

ArtiCULan

ArtiCULan Noah's Arc

Workshop focusing on the story of Noah's Arc for 10 - 11 years old learners in which children are invited to express they feel and how they would react when they survive flood.



Description of the workshop:

The Turkish team worked with the children of around 25 immigrant families in the 10-12 age group at a public school in Istanbul. We base our workshop on the Legend of Noah's Arc and the workshop continues for 3 hours once a week

There are children from countries such as Syria, Iraq, Egypt, Azerbaijan, Iran, Afghanistan, Turkmenistan, Russia, Moldova, and China at the school where we are currently working.

Duration:

3x 40 minutes = 120 minutes on a weekly basis

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Activity 1: in the beginning

We are all in Noah's Ark. We chose to update the beginning of the legend by linking it to natural disasters such as environmental problems, climate changes, forest fires and floods.

In the beginning, we talked about lake, stream and sea, floods, pictures of people swimming in the sea. Later, the pictures were associated with various pieces of music and a flood was portrayed in the classroom. The rows were turned upside down and turned into a boat.



Activity 2: the stream

Later, the tulle was placed on the ground and a stream was made.

The children were asked to imagine a town located on either side of this stream. “How would the people living here spend their time?” The subject was introduced with the question. The answers came as if they would fish, swim, wash their clothes, and ride in boats.

Then, they were asked to show these actions with bodily expression, respectively. (In order not to be influenced by each other, they were asked to close their eyes first, then open their eyes after shaping their bodies) People fishing, rowing boats, swimming, washing clothes (boys did not do laundry on the grounds that it was women's work) etc...

What could possibly happen in this riverside town? Houses, mosques, school building, park, etc. These too were asked to come together with bodily expression to form a town, and the children were asked to find the shapes they made from their friends. It took time for the others to find the “mosque” figure made by the boy with his two arms raised. The trash can in the park, the swing in the park created by two people, etc. The children liked that this work turned into a puzzle. It made the work enjoyable as they each thought and found the figures that the others would have difficulty with.



Activity 3: boats

Afterwards, they were told that they could make boats and navigate the stream, and they were asked to make a paper boat. Some of the children were able to make a boat out of paper. Those who could, cooperated with those who could not, built the boats, painted them as they wished, and placed them in the stream. In the last stage, two students held the two ends of the stream and made the stream wave and the water started to spread over the houses slowly. For a while, the ships sank and they remained under the veil. Houses were gradually submerged. Then the weather calmed down. The waters receded. The ships towed to the houses. The sun came out, reaching everyone equally and drying everything.



Activity 3: Noah's Arc...

Children were told how Noah's Flood took place in various cultures with photographs.

Afterwards, we distributed various animal pictures and incompletely drawn versions of the same pictures to the children. (Rabbit without ears, hippo without tail, etc...) They were asked to complete the pictures, paint them and cut them out. The cut animal shapes were made three-dimensional like figurines. The animals were then placed in a forest with trees made with children.



There was talk again about the animals taken on board.

-Each of these animals is different, people are different. Just like us, some of us are blonde, some are brunette, tall, short, fat and thin. Etc. One by one, each child was asked about the country they came from. Such as Uzbekistan, Turkmenistan, Iran, Iraq, Syria, Egypt, Azerbaijan. We are on a ship too. We're on the school ship. If we think of our street and neighborhood as a ship, how can we live together? They expressed their disagreements with their friends at school. They complained about swearing the most, but they also curse themselves. Violence is very common. They do not hesitate to harm the environment and each other between classes. There has to be a way to live together.

How will these animals and some people live together on the same ship? Can they live.?

