

The Golden Chest, Part 2

Overview



Art of learning

THEME
5



OVERVIEW OF THEME 5

GOALS	To provide inspiration to create their own stories, learn and practice basic dramaturgy and techniques in storytelling. To develop confidence and to provide experience in sharing, giving and receiving feedback, as well as developing questioning and interview techniques in reflection.
SUMMARY	The class has been given a Golden Chest, which they will fill with golden words during Themes 4 and 5. In Theme 5, they will work on the application of the words in the Golden Chest, through storytelling and sharing their stories.

GENERAL GUIDANCE ON THE THEME 5:

The goal is to inspire students to create their own stories and become more confident in sharing ideas, giving and receiving feedback, and standing in front of the class and sharing their work. Here the focus is on creating security, providing inspiration, and stimulating the students' own imagination. Silly suggestions and ideas for stories are fine (if this is something a group wants to do) provided that there is also a real problem and solution in the story. In this theme, it is also important to let the students try to figure out the spelling for themselves so as to develop their confidence in writing. Correcting spelling might demotivate students and stop fluency in writing. Offer support by highlighting letter sounds rather than giving the answer. The Golden Chest then becomes the property of the school and can be a resource to be used outside of the Art of Learning.

A good story has three parts – a beginning, a middle and an end. With a) a character who has something to 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.



THEME 5	DAY 1	DAY 2	TEACHER LED DAY 3-4	DAY 5	DAY 6
Content Summary	<p>Warm-up: Stop and Go as a warm-up, also giving opposite instructions and using different speeds when walking.</p> <p>Main activity: The beginning of work on storytelling through book selection and then reading aloud. Writing down words from the book and putting them in the golden chest.</p> <p>Reflection: Interview reflection with follow-up questions and hand squeezes in a circle with crossed hands.</p>	<p>Warm-up: Stop and Go as a warm-up, with eye contact and use of number groups as practised in earlier themes.</p> <p>Main activity: Using examples from the class learn about the principles of storytelling. Try this out together and then in groups.</p> <p>Reflection: Interview reflection in the groups, with follow-up questions and finally hand squeezes in circles with crossed hands.</p>	<p>Warm-up: Stop and go as warm-up.</p> <p>Main activity: Should: finish the stories from Day 2 and practise the presentation of these.</p> <p>Otherwise, see suggestions for activities.</p> <p>Reflection: Interview reflection with yes/no questions (Day 3) and open-ended questions (Day 4), and hand squeezes in a circle with crossed hands.</p>	<p>Warm-up: Short version of Stop and Go as a warm-up, with jumps and claps.</p> <p>Main activity: Students presenting their stories to the artist and working on a new story in new groups with the theme "The Day Everything Went Wrong".</p> <p>Reflection: Midway masterclass on the stories in interview format, as well as hand squeezes in a circle with crossed hands.</p>	<p>Warm-up: Stop and Go as a warm-up, with practise of standing alone in front of the class.</p> <p>Main activity: 'The day everything went wrong' stories are finalised and presented and 'footprint' feedback is given.</p> <p>Reflection: Joint interview for the groups, as well as hand squeezes in a circle with crossed hands.</p>
Space	Open space, classroom.	Open space.	Open space.	Open space.	Open space.
Materials	<ul style="list-style-type: none"> • Dictionary. • Sound catcher books and pencils/pens for each student. • Gold paper. • Markers that write well on gold paper. • Scissors. • Varied books to have in the gold chest(see description below.) • Whiteboard and writing tools. 	<ul style="list-style-type: none"> • Dictionary. • Whiteboard and writing tools. • A3 sheetof paper/part of paper roll for each group. • Coloured pencils. 		<ul style="list-style-type: none"> • Dictionary. • Character cards (5 for each group). • Bell. • A3 sheet of paper/part of paper roll for each group. • Coloured pens and pencils for each group. 	<ul style="list-style-type: none"> • Dictionary. • Footprint posters.
Preparations in advance	Find fiction books in various genres, for children: modern novels for children, fairy tales, poetry books, crime, etc. Variation in the protagonist's gender, themes, illustrations, etc.	Consider assigning groups for Part B.		Possibly decide on the new groups for Part 2.	Print out/create footprint posters.

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Session 1

TIME

90 min.
including
break



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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.

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Session 1

TIME

90 min.
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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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Session 2

TIME

90 min.
including
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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:

- 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 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.
- 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.
- 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:

- Encourage students to ask follow-up questions after their first question to gather more information.
- 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.
- 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.
- 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.

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The Golden Chest, Part 2

Session 2

TIME

90 min.
including
break



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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.

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Session 3-4

TIME

90 min.
including
break



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WARM UP: STOP AND GO

This will happen:	Stop and Go – repetition of known content and further development including touching various things.
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 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

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

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Session 3-4

TIME

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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.

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TIME

90 min.
including
break



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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.

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TIME

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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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Session 6

TIME

90 min.
including
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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:

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 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.
3. Group statues:
 - a) Create a statue together that represents how you feel when you are excited or unsure about something you are going to do.
 - b) Create a statue together that represents how you feel after you have achieved something you were dreading or were excited aboutThe 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.
4. 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:

1. 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?
2. 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.

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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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