

Odd Threads : Bodies: Sensing Spaces

<https://www.oddproject.co.uk/provocations/bodies/#sensing-spaces>

Sensing Spaces

How might recalling sensory memories of spaces we have known help us to attune to the spaces of school and the experiences of children?

Who is this for?

Adults who work with or care for children, or who are training to do so.
You could also adapt this activity to include young people or children to share their current or recent experiences of spaces.

Duration: 10 -15 minutes approx.

As an Individual exercise: (10 minutes)
For a Group exercise (10 minutes + 5 minutes per participant for discussion)

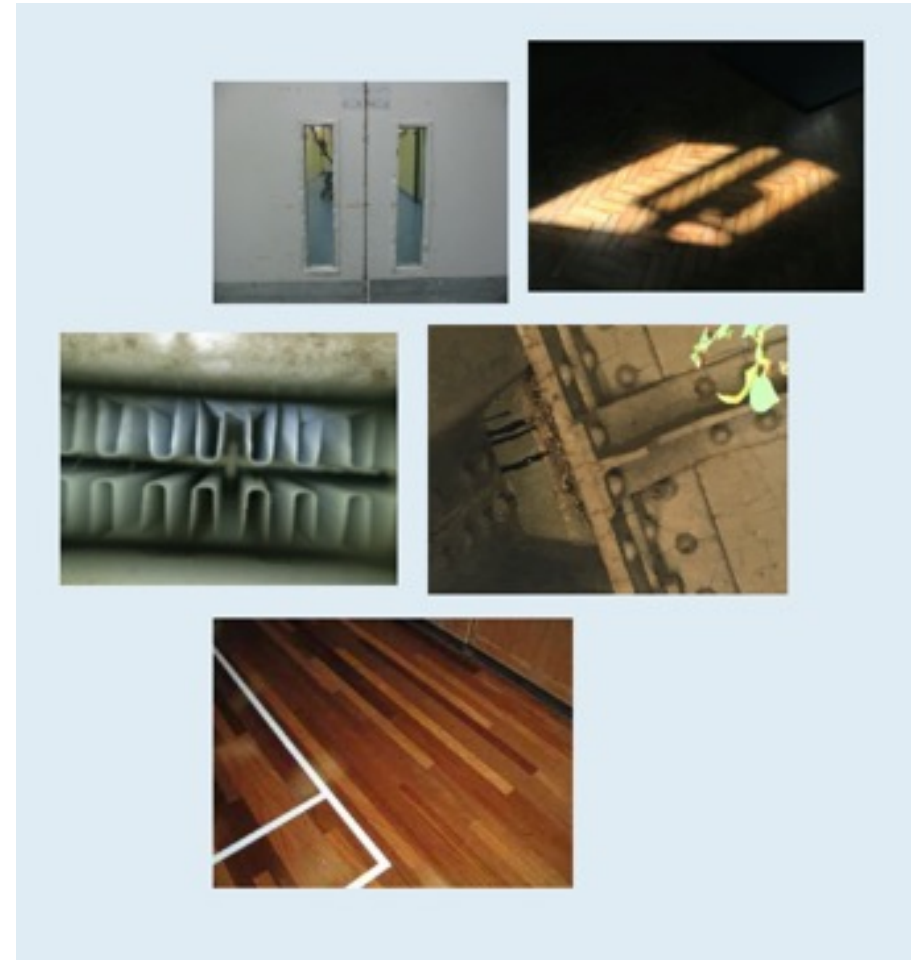
What you need:

For your group: a blank postcard per person to write impressions from the space you are remembering

Alternatively, a shared Padlet or other shared online space for text / images.

If meeting in person, you might use sticky notes and a shared table or poster.

You can use these images as prompts or counterpoints.



Above: images from institutional spaces made / selected by Becky Shaw
You can download these as prompts or use your own.

Download prompt images from this page:

<https://www.oddproject.co.uk/provocations/bodies/#sensing-spaces>

Sensing Spaces

Guidance

10 minutes

Think of an institutional space you have known in your life, somewhere in your past or present.

Move around the space in your mind, and pay attention to what sensory impressions you can recall:

- Smell
- Sound
- Temperature
- Texture
- Sights

Take a few minutes to write down or draw what comes up for you.

5 mins

Write this on your Padlet, or on a post card or whatever method works for your situation

Allowing about five minutes per person, or at a pace that feels comfortable for you and your participants, review and read one another's contributions before discussing.

Questions:

Do more thoughts arise as you read other people's notes?

Are there any observations that you share, or unexpected ones?

From other people's observations, choose one that interests you for discussion.

Are there any themes arising from your discussion? If so, what?

What implications might these themes have for understanding children's experience of feeling 'different' at school?