

At home with us

Session 6

TIME

90 min.
including
break



Art of learning

THEME

2



WARM-UP: MIME WARM-UP – SECRET MISSION 2

This will happen:	In pairs: One chooses a future situation to mime and the other looks at it and guesses.
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 the task is given to the other in the pair. Ask them to choose a situation they imagine being in, in their dream home in the future, and they will mime this as they did in the last session. They start miming, and are up and running when the partner comes in.
3. The partners in the hallway are instructed before entering to observe their partner for one minute (wait to hear the 1 minute call) before making suggestions on what they are miming.
4. Invite those in the pair who are out of the room to come in. The partner goes in and observes. Give a signal when 1 minute is over. The partners guess what the partner mimes.
5. Switch. Do the same, and whoever mimes should be allowed to choose a dream situation they want to be in with their family, or their dream family. It doesn't have to be in the home.
6. Request a brief report on how this was, one or two sentences from each of the pairs. Write down for the Researcher. Transition to main activity.

REFLECTION: PHYSICAL REFLECTION OPTIONAL

This will happen:	By pondering various statements and showing consensus/disagreement through physical movement, 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, gymnasium.

GUIDANCE:

- The statements in the exercise will be linked to the session today and the whole topic, 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 liked making a new family, it was difficult to decide on a dream home, I got to tell the researchers what I wanted to tell.
1. Ask the students: How can we develop the reflection activity? For example, the statement "I liked making a new family". How can we develop this to get more specific/nuanced answers? Can we only run fast or stand still? What does it mean if you are walking? or running in slow-motion? Can we answer while creating very tiny movements? Running while standing still? Running with our fingers? Running only in our mind? How big can we create our movements? Can we run outside? How fast can you run? Can we answer using a different scale, ex. baby to adult/old? From laughter to crying?
Test out 1-2 suggestions.
 2. The adult makes various statements to which the students have to respond, according to the approach agreed in section 1. Agree with students on how to completely agree, slightly agree, neither nor, 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.

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MAIN ACTIVITY: CARPET HOMES IN THE GYMNASIUM AND THE RESEARCHER RETURNS

This will happen:	Students are allowed to build their own 'home' of blankets and gym equipment and to play families in them. The Researcher returns and is presented with everything the students have found out.
Materials needed:	Part A: Masking or electrician tape (multiple rolls and colours). Mats, blankets, fabric, pillows, chairs, tables (whatever they can get together and which is easily available), equipment from the gym's cupboard (anything can be used!).
Preparations in advance:	Artist: Remember the costume and role of the Researcher character.
Preparations:	Tape the floor of the gymnasium into different rooms and assign each room some equipment and mats they can build their house/area in. Lock away anything which should not be used.
The space looks like this:	Open space, gymnasium.

GUIDANCE:

Part A - CARPET HOME IN THE GYM

1. The adult divides students into groups of different sizes (2–6).
2. Present the task: Each group should be a family and decide the roles and people they want to be in their family. Remind them that there are many different types of families, and that they can be inspired by different families they have heard of in class or elsewhere. Invite them to talk and agree on the following: What relationship do they have with each other in their family? How old are they? What are they doing together at home? Are they working? Do they go to school? Are they retired?
3. Once the families have been agreed by the group, they are assigned their living area (taped up on the floor of the gymnasium) and here they will build a place for this family to live, using the resources they have been allocated/can access.
4. Let the groups work and develop their families and living areas on their own.
5. In the groups, they can explore their roles, what the dynamics are like in the family, what it is like to live together.

Part B - THE SCIENTIST RETURNS/ENDING

1. The Researcher (artist in Teacher in Role) returns and looks at the homes the students have built, talking to the 'families' and taking pictures of everyone.
2. Everyone cleans up their family areas, while the Researcher takes pictures and pays attention.
3. Everyone gathers, and the Researcher looks at all the material the students (Researchers) have collected. Students can share and explain along the way, as a summary of the entire topic.
4. The Researcher can take the materials with them or take pictures of things the class feels is important. The Researcher thanks the students for all their help with this important research!

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