

Workshop 1 – OBSERVE/ COLLECT/ CATEGORIZE

Time	Activity	Reflection
Introduction 15 mins	<ul style="list-style-type: none"> - Intro - What are we doing - Permission forms 	Students understood and signed consent forms
Discussion	Group discussion about methods of recoding/evidencing	Suggestions: <ul style="list-style-type: none"> - Journal - Filming - Animating - Voice recording - Photography - Time-lapse - Summarising texts - Keeping session minutes
Collect 10 mins	<ul style="list-style-type: none"> - Ask students to go around the studio and bring back a material. - If we have any repeats – go and select again. - Are there any materials we think are missing from our selection of materials from the studio? - Go and select missing materials. 	Successful – had a wide range of materials. We started by categorizing them into groups.
Categorizing 10 mins	<p>1_ Most to Least</p> <p>Set up long sheet of paper on the table (leftover from Unit 1)</p> <p>Ask students to arrange the objects on the table from;</p> <ul style="list-style-type: none"> - Past - Most to least processed (from raw material to finished product) 	Good group discussions around decision making. We came to an easy consensus about where we thought the materials should go.
Categorizing PAST 30 mins	<p>In groups (2-3)</p> <p>Select 2 materials</p> <p>Draw diagram / storyboard for this material from its raw material to finished material/product, listing out the steps involved.</p> <p>Groups to present their findings. As a large group we will rearrange the object on the table based on our research.</p> <p>We re-categorized the materials based on the research about the making of the material</p>	Successful – although took longer than needed. Some people lost interest in the task. When we were presenting – took a long time but was important to allow everyone to share their findings.

Categorizing PRESENT 10 mins	<p>Draw diagram / storyboard about how you imagine this material came to be in our studio.</p> <p>Who bought it? Where did they buy it? Why did they buy it? What did they use it for?</p>	<p>Decided to skip – not enough time and group discussion decided it would be more useful to categorize the materials based on how useful/used they are in the studio</p>
Categorizing FUTURE 10 mins	<p>Draw diagram / storyboard about what you imagine might happen to this material in the future.</p> <p>Who will use it? What will they use it for? How long will it be used for? What will happen after that? And after that?</p>	<p>Discussed as a group. We then categorized them by</p>
Observe 20 mins	<p>Review the materials with their timelines.</p> <p>Where can we intervene in this system?</p> <p>How can we intervene?</p> <p>Are some materials more important to prioritise? How can we decide? Carbon footprint factor?</p>	<p>Group decided the more commonly used materials in the studio were being re-used (cardboard, paper, string, wire, Perspex, PLE plastics)</p> <p>We decided to focus our studio on the less re-usable materials. Things that we consider waste in the studio. Can we come up with creative ways in which these could be used?</p>
Reflection 10 mins	<p>What did you learn / value from the experience?</p> <p>How can we record this session? How do we pass this knowledge onto our community?</p> <p>Can we make a small exhibition in the studio of our materials with their past/second lives?</p> <p>I would like students to reflect on each workshop session, how would they like to do this? Postcards? Forms? Drawings?</p>	<p>We agreed that each person would create a postcard after each session that would outline the following;</p> <ul style="list-style-type: none"> • What we expect from this research project? • What did we achieve in workshop 1? • How could we have done workshop 1 differently? • What are our next steps? • How can we do them? <p>We decided to collect waste materials from around the studio for the next session. We created a bin where we would collect the materials.</p> <p>Documenting: we decided to scan each material with the process cycle.</p>