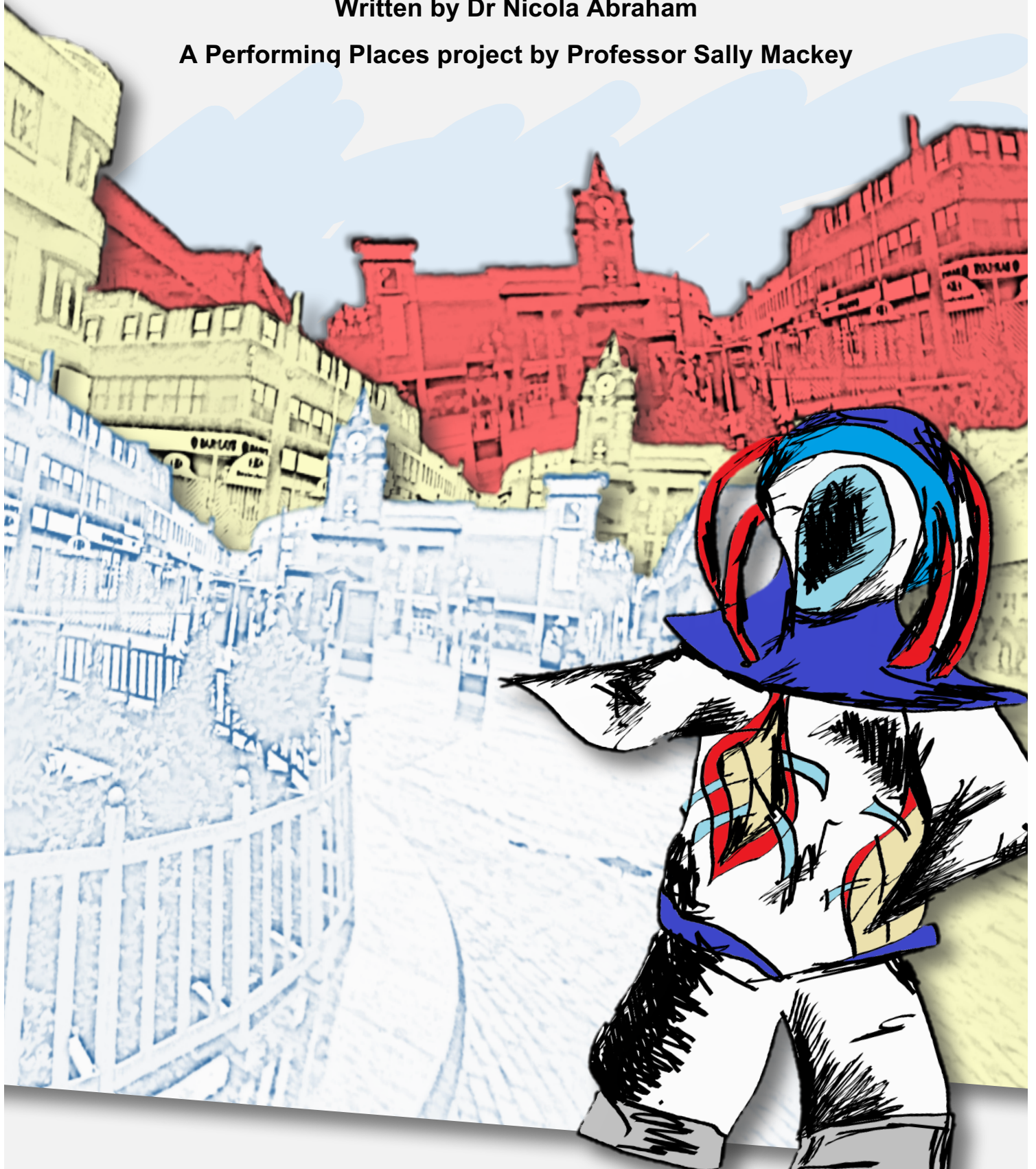


PERFORMING PLACES BEXLEY

EDUCATION PACK

Written by Dr Nicola Abraham

A Performing Places project by Professor Sally Mackey



Contents:

5 Overview:

Instructions for how to use this education pack, levels of difficulty and resources.

8 Session 1: What is Place?

This session will explore the concept of place. Exercises in this session plan enable students to gain an understanding of what constitutes place drawing upon the practice and research of Professor Sally Mackey, innovator of Performing Places Bexley. By the end of the session, students will be able to confidently understand place and apply it to show improvisations demonstrating their learning.

19 Session 1 Resources:

- [Printable Signs for Home, Community, Place & Identity](#)
- [Lyrics](#)
- [Homework Sheet: I am from...](#)
- [Map Template](#)
- [A4 Map Template](#)

28 Session 2: How do you make a Place?

This session offers students an opportunity to investigate the Performing Places Bexley project looking at place-making strategies undertaken by the project team. The session will enable students to understand the importance of understanding place, inclusion and belonging from a range of exercises aiming to inspire students to think about how they might make a place within a space.

34 Session 2 Resources:

- [Printable Questions](#)
 - [Mind Map](#)
 - [Bexleyheath Broadway photographs](#)
 - [Street Festival photographs](#)
 - [Model box template for designs](#)
 - [Homework Sheet: Place-Making Activities in the Local Community](#)
-

53 Session 3: Who decides the identity of a Place?

In this session, students will be able to hear and see the voices of members of their community articulating what Bexley, as a place, means to them and how they feel about this place. The group will be asked to explore different perspectives and stories

of place to develop empathic and contextual understanding of community they both may and may not be familiar with through practical drama based exercises.

62 Session 3 Resources:

- [Poem Collection](#)
 - [Headlines](#)
 - [Mapping Diagram](#)
 - [Homework Sheet: Interviewing a family member/relative about positive memories of place in Bexley](#)
-

67 **Session 4: What is my vision for a Place?**

In this session, students will experiment with their knowledge by designing a place that encourages belonging, community and a sense of self through a series of interactive exercises in their classrooms. The outcome of the session is the sharing of a place created for the rest of the class and a review of experiences within this location in relation to belonging, inclusion and safety.

75 Session 4: Resources:

- [Signs](#)
 - [Map Template](#)
 - [Homework Poster Template](#)
 - [Homework Proposal Template](#)
-

80 **Session 5: How can I help others in my community to create a Place?**

This session will ask students to implement a performative intervention in response to a place within their local community. This session will enable students to apply their understanding of place to their immediate environment to share their knowledge with their peers and address British values of inclusion and understanding difference in a safe, creative and exciting manner.

89 Session 5 Resources:

- [Tree Template](#)
 - [Leaf Template](#)
 - [QR Code Maker Instructions](#)
 - [HP Reveal Instructions](#)
 - [Instructions for Geocaching](#)
 - [Memory Leaf Template for Easy Task](#)
 - [Homework Activity Planning Sheet \(for Challenging Level Homework Task\)](#)
-

100 **Session 6: How can I share a sense of Place?**

This session aims to enable students to reflect upon their experiments with place-making and either develop further links with communities in Bexley to offer

intergenerational activities to share their knowledge and become acquainted with unfamiliar places in their community or to create an action plan to offer insights into their learning with their peers through peer teaching strategies. This may be accomplished in a number of ways, which will be suggested within the education pack resources.

105 Session 6 Resources:

- [Twine Instructions](#)
 - [Organisations you could contact to attend an event](#)
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111 **[Technical Support Video Links:](#)**

- *YouTube links*
 - *Twine Game Level links*
 - *Further Reading*
-

112 **[Session PowerPoints](#)**



Overview:

Who is this education pack for?

Ideally, this education pack is designed for year 8 and 9 students, but there is scope to use these resources with older groups if relevant. The session can be integrated into Drama, pastoral and/or Citizenship classes to meet curriculum targets for students to ‘develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood’ (Gov.UK, 2019). In addition, there are clear links between the activities of this education pack to English curriculum targets for Key Stage 3 students to be ‘competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate’ (Gov.UK, 2019).¹

What is it about?

With increasing emphasis on how we inhabit public and shared places successfully, this Performing Places is intended to provoke thinking about people’s relationship with ‘their’ places.

What is it based upon?

This pack takes its ideas from Performing Places Bexley, a two-year project undertaken in Bexleyheath as workshops, performances and events on the Broadway. This was led by Professor Sally Mackey from The Royal Central School of Speech and Drama in conjunction with the London Borough of Bexley. Some pupils from all secondary schools and several primary schools were participants in this project. The pack uses and extends the themes and narrative of this project (including some photographs). This pack stands alone, however; pupils certainly do not need to know about the original Performing Places Bexley project.

How do I use this education pack?

This pack contains 6 session plans that are adapted to be used in 45 – 120min lessons to suit different school timetables. Each plan offers three levels of **difficulty of delivery** for each exercise so that you can choose which version of each exercise would work best for your classes. The most interactive and challenging levels are indicated in red boxes. The least challenging are marked in green boxes. Intermediate levels are indicated in yellow boxes. (You do not have to stick to the precise instructions should you want to add your input or ideas, but there are comprehensive

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https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/381754/SECONDARY_national_curriculum.pdf

instructions should you want to take this approach). Please see the example below for clarity.

Please note that technology is utilised in Sessions 5 and 6. If this is not possible, allow for Sessions 1-4 to spread over a longer time period, as required, or create alternative activities which will meet the aims differently in Sessions 5 and 6.

Exercise	Instructions	Materials Required	Learning Outcomes
Exercise Name: What is Place?	Task Descriptions are given here. These include full instructions for each activity to guide you through the session plan.	All materials required are listed here including resource sheets, which are titled for ease of access. Simply print the resource pages and you are ready and set to go.	The intentions of each session activity are outlined in this box.
Exercise Type Description: Warm-Up	Challenging: This box offers a challenging version of the task.		
Suggested Timing for exercise: 5 – 10mins	Intermediate: This box offers an intermediate version of the task.		
	Easy This box indicates a simplified version of the task.		

Are all activities differentiated into easy, intermediate and challenging tasks?

No, some of the warm-up activities, discussions and reflections are 'core activities' that all groups, no matter their level, need to complete because they are important for the session.

What are resource sheets?

Resource sheets are provided for each session, they include templates for activities, questions, lyrics, mind map diagrams, model boxes, photographs, etc. You can print the number you require. All resource sheets are clearly labelled in the '**Materials Required**' section of the workshop plan so that you know when to use them in the session.

Where can I locate the resource sheets for each session plan?

Resource sheets are located at the end of each session plan.

Is there a PowerPoint for each session?

Yes, a PowerPoint presentation has been created for each session plan. You do not have to use these; they are simply reminders of the structure of the plan. For ease of access, videos for the sessions are also embedded into the PowerPoint. Should you have an older version of PowerPoint don't worry, the direct link to the video will be included in the PowerPoint presentation and at the end of this Education Pack for you in the section titled '**Technical Support Video Links**'.

Are there homework tasks for students to complete?

Yes, each session sets 20 minutes of homework to be completed, but this is optional. Tasks set as homework can be carried out in sessions too. These are simple creative tasks that will be used in later sessions, and interactive games that have been created to build upon knowledge acquired in the sessions. Games have been created using open source software called Twine. The links to each level of the activity have been included in this education pack so that you can see the game progressing as a way of reinforcing knowledge and continuing to develop the narrative of Par Bexia, which forms the foundation of the Performing Places Bexley project. (The education pack can last longer than 6 sessions if homework tasks are completed in class time).

What is in the USB stick?

There are two identical USB sticks providing two copies of all material digitally. Each USB stick contains:

- One PDF copy of this education pack with links that you can click on to access the QR Code Maker, HP Reveal, the YouTube videos, Twine games and further readings.
- Six PowerPoint presentations
- Two .html files that link to the Twine Games (please note, however, that students can download the Twine game online direct from the link provided in the PDF copy).

Session 1: What is Place?

Session Aim:

- This session intends to explore the concept of place in relation to the research of Professor Sally Mackey, innovator of Performing Places Bexley. By the end of the session, students will be able to confidently understand place and apply the concept of place to improvisations illustrating their thoughts.

Session Objectives:

- To enable students to play with the idea of place and its meanings through word association.
- To develop understanding of the significance of place, community, home and location for identity construction through narrative sharing.
- To provide opportunities for students to expand their understanding of the term by engaging in artistic representations of the term through movement, music and poetry.
- To share back performances responding to the idea of place to broaden group understandings of the concept.
- To offer a point of reflection to ask students to critically reflect on the significance of place in relation to identity constructs.

NOTE: This session can run from 45 – 120minutes as suitable for lesson timings.

Exercise	Instructions	Materials Required	Learning Outcomes
What is place? <i>Warm Up</i> 5mins	Ask the group to respond through word association with the term 'community' as fast as possible around the circle. NOTE #1: ensure each person responds to the term 'community', not what the person before them stated. This will help to keep the game on track.	PowerPoint Whiteboard, Pens.	To introduce students to the idea of 'place', by uncovering current knowledge and understanding of this idea from the group.

	NOTE #2: It is okay for students to say the same word if they want to or relate strongly to the same response. Ask one person (this can be the teacher), to scribe the responses the group provides on a whiteboard/ sheet of paper. Repeat with the word 'Place' then repeat with the word 'Bexley'.		
What does place mean to me? <i>Activity #1</i> 5 - 15mins	For this exercise, the task may be undertaken as a whole group, small groups or individually. Explain that this task will involve students thinking about what is most important to them in relation to their own identity and their connections to where they live and who inhabits that place. Challenging Stage 1 Around the room, place the following signs (these can be printed from your resources pages following this session plan): Place, Community, Bexley and Home. Ask the group to move around the space to see all of the four signs. Then, ask the group to locate themselves nearest to the sign that they feel is most important for their identity. Gently, ask a sample of people in different places to explain their rationale. (It works best to let the group know that you will be asking for their reasons for choice of sign in advance).	PowerPoint Printable Signs, template paper.	To enable the group to elaborate on the significance of these concepts in relation to identity and meaning. To begin to enable the group to see the significance of place and identity.

