

The Golden Chest, Part 1

Overview



Art of learning

THEME

4



OVERVIEW OF THEME 4

GOALS	Explore listening from various sources, capture/translate sounds into words, discover and write their own onomatopoeia/s and other words, and through this process increase their motivation for writing. Get to know questioning and interview techniques, use memory, and focus on reflection.
SUMMARY	The class will receive a Golden Chest, which they will fill with words during Themes 4 and 5. They will find these words as sound collectors and through word hunting both indoors and outdoors (Theme 4). They will then work with storytelling based on the words they have collected (Theme 5).

GENERAL GUIDANCE ON THE THEME 4: The goal is to give students their own motivation for writing. Let the students have time to convert the sounds and words they see and hear into letters. Help if someone is stuck but allow room for their own exploration. Spelling and how the letters are formed are practised at another time. Here the focus is on motivation – correcting the writing can destroy this. Try to let the students figure out the spelling as best they can. Tip – highlight letter sounds rather than answer.

THEME 4	DAY 1	DAY 2	TEACHER LED DAY 3-4	DAY 5	DAY 6
Content Summary	<p>Trigger: The students discover the Golden Chest and practise listening.</p> <p>Warm-up: Magic ears - The students lie on the floor and practice listening.</p> <p>Main activity: Begin the conversion from sound to letters together, individually and in groups. Collections of the first words for the Golden Chest. Choice of destination for Day 2.</p> <p>Reflection: Interview reflection and hand squeeze sent around the circle.</p>	<p>Warm-up: Magic ears - The students lie on the floor and practice listening.</p> <p>Main activity: Trip to an agreed destination to capture sounds to add to the Golden Chest.</p> <p>Possible extra assignment: collect things that make sounds. Continue the conversion from sound to word together, individually and in groups.</p> <p>Reflection: Interview reflection and hand squeeze sent around the circle.</p>	<p>Warm-up: Magic ears – group version.</p> <p>Main activity: Transfer words from Day 2 onto gold paper and into the golden chest.</p> <p>Otherwise see suggestions for activities in the theme lesson plans.</p> <p>Reflection: Interview reflection and hand squeeze sent around the circle.</p>	<p>Warm-up: Stop and Go Like Detectives is a detective version where students walk around the room with different gaits and detective movements.</p> <p>Main activity: The students become sound detectives, are given equipment, go on a detective word hunt and collect words in groups.</p> <p>Reflection: Interview reflection as detectives and hand squeeze sent around the circle.</p>	<p>Warm-up: Stop and Go the detective version where the students walk into the room, using detective movements to explore.</p> <p>Main activity: Transfer yesterday's collected words onto gold paper and add to the Golden Chest. Practise being liars in a lying circle.</p> <p>Reflection: Interview reflection as detectives and hand squeeze sent around the circle.</p>
Space	Open room, two or three different rooms for group work with/without desks.	Open room and agreed destination.	Open room, room for group work with/without desks.	Open room and several rooms in the school the students do not usually have access to.	Open room, classroom.

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NOTES

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THEME 4	DAY 1	DAY 2	TEACHER LED DAY 3-4	DAY 5	DAY 6
Materials	<ul style="list-style-type: none"> • Golden Chest. • Mini sound system with speaker. • Whiteboard and writing utensils. • A3 sheets (one for each group of 3 students). • Crayons/pencils. • Music player in each room. • Sound clips (different in each room). • Gold paper • Felt-tip pen that writes well on the gold paper. • One sheet of paper for each alternate destination for Day 2. • Round stickers (one for each student). 	<ul style="list-style-type: none"> • Golden Chest. • Whiteboard and writing utensils. • Notebooks for each student (called Sound catcher book) and pencil for each student to take with them to their destination. • Cloth bags for extra assignments. 	<ul style="list-style-type: none"> • Golden Chest. • Sound catcher books (notebooks) • Sticky notes (3 for each student). • Pencils for each student. • Bags (1 for each group) with things that make sounds. • Blindfold (for each student). • Gold paper • Felt-tip pen that writes well on the gold sheets. • Scissors. 	<ul style="list-style-type: none"> • Sound catcher books (notebooks) for each student. • Magnifying glass for each student. • Pens/pencils for each student. 	<ul style="list-style-type: none"> • Golden Chest. • Sound catcher books. • Pencils/pens. • Gold paper. • Markers that write well on the gold paper. • Scissors.
Preparations in advance	<ul style="list-style-type: none"> • Find objects that make sounds to keep in the chest. • Ensure that the speakers and sound systems are synched to each other. • Find sound clips for each room: for example, unknown music styles, conversations in foreign languages, underwater sounds, fireworks, office noise, factory sounds. • Identify alternative destinations for Day 2. Suggestions: Shop/market, farm, forest, bus/train station, main road, river/sea, church, construction site. • Write them down or draw one destination on each sheet. • Assess whether the group should be divided and visit different places. • Possibly prepare for the ceremony/magical moment when the golden chest is opened for the first time. 	<p>Plan the trip to the destination and try the route if necessary. Arrange any tickets for public transport.</p>	<ul style="list-style-type: none"> • Fill bags with objects that make sounds for the warm up. • Possibly cut gold paper into strips; one for each word. 	<p>Find rooms the students are not familiar with around the school. Suggestions: school kitchen, teacher's room, the attic/basement, workshop.</p>	<p>Possibly cut up gold sheets into strips (or the students can do it themselves).</p>

