

TOOLKIT:

bodies in the classroom

This is a toolkit for educators to learn from awareness and movement-based practices, and reflect on power dynamics in the classroom.

MUSIC

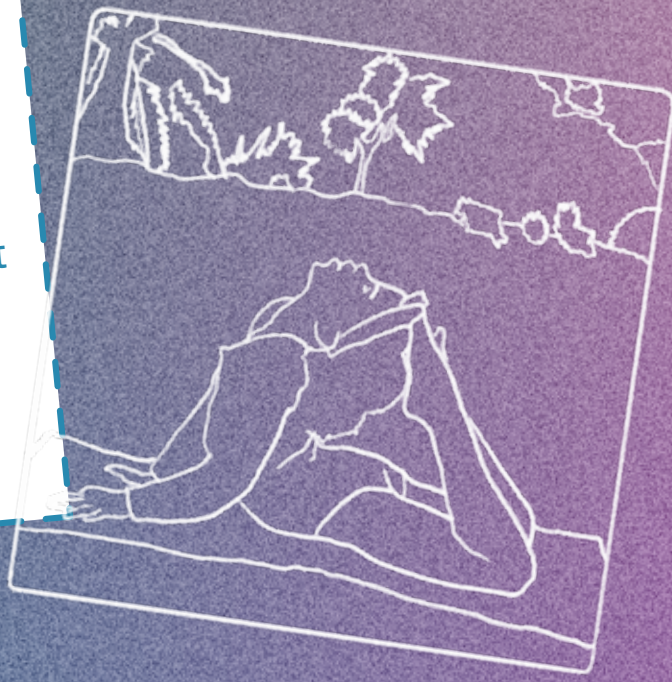
Begin or end classes (online/offline) with music playing. Allow students to enter and/ leave the classroom space in a less structured and silent way.

How does this affect your learning experience?

Did it change the way you move in the space?

What type of music might affect you and how?

Why should we question how we enter/leave an educative space?

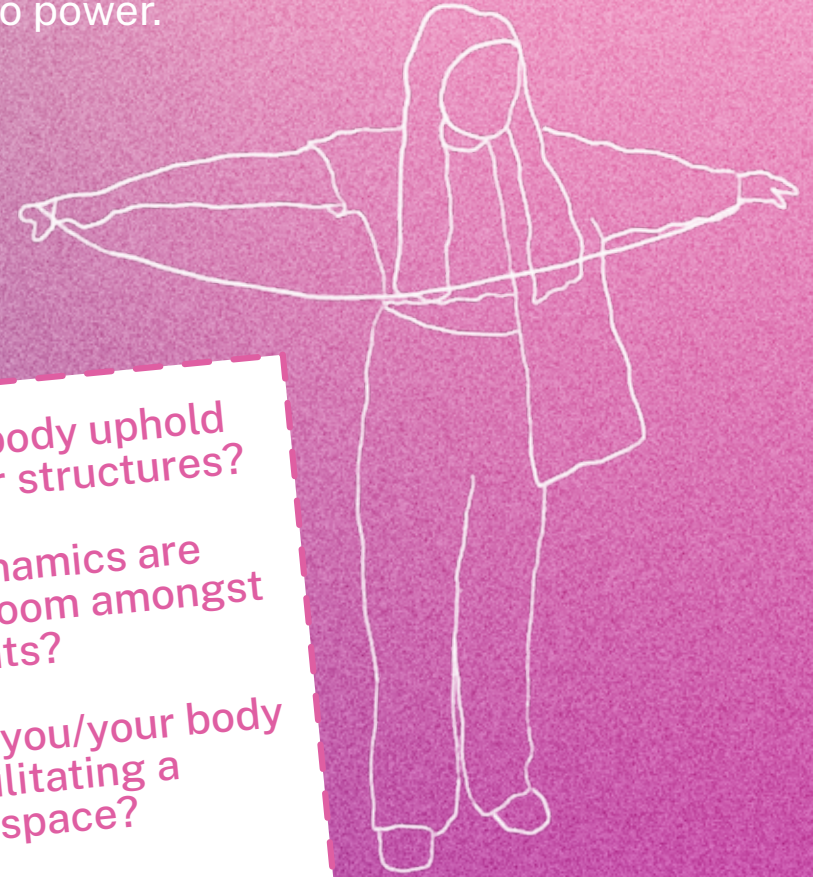


It's a good day (to fight the s...
Shungudzo



AWARENESS

Acknowledge how your body is read, perceived and socialised. Be honest about your role as a facilitator. Be honest about your body and its relationship to power.