	Another rule: anyone who hears a reason they had not thought about and who subsequently wants to move may do so. Next, explain that the group can position themselves between two signs. Repeat the rationale with different students. If you have time, ask students to move again in relation to three of the signs and feedback their rationale for this decision. Feedback on key learning from this task. Intermediate: Stage 1 Ask students to work in groups of 4 – 6 people. Using the template map (see resources), ask the group to plot a location for the place they feel links most closely with their identity. The four signs are Place, Community, Bexley, and Home. Ask the group to write on a post-it their rationale for this decision. Share back a selection with the class. Stage 2 Repeat the exercise. This time, the group can plot a point between two locations on the map to describe the two most important concepts related to their identity. Ask the group to add rationale for their decisions.		
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	Share back a selection with the class. Repeat for a third time if you have time in the session to add further complexity.		
	Easy: Stage 1 Working individually and using the template map, ask the pupil to plot a location for the place they feel links most closely with their identity. The four signs are Place, Community, Bexley, and Home. Ask each individual to write on a post-it their rationale for this decision. Share back a selection with the class. Stage 2 Repeat the exercise, this time, the pupil can plot a point between two locations on the map to describe the two most important concepts related to their identity. Ask the individual to add rationale for their decisions. Share back a selection with the class. Repeat for a third time if you have time in the session to add further complexity.		

Depictions of Place and Community <i>Activity #2</i> 10 – 15mins	Developing the previous task, this exercise will ask students to apply their reflections on identity and place to scenarios they have experienced. Challenging: Stage 1: Ask the group to work in small groups – if there are groups who are naturally gathered around a particular sign in the previous activity this may be a useful grouping for this exercise. Ask the group to think about the reasons for the relationships people have with places, and community. In small groups, instruct the group to create a detailed tableau that clearly depicts the meaning of place, home or community (you can choose this, or allow the group to choose their preferred concept). If it is helpful, the group can elect a director to ‘sculpt’ the group into a combined image. Once completed, one group at a time can ‘visit’ and ‘read’ the image. Prompt questions: Literal reading: What can you see here? What is literally going on? How are people positioned within the image	PowerPoint.	To build upon understandings of place through discussion and filtering ideas to present a visual depiction of the concept.
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	Metaphorical reading: What do you think this means? What are the group trying to say about place or community here? Finally, did we get your message? What did you intend the image to suggest? Continue and complete for each group, if time allows. If not, you could share images two at a time to save time in the session and still allow all groups to show back. Intermediate: Stage 1: In the same groups, think about the reasons why place and community might be connected. Think about how you might create this as a drawn image. Stage 2: Using a computer or pen and paper/other arts materials, create a drawing or set of drawings that provide example scenarios showing why people have a relationship with place and note why this is important. Share back with the rest of the group. Easy: Stage 1: Think about a story that might demonstrate why someone has developed a connection to a place		
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	and a community. This can be a real story, a story from the local news or a fictional story. Stage 2: Write up the story once you have thought about the structure. This can be created by hand or on a computer/tablet. If you have time, you could also illustrate the story. Share back with the rest of the group a range of examples from the class to elaborate on the meaning of place and connections between place, home and community.		
What does place feel like? Activity #3 15 – 25mins	Ask the group to listen to the following piece of music. Please hand out lyrics. The groups can remain the same or disband as needed. Play the song from the link below or via the video embedded into the PowerPoint slide for this exercise. Ask the group to think about the lyrics, what do you think the artists are saying about place? What does it mean to them? What is the story of place behind the music? Challenging: Stage 1: Create a short movement or physical theatre sequence to a verse and a chorus to bring their ideas of place to life. Stage 2:	PowerPoint, Speakers, Song Lyrics for Ed Sheeran 'Castle on the Hill' STOP the video at 1min 21.	To expand conceptions of place and offer an artistic interpretation/ response to place to explore. To create short performances that merge movement, storytelling and combined lyrics and personal definitions of place.

	With the sequence completed, ask the group to pick out key words from the lyrics using these to write a new poem. Groups can cut out and stick words onto a new piece of paper if need be. The intention of this task is to bring the original story of the song and the group's own conception of place together to form a shared notion of place. Stage 3: Give each member of the group a line or word (depending on the length of the writing created) to say within the sequence. Rehearse ready to perform and be prepared to talk about the way that story further elaborates on the significance of place when a narrative is added to memory of the artist. Intermediate: Stage 1: Ask the groups to discuss the meaning of the song and what the song is saying about place. Feedback with the group providing suggestions. Stage 2: Write another verse for the lyrics that tells a story about the castle on the hill from the memories of the artist. Make sure the lines will fit into the second verse by working out the syllable count for each line and making sure this is present in your own verse too.		
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	Stage 3: Rehearse speaking or singing the new verse and talk about the way that story further elaborates on the significance of space when a narrative is added to memory of the artist. Here is a karaoke version of the song in case it is useful: Castle on a Hill. Easy: Stage 1: Working in pairs, discuss the meaning of the song and what the song is saying about place. Feedback with the group providing suggestions. Stage 2: Write another verse for the lyrics that tells a story about the castle on the hill from the memories of the artist. Make sure the lines will fit into the second verse by working out the syllable count for each line and making sure this is present in your own verse too. Stage 3: Rehearse speaking or singing the new verse and talk about the way that story further elaborates on the significance of space when a narrative is added to memory of the artist. Here is a karaoke version of the song in case it is useful: Castle on a Hill. Alternative:		
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	If there is time before this session, please do ask students to identify a song that relates to place, if this is appropriate.		
Showing Place Show Back 10 – 15mins	Show back performances to the rest of the group.	PowerPoint.	To show back performance to celebrate achievements and further expand whole group conceptions of space.
Reflection 5 – 10mins	To complete the session, please use the following questions as prompts for reflection from the group. 1. If someone asked you, how would you explain place to them? 2. What does place mean to you? 3. What do you think about the significance of place for our understanding of our own identities? 4. Does everyone have a place that is important to them? 5. Why does place matter?	PowerPoint.	To check-in on understandings of place.
Homework 15 – 20mins	Task #1: Please complete the homework sheet with your ideas in response to themes listed on the form e.g. I am from lasagne, garlic bread and Simpsons on a Friday evening. Task #2: Please play level one of the Par Bexia Game.	Homework Sheet, link to Twine game Level 1 at http://www.performingplaces.org/bexley	To create material ready to use in the third session of this scheme of work. To continue consolidating learning through the first level

			of the Par Bexia Twine game.
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Session 1: Resources: Ed Sheeran 'Castle on the Hill' Lyrics

Ed Sheeran 'Castle on the Hill' Lyrics.

Verse One:

When I was six years old I broke my leg
I was running from my brother and his friends
Tasted the sweet perfume of the mountain grass
I rolled down, I was younger then, take me back to when
I found my heart and broke it here,
Made friends and lost them through the years
And I've not seen the roaring fields in so long,
I know I've grown but I can't wait to go home

Chorus:

I'm on my way, driving at 90 down those country lanes
Singing to Tiny Dancer, And I miss the way you make me feel, and it's real
When we watched the sunset over the castle on the hill.

Session 1: Resources: Homework Task Sheet for Session 1

Homework Task Sheet:

Due Date: __/__/__

Name:

Complete the sentences below using the theme to help you,
here is an example.

I am from (TOPIC: Favourite Food): *I am from lasagne and garlic bread watching the Simpsons on a Friday evening.*

I am from (TOPIC: Favourite song title):.....

.....

I am from (TOPIC: Favourite film title):.....

.....

I am from (TOPIC: Favourite place to go):.....

.....

I am from (TOPIC: Favourite movie quote):.....

.....

I am from (TOPIC: Favourite shop):.....

.....

I am from (TOPIC: Favourite clothes to wear):.....

.....

I am from (TOPIC: Favourite app):.....

.....

I am from (TOPIC: Favourite game):.....

.....

I am from (TOPIC: Favourite saying):.....

.....

I am from (TOPIC: Funniest memory):.....

.....

I am from (TOPIC: Favourite colour and why):.....

.....

I am from (TOPIC: Favourite food):.....

.....

I am from (TOPIC: Best place to visit):.....

.....

I am from (TOPIC: Your family pet):.....

.....
I am from (TOPIC: Favourite hobby):.....

.....
I am from (TOPIC: Favourite plant/tree):.....

.....
I am from (TOPIC: Favourite dream):.....

.....
I am from (TOPIC: Favourite lyric):.....

.....

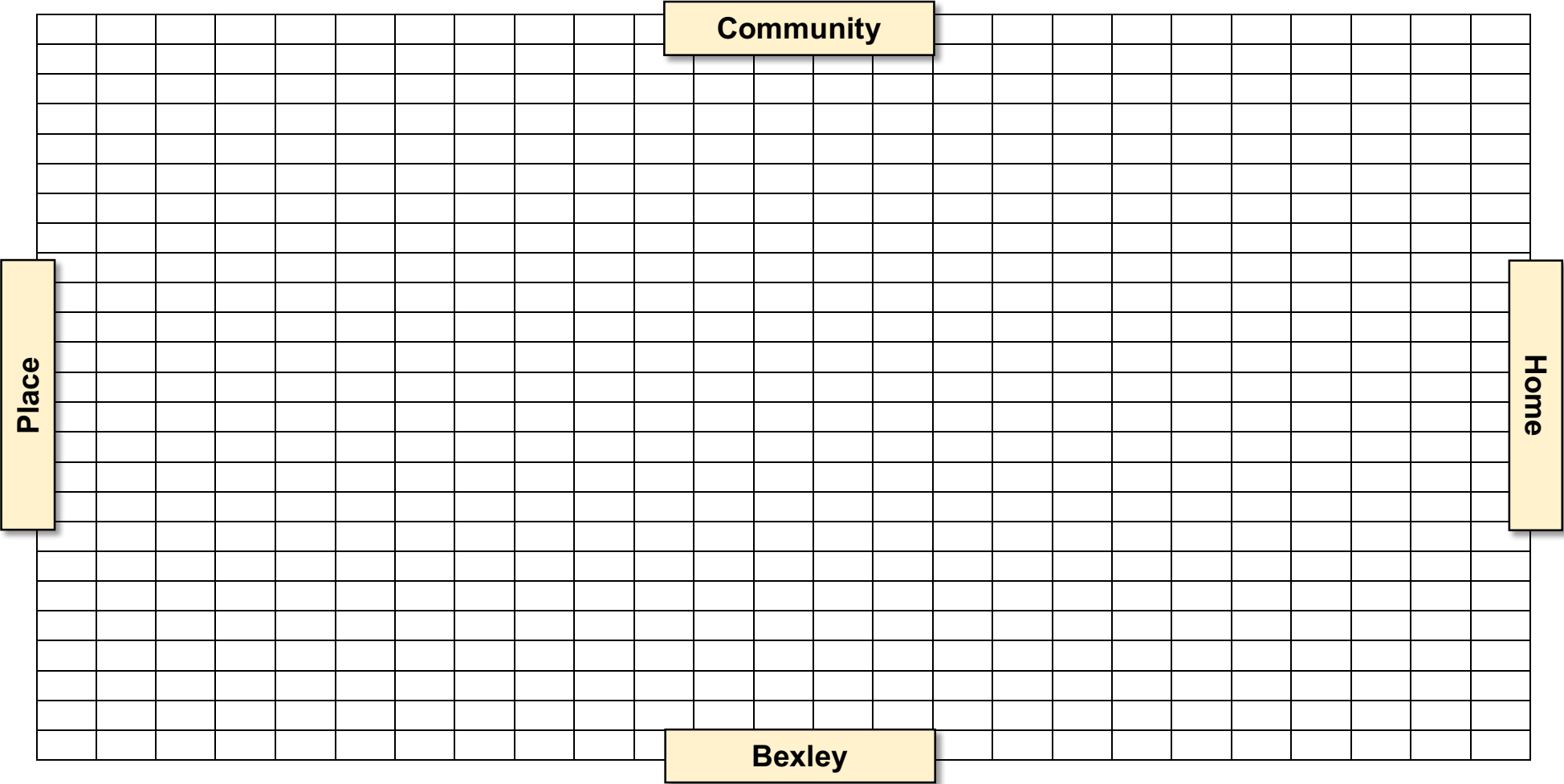
HOME

COMMUNITY

BEXLEY

PLACE

Session 1: Resources: A4 Map Template



Community

Place

Home

Bexley

Session 2: How do you make a Place?

Session Aim:

- This session offers students an opportunity to investigate the Performing Places Bexley project looking at place-making strategies undertaken by the project team. The session will enable students to understand the importance of understanding place, inclusion and belonging from a range of exercises aiming to inspire students to think about how they might make a place within a space.

Session Objectives:

- To introduce students to the idea of what might constitute a connection between people and places through offering points of reflection on images of familiar locations in the community.
- To offer further thoughts about place through the Performing Places Bexley project video interview with Professor Sally Mackey.
- To provide inspiration for students to consider qualities of place-making and respond through designing and implementing their own place-making activities that embody the qualities they have understood from Performing Places Bexley.
- To test activities designed by the group using the place-making criteria to evaluate the ability of each task to create a sense of connection to place.
- To reflect upon the session considering key learning from the activities undertaken.

NOTE: This session can run from 45 – 120minutes as suitable for lesson timings.

