

The Golden Chest, Part 2

Session 2

TIME

90 min.
including
break



Art of learning

THEME

5



WARM-UP: STOP AND GO

This will happen:	Stop and Go – further development including eye contact and forming groups of different numbers (leading into the main activity).
Materials needed:	
Preparations in advance:	
Preparations in the space:	
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 be given 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. Follow the instructions from the day before as a reminder for the students. Reverse Stop and Go, one hand on their head, hand on the floor, and then reverse the instructions. Also vary the pace using the scale 1-5.
3. New instructions: tell them to practise making eye contact with each other. When they make eye contact, say "Hello!" and move on. Vary this by introducing other instructions.
4. New instructions. Ask the students to remember when they went into number groups earlier. Say a number, and students will quickly form a group with that number of participants (they should not be able to select 'favourites'). In their number groups, they are going to tell each other something about what they did at the weekend. Do about 3 rounds of this. Examples: one thing they enjoyed eating, one thing they did not enjoy eating, something unusual/exciting/strange that happened, something they were upset by or that made them sad, something that did not happen but that they wish had happened.

REFLECTION

This will happen:	Interview each other in groups of 3 from the main activity in the session. Each person should ask one other person a question and then follow up questions. Gather in a circle. Share from the interviews. Hand squeezes are sent around the circle.
Materials needed:	
Preparations in advance:	
Preparations in the space:	
The space looks like this:	Open space.

GUIDANCE:

1. Encourage students to ask follow-up questions after their first question to gather more information.
2. Each student should think of a question to ask the others in their group about the main activity today. Give them 2 minutes of thinking time. Explain that if someone needs help, they should speak to an adult.
3. In groups of 3, one student interviews the other two, asking one question from today including any follow-up questions. Continue until all three students have had their turn to be interviewed. Adults should look at how the groups are working and help if needed.
4. In a circle, everyone holds hands, with their hands crossed, right hand over left (circus grip). Anyone with names that start with G and F, for example, shares what their partners said in the interviews. An adult sends several gentle hand squeezes around the circle (Game: Pass the Pulse). Once they have returned, the session ends with the following activity – take one step with the 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: STORYTELLING, PART 1

This will happen:	Learn about storytelling and try out storytelling together and then in groups.
Materials needed:	Whiteboard/smartboard with writing tools. Sheets of paper and crayons (one set for each group of 3).
Preparations in advance:	Prepare the groups for part B.
Preparations in the space:	
The space looks like this:	Part A: Sitting in a circle on the floor with a whiteboard/smartboard nearby. Divide the pupil by boy-girl-boy into a circle. Part B: Groups without desks.

GUIDANCE:

Part A: Class Storytelling (approx. 30 min)

1. Sitting in a circle on the floor, explain that some students will be asked questions. They should answer loudly and clearly, while the others listen. Interview a student about what they did at the weekend, at the start, in the middle, at the end of the weekend. Something they liked, something they did not like, something they did alone, something they did with others, something they did in the dark, something they did in the light.
2. Ask all the students the same questions if it is a small group, otherwise choose different students equally between boys and girls. Also ask the same question of an adult.
3. Tell them about storytelling. Some of the questions were there to find out important and exciting things they might not think of. A good story has three parts: a beginning, a middle and an end. With a) a character who has something they will do (a goal), b) a problem that makes the character unable to do what they want (an obstacle) and c) a solution, in which the character either solves or does not solve the problem.
4. Choose a student at random and explain that he or she is the main character in the story. Ask how they got to school today? Explain to him or her that for this character, the goal is to be able to get to school today.
5. Invite the class to ask follow-up questions and to interview the student/character about their morning and their journey to school. The students should take the lead, but feel free to add follow-up questions for details if necessary. What did they eat? How fast did they walk to school? What did the car journey look like? How was the weather? Did they have time to brush their teeth? Did they have anyone else with them? Then write down all the answers on the smartboard/whiteboard. Draw the journey from home to school.
6. Tell the students that they must give the character a problem that makes the story even more exciting. Now it no longer has to be true, reference the Liar's circle. Invite students to make suggestions. Discuss and agree. (See tips on how to do this below). Afterwards, students must agree on a solution to the problem.
7. Complete the drawing on the board and read out the story that the class has created together.

Part B: Creating a narrative in groups (about 30 min)

1. Divide the students into groups of about 3. Students should select two words from the Golden Chest each. Let them find their group and gather around their sheet to start the task.
2. The task is to create a story that contains all the words they have selected. They are going to draw the story on the sheet together. Remind them: Character – goal, problem/obstacle, solution.
3. Adults support the facilitation of the activity by making sure that everyone contributes, and that the problems and solutions work (see tips below).
4. Let them know when there are 10 minutes and 5 minutes left.

TIPS FOR POINT 6 OF PART A

Encourage discussion ensuring that as many opinions and voices are heard as possible. There are often several good ideas and it can be difficult to agree, as many people think their idea is the best and struggle to let it go. **Ask follow-up questions based on their ideas.** Does this solution solve the whole problem? How might the story continue?

TIPS ON PART B

Silly problems/solutions. Make sure that it is not only the problems but also the solutions that are chosen in the groups. It is okay to have silly problems and solutions if the solution does solve the problem in the story.