

WASTE NOT, WANT NOT

Workshop 1 – OBSERVE/ COLLECT/ CATEGORIZE

COLLECT

Ask students to go around the studio and bring back a material.

If we have any repeats – go select again.

Are there any materials we think are missing from our museum of materials from the studio?

Go and select missing materials.

OBSERVE

1_ Most to Least

Set up long sheet of paper on the table (leftover from Unit1)

Ask students to arrange the objects on the table from;

- Most to least processed (most carbon used in the making)
 - o Write a timeline of production for each material
- If these materials were put into landfill, fastest to slowest to decompose
- Most to least reusable
- Most to least useful in the context of our studio

As we are categorizing, we can write out our observations on the paper, a different coloured en for each category.

a timeline of production is a huge task - also depends what you mean by timeline - maybe its more of a process chain? this is still a huge task but a little more tangible. might also be worth mentioning / thinking about how many people are involved.

i think its also worth being very clear about what you mean by your terms, specifically:

reusable - this is very subjective

raw material - also very subjective, one could consider MDF to be a raw material

decompose - this is tricky as i know what you mean by this, but you might need to discuss it a little (break down, biodegrade etc all the other related terms)

2_ Past lives / Second Lives

With the objects arranged from most to least.

Past life: Ask each student to write a story about how that material came to our studio.

From its raw material to its current state. (5 mins)

Everyone move around the room choose another object.

Second life: Ask each student to write a story about these materials next life.

Move again, choose another object – take it in turns to tell the story of that material.

for the *past life* section: if you have asked them to make a process chain they can overlay the journey to the studio (thinking about transportation logistics, previous users, etc). both these seem more like diagrams or sketches, graphics / notes / lists / flow charts rather than written tasks to me. Similarly with the future lives bit

Do you need them to actually produce a body of text? is that part of your methodology?

CATEGORIZE

Can we categorize these materials based on a priority of what need recycling based on our knowledge of the carbon to produce it, what would happen to it in landfill, and its reusability to us, or elsewhere. This will begin to inform how we process different materials and where we imagine they will go.

in the *categorize* bit you mention carbon for the first time - if you are asking them to think about carbon footprints maybe the workshop needs to be focussed all around that rather than this more narrative structure?

also *categorize* and *observe* sections - they aren't particularly different. While I think the idea of building on the *observe* section is good, maybe they need a little more differentiation. Could you move the exercises in *observe* to *categorize*, and then flip them, so it would be:

collect

categorize (most to least, carbon thinking)

observe (material narratives, speculations etc)

RECORDING

How can we record this session? How do we pass this knowledge onto our community?

Can we make a small exhibition in the studio of our materials with their past/second lives?

I would like students to reflect on each workshop session, how would they like to do this?

Postcards? Forms? Drawings?

re *recording* and *reflecting*. I have some docs that I prepared for a workshop for the British Museum earlier this year, working with one of their research departments. am happy to share if you want to have a look.

Two are on different styles of observation/recording observation.

the other is reflective questions for the end of the workshop.

the participants were free to use all / some / none of the prompts, and to respond how they wanted (text/voice notes/sketches etc)

how will you record, observe, reflect on them for yourself? firstly on the practicalities of the workshop, and secondly on the conceptual / pedagogical workings of it?