Exercise	Instructions	Materials Required	Learning Outcomes
<i>Please collect in 'I am from' poems – these will be used in session 3. If students have not completed the homework task, please remind them to do so in preparation for session 3.</i>			
What is Place-Making? Warm Up	Present participants with a set of pictures of locations around Bexleyheath Broadway. Ask the group to get into pairs and choose one image that they feel connected to and one that they do not. (They do not need to know this place.)	Question resource sheet and PowerPoint.	To begin acquainting the group with ideas of what makes a space a place as a reminder

5 – 10mins	Ask the group to think about the following questions: 1.) What makes you feel connected to a place? 2.) Have you visited the place you feel connected to before? 3.) Do you have memories of the place you feel connected to? 4.) Share your memory, if appropriate, with your partner. 5.) What makes you feel disconnected to a place? 6.) Have you visited the place you do not feel connected to before? 7.) Do you have memories of this place? 8.) If you do, what are these memories? Please can you share one of your memories with your partner. If you do not, why do you think you have not visited this place before? Ask pairs to feedback answers to the questions after giving each group a few moments to consider the questions. A print out of the questions is available in the resources sheets for this session. Considering the information shared, how might we make connections with place? What do we think 'place-making' might mean?		from the previous session. To build upon ideas of place by considering memory making as a means of identifying with place.
Video Link Additional Info Activity #1 5mins	Using the Video Link below or video embedded into the PowerPoint, ask students to watch the interview section with Professor Sally Mackey, which considers definitions of place-making. • <u>Sally Video: why does place matter and what does place-making mean?</u>	Sally Interview, Speakers, PowerPoint, video link, tablet/ phones as appropriate.	To extend understanding of place-making with examples of stories/events and projects from the Performing Place project. To offer video footage with key terms and ideas highlighted for students to develop the

			depth of their understanding of place-making as a practice.
Place-Making Examples Preparation Activity 5 – 10mins	For the next activity, photographs of different activities and events are shared with the group to demonstrate how place-making activities were offered for the community of Bexleyheath during Performing Places Bexley. The overarching narrative used in Performing Places Bexley concerned the disintegration of a parallel universe, Par Bexia. Par Bexians came to Bexleyheath to find knowledge about this town which was clearly operating successfully (and not disintegrating) to take back to Par Bexia with them. They believed this would save Par Bexia. The images are located on the PowerPoint and on a resource sheet for this session. Ask the students to work in groups of 4 or 5 and think about how the events offer the following ‘qualities’ for helping to make place: • An unusual occurrence in a familiar location • A memory • Participation • Unusual Interaction/ Communication • Creativity • Ownership through interaction with activities/place in a different way Groups may want to use A3 paper to write down their ideas in response to the themes above.	PowerPoint, speakers, A3 paper.	To offer inspiration through past events conducted as place-making activities in Bexleyheath. To offer ‘qualities’ for students to locate within a range of activities offered as part of Performance Places Bexley.

	Share back examples from each 'quality' outlined above to extend the knowledge of the group.		
Designing and Creating Place-Making Activities	Taking inspiration from the images in the photographs, students are asked to think about how they might create a sense of place within their classrooms.	PowerPoint, Speakers, bluetac/whitetac/masking tape, card, art materials, celotape, musical instruments, scissors	To present an opportunity for students to plan, design, and implement place-making activities drawing inspiration from the project offered in Performing Places Bexley,
Creative Task	NOTE: designs must offer and justify their offer of the 'qualities' discussed in the previous exercise.		To offer a point of critical engagement with activities offered by students.
(Timing is suggested per stage)	Stage One: Ask the group to work in small groups of 4 or 5 and design an event that would enable their peers to feel connected to a particular place in the room. If possible, props, materials, poster-making materials, music playing devices and projection could be set up for students to work on more complex and multi-sensory participatory designs.		
10 – 15mins	Stage Two: Ask the group to put their designs into action. This will require materials, depending on the level of challenge chosen for this task. For the more complex task, student groups should create a physical 'place' in the room, source materials for their activity and rehearse their instructions ready for their peers to test their activities and review it in relation to the qualities of place-making explored earlier in the session.		
10 – 20mins	Stage Three: Testing the activities. In turn, students may take part in each activity and review each in relation to the criteria for place-making activities (above). If there is less time available, the class teacher could split the group in half to trial each other's activities.		

10 – 20mins	For example, number each group. For a class of 30 this should offer 6 groups. Groups 1, 2, and 3 present to groups 4, 5, and 6 simultaneously. Then swap so that if, for example 4 took part in the activities of group 1, 1 will now take part in the activities of group 4. This should minimise time spent but also allow each group to show back. If you do not have time to review each group, one at a time, ask each team to say a quality of the task they took part in (there are 6 qualities offered, which will mean one per group).		
Review Findings Check-In on learning 5 – 10 mins	Ask the group to think about how effective their activities were at place-making. Ask the following questions: • What would they change? • What might be a limitation? What worked well? • Do you feel more connected with the place you interacted with in your classroom? Why/why not? • How would you define place-making? • Why might place-making be important for people?	PowerPoint	To offer a point of reflection and to recap key learning from the session.
Homework 20mins	Task #1: Find out about activities in your local community. Complete the activity sheet and bring this with you to your next class. Here are a few key questions to think about when you research this information: What do the activities offer? Who are the activities for? Where do they take place?	Homework Sheet, link to Twine game Level 2 at http://www.peformingplace.s.org/bexley	To ask students apply their learning to beyond the classroom by investigating local activities and how they might relate to place-making. To continue consolidating learning

	What activities do you think would be useful to add to those provided by the organisation you have engaged with? Who should they be for? Do any of them relate to place-making? If so, how? Task #2: Please play level two of the Par Bexia Game. This is the second and final level of the Twine game which gives the background to the Par Bexians coming to Bexleyheath in 2018.		through the next level of the Par Bexia Twine game.
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Session 2: Resources: Questions

- 1.) What makes you feel connected to a place?**
- 2.) Have you visited the place you feel connected to before?**
- 3.) Do you have memories of the place you feel connected to?**
- 4.) Share your memory, if appropriate, with your partner.**
- 5.) What makes you feel disconnected to a place?**
- 6.) Have you visited the place you do not feel connected to before?**
- 7.) Do you have memories of this place?**
- 8.) If you do, what are these memories? Please can you share one of your memories with your partner. If you do not, why do you think you haven't visited this place before?**

Session 2: Resources: Images of Bexleyheath









Session 2: Resources: Images of Street Events, Performing Places Bexley 2018 and 2019



Community police and residents with Young Par Bexians



Playing the Bexleyheath spinning wheel game



Playing the Big Bexleyheath Game



Two Vestors and three Young Par Bexians sharing a moment



Young Par Bexians preparing to explore Bexleyheath



Young Bexleyheath residents meeting Young Par Bexians



Loading balls of knowledge into the Bexometer to build the fuel for transporting Young Par Bexians back to their parallel universe



Choosing a flower to add to a gift for a stranger



Framing and focusing on people in the Broadway



Clara, a Vist, and Josh, a Vestor (trainee Vist) discussing street activities



Preparing and 'selling' an imaginary home in the street



The moment the young Par Bexians returned to their parallel universe of Par Bexia



Pop-up tea party on the Broadway



Chatting in the Mall



Prompting us to look at the Broadway differently



Preparing the portal for take-off for the senior Par Bexians



Taking care of the clock tower



Rebuilding the streets



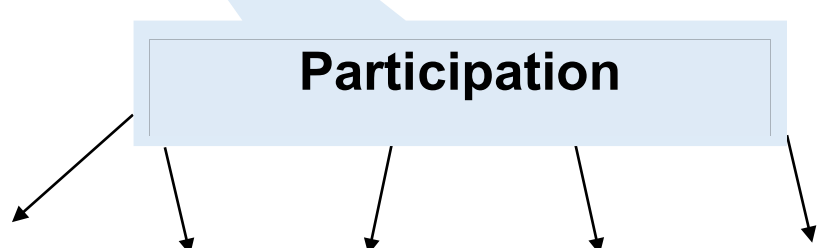
Vists Josephine and Gilbert with a young Bexleyheath resident collecting knowledge of Bexleyheath to help the Par Bexians



Preparing a gift to give to a passing stranger to mark something 'special' in that place.

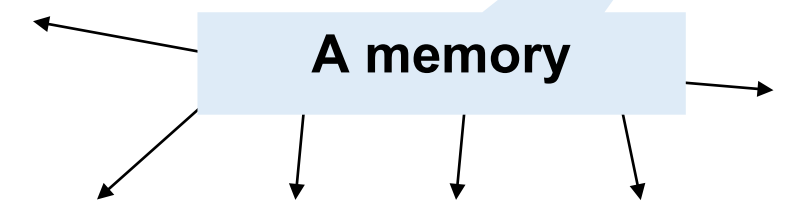
Session 2: Resources: Mind Map

Participation



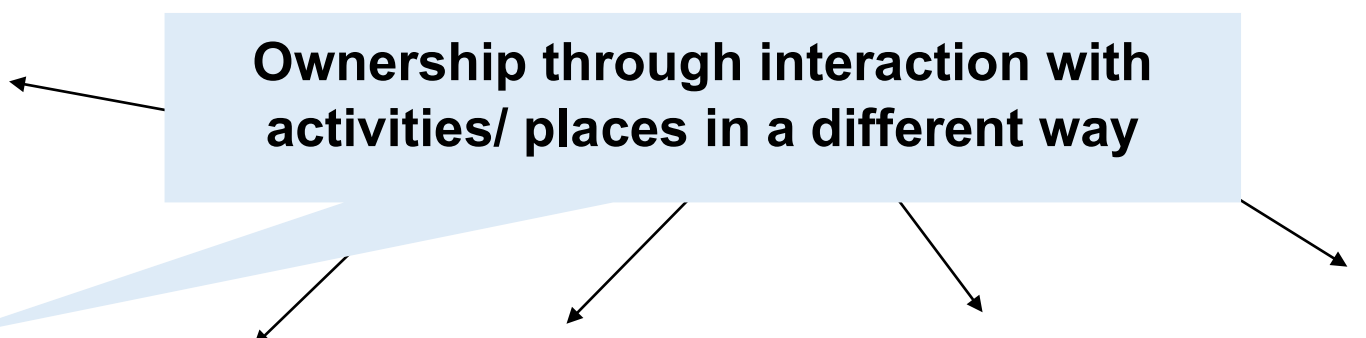
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A memory



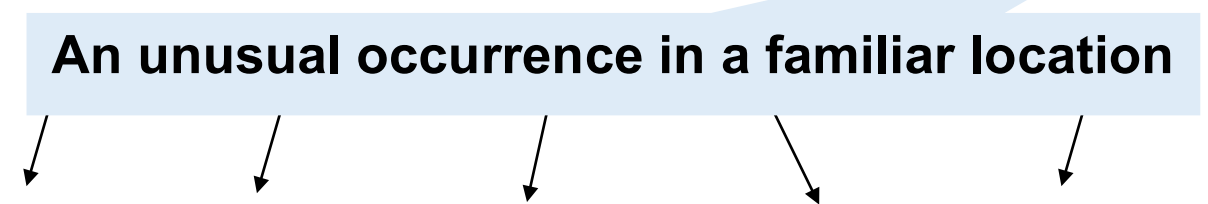
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Ownership through interaction with activities/ places in a different way



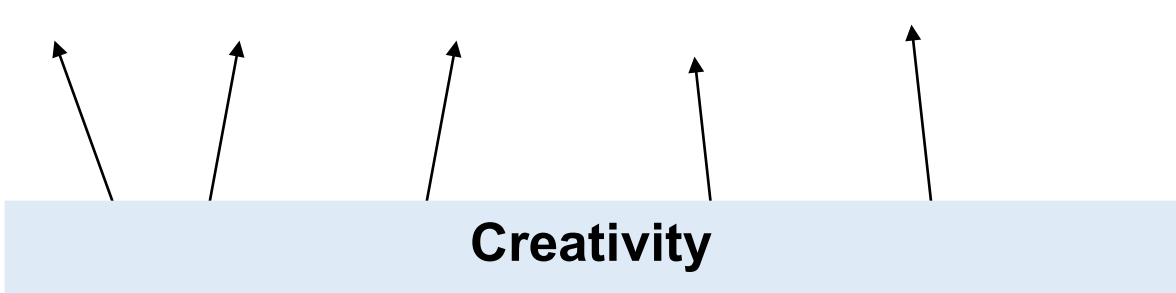
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An unusual occurrence in a familiar location



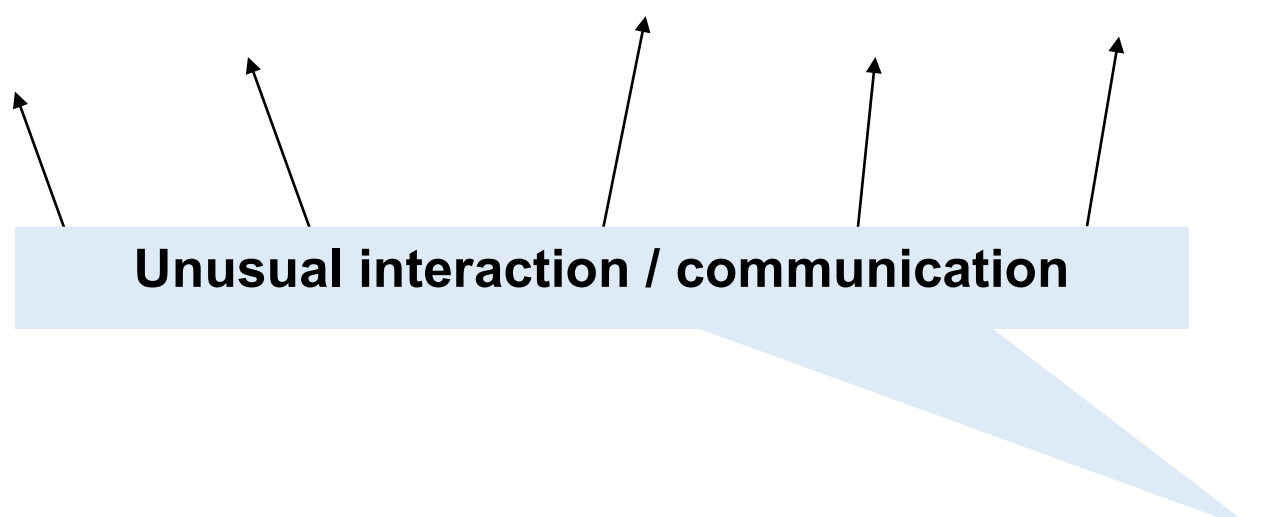
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Creativity



