

At home with us

Session 3-4

TIME

90 min.
including
break



Art of learning

THEME

2



WARM UP: MIME – SENSES AND SENSORY CARDS

This will happen:	Each student will physically recreate routines from everyday life, focusing on their senses. Sensory card reflection.
Materials needed:	Sensory card – 1 copy per pupil.
Preparations in advance:	Think of questions that are natural to ask in order to discover the different routines students have. There are examples but match these 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 touch each other. The adult walks around the room, speaking calmly and clearly. Explain that everyone should now close their eyes and imagine a different daily routine (for example, bedtime routines or meal routines, or repeat one of the other routines used in Session 1 or 2).
3. Invite students to open their eyes and begin miming the routine. Ask questions that help students elaborate/remember details of the situation. Focus on their sensory impressions: how it smells, what colours, what sounds, what flavours. How does their body feel? What are they wearing? What do the surfaces feel like? Are they cold, hot, hard or soft?
4. Reflect using the sensory cards (choose some cards for Day 3 and Day 4). The task is written/drawn on the back of the cards. Demonstrate the task and focus on one card at a time. On the back of the EYE card, they write/draw something they liked that they saw in the everyday situation they imagined. For example, something they saw when they got up, in the bathroom, in the kitchen. On the back of the NOSE card, they write or draw something they smelled that smelled good or bad. MOUTH: Something they tasted or ate. HAND: Something they felt or touched (which was hot/cold/soft?) and on the EAR card they can draw something they heard that they liked or didn't like. On the HEART card, they can write or draw an emotion they felt – something that made them feel happy, angry, jealous, scared, or sad.
5. Students can spread the cards out in front of them on the floor. They can either talk to the person closest to them about their reflections, or everyone can go around looking at each other's work.

REFLECTION: PHYSICAL REFLECTION: SEED TO SUNFLOWER/DARK TO LIGHT TONE

This will happen:	By exploring various statements and showing either agreement/disagreement by going from seed to sunflower or from dark to light tone, students reflect on today's session.
Materials needed:	
Preparations in advance:	Think about and write down the 5-7 statements to be explored in the exercise.
Preparations:	
The space looks like this:	Open space.

GUIDANCE:

- The statements in the exercise 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.
1. Day 3: From seed to sunflower, Day 4: from dark to light tone.
 2. The adult makes various statements to which the students must respond, according to the concept agreed in point 1. Agree with students about how to agree, slightly agree, neither or, slightly disagree, and completely disagree.
 3. Conduct 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.

REFLECTION: PHYSICAL REFLECTION: SEED TO SUNFLOWER/DARK TO LIGHT TONE

This will happen:	By exploring various statements and showing either agreement/disagreement by going from seed to sunflower or from dark to light tone, students reflect on today's session.
Preparations in advance:	Think about and write down the 5-7 statements to be explored in the exercise.
The space looks like this:	Open space.

GUIDANCE:

- The statements in the exercise 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.
1. Day 3: From seed to sunflower, Day 4: from dark to light tone.
 2. The adult makes various statements to which the students must respond, according to the concept agreed in point 1. Agree with students about how to agree, slightly agree, neither or, slightly disagree, and completely disagree.
 3. Conduct 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.

At home with us

Session 3-4

TIME

90 min.
including
break



Art of learning

THEME

2



TEACHER-LED DAYS. IDEAS FOR MAIN ACTIVITIES.

WHAT'S OKAY AND WHAT'S NOT OKAY IN FAMILIES?

Things happen that aren't okay in some families. The number of children in the UK experiencing child abuse is not exactly known. Child abuse is usually hidden from view however, there are a number of different sources of information and data which help build up a picture of the scale of the abuse (<https://learning.nspcc.org.uk/research-resources/childline-nspcc-helpline-insight-briefings>) (QR 1) Suggestions for ways to talk to the students about difficult topics this can be found here: <https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/talking-about-difficult-topics/> (QR 2)

QR 1



QR 2



Ideas for main activities:

STATISTICS/RESULTS FROM CORNER GROUPS/LONG LINE

Preparation: Choose either corner groups or long lines (see below) as a starting point. Then choose some students whose role is to write down how many there are in each corner/or along the line for each statement. Select the number of statements so that this is the same as the number of groups you want to do the statistics work afterwards.

