

The Golden Chest, Part 1

Session 3-4

TIME

90 min.
including
break



Art of learning

THEME

4



WARM UP: MAGIC EARS – GROUP VERSION

This will happen:	In groups, students should listen to sounds their peers have collected. Write down the sounds they hear and imagine where they are from.
Materials needed:	<ul style="list-style-type: none">• A bag of secret objects for each group that make a noise when you rub, shape and/or let them fall to the floor (preferably they should be sourced during the trip on the previous day).• Sound catcher notebooks and pencils.• Blindfold, one for each student (except group leaders).
Preparations in advance:	Collect items that make a noise in a cloth bag for each group.
The space looks like this:	Room for group work with/without desks. In each group, students sit on separate chairs blindfolded. Make sure there is some distance between the groups.

GUIDANCE:

1. Divide students into groups. One student in each group should lead, the others should sit on chairs with closed eyes/blindfolds on and listen. The groups can decide who should lead.
2. Explain, and show an example: in each group, the leader will select 3 objects, and those in the group will hear the sounds they make one by one. When the leader makes sound no. 1, they say "Sound No.1", and listeners should listen and try to hear what makes the sound. They should not say it out loud but remember it as "Sound No. 1".
3. Those who are going to listen, sit down and are blindfolded. The leader gets out their bag of secret objects that make sounds. They select 3 objects. They bring out one object at a time, saying "Sound No. 1/2/3", and then rub, shake and/or drop the object to the floor, so it makes a faint sound. Remind them that the sounds should be quiet ones, to test how magical our ears are (and not to damage our hearing or interfere with the other groups).
4. The leader hides the objects back in the bag, and the group is allowed to take off their blindfolds. They are then allowed to write down (or draw) what they thought made Sounds No. 1, 2 and 3. Once everyone has done that, the leader can show the objects one at a time.
5. Group question: What was it like to be blindfolded? What was it like to lead the others? What was it like deciding who would be the leader? What was difficult? What was easy? They're going to do this again tomorrow (Day 4). How can they make the exercise even better? Safer? Harder – if too easy?
6. Transition to main activity: Now they have warmed their ears and are ready to work on their sounds and the Golden Chest!

REFLECTION: INTERVIEW AND HANDSHAKE IN A CIRCLE

This will happen:	Interview each other in pairs about two things from the session. Remember the other person's answer. Gather in a circle. Share from the interviews. Hand squeezes are sent around the circle.
Materials needed:	
Preparations in advance:	
Preparations:	
The space looks like this:	Open space.

GUIDANCE:

1. Agree which two questions to ask.
2. In pairs, one person will interview the other, asking two questions about the activity today, then switch. It is important for them to remember the answers of their partner.
3. In a circle: everyone holds hands. Invite random students to share their partner's responses to the questions (select different students than those from the day before). An adult sends several gentle hand squeezes around the circle. When they return, the session ends (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, listen together and drop a pin to the floor. When everyone hears it fall (requires calm), move to hearing answers from the interviews.

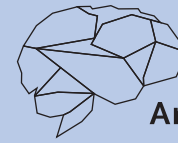
NOTES

The Golden Chest, Part 1

Session 3-4

TIME

90 min.
including
break



Art of learning

THEME

4



TEACHER-LED DAYS. IDEAS FOR MAIN ACTIVITY ARE

Day 3: Put sound words into the Golden Chest on gold paper.

Create groups of 2 or 3 (teacher determines groups). Work on the findings from Day 2 and the warm-up Day 3. Tell each other what sounds they have found in each place. Read what they have written. Work together to find 6 (adjust the number of up/down) favourite sound words that the group will transfer to gold paper and put in the Golden Chest. Perform the ceremony of putting the words into the Golden Chest.

Comic strip

Read a comic strip and look for words which describe sounds when something happens. Students create their own comics in pairs, where they get to pick (blindly) 3-5 gold words from the Golden Chest and use at least two sound words from the comic strip (for example, crash, bang, ahhh!).

Soundtrack

Variation of Day 1: put the groups in different rooms. Let them hear various soundtracks taken from specific places (bus station, cinema, marketplace, etc.). Task: recreate the soundtrack of this place with their own voices and bodies. Share these with each other.

NOTES