

At home with us

Session 5

TIME

90 min.
including
break



Art of learning

THEME

2



WARM-UP: MIME – SECRET MISSION 1

This will happen:	In pairs: One student chooses a situation to mime, and the other looks and guesses what the situation might be. The pair then swap over.
Materials needed:	
Preparations in advance:	
Preparations:	
The space looks like this:	Open space, gymnasium.

- GUIDANCE:**
1. Remind everyone to put on their Researcher badges.
 2. Divide students into pairs. One student in each pair must go out and wait while a task is given to the other. Ask them to choose a situation in their home that they will mime, as they have done together before. They should choose something they are happy about/appreciate/find enjoyable. They start miming, and are up and running when the partner comes in.
 3. The partners in the hallway are instructed before entering. They observe their partner for one minute (until they hear that 1 minute has passed) before making suggestions on what the mime represents.
 4. Invite the students who are outside of the room to come in and observe the mime. Let them know when 1 min is over. The student guesses what the other student is miming.
 5. Switch. Do the same, but this time the student who does the mime should choose a situation in their home that they do not like to do/get angry about.
 6. Ask for a brief report on how this was – 2 sentences from each of the pairs. Write these down for the Researcher. Transition to main activity.

REFLECTION: PHYSICAL REFLECTION: OPTIONAL

This will happen:	By thinking about different statements and showing agreement/disagreement through physical movement the students reflect on today's session.
Materials needed:	
Preparations in advance:	Think about and write down the 5-7 statements to be used 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 right and wrong answers. Choose 5-7 statements. Examples of statements: I would move into my collage house if I could, I can't wait for the Researcher to come back, it was hard not to do as Dracula said.
1. Ask the students for ideas for developing the reflection activity. (Use additional alternatives to how they answer). How tiny can their movements become? How large can their movements become? Test out 1-2 of their suggestions.
 2. The adult makes various statements to which the students must respond, according to the framework agreed in section 1. Agree with the students on how to completely 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.

NOTES

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MAIN ACTIVITY: DREAMS – COLLAGE WITH THE QUEEN (AND DRACULA) COMMAND

This will happen:	Make a collage of a room you can enjoy. The collage making is challenged by a Queen and her neighbour Dracula. Prepare a presentation of the material for the Researcher.
Materials needed:	Part A: Scraps of furniture from the resource bank (templates from the PDFs are printed on coloured A3) and from interior design magazines. Make sure there are enough clippings for the students to have a lot to choose from. All are cut out in advance of the session, 'room-template' printed on coloured A3 sheets, enough for each student. Glue stick for each student, pencil and coloured pencils for each student. Part B: Tape/electrician's tape/drawing pins (for hanging), markers and posters for noting discoveries.
Preparations in advance:	Cut out all the furniture to be used from templates and interior magazines. Make sure there are enough clippings for all students to have a lot to choose from. (NB! A lot of preparatory work!), print room templates on coloured A3 sheets. Make sure that everything collected from material from Theme 2 can be found in the room.
Preparations:	
The space looks like this:	Open space.

GUIDANCE:

Part A – Dream Collage with the Queen (and Dracula) commands

Transition from warm-up: Collecting the threads from the days that have passed: What have they talked about? Hear responses. (What is needed in a home? What's not okay in a home? Neighbourhood drawing. What is a home? What if children decided what homes should look like? Family portrait and the family's large numbers (and Days 3 and 4). But there is something that the Researcher wanted help with that they have not yet worked on – namely how they would like their home and family to be in the future and what allows them to live a good life at home. And they have to do something about that.

1. Ask if students know what a collage is. Listen to input from students. Explain what it is if they don't know. Today they will use this art technique to create a place they think is good to live in, a living room they can enjoy – a dream place with the family or those they live with, or with a dream family if they prefer. View examples of clip art and collage (see resource bank).
2. Divide students into different groups as needed. Give each student a glue stick, a room template and put all the cut outs of furniture in a small pile on the floor, with a group sitting around in a circle.
3. Now they must do as the Queen commands. NB! Do it in this order: carpet, window, sofa, table, chair, plant. So if the Queen commands, "Find a blanket..." Hold up a picture of a blanket. "Then you go into the middle of the circle, find a blanket and go back to your place and glue the blanket on your paper, but only if I say 'The Queen commands'. Test once. Make sure they glue the blanket to their sheet. Then keep going. Hold up the window image. "Find a window." "Stop! The Queen did not command!" Play until they understand the concept and it's easy for them, then go to step 2.
4. In this round they will still do what the Queen commands, but her neighbour in the castle next door, Dracula, will also give instructions. But Dracula is a liar. So when they hear, "Dracula commands...", they don't do what he says, but look at which card is being held up and find that thing instead. So if they hear "Dracula commands: find a table" but a picture of a chair is being held up, what are they going to find? Yes, a chair, that's right. Keep playing the game. The rules from the 1st part still apply. Once students understand and have some things for the room, let them continue to work on their own and fill in the room.
5. Let students draw colours on the walls or find other objects they want in the room. Let them keep doing this for a while, as long as it's constructive work.

Part B: Preparing a presentation for the Researcher

Everything that is collected from the material (text, drawings, statistics, etc.) is prepared, hung up/presented/digitally created, for presentation to the Researcher when they come. Identify who talks about what, what they want to talk about and what is important to be conveyed?

NOTES