

# At home with us

# Overview



Art of learning

THEME

2



## OVERVIEW OF THEME 2

**GOALS** To encourage the students to marvel at and explore different ways of living together in homes and families, by getting to know their own and others' homes. Reflect on what creates a good home and a good life and get to think about their own wishes for their home in the future. They will collect, organise, describe and explain their findings. Use their memory and senses to envision and recreate everyday routines in warm-ups, practising physical responses, listening and taking a stand on different statements in reflection.

**SUMMARY** By having to help a researcher, the students in Theme 2 become research assistants who will describe, explain and gather knowledge about their own and their classmates' families and homes. They will also outline how they want to feel at home and with their family. With the help of various drama and visual art exercises, the theme is illuminated in different ways, and the theme ends with the researcher coming back and retrieving all the material collected.

### GENERAL GUIDANCE ON THE THEME 2

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)

It is important that the wellbeing and safety of children during the course of this theme is protected and that all adults are prepared to respond to any issues which emerge by following the schools safeguarding policies and procedures. Some tasks in Theme 2 may be noisy. Before responding, assess whether it's constructive noise (because they work, figure things out together, share with each other) or is it destructive? If there is destructive noise, then feel free to evaluate it, and if it is necessary to lower the sound level, find a way to do it without interrupting, disrupting or destroying the workflow.

A principle that underlies the Art of Learning is that of production, not re-production. This means that the students should, as far as possible, find their own solutions. This also applies to statistics or series of numbers, and it is therefore important to be cautious about showing an example of how to do things before the students try. Doing this often leads to re-production. Alternatives to this are to either a) find many and different examples, so that it becomes inspiration and is not perceived as a solution or b) show examples afterwards once the students themselves have found their own solution.

QR 1



QR 2



THEME 2	DAY 1	DAY 2	TEACHER LED DAY 3-4	DAY 5	DAY 6
<b>Content Summary</b>	<p><b>Trigger:</b> Researcher (Teacher in Role played by the artist) (teacher in their normal role) visits and gives assignments to the students to research on home and family.</p> <p><b>Warm-up:</b> Mime which recreates their morning routine.</p> <p><b>Main activity:</b> Co-construct a long drawing of housing and construct a neighbourhood. Students use their bodies to make statues of what we do want and what we don't want in a home.</p> <p><b>Reflection:</b> Reflect on statements from the session using physical jumping reflection.</p>	<p><b>Warm-up:</b> Mime which recreates their after school routine and meeting with family.</p> <p><b>Main activity:</b> Students will get to know their own family by answering questions posed by the researcher. In answering these questions students will use large (and small) numbers in a row. Then they will create a tiny family portrait.</p> <p><b>Reflection:</b> Reflect on statements from the session using physical running reflection.</p>	<p><b>Warm-up:</b> Mime warm-up with sensory impressions and sensory cards.</p> <p><b>Main activity:</b> Should: Address 'What's okay and what's not okay in families. Health, safety and environment for students'. See suggestions for activities in the theme lesson plans.</p> <p><b>Reflection:</b> Reflect on statements from the session through physical reflections.</p>	<p><b>Warm-up:</b> Mime warm-up with a secret mission (for each other) in pairs.</p> <p><b>Main activity:</b> Make a collage of an ideal room they could enjoy. The collage making is done as part of the game The Queen Commands. The students will prepare a presentation of the material for the researcher.</p> <p><b>Reflection:</b> Reflect on statements from the session through physical reflection.</p>	<p><b>Warm-up:</b> Mime warm-up with a secret mission (for each other) in pairs.</p> <p><b>Main activity:</b> Students create their own families in groups, and build a home for the family using mats, gym equipment and role-play games/toys. The researcher (Teacher in Role played by the artist) returns and Theme 2 is summarised.</p> <p><b>Reflection:</b> Reflect on findings from the session through physical reflection.</p>
<b>Space</b>	Open space, gymnasium.	Open space, gymnasium.	Open space, gymnasium.	Open space, gymnasium.	Open space, gymnasium.