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Unusual interaction / communication



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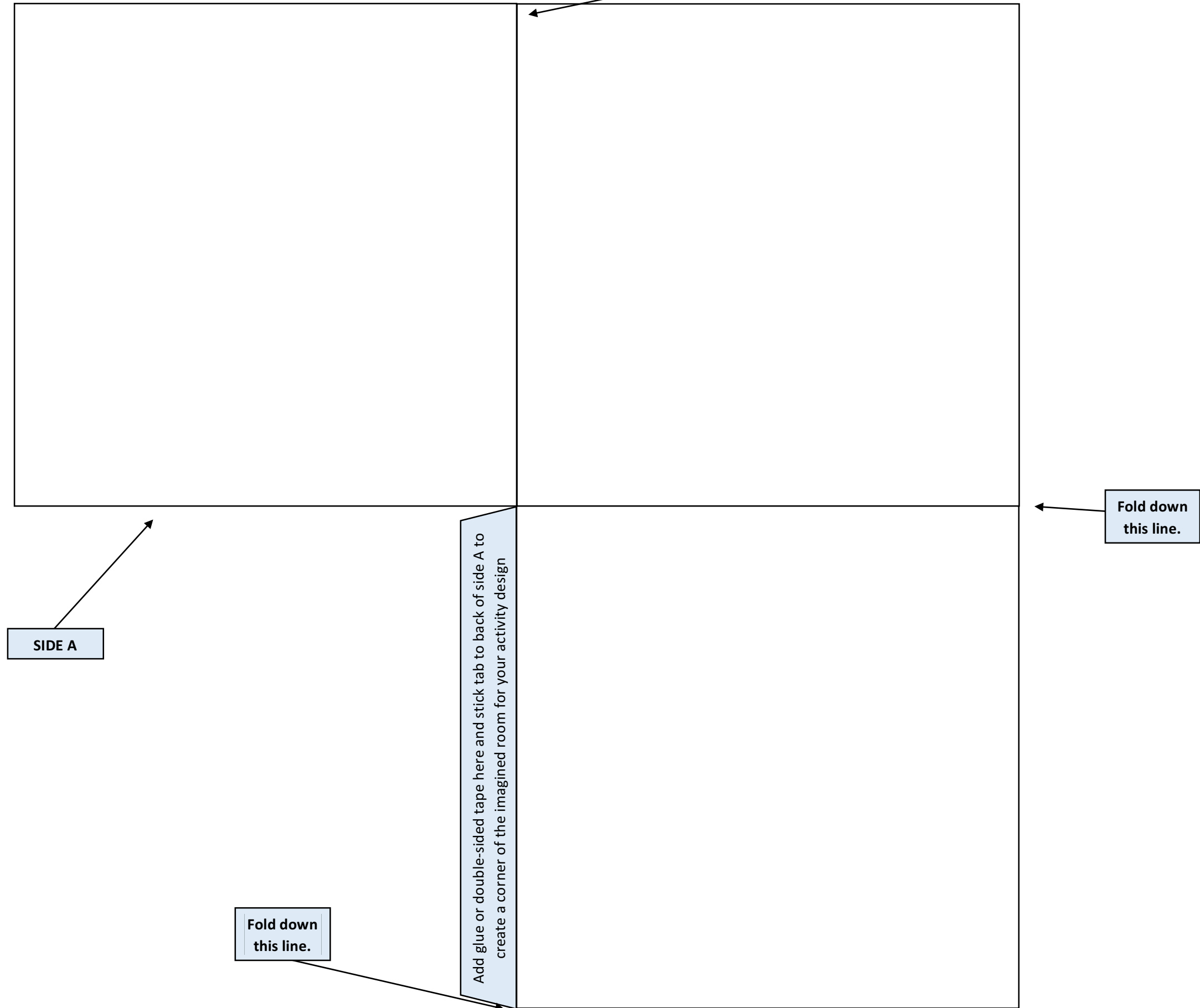
Session 2: Resources

MODEL BOX INSTRUCTIONS:

STEP ONE: Cut around the edge of this shape.

STEP TWO: Fold where indicated.

STEP THREE: Stick tab to the back of Side A. This should fold into a three-sided open box design that fits into the corner of a room.



Session 2: Resources: Homework Task Sheet for Session 2

Homework Task Sheet:

Due Date: __/__/__

Name:

Choose a location to search for organised community activities in your area from the list below and answer the questions in this sheet to complete this task:

Possible Locations	• Local Library • Community Centre • Shopping Centre • Museum • Youth Centre • Council Website • School • Heritage Sites
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Question	Your answer:
Which location did you choose and why did you choose this location?	
How easy was it to find out information about activities for your community in this location? How did you do this research? (i.e. did you go the library, for example, to ask for information? Did you see a leaflet, look at the library website, or phone to speak to relevant staff?	
Which activity did you choose to research?	

Can you describe the activity?	
Who is the activity for?	
Is the activity a place-making activity? (If it is – even if only partially - use the following criteria from your session to help you answer this question: • An unusual occurrence in a familiar location • A memory • Participation • Interaction/ Communication • Creativity • Ownership through interaction with activities/place in a different way)	

Session 3: Who decides the identity of a Place?

Session Aim:

- In this session, students will be able to hear and see the voices of members of their community articulating what Bexley, as a place, means to them and how they feel about this place. The group will be asked to explore different perspectives and stories of place to develop empathetic and contextual understanding of people in a community through practical exercises.

Session Objectives:

- To introduce broader social depictions of Bexley as a place through engaging with recent headlines about the area.
- To expand perceptions of place by thinking about personal identity in relation to place or being part of the broader community of the area.
- To challenge ideas of place through engaging with memories of place from different generations representing diverse communities in Bexley.
- To create a representational map of place to celebrate and record a range of memories explored within the session.
- To reflect upon key learning about place from the session through a discussion.
- To engage with a follow-up homework task to consolidate ideas from the session.

NOTE: This session can run from 45 – 120 minutes as appropriate for lesson timings.

Exercise	Instructions	Materials Required	Learning Outcomes
Who decides the identity of a place? Warm Up 5 – 10mins	Challenging For this first task, the group are given a range of newspaper headlines relating to Bexley. They are asked to create a frozen image in a group of 4 or 5 of one of the headlines that they feel gives a strong impression, good or bad, of Bexley.	PowerPoint, headlines, pens, paper.	To begin to investigate how a place gains a recognised identity.

	NOTE: The headlines are from a range of publications about the area. The group will be asked to share back their images to one another one at a time or in two halves as appropriate for the timing of the session. Here are prompt questions you can ask the students to consider: 1.) What is the image suggesting about Bexley? 2.) Who do you think wrote this headline? 3.) Is this a positive, negative or neutral headline about Bexley? 4.) Do we agree with it? Why/Why not? 5.) Are these accurate depictions of a whole community? Ask the group to respond to these questions as they look at the images created by their peers. Intermediate For this first task, the group are given a range of newspaper headlines relating to Bexley. They are asked to create drawn responses to one headline depicting an image that might illustrate the headline. NOTE: The headlines are from a range of publications about the area. The group will be asked to share back their drawings to one another, one at a time or in two halves as appropriate for the timing of the session.		
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	Here are prompt questions you can ask the students to consider: 1.) What is the image suggesting about Bexley? 2.) Who do you think wrote this headline? 3.) Is this a positive, negative or neutral headline about Bexley? 4.) Do we agree with it? Why/Why not? 5.) Are these accurate depictions of a whole community? Ask the group to respond to these questions as they look at the images created by their peers. Easy For this first task, the teacher reads out a selection of headlines. The students are asked to say their initial responses to the headlines. Here are prompt questions you can ask the students to consider: 1.) What is the headline suggesting about Bexley? 2.) Who do you think wrote this headline? 3.) Is this a positive, negative or neutral headline about Bexley? 4.) Do we agree with it? Why/Why not? 5.) Are these accurate depictions of a whole community?		
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Adding more voices to the identity of place Development of ideas 10 – 30mins	In the first session, students were asked to complete ‘poems’ about themselves for use in this session. (‘I am ... etc.’) If students need time to complete them or have forgotten their poem, please allow 2- 5mins for students to complete the homework sheet from session one before continuing with this part of the session. Challenging Stage One: If students have completed the poem, ask them to work in groups of 4 or 5 and to read their poems to one another. Stage Two: Ask students to select extracts and intertwine their poems to create a poem that reflects each of their responses. This should manifest in a short performance that includes frozen images and spoken lines from each of the poems. They may choose to do all or just part of the new poem. Either option is acceptable. They should be given only a short time to do this. Stage Three: Share back the performances. Ask students to reflect on the following questions: 1.) What do the poems tell us about people in the group?	PowerPoint, ‘poem’ collection resource sheet for edited and combined poems.	To enable students to understand the narratives about a community from a personal perspective.
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	2.) Did you know all of this information about everyone in the group? 3.) What new things did you learn about your peers? 4.) Did you connect with anything in the group? 5.) What perspective of this community were you given? How does this connect/disconnect to the headlines you looked at earlier?		
	Intermediate Stage One: If students have completed the poem, ask them to work in groups of 4 or 5 and to read their poems to one another. Stage Two: Ask students to select extracts and intertwine their poems to create a poem that reflects each of their responses. This should manifest in a collective poem with different lines from each poem cut out and put into a different order, or lines could be combined together, they can be said by the person who wrote them or by others in the group. Perhaps an abridged version with a line one person per 'I am from' category could be used. The group have creative license here, but should be prepared to read it back. Stage Three: Share back the collective poems. Ask students to reflect on the following questions: 1.) What do the poems tell us about people in the group? 2.) Did you know all of this information about everyone in the group? 3.) What new things did you learn about your peers? 4.) Did you connect with anything in the group?		

	What perspective of this community were you given? How does this connect/disconnect to the headlines you looked at earlier? Easy Stage One: If students have completed the poem, ask them to work in pairs to read the poem to one another. Stage Two: Ask the students to choose several topics from the poem that that feel best describe them and to draw an image capturing their favourite lines, these should include their favourite lines of the poem in written form too. Stage Three: Share back a sample of poems from those in the group who would like to share their work. Ask students to reflect on the following questions: 1.) What do the poems tell us about people in the group? 2.) Did you know all of this information about everyone in the group? 3.) What new things did you learn about your peers? 4.) Did you connect with anything in the group? What perspective of this community were you given? How does this connect/disconnect to the headlines you looked at earlier?		
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Community Stories Broadening Perceptions Task 15- 20mins	For this task, students are asked to engage with stories from their local community. There is a list of online sites to support this activity listed in the instructions section below. Collect a range of stories about Bexley from different eras, generations and community groups. Please ask students to work in small groups of 4 or 5 and set up resources for each group. Instructions: Look through historical stories from the community written by/about past members of the community. Print the following: https://www.bexley.gov.uk/sites/bexley-cms/files/2018-10/George-Pepple-Black-and-Asian-People-in-Victorian-Bexley.pdf https://en.wikipedia.org/wiki/List_of_people_from_the_London_Borough_of_Bexley http://www.bbc.co.uk/london/content/articles/2007/12/05/greenwich_famous_feature.shtml Questions to think about: 1.) What can we learn from the stories of the local area? 2.) What perspectives of the local area are offered by the stories you have engaged with? 3.) Which stories stand out? 4.) Is there a connection between the stories from the headlines, your own stories and the broader stories of the community? 5.) What happens to our understanding of the identity of a place when we engage with more and more stories from a community?	PowerPoint, printed testimony or laptops linking to the pages listed.	To broaden the students' engagement with stories from the local community and historical accounts of the area. To ask students to consider the significance of engaging with broader narratives of place in relation to the construction of the identity of Bexley.
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	Alternative: If you prefer, you can share all resources at the same time selecting one or audio and video stories and a handing out a range of historical accounts to the group to engage with as a whole class and then in pairs.		
Mapping Place Identities Layering narratives over 10 – 20mins	Ask each group to draw a representational map of Bexley, an example has been provided as a resource sheet. Ask the groups to locate the stories they have engaged with on to the map. They can write directly on to the map or if you have stickers/labels then they can layer the map with these instead. Extension task/Alternatives: If there is time, the group can add their own memories to the map too pinpointing places in the local area that are important to them. If some students live outside of the area, it would be useful to team students with partners who have knowledge of the local area. If this isn't possible, the students can map their school instead or add another sheet of paper to their map of Bexley to add an area they are more familiar with.	PowerPoint, pens, paper, mapping diagram.	To locate memories from narratives in relation to place.
Reflection Thinking through learning points 5 – 10mins	Ask the group to reflect upon the following questions. If you have time, give the group a few minutes to discuss each question in pairs and then share this with the group: 1.) Who decides the way a place is seen by the community? 2.) Is a headline an accurate perception of a place? 3.) What is the identity of Bexley from the narratives you have engaged with? 4.) What would you like the identity of Bexley to be if you could change the narrative of place for this area? NOTE: Aim to get the students to think about the plurality of narratives in the area.	PowerPoint.	To consolidate learning from the session through discussion.

Homework Task 20mins	Task #1 Collect a story from a relative or a friend not from your school about their positive memories about Bexley. Complete the homework sheet for this session and bring this to class next week.	Homework Task sheet, link to level three.	To continue researching narratives of place from immediate communities.
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Session 3: Resources: Poem Collection

Choose a line from each person in your group to allocate or add to each line of the 'I am from' poem below.

