

ArtiCULan

ArtiCULan Dolmabahçe

Workshop to raise awareness of migrant and non-migrant children about migration and habitat conditions through a multidisciplinary art workshop for multilingual children of 10 – 11 years old.



Goals of the workshop:

Immigrant families and their children came to Turkey after many struggles, settled down, and established order. The workshop aims to raise awareness about the struggles they face, whether they are children of displaced families or not. In addition, it is to enable them to acquire new forms of expression through various art fields such as painting, music, drama, and dance.

Duration:

4x 40 minutes = 160 minutes

Thank you for downloading this resource.

This resource is protected by copyright and other laws on intellectual property and comes from the website www.articulan.eu. It is the result of hard work within the Erasmus+ KA2 project “ArtiCULan – Art, Time, Culture and Language” and was created by the University of Applied Sciences and Arts PXL Hasselt (Belgium), the University of Istanbul Cerraphaşa (Turkey), the University of Porto (Portugal) and the University of Las Palmas de Gran Canaria (Spain).

By downloading this resource, you have not acquired any intellectual property or distribution rights. You may use this resource within the context of a classroom and you may print out this resource for private use. Any other distribution, reproduction or modification is prohibited without the authors' permission. If you share this resource via social networks or your website, please include the direct link to its source, being the website www.articulan.eu. Please do not distribute the PDF-version of the resource directly via your site. Thank you for respecting the rules of use and sharing.

Copyright 2021 by Erasmus+ KA2 ArtiCULan. All rights reserved.

Preparation:

The teacher prepares the children for the workshop topic and activities by giving information about storks, migration, and their reasons for migration the day before.

Warm-Up Games:

In the classroom, they are asked to walk in different directions at a certain pace. During this walking, it should be ensured that they walk at the desired pace without hitting each other. It is essential that they do not collide with the given directions and walk without allowing disorder. The game is associated with migration and migration rules, and facilitating approaches to moving from one place to another are discussed.



The leader tells how storks fly in order while migrating in flocks. (The region where the school is located is on the routes where storks migrate every year, and the children participated in these talks by supporting them with examples from their personal experiences.)

2- They are asked to cross a river as if it is full of crocodiles. The importance of helping each other is discussed alongside some difficulties that might happen during the journey and how hard these journeys might be.



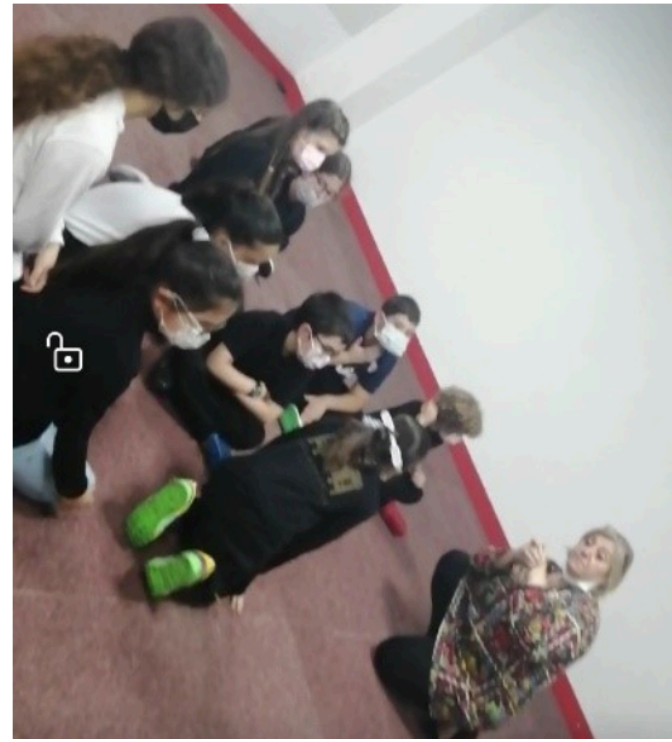
3- Papers less than the number of participants are put on the floor. Each child should grab a sheet of paper as soon as the instruction is given. Students who didn't get a paper are eliminated. The number of papers is gradually reduced.