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## NOTES

# At home with us

## Overview



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THEME 2	DAY 1	DAY 2	TEACHER LED DAY 3-4	DAY 5	DAY 6
<b>Materials</b>	<ul style="list-style-type: none"> <li>Costumes: Researcher's coat, writing pad and pen, loose beard/wig/glasses (which changes the look), class set with researcher badges.</li> <li>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 with quiet music. Camera.</li> <li>Part B: Paper cut up small or sticky notes (in two different colours) and pen.</li> </ul>	<p>Part A:</p> <ul style="list-style-type: none"> <li>A roll of masking tape</li> <li>Camera</li> <li>writing pad and pen.</li> </ul> <p>Part B:</p> <ul style="list-style-type: none"> <li>Yogurt lid/butter lid and other plastic lids with 'frame' – 1 for each pupil</li> <li>1 white sheet of paper for each pupil – A4/A5 110 gm thickness for each pupil</li> <li>Coloured pencils for all</li> <li>acrylic paint in brown and black</li> <li>paint brushes for everyone</li> <li>scissors for everyone</li> <li>glue sticks</li> <li>thread and needle for hanging.</li> <li>Surface to paint on.</li> </ul>	Sensory cards (from resource bank) – 1 set per pupil.	<p>Part A:</p> <ul style="list-style-type: none"> <li>Clippings from magazines of furniture from resource bank (templates are printed in coloured A3 from the pdfs) and from interior magazines. Make sure there are enough clippings for students to have lots to choose from. All are cut out in advance of the session</li> <li>'room-template' printed on coloured A3 sheets, enough for each student</li> <li>glue stick for each student</li> <li>pencil and crayons for each student.</li> </ul> <p>Part B: electricians tape/thread and needles (for hanging), markers and posters for setting up discoveries.</p>	<p>Part A: Masking or electrician tape (multiple colours). Blankets, mats, fabric, cushions, chairs, tables (what you can pull together that is easily available), equipment from the gym cupboard (anything can be used!).</p>
<b>Preparations in advance</b>	<ul style="list-style-type: none"> <li>Create a playlist of quiet music. (Idea: maybe music with house/home/ neighbourhood themes?)</li> <li>Think of questions for warm-up as well as statements for reflection.</li> <li>Artist: Prepare a researcher character.</li> <li>Agree what happens when the artist is out of the room (before and after the researcher stage).</li> </ul>	<ul style="list-style-type: none"> <li>Think out questions for the warm up, as well as statements for reflection.</li> <li>Collect yoghurt lids/butter lids and the like with a 'frame', at least 1 lid for each student, but preferably several (to provide choice). (NB! Start collecting these early!) Idea: You can ask students to bring lids from home a few days before.</li> </ul>	<ul style="list-style-type: none"> <li>Think about questions for the warm up, as well as statements for the reflection.</li> <li>Print and cut up sensory cards.</li> </ul>	<ul style="list-style-type: none"> <li>Cut out all the images of furniture to be used from the magazines. Make sure there are enough clippings for all students to have a lot to choose from. (NB! This requires a lot of preparatory work!)</li> <li>Print room templates on coloured A3 sheets. Make sure that all the materials for Theme 2 can be found in the room, to Part B.</li> <li>Any images and other pictures collected digitally, or prepare a presentation of the same material on screen.</li> <li>Think about the questions for the warm-up as well as statements for the reflection.</li> </ul>	<ul style="list-style-type: none"> <li>Artist: Remember the costume and role of the researcher character.</li> </ul>

### NOTES

# At home with us

## Session 1

TIME

90 min.  
including  
break



Art of learning

THEME

2



### TRIGGER: RESEARCHER WITH ASSIGNMENT

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

<b>This will happen:</b>	Each student will physically recreate their morning routine, from the time they get up until they walk out the door.
<b>Materials needed:</b>	
<b>Preparations in advance:</b>	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.
<b>Preparations:</b>	
<b>The space looks like this:</b>	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

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

# At home with us

## Session 1

TIME

90 min.  
including  
break



Art of learning

THEME

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### MAIN ACTIVITY: EXPLORING HOMES, NEIGHBOURHOODS AND HOMES

<b>This will happen:</b>	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.
<b>Materials needed:</b>	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.
<b>Preparations in advance:</b>	A playlist of quiet music (Idea: maybe music with house/home/neighbourhood-theme?)
<b>Preparations:</b>	Ensure that the technical equipment works, have everything ready for Part B.
<b>The space looks like this:</b>	Open space.