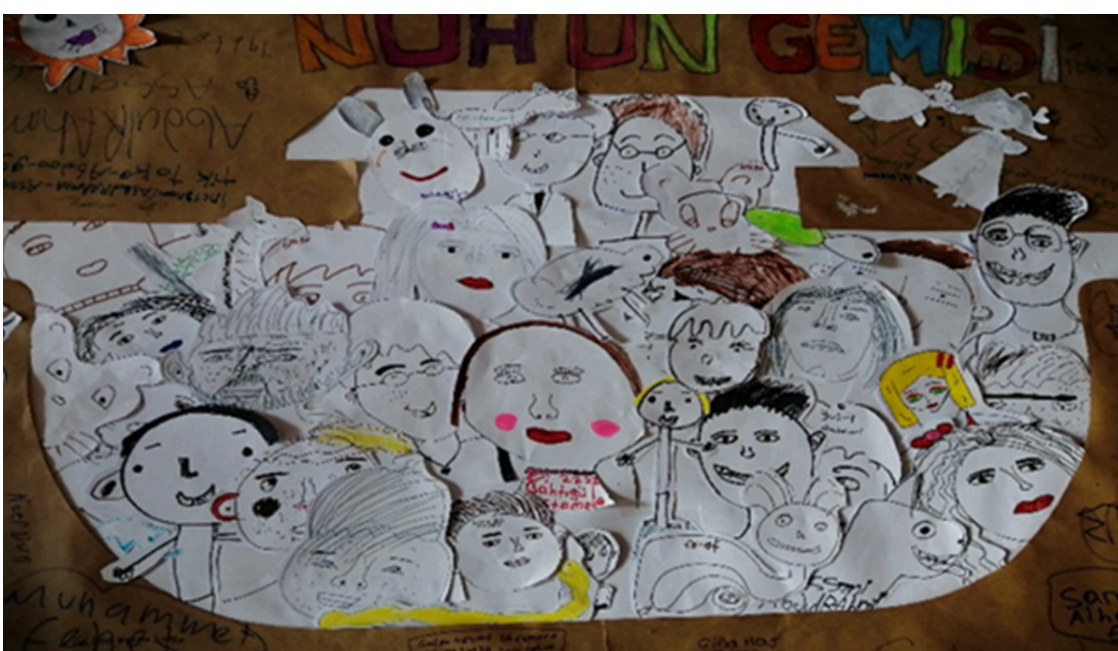
What happens if they can't survive? (Reminding the flood outside) Some solution suggestions came. Like putting animals in cages... How can we, humans, solve these problems among ourselves? They said by speaking, but it was not convincing at all. Afterwards, animal mask molds were distributed and the children were asked to assemble and paint the molds.



Colored papers were distributed and they were asked to build Noah's arc, which we talked about. Ships were built, animals were placed in them. One of them said that there is no place to live on earth anymore and preferred to build Noah's Spaceship instead of Noah's arc.



After the ships were built, the shape of a ship was drawn on a large piece of paper and laid on the ground. Two A4 papers were distributed to the children and each was asked to paint their own portrait or portraits of their friends. On the second sheet, they were asked to draw pictures of the animals that boarded this ship. The portraits and pictures of animals were placed on top of the large ship picture by the children. They had a lot of fun drawing portraits of themselves and their friends.



OBSERVATION:

Children participated in the study with pleasure. The importance of intensive use of handicraft work is of great importance here. Children easily focus on this type of work and engage in serious pursuits. They argued for a long time over the question of what might happen in the town. They decided that high-rise buildings could not be skyscrapers, as it would be a town and a river-side settlement. And they usually drew the houses as one-story. They did not forget to draw mosques, cafes, schools etc.

First they do it with bodily expression and turn it into a competition. The difficulty in knowing the building he built with his body, the mosque, the playground and the vehicles in the playground (swings, slides, etc.) caused them to show more interest in the game.

Part of the class knew how to make a paper boat, they showed it to those who didn't. They had the second and third boats made and followed them to help them get it right. Children who can't get along with each other in normal times, hitting and pushing, continue the activity until the end in this type of work, and for example, when the break bell rings between two classes, they refuse to go out and want to continue working. However, no matter how much fun they play in other activities, as soon as the bell rings, they immediately interrupt the game and want to go out into the garden.

It was emphasized that the sun heats the whole universe equally and dries up the areas where the water spreads as a result of floods, for example. However, some of the Egyptian and Iraqi children stated that the sun warms them more.

RESULT:

- In the proposed study, it is seen that the section about dance is missing. Children, girls and boys are hesitant to communicate with each other, touch or even stand side by side, partly due to their age and partly due to their culture. Longer partnerships and collaborations are needed for this wall to be lifted. However, the children's curriculum and our calendar do not allow this.
- Children are more successful in personal studies. Painting, cutting paper, etc. They have difficulties in activities involving bodily expression. Being watched, doing something in front of a group makes them uncomfortable. This discomfort can be relieved by more frequent group gatherings, but circumstances do not allow it.
- As these studies are different from other course environments, they participate with pleasure. Every week, new children want to join the group and they position themselves in a privileged place by saying "I am a foreigner too, I must join". From this perspective, this activity seems to help children feel good about themselves.
- Although they use Turkish well –as mentioned above- it was seen that they had serious problems in written expression.

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