PREPARING FOR THE DRAMA:

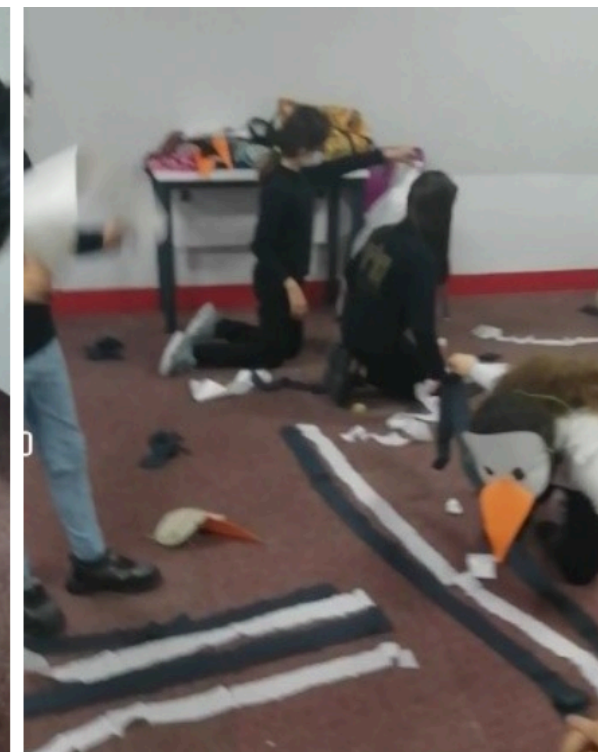
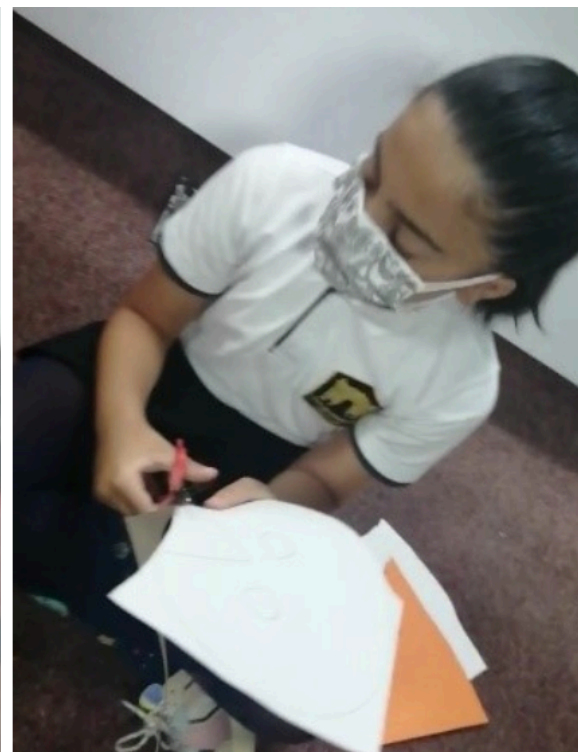
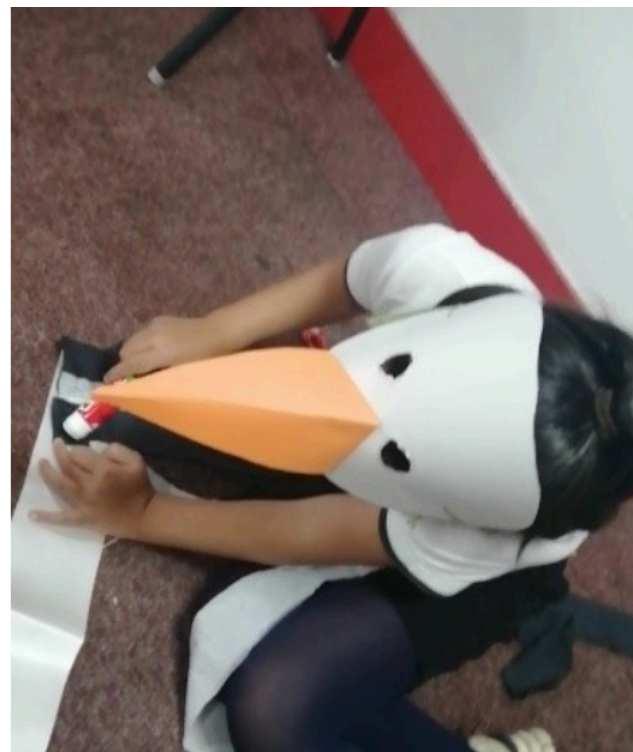
Questions: What do you know about storks? Have you ever seen them? Where? When? How do they walk? Can you imitate? How do they sound? Where do you think the homeland of storks is? Why do they migrate?