#### GUIDANCE:

##### Part A – OUR NEIGHBOURHOOD:

1. 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.
2. 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.
3. 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.
4. 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.
5. 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.
6. 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:

1. 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.
2. 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.
3. Give students some time, and then count down from 10. When it gets to 0, they have to stand still, like statues.
4. 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.
5. 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

# At home with us

## Session 2

TIME

90 min.  
including  
break



Art of learning

THEME

# 2



### WARM-UP: MIME WARM-UP – MY FAMILY

<b>This will happen:</b>	Each student will physically recreate their routines after school, from the time they enter the door until they meet their family.
<b>Materials needed:</b>	
<b>Preparations in advance:</b>	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.
<b>Preparations:</b>	
<b>The space looks like this:</b>	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

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

# At home with us

## Session 2

TIME

90 min.  
including  
break



Art of learning

THEME

# 2



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

<b>This will happen:</b>	Get to know their own family and then create a family portrait.
<b>Materials needed:</b>	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.
<b>Preparations in advance:</b>	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.
<b>Preparations:</b>	
<b>The space looks like this:</b>	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

# At home with us

## Session 3-4

TIME

90 min.  
including  
break



Art of learning

THEME

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### WARM UP: MIME – SENSES AND SENSORY CARDS

<b>This will happen:</b>	Each student will physically recreate routines from everyday life, focusing on their senses. Sensory card reflection.
<b>Materials needed:</b>	Sensory card – 1 copy per pupil.
<b>Preparations in advance:</b>	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.
<b>Preparations:</b>	
<b>The space looks like this:</b>	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

<b>This will happen:</b>	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.
<b>Materials needed:</b>	
<b>Preparations in advance:</b>	Think about and write down the 5-7 statements to be explored in the exercise.
<b>Preparations:</b>	
<b>The space looks like this:</b>	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

<b>This will happen:</b>	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.
<b>Preparations in advance:</b>	Think about and write down the 5-7 statements to be explored in the exercise.
<b>The space looks like this:</b>	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?



# At home with us

## Session 5

TIME

90 min.  
including  
break



Art of learning

THEME

# 2



### WARM-UP: MIME – SECRET MISSION 1

<b>This will happen:</b>	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.
<b>Materials needed:</b>	
<b>Preparations in advance:</b>	
<b>Preparations:</b>	
<b>The space looks like this:</b>	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

<b>This will happen:</b>	By thinking about different statements and showing agreement/disagreement through physical movement the students reflect on today's session.
<b>Materials needed:</b>	
<b>Preparations in advance:</b>	Think about and write down the 5-7 statements to be used in the exercise.
<b>Preparations:</b>	
<b>The space looks like this:</b>	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

# At home with us

## Session 5

TIME

90 min.  
including  
break



Art of learning

THEME

# 2



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

<b>This will happen:</b>	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.
<b>Materials needed:</b>	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.
<b>Preparations in advance:</b>	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.
<b>Preparations:</b>	
<b>The space looks like this:</b>	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

# At home with us

## Session 6

TIME

90 min.  
including  
break



Art of learning

THEME

# 2



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

<b>This will happen:</b>	In pairs: One chooses a future situation to mime and the other looks at it and guesses.
<b>Materials needed:</b>	
<b>Preparations in advance:</b>	
<b>Preparations:</b>	
<b>The space looks like this:</b>	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

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

### NOTES

# At home with us

## Session 6

TIME

90 min.  
including  
break



Art of learning

THEME

2



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

<b>This will happen:</b>	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.
<b>Materials needed:</b>	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!).
<b>Preparations in advance:</b>	Artist: Remember the costume and role of the Researcher character.
<b>Preparations:</b>	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.
<b>The space looks like this:</b>	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!

#### **NOTES**