I am from (TOPIC: Favourite song title):
I am from (TOPIC: Favourite film title):
I am from (TOPIC: Favourite place to go):
I am from (TOPIC: Favourite movie quote):
I am from (TOPIC: Favourite shop):
I am from (TOPIC: Favourite clothes to wear):
I am from (TOPIC: Favourite app):
I am from (TOPIC: Favourite game):
I am from (TOPIC: Favourite saying):
I am from (TOPIC: Funniest memory):
I am from (TOPIC: Favourite colour and why):

I am from (TOPIC: Favourite food):
I am from (TOPIC: Best place to visit):
I am from (TOPIC: Your family pet):
I am from (TOPIC: Favourite hobby):
I am from (TOPIC: Favourite plant/tree):
I am from (TOPIC: Favourite dream):
I am from (TOPIC: Favourite lyric):

Session 3: Resources: Headlines

Headlines are from Online Newspaper Articles from Jan 2019 – August 2019
Sources: News Shopper & Bexley Times

**Bexley cycle recycle scheme donates bikes
to school**

**Bexley affordable housing plans put
through for old allotment site**

**Police merger blamed by councillors
for Bexley's rise in crime**

**Bexley Foodbank Trussell Trust gets boost
as demand continues**

**Boosts to Bexley's town centres approved
as businesses warn of crime surge**

**IPads, laptops and safe nicked in Age
UK Bexley break-in**

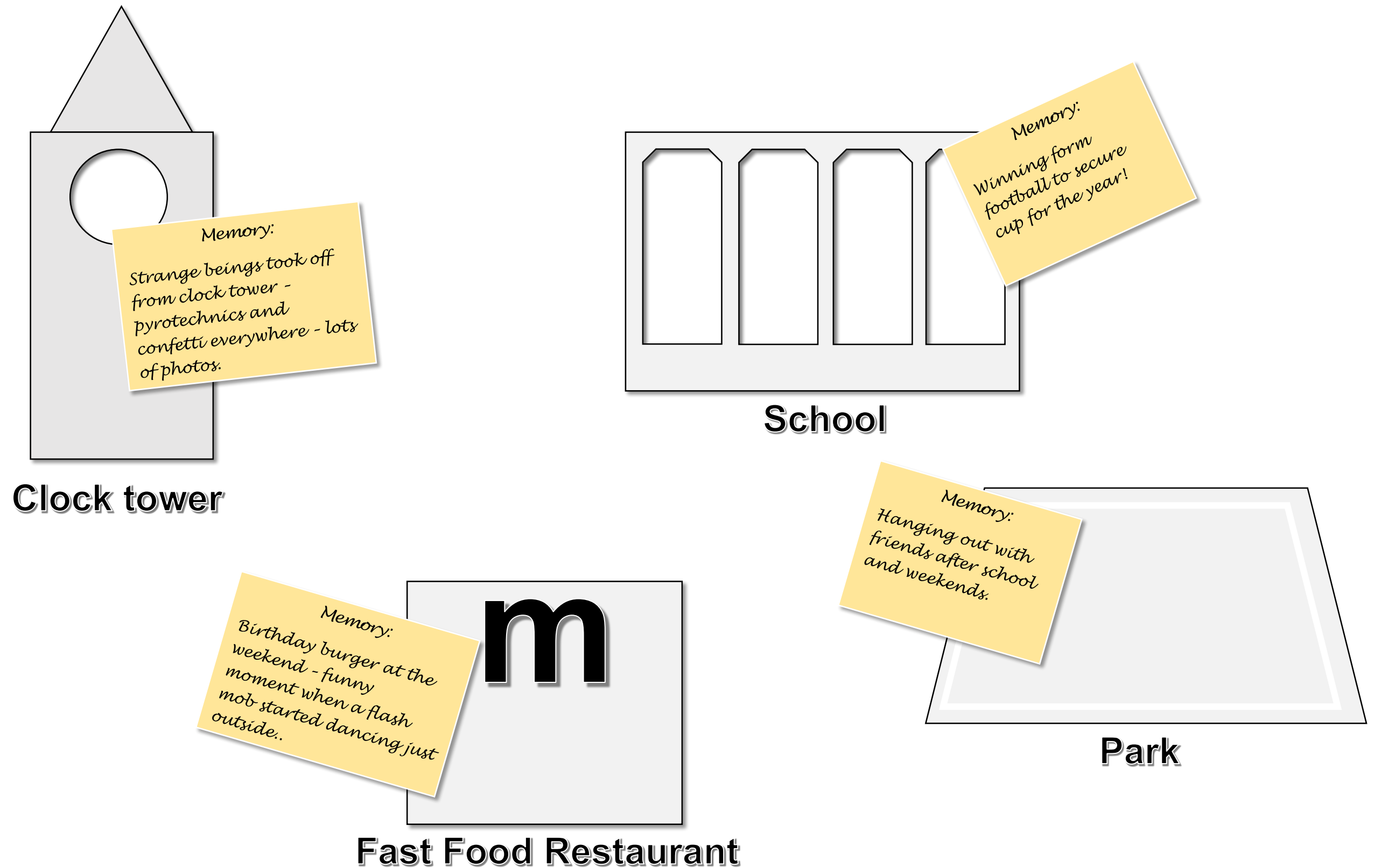
**Bexley Girls District football team
crowned English champions**

**Bexley Council to partner with Pause to
help vulnerable mums**

Par Bexia 'aliens' return to Bexleyheath

Session 3: Resources: Mapping Diagram

This is an example of a Representational map. You will see that it is not to scale or geographically accurate, it is more of a mind map of places that are important.



Session 3: Resources: Homework Task Sheet for Session 3

Homework Task Sheet:

Due Date: __/__/__

Name: _____

Interview a member of your family or a friend about a positive memory of a place in Bexley. Write down their answers to the questions below. Avoid using real names and let the person know that this is for a homework task.

Question	Response
What is your positive memory of a place in Bexley?	
When did this happen?	
Why is it important for you?	
When you walk past this place, do you remember this memory?	
How does it make you feel when you remember it?	

Session 4: What is my vision for a Place?

Session Aim:

- In this session, students will experiment with their knowledge by designing a place that encourages belonging, community and a sense of self through a series of interactive exercises in their classrooms. The outcome of the session is the sharing of a place created for the rest of the class and a review of experiences within this location in relation to belonging, inclusion and safety.

Session Objectives:

- To apply knowledge from previous sessions by creating a representational map of the school and attaching memories of place to a range of areas within the school environment.
- To provide examples of practice undertaken to enable communities to feel a sense of connection to their local area.
- To map the challenges, perceptions and details of an allocated location within the school that is important to another year group.
- To design activities within a school environment to enable another community within the school to feel a sense of belonging to a new location.
- To reflect upon findings from the session thinking about the core themes of place and belonging.
- To further experiment with place and belonging by building skills in creating, designing and advertising community activities, and through playing interactive games to consolidate key learning from the session.

NOTE: This session can run from 45 – 120minutes as suitable for lesson timings.

Exercise	Instructions	Materials Required	Learning Outcomes
Understanding the concept of belonging	Ask the group to think about the word 'belonging' as they undertake the warm-up for this session. This session can be done practically, semi-actively or desk-based.	PowerPoint	To begin to generate ideas about the concept of belonging.
Warm Up	Challenging:		

10 – 20mins	Stage 1 Ask the group to walk around the room and think about the word 'belonging'. Explain that in a few moments you will ask the group to stop and say a word that they think is associated with belonging. Explain that you would like everyone to say their words together to start with. Stage 2 Ask the group to find a partner in the space and say in one sentence 'belonging means...' and to share their ideas. Ask the pairs to create two movements to demonstrate their sentences. Stage 3 Ask pairs to join with another pair to form groups of 4 (If a group of 6 is easier, then ask three pairs to join together). In this new group, show back the movements, and sentences. Ask the group to create a sequence of movements incorporating one another's ideas into one short performance piece. The transitions between movements should be smooth; working in slow motion can help with this aspect of the task. Show back all performances to rest of the class to add further layers of ideas of belonging to the session. Ask the group why this term might be important and how might it be related to place? Intermediate: Ask the group to work in teams to draw/research images that signal what the term belonging might mean. Easy: Ask the group to write down, as many words as they can that are associated with the term 'belonging'.		
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Sally's Video on Performing Place Watch Short Video 5mins	Play the video in the PowerPoint to provide further context for the Performing Place project in different locations. Ask the group to listen out for examples of activities that have been specifically designed to help communities feel a sense of attachment to places they are new to.	PowerPoint, speakers.	To provide examples of practice and activities undertaken with large and small groups to create a sense of belonging in their local area.
Mapping the school Drawing Exercise 5 – 10mins	Ask the students to work in groups of 4-6 people (creating 5 groups) and to think about areas of the school. Ask the group to imagine that their classroom represents a blank map of the school that they need to populate with signs to locate key areas of the school. It may be useful to blu tack <i>key</i> locations (see resource labels below) in the room to help the class to orientate the map. When the top five locations from the group have been agreed, allocate one location to each group ready for the next task.	PowerPoint, Resource Sheet Template signs and blank signs, pens and bluetac, A3 paper for map drawing.	To create a whole room representation of important/ influential locations within the school environment.
	Challenging: Ask students to write down important areas of the school where they spent a lot of time in year 7 when they first started secondary school. When these are written down, ask the group to use the signs to stick the locations around the room using blu tack. Ask the group to decide which 5 locations they spent time in year 7 – this can be before school in school hours or after school. Once the group have voted, write the top five into the PowerPoint or on to the whiteboard. You will need them for the next exercise.		

	Intermediate: Ask students to write down important areas of the school where they spent a lot of time in year 7 when they first started secondary school. Ask the group to write up the names on a map of the school that they can draw as a group and to be ready to present them to the class. Ask the group to decide which 5 locations they spent time in year 7—this can be before school in school hours or after school. Once the group have voted, write the top five into the PowerPoint or on to the whiteboard. You will need them for the next exercise. Easy: Ask students to write down important areas of the school where they spent a lot of time in year 7 when they first started secondary school. These can be locations that year 7 would congregate before school, during school or after school. Ask the group to write up the names on the blank signs and to be ready to present them to the class. Collate the most popular locations to give you the top five places most frequented in year 7. Write these into the PowerPoint or on the whiteboard.		
What does it mean to belong? Thinking about place and attachment through creative design.	Ask each group to sketch the location they have been given on the paper map template. The map should include the following details: 1.) Location of busiest times and areas 2.) Drawing of the area 3.) Labels of any seating areas 4.) Labels of any sheltered areas 5.) Labels of entry/exits to the area 6.) Notes about any points where this area may not be a welcoming space	PowerPoint, paper map template resource sheet, pens. For extension activity: camera, camera memory card	To gather information about frequently occupied locations for another year group.

10 – 15mins	7.) Notes about when this area is a welcoming and friendly space Ask one person in each group to present their maps. If there are more details to be added or that are suggested by the rest of the group, these can of course be included in the diagram. Extension/Alternative: If it is possible, pending safeguarding approval, students may want to send one person from their group to photograph the space as a reference. This could be printed in the session, if possible, or displayed on a screen.	reader, laptops.	
Creating Activities that enhance positive feelings about a place Group Design Task 5 – 20mins	Ask the group to design a performance, set of activities or an event that could happen before school, at lunch time or after school in this place they have drawn to help new year 7s feel a sense of belonging to this place. Ask the group to think about Sally's example video of Performing Places and the ideas that have already been conducted in Bexley. Challenging: Stage 1: Ask the group to continue working in small groups of 4-6 people. The first thing the group need to do is to mind map possible ideas and decide whether they would like to create a performance, event or activity. Stage 2: Now this decision has been made, ask the group to begin to put together their ideas either by:	PowerPoint, paper, pens,	To bring together ideas of place, with the concept of belonging to offer potential activities that could take place in the school to marry the two ideas together through a devised intervention.

	• Devising and rehearsing their performance • Planning their event • Designing their activity Stage 3: The groups should now show back a rough draft of their idea and the audience/participants will be asked to feedback on the connection they can see between the intervention and the theme of belonging. NOTE: if it is possible to put the events into the locations they are intended for, that would be very useful to see how the interventions work in the location they are designed for. Intermediate: Stage 1: Working in the same small groups, design an event to put into your chosen location. Think about the following: 1.) Timing of the event 2.) Who would attend 3.) How many people can participate 4.) What event might enhance a sense of belonging Stage 2: Ask the group to put together a presentation to pitch their idea to their peers. In the style of 'Dragons Den', the group should think about questions to ask the presenting groups to ensure the event connects with the theme of belonging. Easy: Stage 1:		
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	Ask the group to work in small teams to think about an activity that they could conduct in their locations to create a sense of belonging. This could be a game, activity or event that encourages communication, interaction and creates a happy memory of time spent taking part. Stage 2: The group can verbally feedback their idea, which should include a clear indication of how the intervention creates a feeling of belonging. If they have more time, they could prepare a PowerPoint presentation illustrating their idea or a short improvised trailer to promote their event.		
Reflection Discussion 5 -10mins	Ask the group to think about the following questions from their experience within the session: 1.) What does belonging mean to you? 2.) When do you feel that you belong? 3.) How might we use arts activities to help others to feel that they belong? 4.) Why is feeling a sense of belonging important?	PowerPoint	To reflect upon the ideas experimented with in the session. To consolidate learning through reflective discussion.
Homework 20mins+	Challenging: Task #1: Create a set of events around the school that put into action your ideas of belonging through place attachment. Ask those who take part in your event to feedback on your activities.	Proposal Form, Leaflet Template, Feedback Form Template,	To put into practice ideas associated with organising an event either through design, advertising or

