

The Golden Chest, Part 1

Session 1

TIME

90 min.
including
break



Art of learning

THEME

4



TRIGGER BEFORE WARM-UP: DISCOVERING THE GOLDEN CHEST

This will happen:	The group discovers the Golden Chest and the writing on the board, and they discuss what it might be.
Materials needed:	Golden Chest. Small speaker connected to a sound system.
Preparations in advance:	Find objects that make sounds to keep in the Golden Chest. Ensure that the speaker and sound system are connected.
Preparations:	Prepare the room. Put the Golden Chest out. Connect the sound system on low volume and hide it in the chest. Write on the board: 'GOAL: To fill the Golden Chest with sounds and words from our lives and make stories out of them.'
The space looks like this:	Open space, with the Golden Chest and the GOAL written on the board.

GUIDANCE:

1. The students enter the room, see the Golden Chest, and read the GOAL on the board by themselves.
2. Introduce the week: gather the group in a circle and explain the goal on the board. What is the Golden Chest? What does it say on the board? What does that mean? Everyone looks at the chest, then closes their eyes: How did the Golden Chest get here? Acknowledge the answers, tell them it has been brought here because it is important for the work they are going to do over the next few weeks.
3. Students in groups of 3–4 discuss what the Golden Chest is for and agree on at least one important thing it is for. Listen to the ideas from the groups.
4. Ask if the Golden Chest should be opened. Listen to the sounds coming out of it.
5. Tell them they will fill the chest with sounds and words they have found, learning to use these sounds, putting them together into words and stories in new and exciting ways. But to make that happen, they must learn to become sound catchers, word detectives, liars and finally storytellers! It is important to take one step at a time, and they must first learn to become sound catchers! Their ears are magical, they hear a lot more than they might notice.

WARM UP: MAGIC EARS

This will happen:	Lie on the floor and practise listening. Start converting sounds into letters together.
Materials needed:	Whiteboard/smartboard and writing materials.
Preparations in advance:	
Preparations:	
The space looks like this:	Open space.

GUIDANCE:

1. Students lie on the floor, with space between them and their eyes closed. Invite the students to open their magical ears and listen for any sounds they manage to capture with their ears. First listen very carefully to what kind of sounds they hear that are from outside the room they are in. Let it be quiet for a little while.
2. Ask them to try to capture sounds from inside their body. Let it be quiet for a little while.
3. Invite students to open their eyes and sit up calmly. How many people heard noises coming from outside the room? From inside their body? Ask if anyone can describe a sound they heard. What did it sound like? Can you recreate it/imitate it? Let two or three students describe and recreate the sounds to the best of their ability.
4. Ask everyone to recreate a sound they heard with their voice. Remember, the sounds we heard were quite quiet. Adjust volume up and down as necessary.
5. Select a student with a clear sound: ask the student to make the sound for everyone to hear. The rest of the group listens. Group question: what letters can they use to capture that sound? The class helps each other out. Write down the letter suggestions on the whiteboard/smartboard.
6. Repeat step 5.
7. Transition to main activity: Now they are ready to capture the first sounds for their word chest!

REFLECTION: INTERVIEW AND HAND SQUEEZE IN A CIRCLE

This will happen:	Students interview each other in pairs about two things from the session. Each student must remember the other student's answer. Gather in a circle. Share information from the interviews. Hand squeezes are sent around the circle (Game: Pass the Pulse.)
The space looks like this:	Open space. Can also be done outdoors.

GUIDANCE:

1. What is an interview? Let students explain and provide examples. Agree what an interview is and encourage students to 'roleplay' the interview situation when they complete the task.
2. In pairs: one person will interview the other and ask them two questions from today, then switch. This time it is important to remember their own answers. Suggested questions (feel free to use students' suggestions): What do they think about their choice of word? Which sound from today did they like best? Why is that?
3. In a circle: everyone holds hands. Invite random students to share their answers from when they were interviewed. An adult sends a gentle hand squeeze around the circle (Game: Pass the Pulse). When the hand squeeze returns, the session ends with a thank you to everyone for their efforts today.

