

The Golden Chest, Part 2

Session 1

TIME

90 min.
including
break



Art of learning

THEME

5



WARM UP: STOP AND GO

This will happen:	Stop and Go – further development including reversing the instructions and walking at different speeds.
Materials needed:	
Preparations in advance:	
Preparations in the space:	
The space looks like this:	Open space or outdoors.

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 hands down, looking forward and smiling at each other. Tell them to stop when they hear “Stop” and go when they hear “Go”. Add two new instructions: Tell them to put a hand on the floor when they hear “Hand on the floor” and when they hear “Hand on your head” they put their hand on their head. Try this a few times. Ensure that everyone has understood the instructions and are reacting quickly.
3. New instructions: stop means go and go means stop. Try it first. Then try another instruction – when the adult says “Hand on your head” the students must put one hand on the floor. Then when the adult says “Hand on the floor,” they must put one hand on their head. Try it out.
4. New instructions: vary the pace, establish a scale from 1-5 (slow to fast). Feel free to keep a relatively intense pace so that students appreciate the calmness of the main activity that follows. Calm the pace down at the end.

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 through the circle.
Materials needed:	Sound catcher books and pencil/pen.
Preparations in advance:	
Preparations in the space:	
The space looks like this:	Open space or outdoors.

GUIDANCE:

1. Encourage students to ‘act out’ the interview situation when they complete the task.
2. Ask students to identify questions that can be asked from today’s session. Before they pair up, agree on 2 questions.
3. In pairs, one person should interview the other. Ask two questions, then switch. Write down the name of the person they have interviewed and their words in their own sound catcher book.
4. In a circle, everyone holds hands, with their hands crossed, right hand over left (circus grip). Everyone who, for example, has a birthday in October and November relates what their partners said in interviews. An adult sends several gentle hand squeezes around the circle (Game: Pass the Pulse). Once they have returned, the session ends after the following activity. Take one step with your left foot towards the centre of the circle and turn around. If everyone has the same foot and the right arms, the circle should end outwards.

NOTES

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MAIN ACTIVITY: READING STORIES

This will happen:	The beginning of work on storytelling through reading aloud. Continuing word collection.
Materials needed:	Golden Chest, sound catcher books and pencils/pens, gold paper, markers that write well on gold paper, scissors, fiction books in various genres, for children: modern novels for children, fairy tales, poetry books, crime, and so on. Variation in the character's gender, themes, illustrations, and so on. Whiteboard/smartboard and writing materials.
Preparations in advance:	Find a good and varied range of books (see description above).
Preparations in the space:	Set up the Golden Chest, with the books inside.
The space looks like this:	Open space - Room to listen

GUIDANCE:

1. Open the Golden Chest. In there you will find lots of gold words and books. Hold the books up for everyone to see. Tell them that in the UK 188,000 books are published every year. Imagine just how many people are writing in the world right now! Ask them who likes to read/or be read to? What is nice about reading?
2. Have a discussion, ask questions, and talk about the different books that are in the Golden Chest, and the types of books they represent.
3. Choice of book for reading aloud: place the books in different places in the room. Invite students to stand by the book they most want to hear read aloud. Create a bar chart on a whiteboard/smartboard that shows how many people are standing where. Go with the majority decision.
4. Before the reading begins, have a group discussion about their choice of books:
 - a) Why did they choose the book they chose? Is it because of the picture on the front? Theme? Because there are pictures inside? Colours? Anything else?
 - b) What was it like to choose a book this way? Was it unfair? Explore the term and concept of democracy. How else could they have done it? They could possibly divide the group into 2-3 different rooms, each with its own book, but have the conversation about the choice of books first.
5. Reading aloud: read the book aloud. Invite students to identify and write down words as they go, or they can remember the words and write them down at the end. They need to identify at least one word they liked and one word they did not like. Possibly also one word they did not understand, one word they could not pronounce when they were little (but can now), and one word about something exciting that happened.
6. Give students time to write down their words.
7. Transfer the words to the gold paper and put them in the Golden Chest.

IF THERE IS TIME: 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. Do this twice if the exercise is fruitful.

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