

The Golden Chest, Part 2

Session 5

TIME

90 min.
including
break



Art of learning

THEME

5



WARM UP: STOP AND GO – SHORT VERSION

This will happen:	Stop and Go – short version, further development including jumps and claps.
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. Use some of the instructions from previous sessions but keep it short.
3. New instructions: expand instructions adding jumps and claps. Practise these first and then add other instructions and also reverse them (jump when clap is called and clap when jump is called).

REFLECTION: MID-TERM MASTERCLASS IN INTERVIEW FORMAT

This will happen:	The artist interviews each group about the process so far.
Materials needed:	
Preparations in advance:	
Preparations in the space:	
The space looks like this:	Open space.

GUIDANCE:

1. Everyone gathers and each group comes up in turn.
2. Artist interviews: How has the process gone so far? Have they used all the words? 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?
3. The artist gives constructive feedback to the groups.
4. The class gives each group a round of applause.
5. Exit in a circle: everyone holds hands, with their 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 the right arms, the circle should end outwards. Finally ask everyone to remember what they want to include in the story tomorrow and thank them for their work so far.

NOTES

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MAIN ACTIVITY: VIEWING STORIES AND STORYTELLING 'THE DAY EVERYTHING WENT WRONG'.

This will happen:	
Materials needed:	Golden Chest, Character cards (5 for each group), bell, 1 large sheet of paper for each group, coloured pencils for each group.
Preparations in advance:	Possibly decide on the new groups for Part 2.
Preparations in the space:	
The space looks like this:	Part 1: Prepare the room so that they can present it to the Artist. Part 2: Groups with/without a desk.

GUIDANCE:

Part 1: Telling Stories

1. Each group shares their story with the artist. Remember eye contact, everyone presenting, the role and response of the audience, and so on.
2. The artist is looking for the positive elements of each group's presentation and they give a couple of relevant and constructive comments to each group. No one else provides feedback.

Part 2: Storytelling 'The Day Everything Went Wrong'

1. Divide into new groups. Give each group a place to work and a large sheet of paper.
2. Each group receives five character cards and must select one character within 60 seconds. After 60 seconds the bell rings.
3. Each student takes three words from the Golden Chest and they bring them to their group. The words become the property of the whole group.
4. Task: create a story about the main character they have chosen that contains all the words they have taken from the Golden Chest. The students write/draw their story on the sheet together. Give each group a new piece of paper with the headline: 'The day everything went wrong'. Remind them to think about what has worked previously when writing stories, collaborating to work on the story and taking inspiration from the other students' ideas. Repeat: What is important to include in the story? A character who wants something, a problem, and a solution. A beginning, a middle and an end.
5. Give the groups a lot of time to work on this. The adults can facilitate and support them if necessary. Guidance: write the words in the drawing as they appear in the story, discuss details, ensure that everyone in the group joins, has a say and that they decide together.
Tell them when they have 10 minutes left and when they have 5 minutes left.

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