Facilitation tips for...

The 5 Senses Journey

Give yourself support

Post a chart of your journey or hold your journey map in your hand to help you remember the order of the setting elements, what you planned to describe and prompt kids to do for each one and how you planned transition between them.

Vary your vocal quality

Use the quality, range, volume, pitch, rhythm, tempo and pace of your voice to help kids to imagine the details of the setting. Don't forget sound effects!

Connect

Make eye contact with your students to signal that you're playing with them not performing for them.

Create a shared experience

- **Avoid describing in first person.** Instead use "We" and "Our". Example: "**We** are standing in front of a tree covered in moss. Let's reach **our** fingers out and touch the moss".
- **Encourage unison action** by describing how we will move with specificity. For example, "Let's all reach up on out tippy toes and reach with the tips of our finger to grab onto the branch.... but we can't do it! Let's all jump on the count of three. One, two, three GOT IT!" (as opposed to "Show how you would get that high branch").

Refocus, without disrupting the imaginary world.

The kids will still spontaneously offer their own imaginings! They may also get overstimulated and become loud or physically chaotic. See the strategies to stay in the moment (below) for ideas.

Strategies to refocus during the...

The 5 Senses Journey

(without disrupting the imaginary world)

If kids are bursting to share their individual ideas...

- Invite the students to make a quick pose showing an action, or their emotional reaction to something that the group sees, hears, touches, smells or tastes.

If the class want to talk...

- Do a quick turn and talk, in role, about a specific detail that they are imagining. For example: Artists! There are so many different colors of leaves in this autumn forest. Turn to the person next to you and tell them what colors you are most excited about painting.

If the group becomes overstimulated...

- Reconnect the students with their role in the game. For example, have them draw what they are noticing in their imaginary artist's sketch pad or remind them that detectives are always very careful not to disturb the evidence.

If the group starts to lose focus...

- Re-apply the magic! Maybe the magic dust wears off when it gets too loud? Sprinkle some more on the class to refocus them!

If you want to focus on setting not character

- We often use the 5 Senses journey with the goal of helping kids to generate setting details. Often though, they will be more excited about imagining the characters that they might encounter in the setting. Try to anticipate the characters that might come up with, and have a plan for how you will avoid or limit interaction with them. The role that you set up can help with this. For example: We are scientists observing, not disturbing the jungle animals. We're detectives sneaking past ghosts in a haunted house to look for clues.
- Use avoiding characters as a way to transition to the next setting element. Example: Let's climb up the tree before the tigers sees us!