

The Golden Chest, Part 1

Session 5

TIME

90 min.
including
break



Art of learning

THEME

4



WARM UP: STOP AND GO – LIKE DETECTIVES

This will happen:	Everyone goes into the room, listens to instructions, practises being detectives.
Materials needed:	
Preparations in advance:	
Preparations:	Possibly clear the room.
The space looks like this:	Open space.

GUIDANCE:

1. Everyone finds a place in the room where there is no one else. Explain that they should immediately start walking, and that they must listen as they go, because you will give instructions along the way. Tell them to start walking.
2. Focus on them walking alone, with space around them, filling up spaces in the room, relaxing their shoulders, dropping their hands down, looking forward and smiling at each other.
3. Then tell them to stop when they hear “Stop” and go when they hear “Go”. Try this a few times. Get everyone to stop and start at the same time, reacting quickly.
4. Ask how they could walk differently? Let them think for a while and share their suggestions. Everyone should try out some of the suggestions from the students. Experiment with different tempos, light-heavy, etc. Vary with stop and go.
5. Ask them what a detective is? How does a detective move? Ask students to make suggestions and to try this out themselves. Get them to use all their senses including listening. Say stop, and ask some students to continue to be detectives so the others can see what they are doing and get inspiration from that.
6. Transition to main activity. At the next stop, tell students that they should now be detectives, and continue to use their magic ears, but now they should also connect their eyes and other senses, and look not only for sounds, but also for clues and words!

TIP: HOW TO MAKE IT OBVIOUS THAT EVERYONE SHOULD PARTICIPATE

All adults, except the one who gives the instructions, should take part in the exercise with the students. No one is an observer.

REFLECTION: INTERVIEW AND HAND SQUEEZE 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:	The sound catcher books and pencil/pen.
Preparations in advance:	
Preparations:	
The space looks like this:	Open space.

GUIDANCE:

1. Encourage students to ‘act out’ the interview situation as detectives, using questions to complete the task.
2. Ask students to identify questions that can be asked from today’s session. Agree on 2 questions, before students pair up.
3. In pairs, one person should interview the other, ask two questions, then switch. Write down words from the answers in the sound catcher books to help remember the other person’s answers.
4. In a circle, everyone holds hands. Someone (volunteering) shares what their partner said in the interview. An adult sends several gentle hand squeezes around the circle, in both directions (Game: Pass the Pulse). When they have returned, the session ends with a positive comment about something that went well in today’s session.

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 to the floor. When everyone hears it fall (requires calm), move to hearing answers from the interviews.

Whispering instructor: Speak very quietly, almost whispering in the circle (requires calm and focus).

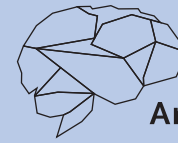
NOTES

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MAIN ACTIVITY: DETECTIVE WORD HUNT

This will happen:	The students are detectives and work in groups. An adult accompanies the students into a room they do not normally have access to. Here, the groups collect words that they write down in their sound catcher book.
Materials needed:	Sound catcher books, magnifying glass and pens/pencils for each student.
Preparations in advance:	Find rooms that students do not normally have access to around the school. Suggestions: school kitchen, teachers' staff room, the attic/basement room or workshop.
Preparations:	
The space looks like this:	Classroom and several interesting rooms in the school that the students do not usually have access to.

GUIDANCE:

1. The conversation begins in the transition from the warm-up. Demonstrate that students have become very good at listening and collecting sounds but that the Golden Chest needs more than sound words, and that they are now ready for the next step, like all-word detectives! They will still listen, but also look for words and all kinds of things they want to write down. It is going to be a Golden Chest with all kinds of words from their lives! And now they need some real detective equipment: hand out the detective equipment – magnifying glass. In addition, they get their sound catcher books and a pencil/pen.
2. Ask what kind of words they can gather from the warm-up? (Something they were thinking about, something they were doing, something someone said). Listen to their ideas. To everyone: write down one word of their choice from the warm-up. Make sure everyone understands. Offer help if needed.
3. Divide students into groups based on the number of adults available. They are a team of detectives, and they are going to work together to find words. Use all their senses, listen for words, look for words (with their eyes and with the magnifying glass), smell words, feel words. Everyone should collect at least 5 words each. How many words does this add up to in their group?
4. An adult goes with each group and finds an exciting room. In their groups, the students can help each other to find words. Remind them that if they do not know what the words sound like, or how they're written, it doesn't matter. They try – and they can ask for help – that is the only way to become better word detectives.
5. After about 30 minutes and everyone has found five (or another agreed number) words each group returns to the classroom.

TIPS:

- Have the groups ready in advance:** Divide students into groups based on the number of adults available. Each adult goes with their group. In each group try to include some students who are enthusiastic about reading/writing.
- The adult in the background:** The adults stay mostly in the background when everyone enters the room. Help if words are hard to find: What do they see in the room? What is so small that they only see it through the magnifying glass? What do they hear? What do they smell? What would a detective look for? What do they like? Help with letter sounds if their writing stops completely, but don't correct spelling.

NOTES