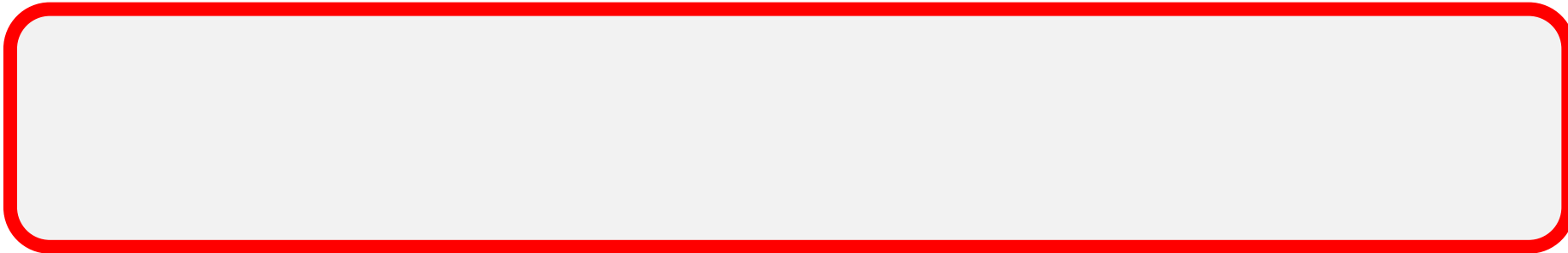
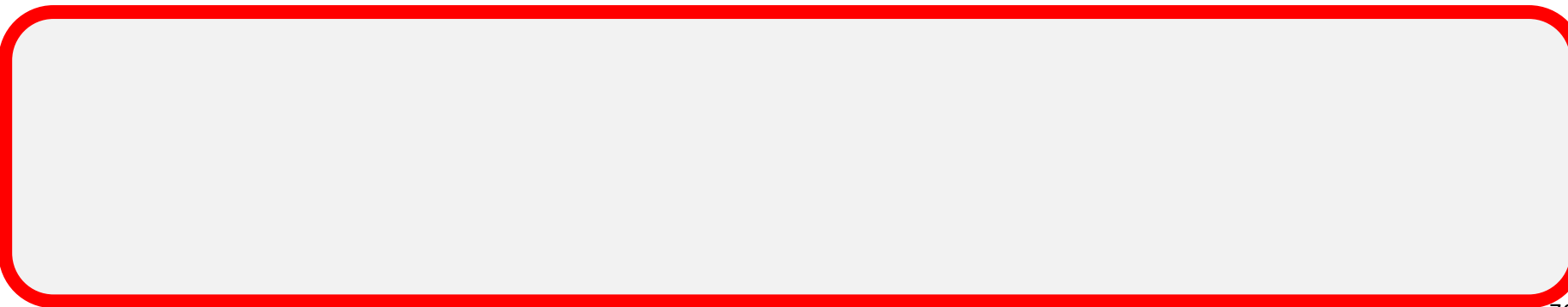
	Intermediate: Task #1: Write a proposal for your activity for your school to note why your idea is important, what the potential impact might be and how it might enable students to form a positive attachment to place.	Poster Template	implementing ideas directly.
	Easy: Task #1: Design a leaflet advertising your community activity to bring publicity to your event. Think about how your design might create intrigue for your peers to encourage them to take part. This can be drawn or created on a computer.		

RECEPTION

CANTEEN

MAIN ENTRANCE

Session 4: **Resources: Signs 2/2**

A large, empty rectangular box with a thick red border and rounded corners, intended for a sign or drawing.A medium-sized, empty rectangular box with a thick red border and rounded corners, intended for a sign or drawing.A large, empty rectangular box with a thick red border and rounded corners, intended for a sign or drawing.

Session 4: Resources: Map Template

Location Title:	
Location Drawing/Photograph	Location Notes:
Team Member Names:	
Location Description:	

Session 4: Resources: Homework Poster Template

EVENT TITLE:

EVENT DETAILS:

Session 4: Resources: Homework Proposal Template

Complete the proposal form below for your project:

Name and Class:	
Event Title:	
Event Time, Date and Location	
Event Information: (i.e. activity description)	
What is the link between your proposed event and the topic of 'belonging'?	
What is the intended impact of your event?	
What do you need to make your event happen?	

Session 5: How can I help others in my community to create a Place?

Session Aim:

- This session will ask students to implement a performative intervention in response to a place within their local community. This session will enable students to apply their understanding of place to their immediate environment to share their knowledge with their peers and address British values of inclusion and understanding difference in a safe, creative and exciting manner.

Session Objectives:

- To offer an exercise that provides an effective example of feeling new to a community through an interactive, goal-orientated team activity.
- To build connections between students who are less familiar with one another through a simple interactive creative activity.
- To create a memory tree for students to represent and share stories they have collated from previous session as part of their homework tasks.
- To create a time capsule for students to leave a sense of legacy for future year groups and to share inspirational ideas with the future year groups in the school.
- To reflect upon the efficacy of the activities within the session and start to consider how you might design activities that embody the qualities of place attachment, belonging and community.
- To conduct preparatory homework to create materials for the next session in addition to consolidating learning through interactive Twine games.

NOTE: This session can run from 45 – 110minutes as suitable for lesson timings.

Exercise	Instructions	Materials Required	Learning Outcomes
Team Challenges Building Tasks 5 – 10mins	Explain that you would like the group to work in small teams of 4 – 6 people. Ask the group to give themselves a team name to help build a group identity, and to choose a team leader. Share back the names of the teams and the leaders.	PowerPoint, A4 paper, scissors and a pencil.	

	Explain that you will give the groups a task to complete within a time limit. Provide each team with a few pieces of A4 paper, a pen and a pair of scissors. Explain to the group that it is possible to cut the paper so that a person can fit through the hole without tearing it. Explain that the group have five minutes to complete the task. Half-way through the time, ask the team leaders from each group to talk to you. Tell them they are doing a great job, but you would like them to change groups. There is one rule – the team leaders are not allowed to tell their group (old or new) anything that you have said or give any reason for why they've been asked to change groups. TIP: The reason for 'not telling' the group this information is to see how the students react to a new person they don't know joining their group. After the task, ask the groups how they found the challenge. Ask the groups how they found the challenge with a new team leader. Ask the team leader how the new group responded to them. Ask the groups to explain their reactions. Tell the group leaders to reveal what you said to them. Ask the group what they learnt from this exercise and how this might relate to the experiences of new communities. NOTE: Here is the solution to the challenge for you, just in case you need to prove the task is possible. https://www.youtube.com/watch?v=8y9i8ag2WTK		
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String Game Creating Connections Small Group Task 10 – 15mins	If the students feel comfortable, ask them to work with people in the class who are not in their immediate friendship group. Explain that this is an experiment to show how you can create connections with people you do not know and that it is important for the group to try this exercise to see what this activity feels like. This will help them to understand the ways that communities they may interact with might respond to their ideas in practice. Split the group into small groups of 4-6 people. Explain that one person will start with the ball of string and say something that they are interested in, then wrapping the string around their finger (loosely to avoid injury), they should unravel the ball of string a little to make a connection with anyone else in the group who shares that interest. Continue until the ball of string is completely used up or time has run out for the task. If you can, it is useful to create photographs of webs that are created for the group to keep to illustrate their connections with people they previously did not know very well. NOTE: It is helpful to suggest initial points of connection for the group. Here are some suggestions: 1.) Shared interests and hobbies 2.) Favourite place in Bexley 3.) Favourite activity to do 4.) What communities do you belong to 5.) What would you like to do in the future? Etc. These topics are just suggestions. Ask the group to count the number of connections they have made in the exercise. Add them	PowerPoint, ball of string (one per group – wool could be better) and scissors.	To develop understanding of how simple activities can create interconnections between a group.
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	together to show how many interconnections the group have made as a whole and reveal the number now or at the end of the session.		
Memory Tree of Stories Story Sharing Task 15 – 30mins	For this task, you will need to create a paper tree. If you prefer, you can use the smaller templates provided to make smaller poster trees to put around the school site, or you can make a large tree that the group can populate with stories, images, and wishes. Preparation: You can make the tree beforehand if you prefer or give this to the group as a task for them to complete. Here is an instructional video for you: https://www.youtube.com/watch?v=9cVMM_8_aA NOTE: If you would prefer not to use technology it is okay to skip this task. If you are using a tablet for this session, (see below) please ensure that you download ‘QR Code Maker and Layar’ (for iPhone users) or ‘QR Code Generator’ (web-based). These are free apps (instructions showing how to use the app and the web-based QR Code Generator are located in resource sheet: QR Code Maker Instructions at the end of this session plan). Download and create a school channel for the HP Reveal App. Log the tablet into the app ready for the intermediate version of this exercise. Challenging: Ask students to work in groups of 4 -6 people. Stage 1: Firstly ask the group to share the stories they collected from family members or friends and to record a short audio clip or video (pending parental consent and safeguarding checks) reading out the stories. Stage 2:	PowerPoint, Interview homework sheet, broadsheet newspapers, masking tape, scissors, tree resource sheet, leaves resource sheet, Dictaphone or microphone and PC, WIFI connection, QR code App, HP Reveal, and instruction sheet for geocaching and template for easy task version.	To create an interactive memory tree that can be accessed by the broader school community.

