



#### Movement game

Students participate in a movement game, in which they move around imaginary planets and exercise creative thinking.

#### Materials:

- more than a dozen sheets of paper (A4),
- one large sheet of paper (A0),
- equipment to play music and energizing music prepared earlier (for example something that would get you all into the mood <https://www.youtube.com/watch?v=imtPF2b2Q4M>).

#### Round 1

Spread the A4 sheets of paper out on the floor – they will become alien planets. The number of sheets should be such as to prepare one planet for each two persons. Play the music – the students are moving freely in interplanetary space (around the classroom), everyone at their own pace. Tell them that once you stop the music, their task will be to land on the planets (to step on the sheets) in pairs as fast as possible. Next, each pair of your students will be given half a minute to invent the name of their planet and its most important feature. They share their ideas on the forum.

#### Round 2

Join the sheets of paper together so that a group of 4 to 5 persons is now able to stand on each planet. Tell your students the planets are inhabited by strange creatures that are unusually connected with one another. Next, enumerate your students' body parts that should come into contact in order for them to join together on the planets and form a single organism – an extraterrestrial. At your signal, they connect with each other as fast as possible and then they disconnect and run freely around the classroom until you give them another signal. You can play the music.

#### Examples of signals:

- Three knees to one elbow!
- Two feet to two knees!
- Three palms to two heads!
- Two wrists to three spines!
- Three necks to two elbows!

While conducting this exercise, be sure to suggest connections that are safe for the children and make sure that everyone feels comfortable. If your students do not know much about one another yet, or if you know that the situation would be uncomfortable to them, do not conduct this exercise.

After the last arrangement, ask your students to invent the name of the planet they are currently standing on. Each of the four or five persons utters only one syllable and the inhabitants of the planet then create its name using these syllables, after which they share this name with all the other students.

#### Round 3

Collect the sheets of paper you used previously and place the single large sheet in the center of the classroom instead. It is now the only planet there and all the students will have to fit in its area at the same time in such a way as to avoid direct contact with the floor.

Play the music – the students walk/run freely around the classroom. Once you stop the music, they should all find themselves on the planet together.

While searching for solutions, suggest that they use the objects located in the classroom, such as a desk that can be placed on the planet. Some persons will be able to sit on it, whereas others will hide beneath it. It is important that the students touch the paper planet or remain in its area.

This exercise should encourage them to solve problems in a creative way. What to do in order to touch the planet and not touch the floor simultaneously? If necessary, give your students a hint: the sheet of paper that is the planet can be placed in the middle, being held by each child with one hand. When the students jump all at once while simultaneously holding on to the planet (the sheet), both conditions will be met.





#### Constructing

The task of each team is to construct “The Most ... Tower” which will become the symbol of their planet.

A list of materials for each group composed of several persons:

- two newspaper sheets,
- four pieces of tape,
- two paper clips,
- 30 centimeters of string,
- a piece of plasticine,
- empty toilet paper rolls,
- scissors.

The objects mentioned above are just our suggestions – you can prepare another set.

The task of each team is to construct a tower that will be “the most...”. It does not have to be the highest. It can be the most beautiful, the strangest, the ugliest, the roundest, the most frayed, etc. It is up to your students to decide. Give them a time frame in which they should complete this exercise (for example five minutes).

When the groups finish creating their towers, they then present their buildings in front of the rest of the class and tell them in what way their tower is “the most...”.



### Brainstorming

Students come up with what ordinary objects could become on an alien planet.

Here are some examples of objects to be placed inside the chest (prepare them before the lesson):

- a CD,
- a toothbrush,
- eyeglasses,
- a string,
- a sponge,
- a paintbrush,
- a broom,
- a wine cork,
- a rubber glove,
- a spoon,
- a small plastic brick,
- headphones for an MP3 player,
- a teacup,
- a necklace of coral beads,
- a decorative bow.

The number of objects should at least equal the number of students (the more objects, the better). You can also prepare completely different everyday objects.

Continue your narration from the previous exercises: Tell your students that a mysterious chest has been found on the planet you all landed on. Nothing is what it seems on this planet... Every object is used for something else than on Earth. As the discoverers of the new planet, the students should unravel the use of each given object on the planet.



Video/ Slide show

Show your students several paintings by René Magritte.

### Paintings

<http://www.wikiart.org/en/rene-magritte/homage-to-alphonse-allais-1962#close> "Homage to Alphonse Allais", 1962

<http://www.wikiart.org/en/rene-magritte/the-secret-player-1927>

"The secret player", 1927

<http://www.wikiart.org/en/rene-magritte/the-familiar-objects-1928> "The familiar objects", 1928

<https://theartstack.com/artist/rene-magritte/elective-affinities-1933> "Elective Affinities", 1933

<http://www.wikiart.org/en/rene-magritte/the-red-model-1934> "The red model", 1934

<http://www.wikiart.org/en/rene-magritte/black-flag-1937> "Black Flag", 1937

<http://www.wikiart.org/en/rene-magritte/the-revealing-of-the-present-1936> "The revealing of the present", 1936