

At home with us

Session 1

TIME

90 min.
including
break



Art of learning

THEME

2



TRIGGER: RESEARCHER WITH ASSIGNMENT

This will happen:	Teacher in Role as a Researcher (artist as researcher, teacher in their normal role), who introduces the topic and gives the class an assignment.
Materials needed:	Costumes: Researcher's coat, writing pad and pen, loose beard/wig/glasses (something that changes their look), class set of research badges.
Preparations in advance:	Agree with the artist and teachers what happens when the artist is out of the room. The artist prepares their Researcher character.
Preparations:	
The space looks like this:	Classroom.

GUIDANCE:

1. The artist – acting in the role of a Researcher, a slightly scattered type who knows very much and yet very little at the same time – enters the classroom. They tell everyone that they are researching how children live, how families function and how they live all over the world. Now the Researcher has come here, but due to Covid-19 they are not allowed to enter family homes. The Researcher has no idea how children here live in their homes and needs help. Can the class help the Researcher? NB! Write down the suggestions. These can be used on days 3 and 4, in addition to any that fit into days 1, 2, 5 and 6. Refer to the students' suggestions when doing various tasks!
2. The Researcher announces that they will return next week, and would like all the students to have lots of information, pictures, drawings, texts, examples of how they feel and also their ideas of how they think a good home and good life should be. All this will be very warmly received and make a very important contribution to the research!
3. The Researcher hands out researcher badges to everyone and gives a notebook and pen to the adult – who must promise to take care of and write down everything the wise students find out. The Researcher says goodbye.

WARM-UP: MIME – MY MORNING

This will happen:	Each student will physically recreate their morning routine, from the time they get up until they walk out the door.
Materials needed:	
Preparations in advance:	Think of questions that are natural to ask to discover the different morning routines students have. Examples are given but try to identify questions within the students' context.
Preparations:	
The space looks like this:	Open space, gymnasium.

GUIDANCE:

1. Link this to the research assignment. All the students lie down on the floor, with some space around them so that they do not touch each other. The adult walks around the room, talking calmly and clearly. Tell the students to pretend to be back in bed at home on a school day and that they have not yet gotten up. Ask questions about how the student sleeps and wakes up. For example: How do they usually lie in bed? How do they get woken up when they go to school? Who else is there?
2. Ask the students to get up as they normally do, and ask them to mime all the activities, without sound, and to continue to listen to the instructions and questions along the way. For example: Do they get up right away? What's the first thing they do when they're out of bed? Are they brushing their teeth? Do they usually have plenty of time or are they in a hurry?
3. Lead them until everyone has walked out their door for school. Once they get there, they can sit down quietly and observe the others until they're done.
4. Common reflection: Talk to the person sitting next to them for 2 minutes: What was easy and difficult to imagine and mime in the morning? Why do they think they were asked so many questions? What do they think would have been different if they had not been asked the questions?

REFLECTION: PHYSICAL REFLECTION – JUMPING

This will happen:	By pondering various statements and showing consensus/disagreement by jumping, students reflect on today's session.
Materials needed:	
Preparations in advance:	Think about and write down the 5-7 statements to be made in the exercise.
Preparations:	
The space looks like this:	Open space.

GUIDANCE:

- The statements in the exercise must be linked to today's main activity and combined with general statements about family, home and everyday life. Vary between positive, neutral and negative statements. Avoid statements with a right and wrong answer. Choose 5-7 statements. Examples of statements: I think children should be allowed to decide what homes should look like, I have done something I've never done before today, I often think about my home when I'm at school.
1. Students spread out into the space.
 2. Explain that the adult will make various statements to which the students must respond. If they agree, they should jump up and down as high as they can and the more they agree the higher they must jump. If they completely disagree, they should stand still. Agree with students on the height of the jumps for when they totally agree, slightly agree, neither, nor, slightly disagree, and completely disagree.
 3. Complete the exercise with 5-7 statements. Give students 15-20 seconds to respond per statement.
 4. After some important, surprising, or interesting answers, invite students to share why they responded as they did to understand what they are thinking.