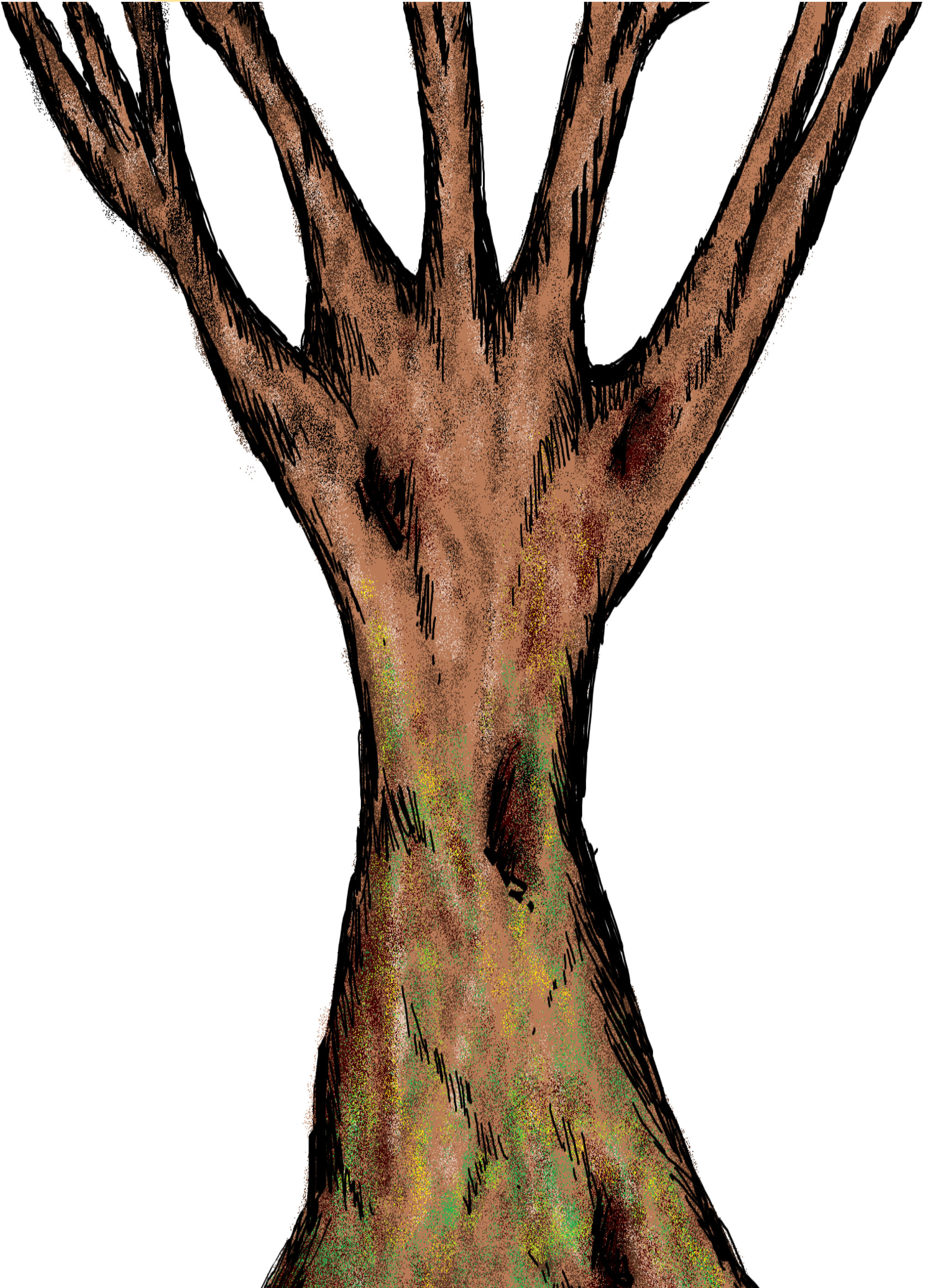
	Using the Par Bexia YouTube channel, upload the files as videos titled with your school name and/or the name of the video/audio. Stage 3: Use the QR Code Maker App to create links to the clips. Print the codes and stick them on to the leaves (see resource sheet). Next, add the leaves to your tree. Share back your stories with your group, and if possible, display with app instructions for the broader school community to access. Intermediate: Ask the students to work in groups of 4 – 6 people. Stage 1: Look over the narratives investigated by the broader community and create a short 30-second version of the stories. This can be a combined story or one story that stands out. Ask the group to find a way of telling the story. This can be through drawings, or a video or performance (pending consent and safeguarding checks). Stage 2: Create the video of the story using drawing, performance or simple narrative storytelling using the tablet or another camera and send the video to the tablet. If you have sent the video to the tablet – make sure it is in a compressed version i.e. MP4 and no longer than 2mins in length. Stage 3: Draw a symbol in black ink (the more detailed the better) on a leaf. Using the instructions for the HP Reveal app, create an aura from this leaf, and upload the video you have made.		
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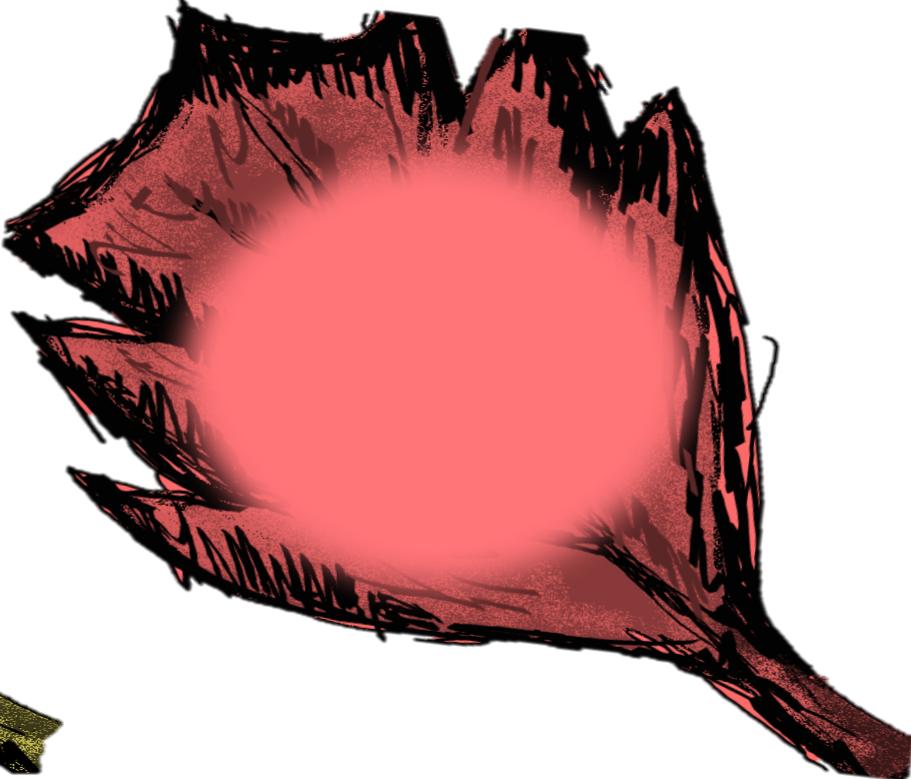
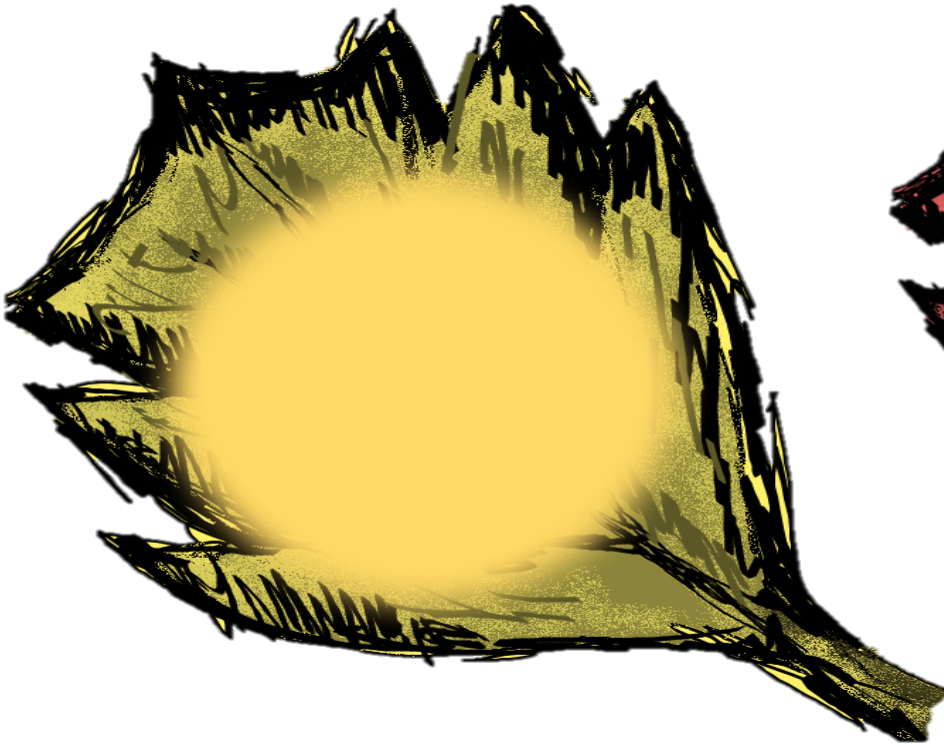
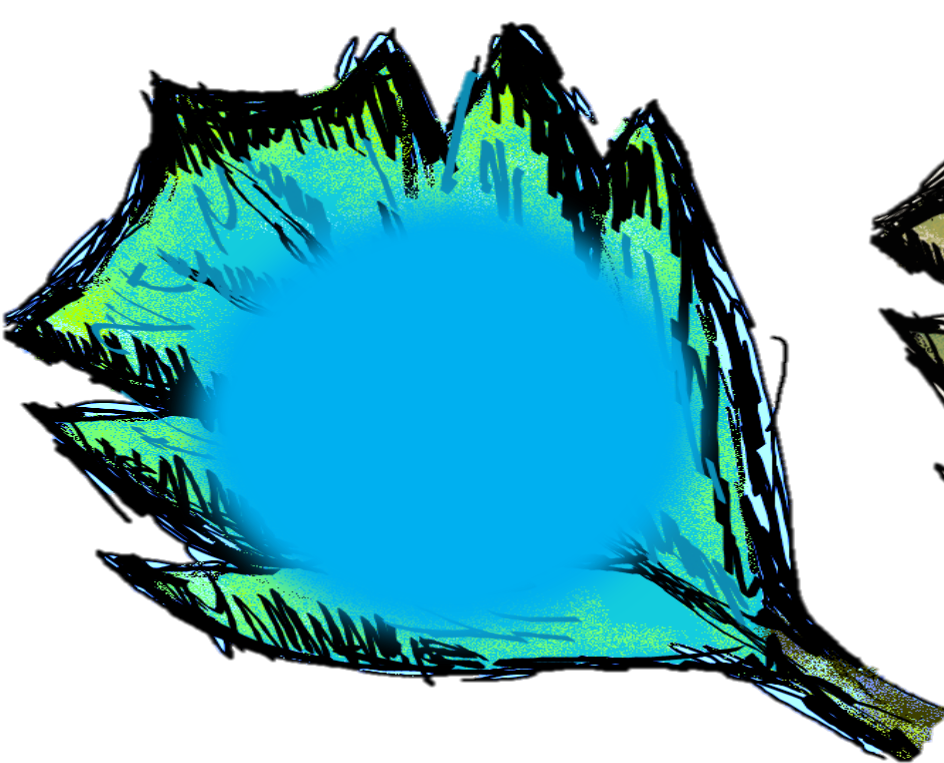
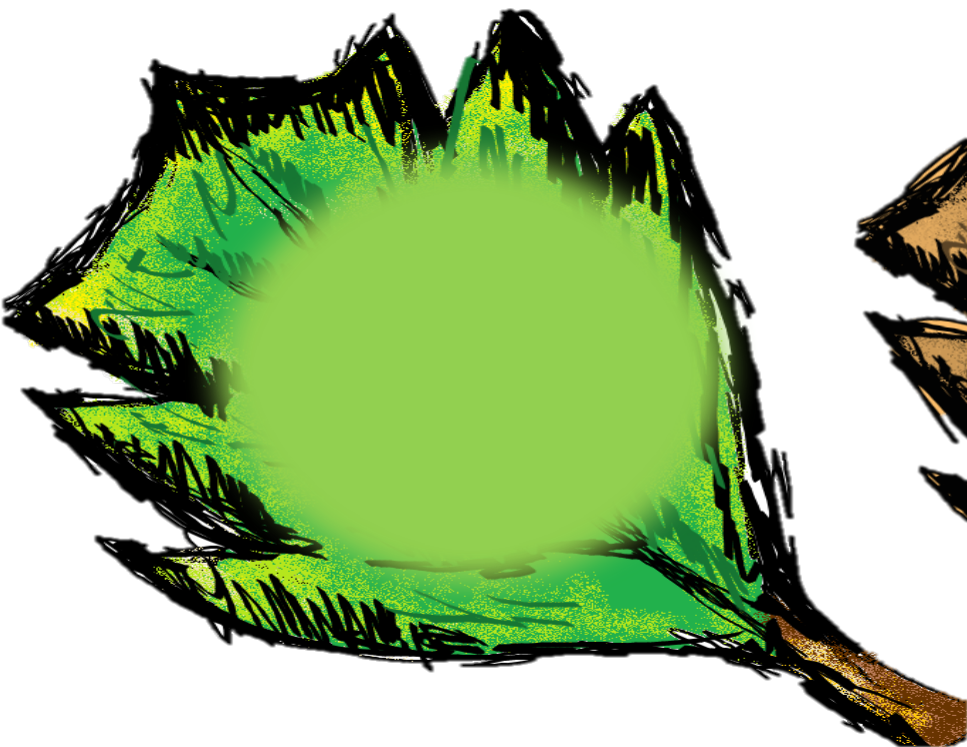
	Wait for the video to upload, then scan the image on the leaf and check it works. If it has not, don't worry, just make a note of the video name and the associated aura created by the group and upload it after the session in a location with stronger Wi-Fi to share back in the next session. If it is working, add the leaves to the picture of the tree to make a poster that you could colour photocopy and put up around the school with access instructions. This will allow you to share the work created by the group thus celebrating their contributions. Perhaps the group have a particular place in mind or perhaps the classroom where they created this memory would be apt. Easy: Ask the students to work independently. Stage 1: Ask students to write an abridged version of the stories that they collected from a family member or friend a while ago and ask them to decorate it on an A5 piece of paper. Stage 2: Add a small envelope to the back of the leaves and place the story inside the envelope. Or students could make their own envelopes following the instructions on this video: https://www.youtube.com/watch?v=mV1jAeHDdPA Stage 3: Stick the leaves to the tree. Extension: Add a small box for initials and the date to the stories in the envelopes. Following the model for Geocaching, add the		
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	instructions to the tree and, if it is appropriate, place the tree with the interactive leaves somewhere in the school or add the leaves separately around the school numbering the envelopes so that you can track those found. Perhaps making this a competition would be useful to see if anyone can locate all leaves proving they have done so by adding their initials to the document in the envelope and replacing it for the class to check the next week. There is a resource sheet for this.		
Time Will Tell Place Capsule Creation 10 – 15mins	Ask the group to think about inspirational sayings that hold meaning for them. These can be family sayings, quotes, lyrics, or any phrases that they find inspiring. Explain that you would like them to decorate the phrases with drawings. This can be done as a collage, or printed images that have been cut out and stuck onto the saying. Explain that you will be creating a place capsule for next year's group to find and exchange for their own sayings. The place capsule may remain in the classroom or if possible, could be buried in the school grounds to create a more interesting alternative to this exercise which involves the next class to undertake this scheme of work digging up capsule and discovering the previous year group's inspirational ideas. Additional Idea/Extension Exercise: If possible, you could put the pages together in a bound book that each of the students could keep in addition to the copy that is buried/kept safe for next year's cohort to discover. Another task might be a map created by the group with clues that could lead next year's cohort to the location of the place capsule.	PowerPoint, sealed Tupperware box or other waterproof vessel, paper, pens, glue sticks images, or laptop and printer.	To allow the group to undertake a shared activity that leaves a legacy for next year's group.
Reflection Discussion	Ask the group to consider the following questions in pairs then share back their ideas to the whole class:	PowerPoint	To consolidate knowledge from the session through reflection.

5 – 10 mins	1.) How might we make use of the activities we have engaged with today in the broader community? 2.) What other ideas do you have to engage the community in collaborative creative tasks together? 3.) Which communities in Bexley have you not engaged with before?		
Homework Task 20 mins	Challenging: Task #1 In groups of 4-6, plan an activity to take to a group in the local community for next week's session. Think about the accessibility of the activity and the ways in which the activity might create a connection between the community and a place, in addition to encouraging communication between your team and the community. This can be hypothetical or real depending on your choice for session 6 and whether or not you have had time to make a connection with a community group. Intermediate: Task #1 In pairs, find out about other arts-based activities that could be implemented in a community to create a sense of belonging, community and attachment to place. Prepare to share back your findings in the final session next week. Easy: Task #1 Working independently, think about an idea for a community activity that you could design and implement with your peers in the next session. The activity should incorporate the following themes: • Place • Belonging • Place-attachment • Community	Activity Planning Sheet.	To build upon experience from the sessions to plan an intervention for another community beyond the school environment.

