have inside of them in any way? Once they've made up their minds, freeze. Show an adult the frozen image. Remember the image.
4. Then continuing in their pair: Create a new statue freeze frame where the same children have fallen out. Follow-up questions: How can they notice that someone has fallen out with a friend? What are they doing? How are they standing? How are they feeling inside? Can they show the feeling they have inside of them in any way? Show an adult the image. Remember the picture.
5. Then, in pairs: What happened between the friendship and the other image? Why did the friends fall out? Create a picture that shows how they fell out. Show an adult the frozen image. Remember the picture.
6. Invite each pair to practice moving from frame to frame: first the friendship freeze frame, then how they fell out, and finally the last freeze frame where they have fallen out. They first practice in their pairs, then the whole group simultaneously, each pair changes their image when the adult claps their hands together. Give each pair time to finish and when everyone is ready, go on to the next step.
7. Prepare for the 'presentation'. Everyone sits together with a performance area set up. Refer to the focus of Theme 1 about how to be a good audience for each other: What does it take to be good audiences for each other?
Rules for the audience: The adult is the only person who can comment on what is being done on stage, no one else.
8. Rehearse with the audience: When they hear a clap (from the adult) everyone should close their eyes. When they hear a clap again, open their eyes. Try. Once everyone understands, the performance can begin.
9. Performance: One pair at a time shows their slideshow as follows: Clap (everyone closes their eyes). The pair gets ready for image 1: Friendship. Clap. Everyone opens their eyes and looks for about 3 seconds. Clap (everyone closes their eyes). The pair gets ready for image 2: The friends are falling out. Clap – everyone opens their eyes and looks for about 3 seconds. Clap (everyone closes their eyes). The pair gets ready for image 3: Enemies. Clap – everyone opens their eyes for about 3 seconds.
10. Move straight to the next pair. Repeat until everyone has shown.
11. Everyone sits in a circle on the floor. The adult gives a short, positive and clear comment on something the pairs have achieved well. Reflection question: What was it like to show their work to others? How did they notice that the different pairs were friends? Enemies? How did they fall out? Finish with a positive question pointing to the next session: If they have fallen out – how can they become friends again? In the next session they will find solutions to that together.

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Session 2

TIME

90 min.
including
break



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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.

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Session 2

TIME

90 min.
including
break



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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.

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Session 3-4

TIME

90 min.
including
break



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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.

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Session 3-4

TIME

90 min.
including
break



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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?

- Place a feeling/emoji on each student's back. (The adults can help to pin on the emojis for everyone).
- 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.
- 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.
- 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.

- Divide into groups.
- Each group agrees on two emotions to work with. Give them about 2 minutes to agree.
- The groups work 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?
- Take the photo. Experiment with distance, angle (top/bottom, side, etc.). Adjust along the way.
- Repeat steps 3 and 4 with emotion no. 2.
- 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.

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Session 5

TIME

90 min.
including
break



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WARM UP: NUMBER GROUPS

This will happen:	The group should get used to listening to instructions as they move. In groups of numbers, students talk and make still images about trust and security.
Materials needed:	
Preparations in advance:	
Preparations:	
The space looks like this:	Open space.

GUIDANCE:

1. The class walks around 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. Increase the difficulty: Go quicker but without colliding and introduce eye contact, smiles and saying hello with the others in the room.
3. 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.)
4. When a number is spoken, students go into groups. The students will discuss in the group:
 - a) **What is trust? What does it mean to 'trust someone'?** Discuss in their groups. Do they agree? Listen to what the groups have discovered.
Repeat bullet point no. 3, to form a new group. In the new group they will discuss:
 - b) **Create a freeze frame with the heading 'trust'.** What might that image look like?
Create a picture together.
Repeat bullet point no. 3, to form a new group. In the new group they will discuss:
 - c) **Why is it important to feel safe? What happens if they're not safe? Create two images: Safe and unsafe.** Ask all groups to show their images together, using a clap to transition to the next image (as Day 1).
5. Whole class reflection: What did they come up with in their group?

REFLECTION: MIND READERS

This will happen:	By reading each other's thoughts working in pairs, the students reflect on being/not being a good friend, and about trust and security.
Materials needed:	
Preparations in advance:	
Preparations:	
The space looks like this:	Open space.

