

In your shoes

Session 5

TIME

90 min.
including
break



Art of learning

THEME

7



WARM-UP: IN OWN SHOES – GROWING OLD/YOUNG

This will happen:	Students will experiment with being in their own shoes, using their whole body going from young to old.
Materials needed:	
Preparations in advance:	
Preparations in the space:	Ensure there are no obstructions or tripping hazards.
The space looks like this:	Open space.

GUIDANCE:

1. Ask the class to get into a pair with someone who has the same colour socks as them.
2. Ask the students to think back to how different they were when they were 4 years old in nursery, 2 years old and to when they were babies and not yet 1 year old. Ask them how their bodies and faces are different?
3. They are asked to work together in their pairs to help each other grow backwards from being themselves today right back to being a tiny, newborn baby. Explain this is similar to when they worked on a sliding scale of 1-5 on emotions.
4. Next, ask the students to grow older in the same way. From themselves today (7-8 years), to being a young teenager (13-14 years), an adult (20-50) and last a very old person (70-90/100 years old). Ask them to think about their bodies and faces. How will they change? They should continue to work in pairs helping each other.
5. Repeat the concept of the sliding scale. Use age as a scale, repeat the different ages, and ask everyone to move from babies to very old people step by step. After going up in age, move down the scale again from old people to babies.
6. **Reflection:** What did it feel like to change their age like this? How did they do it? How does their body change throughout life? Have they thought about their body changing before?

REFLECTION: QUIET REFLECTIVE WALK

This will happen:	Learners will walk around their school silently and then return to their classroom to reflect and share their thoughts with the rest of the group.
Materials needed:	
Preparations in advance:	
Preparations in the space:	
The space looks like this:	Communal school space (corridors, hallways etc.), or outdoors.

GUIDANCE:

1. Explain to the students that they are going on a short, reflective walk around their school. Discuss the idea of a reflective walk – what does that mean? (The walk should give the students the opportunity to think quietly (silently) on their own while looking at their school in a different way.) Explain to the students that they will be going on a silent walk around the school and during this walk they should be looking and thinking. They should look carefully at the other children they see on their walk; they should not speak to them but imagine (silently in their own heads) what these children were like as small children, even babies. They should also think about how they imagine them living their lives in the future.
2. Let students go out on their reflective walks. Agree before they go how they will know when the reflective walk is over and they should return to the classroom.
3. All students return to the classroom and they find a quiet space in the room with their eyes closed as in the previous sessions. If necessary, give them an additional few minutes to think about the questions.
4. Next ask them: What was it like to walk in silence? Did they get distracted? What distracted them? How to avoid distractions next time? What was it like to imagine someone else's life?

NOTES

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MAIN ACTIVITY: COLLAGE PORTRAITS

This will happen:	Students will create a collage portrait made up of facial features sourced from old photos and photographs of themselves and adults/old people.
Materials needed:	Paper/backing card (A3) x1 per student. Cut out eyes, noses, mouths and ears from images of children from the past (same images as T7S2) as well as facial feature cut outs from photographs of the class, as well as facial features from adults and old people (see resource bank). Pen, coloured pencils, napkins, yarn/string, tape, coloured paper and other material to collage. Glue for each student.
Preparations in advance:	Make, print and cut out facial features as described above. Vary scale of facial features using a photocopier or digital imaging software for enhanced effect.
Preparations in the space:	Lay out enough facial features for each student on each table.
The space looks like this:	Groups with tables.

GUIDANCE:

1. Set each group up on their own and let them open the envelopes marked DAY 5. In this envelope they will find enlarged photos of themselves and from the other images that they have worked with in this theme from children in the past. These are cut up into pieces (individual facial features). Explain to the students that in today's session they are going to create a collage. Ask them if they remember if they have made a collage before (tip: Theme 2: In our homes). Ask the students to explain what a collage is. Explain that they will be creating a collage portrait using cut out facial features and all of the cut outs (of different eyes, ears, noses and mouths) from the photographs of the children from the past (in our school community) as well as from images of children from their own class. Show examples of the cut out facial features and stick the full original photographs on the walls (both the students' own photographs as well as the others) so everyone can see them. Remind students that they aren't trying to re-create these photographs or to make them realistic. They will be making new, original artworks by combining different parts of lots of photographs, which they will put together to make something new. (Show one, or several different examples.)
2. Give each student a piece of paper or card to stick their pieces on and put all cut-outs of parts of faces in the middle of each group. Make sure there are enough for the number of students.
3. Ask the students if they can remember how this was done previously (The Queen Commands). Listen to their explanations (tip: Queen and Dracula). Explain that this time, Dracula is the trusted one, and the Queen is lying! For the activity today, they have to follow Dracula's instructions. The adult says, "**Dracula says**, Find a nose..." Hold up a picture of a nose. They go into the middle and find a nose and then come back and place it on their paper – but only if the adult starts with "**Dracula says**". Try that. "Dracula says, find a nose." Well done. Place it on their page where they think it should go. Continue. Say, "Find a mouth." Hold up a picture of a mouth. Hold on – Dracula didn't say!
And opposite: this time the Queen takes over, but the Queen lies. Whatever she says, do not do it, but find the item she holds in her hand instead.
Advanced: Switch between Dracula and the Queen back and forth.
4. Let the students work on their own finishing their collages. They should place their pieces on the paper where they think they should go. When they are happy with the placement of the pieces, they should glue them down.
5. Ask the students to discuss in pairs (working with someone close by) what they could do to improve their work. Add more marks with pencil/pen/crayon? A head outline? Hair? Clothes? Colour? More pieces of collaged paper? Give them 3-4 minutes to discuss.
6. Give 10-15 minutes for the students to add to their work/draw on top of/layer etc. based on the discussion in their pairs.
7. Once the collages are complete, display them alongside the original photographs and allow plenty of time for students to look at them. Encourage them to try to identify which photographs the different features of the collages have come from.

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