

# The Golden Chest, Part 1

## Session 2

TIME

90 min.  
including  
break



Art of learning

THEME

4



### WARM UP: MAGIC EARS

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

#### GUIDANCE:

1. Students lie on the floor, with space between them and with their eyes closed. Then invite students to open their magical ears and listen for what sounds they capture with their ears. Listen very carefully to the kind of sounds they hear from inside this room. Let it be quiet for a little while.
2. Choose another place to listen from – either from neighbouring rooms or from outdoors. They might hear traffic sounds/nature sounds or sounds of other classes at school. Any sounds other than sounds from Day 1?
3. Invite students to open their eyes and sit up calmly. What kind of noises did they hear? Ask if anyone would describe a sound they heard. What did it sound like? Can they recreate it/imitate it? Let a couple of groups describe and recreate their sounds to the best of their ability.
4. Ask everyone to recreate a sound they heard with their voice. Remember, the sounds heard were quite quiet. Adjust the volume up and down as necessary.
5. Select a student with a clear sound: ask if that student can say the sound for everyone. The rest of the group listens. Ask what letters can they use to capture that sound? The class helps each other. Write down the letter suggestions on the whiteboard/smartboard.
6. Repeat step 5.
7. Transition to main activity: Now they have warmed up their ears, they are ready to go out to catch new sounds for the Golden Chest!

### REFLECTION: INTERVIEW AND HANDSHAKE IN CIRCLE

<b>This will happen:</b>	Students interview each other in pairs about two things from the session. They should try to remember the other person's answer. Gather in a circle. Share information from the interviews. Hand squeezes are sent around the circle.
<b>Materials needed:</b>	
<b>Preparations in advance:</b>	
<b>Preparations:</b>	
<b>The space looks like this:</b>	Open space.

#### GUIDANCE:

1. What is an interview? Repeat from the day before. Encourage the students to 'practise' the interview situation when they complete the task.
2. In pairs: one person will interview the other, asking two questions from today, then switching. It is important to remember the answers of their partner. Suggested questions (feel free to use students' suggestions): Which sound from today made them most happy? Which sounds irritated them/bothered them? Which sound makes them the saddest? Why?
3. In a circle, everyone holds hands. Invite random students to share their partner's responses to the questions (select different students than those selected the day before). An adult sends three gentle hand squeezes around the circle. When the hand squeezes returns, the session ends with a thank you (Game: Pass the Pulse).

### TIP: TO GET A CALM, COMFORTABLE ATMOSPHERE IN THE LAST PART OF REFLECTION

**Pin:** Once the circle is formed, ask everyone to open their magical ears and listen together, and drop a pin on the floor. When everyone hears it fall (requires calm), you switch to hearing answers from the interviews.

**Whispering instructor:** Speak very low, almost whispering in the circle (this requires calmness and focus).

### NOTES

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### MAIN ACTIVITY: OUTDOOR SOUND CATCHERS

<b>This will happen:</b>	Travel to the agreed location and listen for sounds and capture them in the sound catcher notebooks which students bring with them.
<b>Materials needed:</b>	<ul style="list-style-type: none"><li>• Sound catcher notebooks and pencil for each student.</li><li>• Cloth bags for additional tasks.</li></ul>
<b>Preparations in advance:</b>	Plan their trip to their location, try out the route if necessary and arrange tickets for public transport if needed.
<b>Preparations:</b>	
<b>The space looks like this:</b>	Agreed trip location.

#### GUIDANCE:

1. Explain that on the trip they will capture the sounds they hear in their sound catcher notebooks, so look after them until they are back in school, and they can put the sounds in the Golden Chest tomorrow. Ask them to listen for beautiful, strange, sad, annoying, familiar and unknown sounds. 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 become better sound catchers.
2. Hand out sound catcher books and pencils which each student will look after themselves. If necessary, students can be divided into smaller groups, working together on the trip. If there are enough adults to do this then the groups can walk different routes.
3. Upon arrival at the trip location, students are allowed to stand/sit down somewhere and then they are left alone to listen, as they have done in the warm-up and in the last session. Remind them that they can listen for beautiful, strange, sad, annoying, familiar and unknown sounds, funny, loud, low sounds. They write down the letters they think match the sounds in their sound catcher notebook.
4. If they have decided on more destinations, go to the next location. Alternatively, suggest they stop on the way to and from school and also collect sounds there. Ask them to remember the sounds they hear on the journey between their home and school, if appropriate.
5. Back at school, write down any sounds that the students have not managed to write down in their sound catcher book yet. Collect books and pencils.
6. Common reflection: What is the difference between a sound and a letter? What is the same? How are sounds related to letters? How are sounds related to words? Each student can share one or two sounds they have written down in their sound catcher book. The other students may suggest where the sounds students have shared have come from.

#### ADDITIONAL TASKS: PREPARATION FOR WARM-UP DAY 3-4

Secret mission: ask students to individually collect small things that make sounds when they are rubbed, shaken or dropped on the floor. These can be collected in cloth bags (because they do not make sound) and can therefore be used in the warm-up on Day 3. Ask them not to share what they find with other students as on the next day they will be trying to guess what is making each of the sounds.

For teachers: If students do not do the extra task, you should collect things that make sounds for use in the warm-ups for Days 3 and 4.

#### NOTES