GUIDANCE:

1. Divide students into pairs making them different from those earlier in the week.
2. Couples can find a place in the room they want to start from. Do not spend too much time on this, help anyone who finds this difficult.
3. Invite students to stand next to each other. They should have a body part connected.
4. Ask if everyone is okay. If everyone is okay, they can start walking – slowly.
5. Tell them to now transfer thoughts to each other. It's not easy and it can take a long time to get it right. It can help to be tight and have body contact.
6. Let's start. The smallest person in the pair starts by thinking about when in the session they felt like a good or bad friend to someone else. They need to choose either good or bad, and only one thought. It's important that they only think 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 ready/has finished thinking, they give a clear nod of their head to their partner. Then it's the other partner's turn. Extension: Ask an additional question (about trust/confidence) from the session, in the same way.
7. Ask the pairs to discuss and guess what the other was thinking. Did they understand whether their partner was thinking about a time they felt good, or a time they felt bad?
8. Common reflection: What was it like to walk and transfer their thoughts? Was it easier or harder? Why? How can they get better at transferring thoughts? Ask for advice and tips from the group.

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Session 5

TIME

90 min.
including
break



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MAIN ACTIVITY: HOW TO BE A GOOD FRIEND (CREATE TRUST AND SECURITY IN CLASS)

This will happen: The students will learn about trust and safety through exercises in pairs and in groups.

Materials needed: A stack of A4 sheets, one blindfold for each group for part 3: The Bomb.

Preparations in advance:

Preparations:

The space looks like this: Open space.

GUIDANCE:

1. Seeing each other – MIRRORING

1. Start by talking about today's topic: How to be a good friend? Today they're going to rehearse it.
2. Ask the group to line up in two lines, directly facing each other.
3. All the students on the right row are mirrors. Everyone on the left row are people looking in the mirror. They have to stand, facing their mirror through the whole exercise (not moving around in the space).
4. Show an example before everyone starts.
5. After a little while, the students swap roles, so that those on the right row become people, and those on the left are now mirrors.

Remember to make gentle movements, and do not imitate any sounds.

EXTENSION: The person could create different facial expressions/different emotions that the mirror should reflect.

EXTENSION 2: The mirror has different emotions. The mirror is in love with the person. The person being the mirror should imitate the movements, but also show that they are in love with the person in front of the mirror. Further ideas: The mirror is angry at, mocking, making fun of the person in front of the mirror.

REFLECTION: What was it like to do this? When did it (if it did) become difficult? What was it like to follow when they were the mirror? How do they normally see/look at each other? Did they see/look in a different way in this exercise?

2. Trust and safety – FALL/CATCH

1. Demonstrate first. Two people hold onto each other with a tight grip (see photograph below) - one person falls backwards and the other two catch them.
2. Conversation: What does it take for this to be done safely? Let the students provide answers. Stop and discuss [Elaborate around the following concepts]:
 - a) Trust – confidence in each other (trust can be easy to lose)
 - b) Stop the person from falling (be a good friend who can be trusted)
 - c) Being serious (keep focused, don't let go. It often feels scary and making jokes about it can make it feel unsafe)

3. Make groups of three.

The task is done collectively – one group at the time, everyone else watches. (Ensure that everyone takes it seriously).

Group reflection: How did this go? Did it feel safe to fall into the arms of the others?

4. Trust and security – THE BOMB

1. Spread A4 sheets on the floor, the sheets are bombs.
2. Divide into at least 4 groups. Each group lines up behind a line.
3. The first person in each line is blindfolded.
4. The group will now guide the blindfolded person past the bombs, only using spoken communication (not guiding physically).
5. The adult will tell them when the bomb explodes. If that happens, the student has to go back behind the line.
6. The adult can give simple tips on how to communicate better but try to let the students find better ways themselves.
7. The goal is to get the whole team over to the other side.
8. The challenge is that there will be a lot of sound from all parts of the room and the person who is blindfolded will have trouble understanding who is talking to them.
9. Students must find ways to communicate with each other without shouting.

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Session 6

TIME

90 min.
including
break



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WARM UP: NUMBER GROUPS

This will happen:	The group will get used to listening to instructions as they move. In number groups, students talk and make pictures about the text in the song 'Who can sail'.
Materials needed:	
Preparations in advance:	
Preparations:	
The space looks like this:	Open space.