How does your body uphold or disrupt power structures?

What power dynamics are present in the room amongst teacher/students?

What limits do you/your body have when facilitating a power-critical space?

What other exercises can initiate conversations around bodies and power?

METHODS THAT QUESTION POWER HIERARCHIES IN ART EDUCATION

STRETCH BREAKS

· Lead stretch routines for 5-10 mins at the beginning of a class or as a stretch break.

· Pass on the stretch activity in a circle: one person stretch, next person take it over without communicating verbally, until most participants have lead a stretch.



What did you become aware of doing the stretch?

What did you no longer pay attention too?

What aspects of our context impact a movement session?

Why might we want to use stretches in class?



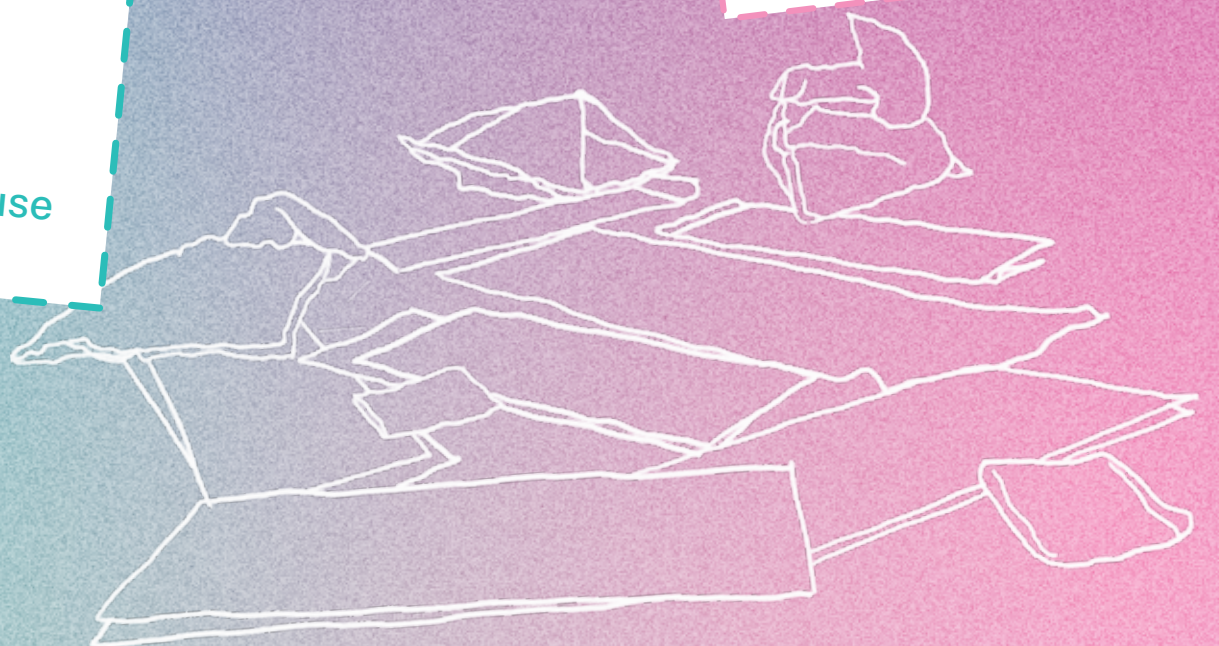
CHANGING SPACES

Read a text in a new place or experience a class in a new context. Notice the space around you, notice who moves through the space and how. Document your feelings of the space.

How does your context affect you?

How does the text or the class relate to the space?

How does a university vs non-university space impact your learning?



ART EDUCATION (is always a) POLITICAL PRACTICE