

# The Golden Chest, Part 2

## Session 3-4

TIME

90 min.  
including  
break



Art of learning

THEME

5



### WARM UP: STOP AND GO

<b>This will happen:</b>	Stop and Go – repetition of known content and further development including touching various things.
<b>Materials needed:</b>	
<b>Preparations in advance:</b>	
<b>Preparations in the space:</b>	
<b>The space looks like this:</b>	Open space.

#### GUIDANCE:

- 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.
- 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 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 (no questions are asked).
- New instructions: touch something cold, touch something they like, touch something that lives, touch something they have not noticed before, touch something that is soft, etc. After a few rounds, ask the students for suggestions on what to touch. Use a couple of their suggestions.

### REFLECTION: INTERVIEW: OPEN AND CLOSED QUESTIONS

<b>This will happen:</b>	Interview each other in pairs about the session. Day 3: Yes/No questions. Day 4: Open-ended questions.
<b>Materials needed:</b>	
<b>Preparations in advance:</b>	
<b>Preparations in the space:</b>	
<b>The space looks like this:</b>	Open space.

#### GUIDANCE:

##### Day 3:

- Introduction: What are yes/no questions? Invite students to provide examples.
- Each student should think of one (or two) questions that can only be answered with yes or no. Give them 2 minutes of thinking time. Explain that if someone needs help they should speak to an adult.
- Standing in a circle, everyone gets to ask their question, and everyone in the circle answers yes or no, at the same time.
- Reflection: What is good about yes/no questions? What is not so good about them?
- Everyone holds hands, with hands crossed, right hand over left (circus grip). The 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 their left foot towards the centre of the circle and turn around. If everyone has the same foot and right arm, the circle should end outwards.

##### Day 4:

- Introduction: What kind of questions cannot be answered with a simple yes/no response? Invite students to provide examples.
- Each student thinks of one (or two) questions about today that cannot be answered with yes or no. Give them 2 minutes of thinking time. Explain that if someone needs help they should speak to an adult.
- Standing in a circle, everyone gets to ask their question, and everyone in the circle answers at the same time. Alternatively, everyone asks their question to the person standing to their right.
- Reflection: What is good about questions that cannot be answered with yes/no? What is not so good about them?
- Everyone holds hands, with hands crossed, right hand over left (circle grip). The 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 their left foot towards the centre of the circle and turn around. If everyone has the same foot and right arm, the circle should end outwards.

### NOTES

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### TEACHER-LED DAYS. IDEAS FOR MAIN ACTIVITIES.

#### SUGGESTIONS:

Day 5 begins with students presenting their stories to the artist.

#### A) Continue with the story that began on Day 2. End the story.

Develop the details, include more ideas without making it any longer.

Ask the students questions to encourage them to find new words for their story

Finish the stories with words, cartoon elements, more writing and drawing. Students prepare their presentations for the artist.

#### B) Prepare a presentation of the story.

Two rules:

1) Everyone in the group should talk.

2) Make sure the presentation includes the most important things in the story (who is the main character? What is the role of the main character? What problem does the character face? What is the solution to the problem?)

They can use the drawings/posters they have created. Prepare them for the fact that they will only have a short time to tell their story. Practise presenting their story to another group.

#### C) Write down the stories and display them.

#### D) Liar's circle.

### NOTES