

At home with us

Session 2

TIME

90 min.
including
break



Art of learning

THEME

2



WARM-UP: MIME WARM-UP – MY FAMILY

This will happen:	Each student will physically recreate their routines after school, from the time they enter the door until they meet their family.
Materials needed:	
Preparations in advance:	Think of questions that are relevant to ask to find the different routines students have. There are examples in the text, but it is more important to match them to the context.
Preparations:	
The space looks like this:	Open space, gymnasium.

GUIDANCE:

1. Remind everyone to put on their Researcher badges.
2. All the students find a place to stand in the room with some space around them so that they do not bump into each other. The adult walks around the room, speaking calmly and clearly. Tell everyone to close their eyes and imagine that they are standing right outside the door at home, they have just come home from school and they may be wearing outerwear, jacket, shoes and their backpack or school bag.
3. Invite students to open their eyes, open the door, and enter. Ask questions about what students do when they get home.
4. Invite students to look at their families. What do they really look like? Look at them and think about it. What do they like best about the different people in their family? What do they like the least? Is there anything the students and their family have in common? Ask questions about the family.
5. Everyone can choose to be with the family or leave. If they choose to be with the family, they can sit down on the floor where they are now. If they choose to leave, they can walk up to the door.
6. Talk to the person sitting next to them for 2 minutes (help them to find partners if needed): What was it like to imagine where they live/the people they live with? Was it easy or hard to imagine, remembering what their families are like? Explain why they chose to sit or leave.

Reflection: Hear answers from some of the pairs. What does it really mean to be a family? Write down key-words that are taken to the Researcher.

REFLECTION: PHYSICAL REFLECTION: CONTINUOUS

This will happen:	Students reflect on today's session by considering various statements and then showing consensus/disagreement by running.
Materials needed:	
Preparations in advance:	Think about and write down the 5-7 statements to be made in the reflection.
Preparations:	
The space looks like this:	Open space.

GUIDANCE:

1. The statements in the reflection will 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 the right and wrong answer. Choose 5-7 statements. Examples of statements: I've learned something new about someone else today. I often miss my family when I'm at school. I think I look like the others in my family.
2. Make various statements to which the students will respond. If they agree, they're going to run around the room without bumping into anyone else. The more they agree, the faster they run. If they completely disagree, they should sit down on the floor. Agree with students about how to agree, slightly agree, neither or, slightly disagree and completely disagree.
3. Do 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.

NOTES

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MAIN ACTIVITY: NUMBERS OF PEOPLE IN FAMILIES AND SMALL FAMILY PORTRAITS

This will happen:	Get to know their own family and then create a family portrait.
Materials needed:	Part A: A roll of masking tape, camera, writing pad and pen. Part B: Yoghurt lid/butter lid and other plastic lids with a 'frame' - at least one for everyone, one white sheet A4/A5 110 gm thickness for each student, thin crayons for all, acrylic paint in brown and black, paint brushes for everyone, scissors for everyone, glue sticks, thread and needles for hanging. Surface to paint on.
Preparations in advance:	Collect yoghurt lids/butter lids which can be used as a 'frame'. A few days before the session ask the students if they can bring a lid from home.
Preparations:	
The space looks like this:	Open space.

GUIDANCE:

Part A – FAMILY NUMBERS

The Researcher would like to have some statistics/numbers about the students' families. Make a line in the middle of the room with tape. This is a scale from nothing to many. The students (Researchers) will line up where they belong along the line, in response to the questions asked. If one of the students is unsure of the answer, they can stand 'roughly' where they think they should be.

1. Ask one question at a time (select any, all, or other similar questions):

- In total how many feet are in their home?
- How many animals live in their home?
- How many doors do they have in their home?
- How many children live at their home?
- In total how many noses are there in the family living next door?
- What is the combined age of all the family? How many years are there if the ages of all their family are added together?

2. Let the group talk as they line up. Give 1-3 minutes per question. Let the group decide how to place themselves and to solve the task on their own. After each question, it is important not to correct, but guide those who may be stuck to answer the question themselves. Adults without other tasks can should be participants (without taking control).

3. Stop between each question: Move from student to student along the entire line and let everyone respond to their number/answer. If anyone gets it wrong the first time, support them to find their correct place. When everyone stands in the right place, take a picture of the line (to give to the Researcher) and move on to the next question.

4. Reflection: This is what the class looks like from their homes and families. Was it easy or difficult to find answers? Why was it difficult? Were they surprised by anything? Are there any other questions that could be asked to find out about their families or homes? Write down suggestions and save them for days 3-4 as they may be useful to use them.

ADVANCEMENT 1: The exercise should take place in silence with students not talking to each other.

ADVANCEMENT 2: Give deadline: for example, 1 min from NOW!

Part B – SMALL FAMILY PORTRAITS

1. The Researcher would like to see what their families are like where the students live, and they should help the Researcher to see that. Show examples of very different family portraits (in resource bank). Ask each student to make their own small family portrait – so small that the Researcher can fit them all in the suitcase.

2. Each student is allowed to choose a lid that frames their family portrait. They measure and cut out a paper to fit into the frame (before painting, otherwise it will be difficult to make it fit).

3. Each student paints their frame either brown or black (if they don't want to keep it the original colour).

4. Each student draws one family portrait in free hand, bringing out their family characteristics and/or inspired by the examples. The only rule is that it must fill the entire frame/lid.

5. Glue the portrait into the frame. Use the thread and needle to make holes in the frame for hanging the image.

6. Reflection in pairs: Share with each other. The group works in pairs. In pairs, A must first tell B about their picture and then B tells A about their picture. Then the whole group gathers in a circle. Here A gets to tell the class about B's picture and B tells the class about A's picture. Whoever owns the picture is not allowed to say anything. The recorder (an adult) notes key words for the Researcher.

NOTES