NOTES

The Golden Chest, Part 1

Session 1

TIME

90 min.
including
break



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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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Session 1

TIME

90 min.
including
break



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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. 		<ul style="list-style-type: none"> • 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. 		<ul style="list-style-type: none"> • 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.

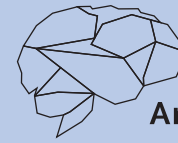
NOTES

The Golden Chest, Part 1

Session 2

TIME

90 min.
including
break



Art of learning

THEME

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WARM UP: MAGIC EARS

This will happen:	Lie on the floor and practise listening. Start converting sounds to 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 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

This will happen:	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.
Materials needed:	
Preparations in advance:	
Preparations:	
The space looks like this:	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

The Golden Chest, Part 1

Session 2

TIME

90 min.
including
break



Art of learning

THEME

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MAIN ACTIVITY: OUTDOOR SOUND CATCHERS

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

The Golden Chest, Part 1

Session 3-4

TIME

90 min.
including
break



Art of learning

THEME

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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.

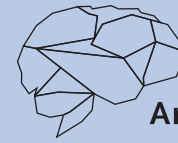
NOTES

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

The Golden Chest, Part 1

Session 5

TIME

90 min.
including
break



Art of learning

THEME

4



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

The Golden Chest, Part 1

Session 6

TIME

90 min.
including
break



Art of learning

THEME

4



WARMUP: 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 they will get 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 start when they hear “Go”. Try it a few times. Get everyone to stop and start at the same time, reacting quickly.
4. Ask how a detective moves? Have students try this out for themselves. Give a few more hints and ideas they can try out to become more like detectives (for example, go silent, sneak up, stay still.)
5. Ask students to think about yesterday and the words they collected as a detective. When they hear “Go”, they are going to make a sound/say a word they have written down and make a movement that fits the word. At “Stop”, they are going to be completely silent.
6. Transition to the main activity. At stop, ask them to collect their sound catcher books and lie down in a circle on the floor.

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.

REFLEXIÓ: INTERJÚ ÉS KÉZFOGÁS KÖRBEN

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 through the circle.
Materials needed:	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 in an interrogation when they do this task. They can use their sound catcher books to write down the answers (keywords only).
2. Ask students questions about what happened today. Agree on 2 questions, before the 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 remember.
4. In a circle, everyone holds hands. Invite students who have not yet had a chance to speak, to share 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 thank you for good work on Theme 4, and with brief information about continuation in Theme 5.

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), switch to hearing answers from the interviews.

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

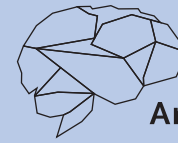
NOTES

The Golden Chest, Part 1

Session 6

TIME

90 min.
including
break



Art of learning

THEME

4



MAIN ACTIVITY: GOLD PAPER AND LIARS CIRCLE

This will happen:	Students transfer the words they have found to gold paper and place them in the Golden Chest. Preparing for the next topic, students form a circle where everyone will say something that is not true about themselves.
Materials needed:	Sound catcher books, gold paper, Golden Chest, markers that write clearly on the gold paper, possibly scissors.
Preparations in advance:	Possibly cut gold sheets into strips (or students can do so).
Preparations:	
The space looks like this:	Classroom where students can sit and work, as well as stand in a circle.

GUIDANCE:

Part 1: Gold paper

1. Hand out sound catcher books, gold paper, scissors, and markers.
2. Explain that they will now take the words they have gathered in their books, write them on gold paper and transfer them to the Golden Chest. Let students sit somewhere quiet to write.
3. Additional instructions: students can also write down words from the reflection yesterday and the warm-up today. Once the words are transferred to gold paper, they are cut out. Students can put them in the Golden Chest when they're finished. They can work in their groups from the previous day to help each other.

Part 2: Liar's Circle

1. Gather in a circle: Explain the task and provide an example: each person (student and adult) says their name and one thing about themselves that is a lie (for example, "my name is Svend, and I have flown to the moon").
2. Everyone answers, "Huh? Is it true?" The person who lies says, "Yes!" Then on to the next person.
3. They can do this twice if the exercise is fruitful.

EXTRA TASK:

How many words in total has the class collected in the Golden Chest?

NOTES