



1 Warm Up



10'

Week 1 Session 2 – Yes, Let's

Objectives

To warm up through random activities suggested by learners while using the beginnings of sentences as instructed.

Cognitive process

Working memory, because learners need to come up with ideas, follow the instructions throughout and adjust to changes in the exercise by following a new way of working.

instructions

1. Today we are going to play a drama game to warm up our bodies and our brains. First, I'd like you to spread around the room and find a space. The idea of the game is that someone offers a suggestion for a spontaneous activity that we could all do. Their suggestion must begin with "I know, let's...", and the suggestions can be as simple or as wacky as you like. But you all have to repeat by saying "Yes, let's..." and repeat the activity. I'll start with a couple of ideas and then you can all think of suggestions. So – I know, let's do a funny walk. Remind everyone to respond with "Yes, let's do a funny walk" and give a few seconds for doing funny walks. I know, let's fly like a bird. Remind then to do the response and then stop.
2. Now I would like you all to think of a suggestion of an activity we could do. Think for a minute and then I will start again, and then at any point you can shout out your suggestion, and then we will all reply, "Yes, let's..." and do the activity. Can anyone think of a suggestion? If you get no responses, you could offer one of the cards with suggestions.
3. After the suggestion, all of us must first reply "Yes, let's..." and then we all perform or mime that activity. So let's try; I'll start. I know, let's disco dance... Remind the learners they have to do the response. If no one follows up with another idea, prompt them to do that or offer another card. Encourage all learners to offer ideas even if they are simple ('skip', 'walk'), and try and keep the momentum of the suggestions coming so as to not lose energy.
4. So that has warmed our bodies and brains up nicely.

reflection

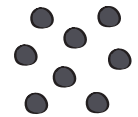
- How difficult was it to come up with ideas?
- What inspired you?
- What ideas were the most interesting or different? Why?

materials

- The cards provided with suggestions of movements eg:
 - push a trolley in a supermarket
 - save a penalty kick
 - eat an ice cream that is melting
 - walk a dog that is pulling on its lead
 - be in an egg and spoon race
 - blow a candle out
 - be in a tug of war
 - run on the spot
 - drive a racing car

set up

Large open space (eg hall).



tips



2 Main activity

Week 1 Session 2 – The Bag Investigation

40'

Objectives

To enter an imaginary situation, reflect on what might be in a bag and what the owner of the lost bag might be feeling, and use clues to guess who the person might be.

Cognitive process

Cognitive flexibility, because the activity promotes creative problem solving, inventing ideas and representing things in a different way. Emotional intelligence, because learners need to recall feelings about lost objects and imagine the feelings of others in a similar situation. Working memory, because learners have to recall things from their short-term memory and use these and newly emerging clues to form conclusions.

Curriculum links

Health and wellbeing: social wellbeing. Expressive arts: drama, developing ideas, experimenting and expression. Literacy: finding and using information and analysis and evaluating.

instructions

- 1. Now we are going to do a drama activity which we hope you'll enjoy. Here are lots of pieces of string** (empty the string on the floor). **Each of you take a piece of string and then find the person in the room who has exactly the same length piece of string as you; that person is your partner for this activity.**
- 2.** Once the children are settled either at their tables or in a circle ready to start, lift up the bag for the children to see. **I've found this bag on the path outside, someone has lost it and I'm not sure what to do with it. What do you think? What should I do with the bag?** Note down the ideas; 'open it' is likely to emerge but do not do so yet.
- 3. Let's think about who the bag might belong to. Without opening it or holding it, try to think of the different people who this could belong to. Discuss this with your partner for a couple of minutes.** Give them 2–3 minutes.
- 4. Now I want you to pick one of the people you thought of and imagine what the person might be doing now and how they are feeling. Maybe think about how you felt the last time you lost something. So, in your pair, pick one person whom this could belong to and think of how they might be feeling and what they might be doing right now, and try to show it through a pose, a freeze frame, or through a very short scene, in which you become the owner of this bag. And we want you to really portray the emotions and the action in that one pose or then a scene of just a few seconds. So, have a try together.** Give them no more than 5 minutes. Get 2 or 3 volunteers to share, or then ask each pair to share with another pair.
- 5. Right, thank you for your work. Now let's look at whether there are any more clues about whose bag this could be. What can you tell me about the bag from what you can see, what have you noticed that could help us guess who the owner is?** Get learners to share: for example, the bag is slightly dirty/scruffy; any writing on the bag; and size. Write down the observations on the whiteboard/flipchart paper. (continued on next page)

materials

- ➔ String cut into pairs of the same size, with distinct length differences between different pairs – this will let you put learners into random pairings in an original way.
- ➔ Flipchart papers and felt pens.
- ➔ Whiteboard, if possible, to note down learners' ideas, or flipchart paper.
- ➔ Slightly dirty backpack or another closable non-transparent sturdy bag containing a number of objects that could be interesting clues, eg:
 - A bracelet, necklace, pendant, ring or anything that could have sentimental value to the owner though not necessarily expensive
 - A (printed) photo of a person with a hand-written note, such as 'Thank you for everything. Love, Megan x' (example provided)
 - A book
 - An old receipt from a local supermarket
 - A train or bus ticket
 - A to-do list, with items such as 'return library books' or others linked to local places