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MAIN ACTIVITY: SOUND CATCHERS INDOORS

This will happen:	<p>A. In several rooms, different soundtracks are played. In groups students listen and convert these sounds into letters. They agree on common words for sounds, and transfer these to gold paper. B. Collection: the words are read aloud and the gold papers are solemnly placed in the Golden Chest. C. Voting will take place on Day 2. D. Joint interview-style reflection about the choice and sound.</p>		
Materials needed:	<ul style="list-style-type: none"> • Golden Chest. • A3 sheet of paper (one for each group of 3 students). • Crayons/pens. 	<ul style="list-style-type: none"> • Pencils. • Sound system and soundtracks in each room. • Gold paper. 	<ul style="list-style-type: none"> • Marker that writes clearly on the gold paper. • 1 sheet for each alternative location on Day 2. • Round stickers/dots (one for each student).
Preparations in advance:	<ul style="list-style-type: none"> • Find soundtracks of 3-5 minutes duration for each room: for example, unknown music styles, conversations in foreign languages, underwater sounds, fireworks, office noises, factory sounds. • Cut the gold paper into pieces of suitable size. • Identify alternative locations for Day 2. Write them down: one location on each sheet of paper. • If extra tasks are needed, prepare for the ceremony. 		
Preparations:	<ul style="list-style-type: none"> • Set up the sound system in each room. • Lay out blank sheets of paper, coloured pencils, gold paper and markers in each room. • Put the Golden Chest (and possibly ceremony items) in the main space. 		
The space looks like this:	Two or three different rooms for group work with/without desks.		

GUIDANCE:

Layout: students are divided into 2-3 rooms. In groups of 3-4 students they find their own space in the room and are given gold paper and coloured pencils. The group sits around their piece of paper. In each room, a soundtrack is prepared which students will listen to. There should be different soundscapes in each of the rooms.

1. Explain, before putting the soundtracks on, that the group should listen to the sounds they hear, and capture/write down on the group's piece of paper the letters they think fit the sounds. They can write while listening. Afterwards, the sounds they catch will be put in the Golden Chest. Remind them that if they do not know how to capture the sounds with letters, it does not matter. They should try, and they can ask for help – it is the only way to be better sound catchers. Variation: add that they can fill the sheet with moods that match the sounds: happy, sad, calm, excited, cross, bubbly, light, dark, etc.
2. Play soundtrack (3-5 minutes long).
3. If necessary, give the groups time to finish after the soundtrack has finished.
4. In groups, tell each other about the sounds they heard and the letters they think matched. Do they have many similar letters/sounds? Read them to each other. What do they sound like?
5. In the groups, agree on choosing one (or more) new sound word from those they wrote. Write the word(s) they agree on, on the piece of paper.
6. Ceremonious handover: each group receives a marker, and one gold paper per word, and they write down the word(s) the group has chosen. (If time, see suggestions below.)
7. Gather the groups from every room for the ceremony: everyone from the same group comes up to the Golden Chest with their words. Each group says their sound words out loud or displays their mood sheet. The groups are then allowed to lay their gold papers solemnly into the Golden Chest. (If time, see suggestions below.)
8. Preparing for tomorrow: tomorrow they will go out and catch sounds outside the school. They can take part in deciding where to go. Put up 3-5 suggestions on the wall/board. Students each get their own little round sticker, which they place next to the location they want. Select the location that receives the most stickers.
9. Joint reflection on the choice of location and sound (in interview style as a transition to reflection): Why did they vote for the place they voted for? Was the election fair? Why/why not? What does it take to be a good sound catcher? What is sound? How do they perceive sound?

IF THERE IS TIME:

Point 6. Practise saying the word(s) together. What does that sound like? Add moods (see point 1). Option: share the words with others in the room.

Point 7. The groups from other rooms can ask what the moods are (see point 1) and let them guess which sound fits which mood.

NOTES