GUIDANCE:

1. The class walks 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. Increase the difficulty: Go quicker but without colliding and introduce eye contact, smiles and saying hello with the others in the room, moving silently
Advancement: Say a word, and then 3-2-1 freeze! On "freeze", everyone should stand as statues in a pose associated with the word that was just said. Feel free to choose words from the whole Theme 3, for example, Lena, Anne-Marthe, Hege Susan, safety, trust, mind reading, falling and so on.
2. Then put on the song 'Who can sail'. Ask everyone to walk and listen to the song. Ask them to think by themselves: what is the song about?
3. Then say a number, and students form a group with that number of participants, quickly. (Stress the speed to get everyone to find people close to them, avoiding people from 'choosing' group members.)
4. When a number is spoken, students go into groups. In their groups they should:
 - a) Discuss: What is the song about? Discuss as a group and ensure everyone contributes to the discussion.
 - b) Repeat bullet point no. 4, to form a new group. In the new group they will discuss select a stanza from the song and create an image from that stanza.
 - c) Repeat bullet point no. 4, to form a new group. In the new group they will select a stanza from the song and create an image from that stanza.
5. Transition to the main activity.

REFLECTION: MIND READERS

This will happen:	By reading each other's thoughts, in pairs students reflect on the theme of friendship.
Materials needed:	
Preparations in advance:	
Preparations:	
The space looks like this:	Open space.

GUIDANCE:

1. Students work in pairs, working with a partner who should be someone they haven't worked with recently. Help those who need support.
2. Pairs find a place in the room they want to start from. Help those who find this difficult.
3. Ask students to choose a position: stand/sit/lie down or walk. Either way, they should have a body part in contact or close.
4. Ask if everyone is okay. If everyone is okay then they can start.
5. Tell them to transfer thoughts to each other. It's not easy and it can take a long time to get it right. It can help to be close and have body contact.
6. Let's start. One person in the pair (they decide) starts by thinking about what they're going to remember/take with them from the friendship theme. Remind them it's important that they just choose one thing, and that they think about that one thing as hard as they can. They should try to push the thoughts out of their head into the head of their partner. When the 'thinker' is ready/has finished thinking, they give a clear sign with their hand or nod their head to their partner. Then it's the other person's turn.
7. Ask the pairs to discuss and guess what the other was thinking. Did they find out?
8. Group reflection: What was it like to have to make so many choices for themselves? Reflect on any challenges identified about having a free choice to find a partner – how to do that and make sure it is okay for everyone? Is it possible to transfer thoughts? What do they remember/take with them from this topic of friendship?

NOTES

Friendship

Session 6

TIME

90 min.
including
break



Art of learning

THEME

3



MAIN ACTIVITY: WHO CAN SAIL – FILM

This will happen:	The students will learn 'Who can sail' and interpret the text. Then they bring together content from the entire Friendship Theme, which is filmed and possibly shown.
Materials needed:	Something to play music on. Something to film with and to screen the film on – a screen/projector.
Preparations in advance:	Test that the technical equipment works.
Preparations:	Test that the technical equipment works.
The space looks like this:	Open space – preferably a large room.

GUIDANCE:

1. Imitate the stanzas from the song, with tune, (either while still in the set-up from the warm-up, or everyone gathered in a circle):

*Who can sail without wind
Who can row without oars
Who can be separated from his friend
without shedding tears?*

*I can sail without wind
I can row without oars
but not separated from my friend
without shedding tears*

2. Discussion: What is the song about? Who could have written the song? Why? What kind of feelings might the song writer have had when writing?
3. Everyone sings together, singing it in different ways (with different emotions, pace, in unison). What version fits the content best?
4. Conclusion: What have they been doing these last two weeks? (focus on content, but also on the various exercises). Repeat what the song is about.
5. Divide the students into groups. Explain that they're going to use the song and what it's about and make something new out of it. Start with the song and one or two of the activities they've done in the Friendship Theme and make something together as a group.
6. Let the groups work on their own with their task. If someone is stuck or finished early, help them with suggestions of how to improve.
Give time for the groups to practise so they can remember it well.
7. Connect everything into a common 'piece' where all the groups perform at the same time, in different places in the room. If needed, use a clap to start and end. Feel free to create a frame, for example, everyone singing 'Who can sail' together, or keeping the music on as a backdrop. Remember that this is a work-in-progress, in which the process is in focus (not the result).
8. Try it once without filming. If necessary, allow time for adjustments/practice if necessary.
9. Viewing/filming: Use clap as a start. Everyone does their part at the same time and this is filmed.
10. The film can be shown immediately afterwards or saved for another time.

NOTES