

CHINESE WHISPERS

- The group is asked to sit in a circle of chairs.
- We play a game of Chinese whispers where a message is whispered from one person in the circle to the next. The message keeps going round until it has gone once round the circle.
- This will be repeated three times, each time introducing the names of the three main forts in the Thames Estuary, Red Sands Towers, Shivering Sands Towers and Tongue Sands Towers and outlining the nature of the artist's residency. When the real names are revealed we will reveal the purpose. The group will be split in to three groups of five, each one taking one of the above names. At this point we will touch on the idea of communication and how muddled the messages became. This will be picked up in the last two sessions of Stage 1.

Brainstorm

- Working in Forts groups, students will be asked to think very carefully to consider words that they associate with isolation. They will write them on post-it notes. They will be asked to consider both negative and positive connotations.

Making a lonely place

- Each person will think about a place where they might feel one of the emotions described above e.g. a scary place or a peaceful place. Using both real experience and imagination they will be asked to identify one place to draw; a place to imagine staying in for 6 weeks on their own. They will make a drawing of this place, thinking carefully about details.
- Using a range of construction materials they will make a model of that place. Working from pictures of the Forts they will be asked to 'raise' their model on legs to create their own Forts Tower. Each tower will be photographed.

COMMUNICATION BETWEEN FORTS

Linking up a group of forts

- The students get into groups of 5.
- The forts (created over the last two sessions) are placed on the table. The students are then asked to construct bridges between the forts on the table.
- The bridges can be made from any of the materials provided and must connect all the forts within each group together without touching the table.

Communication between the fort clusters

- Each group must work with one of the other groups from the last activity.
- We now ask the pupils to devise methods of communicating between the fort clusters. From one table to the next!
- The pupils should be encouraged to be imaginative and fantastical (messages in bottles, planes, smoke signals etc). They have to in some way construct a model that represents their idea for communication.

COMMUNICATION BETWEEN SCHOOLS

Postcards

- Working individually each person will design a postcard using a print out of the photograph of their tower. When complete they will write their card as if they have been isolated on their Fort for 4 weeks. This will be sent to the equivalent group at the Community College.