Using the smartboard, the conversation is supported by images about storks on the internet (Visual Thinking Strategies-VTS).



MASK MAKING

-Each child makes their mask by cutting the given patterns and sticking the beaks. Also with black and white paper, adhesive, etc., materials are given and they are asked to make wings in the way they want.



Masks are put on and the journey begins:

1- Preparation for departure. Pictures of food for various storks are stored in the work area. (various insects, frogs, snakes, fruits, vegetables, etc.)



1.1. Children are divided into groups. When each group finds 10 materials, they set out. When they set out, they are asked to walk to the accompaniment of music and to a dance rhythm that they want/can do.

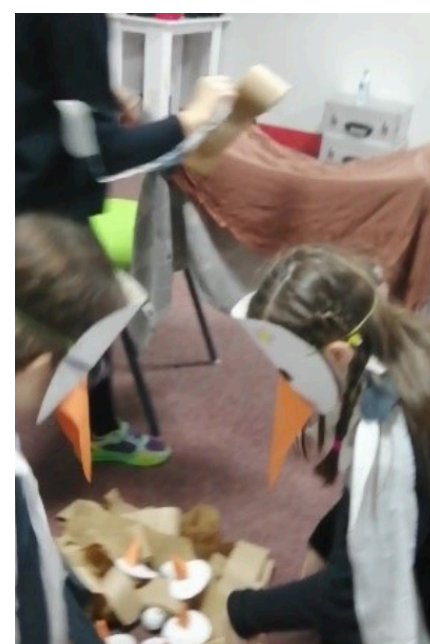
https://open.spotify.com/track/2Fxmhks0bxGSBdJ92vM42m?si=oT537BAqSSeChBndWHctfg&utm_source=whatsapp&dl_branch=1

Kids at this school were comfortable with dancing. They danced happily to the rhythm of the music.

1.2. Obstacles on the way: Storm, heavy rain, attack of the Butterfly Birds. They have to protect themselves and their food in any situation. They need to build temporary shelters for themselves. - Various fabrics, papers, etc. They made areas under which they were hidden and protected from materials. They came close to each other to shelter from the wind. When they got tired, they went down to the appropriate areas and rested. They were attacked by the eagle. They helped the injured.



2- Arrival at the destination: They settle in the new settlement area by dancing and having fun. Nests are made from various materials. After each group has built their own nest, they will build eggs with various materials and the volunteers will wait for the hatchlings to hatch, while the others will protect the nests and eggs against the eagle-catching birds



3 - Puppies come out. The hatching of the storks is welcomed with great joy. Students dance. The storks grow up and the return path starts. Who wants to stay, remains.

https://open.spotify.com/track/2YnfotbZGTfV27GHMUeC5r?si=3O7Z237KQ3mV0uH4VUBmSw&utm_source=whatsapp&dl_branch=1

Result:

- 1- The children participated in the study with great pleasure from start to finish.
- 2- They participated in the study by executing ideas and offering alternative suggestions at each stage.
- 3- They helped each other at every stage of the study and asked for ideas.
- 4- Sometimes they opposed our suggestions and directed them to work in their way.
- 5- In the interview held at the end, to the question of what we experienced in the workshop:
 - Journeys are not always pleasant, sometimes difficult obstacles can be encountered,
 - They understood better the importance of helping each other and being united in the workshop.
 - They said that they can migrate like migrant birds, that they have migrating friends, that they can empathize with them.
 - They stated that they love handicraft work and that they would like to show this activity to their parents as well.
- 6- School administrators and classroom teachers showed interest in the project. They helped in every way possible.

Thanks to:

Prof.Dr.F.Nihal Kuyumcu and Tuncer Can, University of Istanbul Cerrahpaşa and the children of the Dolmabahçe Schools / Beylikdüzü-Istanbul (TU).

Workshop Drama Leader:

Dr. Handan Salta

Art design:

Şükran Kırıcı, Emel Kehri, Füsün İcici

Student profile:

According to the preliminary information received from the classroom teacher, there are a total of 12 students in the class, 5 of whom are of foreign origin-children of families who have come to Turkey for various reasons and settled. Although the children speak Turkish properly, they have difficulties with written expressions. The school is a private school established in an area 35 km from Istanbul.