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instructions

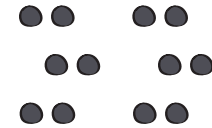
- 6.** (continued) **Right, I think we need to know a bit more than that. Let's try to guess what might be inside rather than open it straight away.** Ask children for ideas about how we might investigate the bag without opening it – for example, how heavy is it, does the bag make a noise, can we feel anything inside it? Discuss ideas that emerge. **Would someone like to come and touch the bag from the outside, to try to feel what objects might be inside?** Hold the bag in front of you, still closed so that learners can't see inside, and get a volunteer to close their eyes and feel the bag gently with both hands. Ask them to describe what they can feel to the rest of the class. If they need help with what to say, ask the class whether they have any questions for the describer and scaffold if necessary with questions about shapes they can recognise, how hard or soft an object is or the size. Ask them not to use too much force as whatever is inside could be fragile. After a couple of minutes, give one more learner to have a try and share if they can observe anything else.
- 7.** **What do you think, can we now be sure what's inside and who it must belong to? Probably not. I guess we will have to open it after all. Would someone like to help me empty the bag?** Place all objects carefully on the ground or a desk so that everyone can see them. **Hm... Interesting. So we have a series of clues now. Do you know who else needs to work with clues to investigate and solve problems and puzzles?** Learners should identify detectives and the police. **So, let's investigate and see whether we can solve this case.**
- 8.** **I want you to work in your pairs again, and I'll give you a large sheet of paper to work with. I want you to look at all the different clues we have – everything we have mentioned so far as well as all the objects you can see now – and note down each clue and what it might mean. What you write down is just for you so that you remember everything and can see it all in front of you. You can come to examine the objects more closely as well. And then, on your piece of paper, write down the clues and think about what each clue might mean, what it says about the owner, and how the different clues work together.** Give them most of the remaining time to examine the objects and take notes. Encourage learners to use mind maps if this helped them. Encourage those who dislike writing to only note down keywords and use pictures too if they preferred. Be available to provide support if learners struggle, giving them prompting questions.
- 9.** **Well, that's nearly all the time we have for now, but I just want you to write, at the bottom of your sheet of paper, two more things. First, who you think the bag most likely belongs to, and second, what you think the best way to get in touch with them would be, or how to make sure they know we've got the bag.**
- 10.** Give two or three minutes for learners to finish, then collect their sheets of paper. **Thank you all for your help. I will keep all the work you've done, and I will also keep the bag and try to find out whose it is, with the help of all the ideas you've had so far. Thank you for working so hard today, and I'm sure we'll manage to return the bag to its owner now.**

scaffolding ideas

- You could expand on this activity in a number of ways. For example, learners could in pairs or small groups prepare little performances showing the last 5 minutes before the person lost the bag. They would have to agree on who the person is, where they were, what they did and whether they interacted with anyone, and then divide the roles and rehearse the little scene. (continued on next page)

set up

Large open space where children can work in pairs at desks/tables or on the floor.



tips



2 Main activity

Week 1 Session 2 – The Bag Investigation

40'

scaffolding ideas

- (continued) Another extension activity could let learners design posters that would be displayed outside of school. Get them to work in small groups and first think about what information they should share on the poster, what is important/relevant. Second, how would they communicate each piece of information – text, picture? Get groups to share the outcomes of these conversations with the rest of the class. Finally, give them time to make the poster, using a sheet of paper and marker pens.
- Another extension activity or a separate follow-up session could see you analyse any clues in more detail, agree on a small number of most common conclusions of who the bag's owner is and vote on them by asking learners to move to the corner of the room you have allocated for that particular answer. You can choose to leave the investigation open-ended, or then at the end reveal that somebody in fact rang the school about the bag, so you now know who the owner is. Make sure you pick your clues carefully so that they point in the right direction and are believable.

tips



3 Reflection



10'

Week 1 Session 2 – Freeze Frame

Objectives

To represent feelings through a still pose.

Cognitive process

Emotional intelligence, because learners need to think about their feelings, share them and discuss them if they wish.

instructions

1. Think about how you feel right now and the work we have just done.
2. Come up with a freeze frame, a still picture with your body that reflects how you feel right now. Practice it. Give them some time. After three, let's share our freeze frames. Take pictures of some of the learners' freeze frames to reflect on, if possible. Ask if anyone would like to share what feelings they were representing in their freeze frames. You could encourage them by starting and sharing yours.

materials

→ Tablet to take photos.

set up

Large open space (eg hall) for large group circle.



tips