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MAIN ACTIVITY: EXPLORING HOMES, NEIGHBOURHOODS AND HOMES

This will happen:	Students explore, identify and recreate things and activities that exist in their own homes and those of others. They will also create a class drawing of their homes.
Materials needed:	Part A: Large roll of paper, tape to attach the paper to the floor, crayons for everyone, music player that can be connected to a playlist of quiet music. Camera. Part B: Small pieces of paper or sticky notes in two different colours and pen. Bag. Camera.
Preparations in advance:	A playlist of quiet music (Idea: maybe music with house/home/neighbourhood-theme?)
Preparations:	Ensure that the technical equipment works, have everything ready for Part B.
The space looks like this:	Open space.

GUIDANCE:

Part A – OUR NEIGHBOURHOOD:

- Everyone as research assistants will now work together to create a huge drawing where they show all the places they live onto one long sheet of paper. Everyone should sit around the paper on the floor and choose something to draw with: crayon, coloured marker, coloured pencil (the adults should also do this). The group starts drawing when the music is played, when it is turned off everyone stops drawing and waits for the next instruction. Explain that they might want to think twice before they start drawing. The task is to draw the place or places where they live. Turn on the music and let the group draw for as long as they are engaged, at least for 3-5 minutes. When the time comes, turn off the music and everyone stops.
- Ask the group to look at their drawings. Ask what they like about the place they live that makes them happy or feel good. Draw this. Put on the music. Stop the music.
- Give the students a new mission. Ask if there is something about the place they don't like? What makes them feel sad or angry or makes them not feel good? Draw this on the paper. Put the music on. Stop the music.
- New mission. Ask everyone to get up and change places by going two homes to the left. Look down at the drawings in front of them. Look at the one they have in front of them and the ones that are on either side of them. They are now neighbours. Together they will now make something that brings where they live together. Maybe they want a communal playground? Common trees? Or a road between homes, or a fence? They decide! Work first for five minutes with the neighbour on the right and then five minutes with the neighbour on the left. Give instructions on when to draw/change neighbours with the music.
- Everyone gets up again and moves two homes to the left. Everyone looks down at the whole class drawing. What is missing for this to be a nice neighbourhood? Trees? Flowers? Cars? Roads? Toys? Garbage cans? Colours? Sky? What do they see in the windows? They decide what is missing. Let the group work as long as they work constructively. Give instructions on when to draw with the music.
- Reflection: Invite the students to return to their original home and see what's new. Would they like to keep it the way it is now? Why/why not? Then, for example, ask what is a home? What does it take for them to be able to call it a home? Can a tent be a home? Who decides what homes should look like, and what kind of colours they should be? What would homes look like if children were allowed to decide?

The reflection questions and key word answers are noted down and given to the Researcher on day 6.

Part B - HOME STATUES:

- Reflect on the research assignments. What is a home? Invite students to provide suggestions about what is needed for something to be a home. (Things that happen there, objects, people, and abstract things like love and safety). What does not belong in a home/what do they not want in a home (same categories)? An adult writes up all the suggestions, both what is needed (on one colour sticky note) and what is not needed (on a different colour sticky note), in clear writing (or the students can write themselves), one suggestion per sticky note. Put all the suggestions in a bag.
- Divide the class into groups of 3-5. Each group takes two notes, reads them, and selects one. The task is to work together to become a physical statue of what is written on the sticky note.
- Give students some time, and then count down from 10. When it gets to 0, they have to stand still, like statues.
- Walk around and look at the statues. Be strict that everyone must actually stand frozen and be quiet. Don't respond until everyone in the group is frozen. Take a picture of the statues (for the Researcher). Ensure that all groups are photographed. Provide brief, constructive feedback on the statues. All solutions are valued. Alternative, creative solutions are recognised.
- Stop the statues and give another note. Do this 3-6 times. All suggestions and pictures are kept and given to the Researcher on Day 6.

NOTES