

The Golden Chest, Part 2

Session 6

TIME

90 min.
including
break



Art of learning

THEME

5



WARM UP: STOP AND GO

This will happen:	Stop and Go – further development including practising standing alone in front of the class.
Materials needed:	
Preparations in advance:	
Preparations in the space:	
The space looks like this:	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 separately, with space around them, filling up spaces in the room, relaxing their shoulders, dropping hands down, looking forward and smiling at each other. Use a variety of instructions from previous sessions. Focus on eye contact, saying “Hello!” and smiling at each other.
- Group statues:
 - Create a statue together that represents how you feel when you are excited or unsure about something you are going to do.
 - Create a statue together that represents how you feel after you have achieved something you were dreading or were excited about

The groups can be of different sizes but finish with a group number corresponding to the number of people in the room. Make a large circle first and then make this into a semicircle. Everybody sits down.
- The students practise giving eye contact. One by one they take a turn to stand in the middle of the semicircle. Starting from the left and working to the right, they slowly look each person in the eye. When they have met everyone’s eyes, they sit down but if they start to laugh they must start again from the first person on the left. Transition to the main activity.

REFLECTION: JOINT INTERVIEW

This will happen:	An adult interviews each group after their presentation (with a microphone or something that looks like a microphone).
Materials needed:	
Preparations in advance:	
Preparations in the space:	
The space looks like this:	Open space.

GUIDANCE:

- An adult interviews each group after all the presentations are finished: What was it like to present their story this way in front of everyone? What was it like to get feedback in this way? Did anyone get new ideas from what they heard from the other groups? Did anyone get any new ideas from the feedback?
- Finish 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 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. Finish by thanking everyone for their efforts.

NOTES

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MAIN ACTIVITY: STORYTELLING AND PRESENTATION OF 'THE DAY EVERYTHING WENT WRONG'

This will happen:	The stories are finalised and presented with 'footprint' feedback to each group.
Materials needed:	Footprint sheets.
Preparations in advance:	Print or create your own footprint sheets to be used to give feedback, for example, 'I liked', 'I noticed' and so on.
Preparations in the space:	
The space looks like this:	

GUIDANCE:

1. In groups, allow the students to make any final tweaks or adjustments to their stories (approx. 15 minutes).
2. Prepare for the presentation (approx. 10 minutes): Two rules:
 - a) Everyone in the group should talk.
 - b) Make sure the presentation includes the most important points in the story: Who is the main character? What is the role of the main character? What is the problem and the solution?
They can use the drawing/posters they have created. Prepare them for the fact that they will only have a short time (about 2 min) to tell their story.
3. Presentation: remind the audience to focus on the person presenting and to listen carefully, because afterwards they will give feedback to the group.
Each group goes up and gets 2-3 minutes to present.
4. Put the feedback footprint posters on the floor (after the first group has presented!).
5. After each presentation, the group stays on the 'stage'. They are not allowed to respond or talk, they have to just listen to their feedback. The audience is invited to come forward and to give feedback on the story or performance. The adult demonstrates the approach. Go to the footprint poster that works best for the feedback they want to give, stand on the footprint, and then say their feedback but starting with the words on the 'footprint'. For example: 'I liked' that everyone was allowed to tell the same story. Then sit back down and another student then comes up. Be strict with the rules.
6. Repeat until all groups have presented and received feedback. It is important to make sure everyone has time to present and to receive feedback

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