CORNER GROUPS

In each corner of the room there is a space, and the students (Researchers) stand in the corner that matches their answer to each statement. Each corner is colour coded: Green, Yellow, Red or Blue. It is important not to choose statements that segregate the class by socioeconomic background. Therefore, prepare the statements in advance. Always have a 'different or other' corner. Examples of questions:

- How many people live in the house? 1-2 (green corner)/3-4 (yellow corner)/5-10 (red corner)/other (blue corner)
- Which room in their house do they like best? Kitchen/Living room/Bedroom/Other
- How do they get into the house when they're outside? Doorbell/Knocker/Key/Other
- Is their bedroom messy or tidy right now? Very tidy/Tidy/Very messy/Other
- What kind of material do they step on before they come into their home? Concrete/Gravel/Grass/Other
- Colour of their door: White/Black/Grey/Other colours
- What sounds can they hear around their house? Traffic/Nature/Quiet/Other
- What do they like to do best outside their house? (This might need a lot of 'corners' – this might be fun to try – let the class work this out and problem solve).
- How do they get from the house to school? Walk/Bus/Car/Other

Ask random students why they chose to stand where they stand. Find out why students have selected a corner: Can they elaborate? Make sure the class is watching when you ask/hear answers.

FAMILY NUMBERS/LONG LINE (as Session 2)

Repeat the Family Numbers exercise from Session 2 using some of the same statements and some new ones.

STATISTICS FROM CORNER GROUP OR LONG LINE ANSWERS

Use the answers from the corner groups or long lines to create statistics that are given to the Researcher.

Divide students into research groups that are tasked with creating statistics about their own statements.

Let students have time to figure out how to represent the statistics on their own, without too many guidelines. Show many examples of how they can represent the statistics so that it inspires them rather than guides them.

Also, it would be useful to share a few different examples when the students are finished and have shared their suggestions.

TIME SPENT IN THE HOME

Invite students to think about what they are doing in different rooms of the house (make it the focus of the warm-up exercise) and how much time they spend in different rooms.

Students can then be tasked with displaying this on a piece of paper in pairs or alone.

Share with each other and reflect on the work. Prepare for viewing for the Researcher.

FAMILY TREE

Students are given the task of making a family tree, with the students deciding on the design. Show examples, but if so, show many different ones so that students can choose how they want to design it. The student, siblings, parents and extended family (as far as they know them) can be entered, and portraits can be drawn. Can be hung up/collected and delivered to the Researcher.

COLLECT AND CREATE A PRESENTATION OF THE DATA FROM DAYS 1 and 2

- Create a presentation of the notes and pictures from Session 1: Part B - Statues – this could be a poster or a digital presentation.

- Continued with the questions from Session 1: Part B – Our best neighbourhood: 'What would homes look like if children were allowed to decide?' – present the findings from the questions.

- Hang up the family portraits. Each student writes a small text for their picture, about their family. This can be connected with Family Tree.

WHERE DO WE LIVE – IN RELATION TO EACH OTHER?

Who in their class do they live near to? How long does it take them to get to school? Who lives closer to school than them? Who lives further away? Does anyone live near the teacher? Talk in groups first, and then together. Try to figure it out together. When they've got some clues/evidence ready:

Use the entire room/outdoor space and try to recreate the distances (with the school as the centrepiece) by placing themselves in the landscape.

Take a picture of the human map that has been created.

Can the map be created in a different way?

Can they find out exactly where they live in relation to each other? How?

Did they know how close/far away the others lived? Maybe they can visit someone as they now know how close they live?