	• Creativity • Fun • Engagement • Communication		
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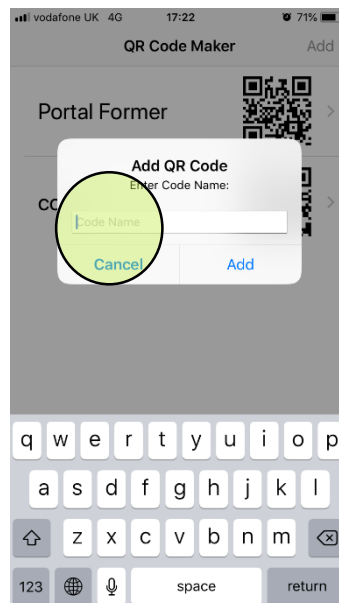




Session 5: Resources: QR Code Maker Instructions for iPhone users



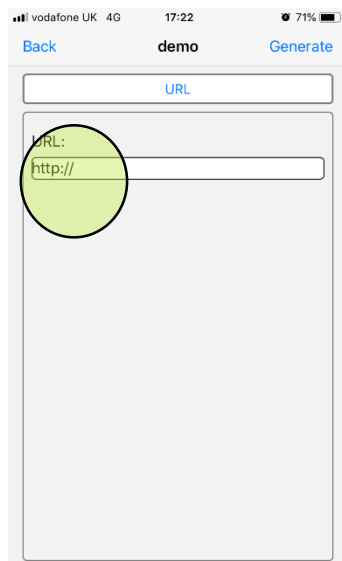
PHASE ONE: Open app
Click 'add'



PHASE TWO: Enter name
for your QR code



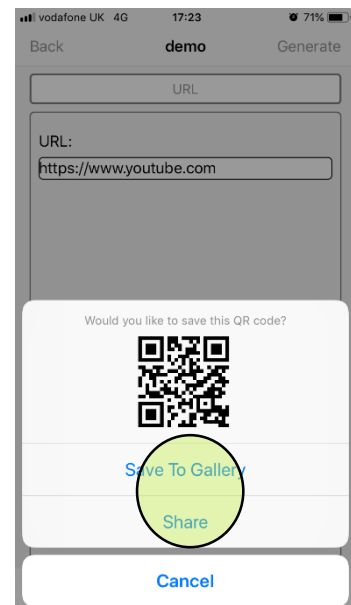
PHASE THREE: Click on
your new empty QR code



PHASE FOUR: Enter
URL for your QR Code



PHASE FIVE: Click
'generate'

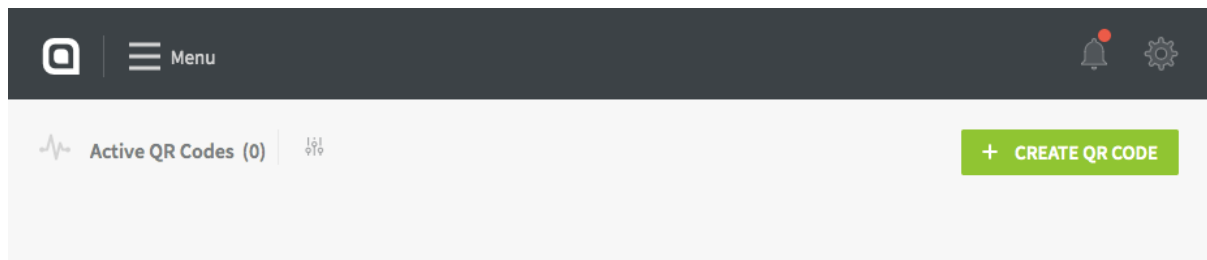


PHASE SIX: Share or save
to gallery to use

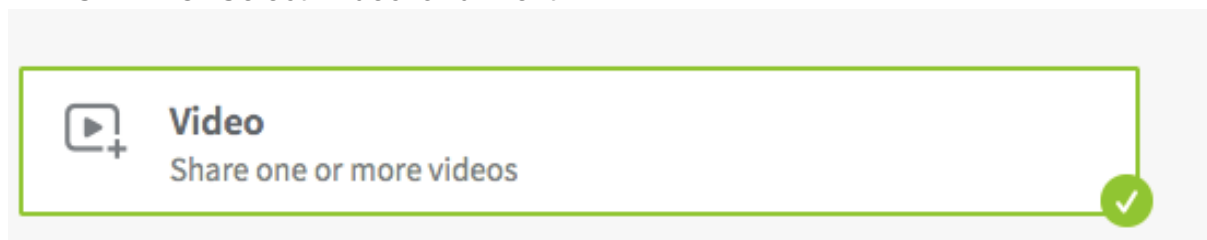
QR Code Generator Instructions (web-based)

Click on this link to generate a QR Code: <https://www.qr-code-generator.com/>

PHASE ONE: Click 'Create QR Code'.

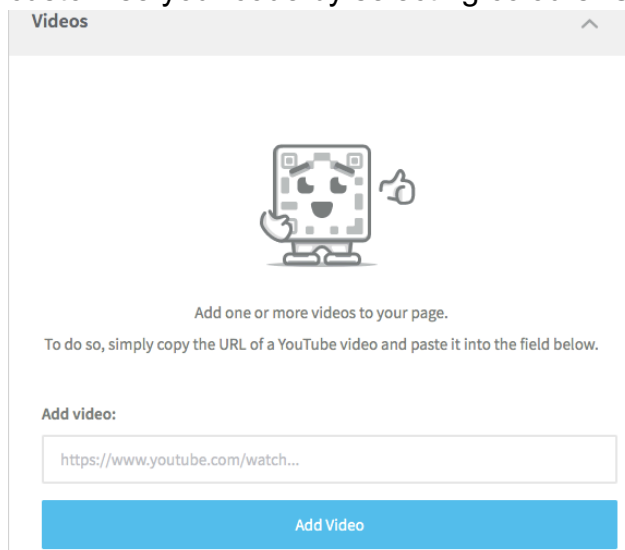


PHASE TWO: Select 'Video' and 'Next'.

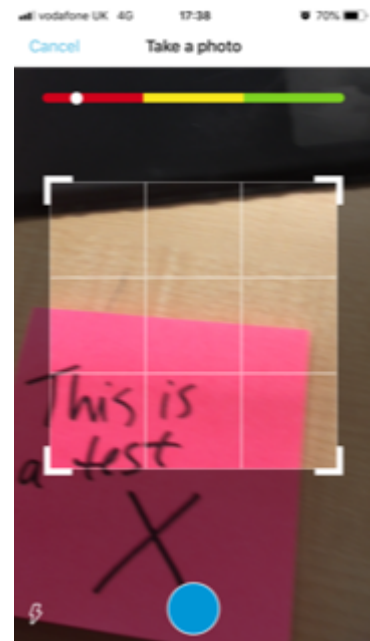
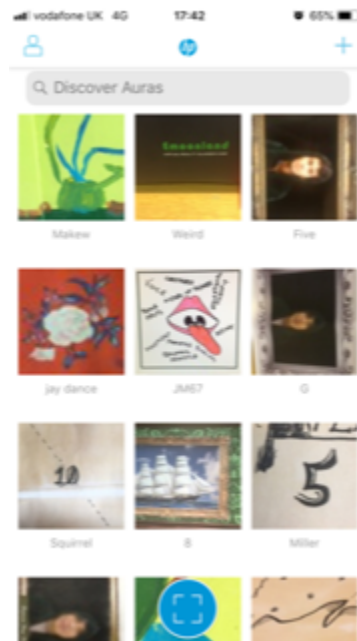


PHASE THREE: Name your QR Code. Give your video an engaging 'Headline'.

Copy the URL link to your video and paste this in the 'Add Video' field. You can customise your code by selecting colours. Click 'Next' when you are done.



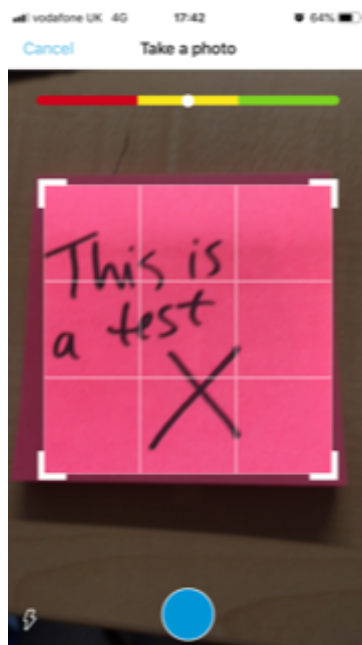
Session 5: Resources: HP Reveal Instructions



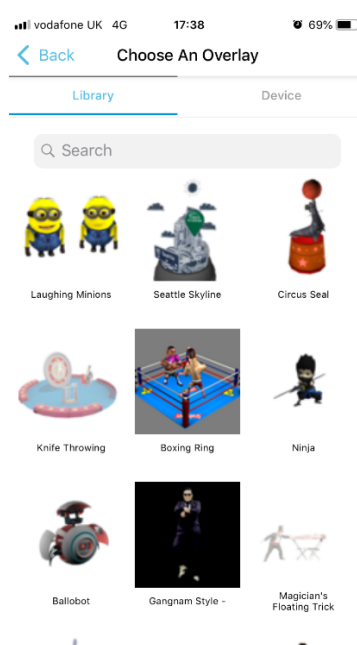
PHASE ONE: Open app

PHASE TWO: Click '+'

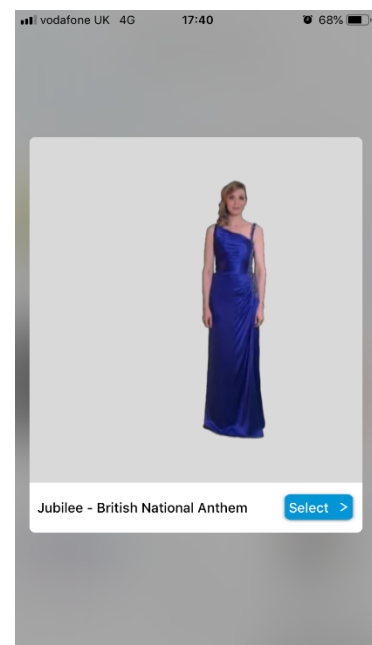
PHASE THREE: Position Viewer over target image



PHASE FOUR: Make sure The scanner is orange or Green then click blue button



PHASE FIVE: Select overlay video or image from device or from library



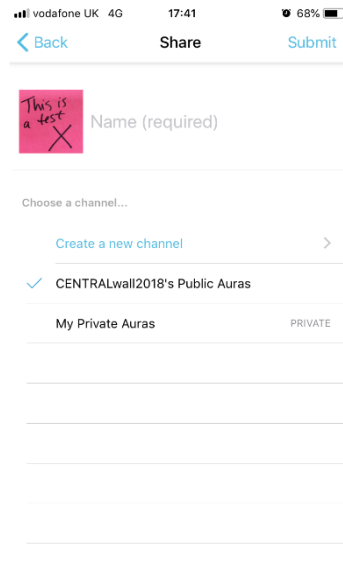
PHASE SIX: Click 'select'



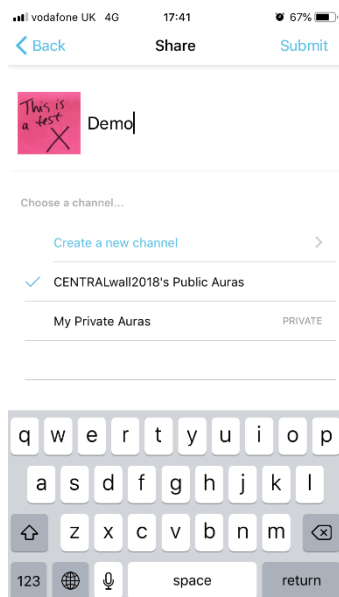
PHASE SEVEN: Place video on to target image



PHASE EIGHT: Pinch the image to resize



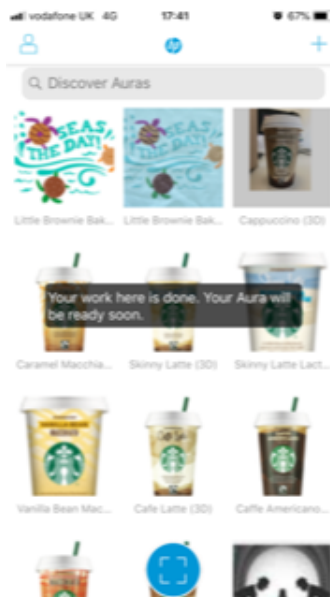
PHASE NINE: Click 'next'



PHASE TEN: Name your aura. Then click "submit"



PHASE ELEVEN: Click 'done'



PHASE TWELVE: Wait for this message to appear



PHRASE THIRTEEN: Wait for this final message



PHASE FOURTEEN: blue button with white square on previous screen to see the image above

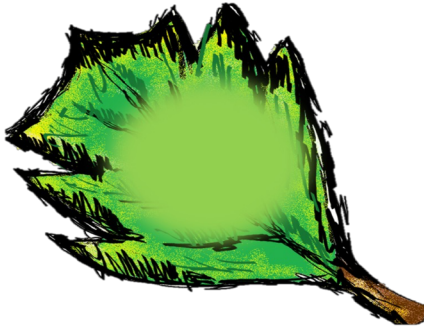


PHASE FIFTEEN: Move viewer over target image to reveal aura

Welcome to the Geocaching Challenge 2019!

How to Play:

- 1.) Look out for leaves that look like this around your school:**



- 2.) Behind each leaf you will find an envelope. Open the envelope to read a story and write your initial and the date you found the leaf on the chart at the bottom of the page. The chart looks like this:**

[illegible]

- 3.) Put the story back into the envelope. See if you can find all of the leaves around the school.**

Session 5: Resources: Memory Leaf Template for Easy Task

Memory Title:

Geocaching Record of Finders:

Finder Initials	Date of Find	Finder Initials	Date of Find	Finder Initials	Date of Find	Finder Initials	Date of Find

Session 5: Resources: Homework Activity Planning Sheet (For Challenging Level Homework)

Which Community Group have you chosen to work with?	
Who is your contact at the organisation?	
When will you work with the organisation?	
Ask your teacher to e-mail the contact at the organisation to confirm an event you have planned, a location, time and adult supervision.	
What are the names of everyone in your team?	1 2 3 4 5 6

What is your planned activity and how does it relate to place, attachment, belonging and community?	
What do you need in order to create your event?	
Can you use school materials to create your event or do you need to fundraise for materials? If the latter is useful, check with your teacher about the best way to achieve this.	
What is the overall intention of your activity?	
How does your activity relate to British values? Here is a list of British values for you to discuss in your response: • Democracy. • The rule of law. • Individual liberty. • Mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith.	

Who in your team is responsible for which parts of the project? Example responsibilities might include: • Fundraising organisation • Budget planning • Event planning • Co-ordination between teacher and community • Craft making/prop making • Poster to advertise the event • Time Keeping • Overall Project Management • Design • Introducing the activity • Making Instructions • Writing event invitation for your community • Looking after your community when they arrive • Finding out about transport options	
What feedback will you collect from your event and how will you collect this?	
How will you add a sense of legacy to your event?	

Session 6: How can I share a sense of Place?

Session Aim:

- This session aims to enable students to reflect upon their experiments with place-making and either develop further links with communities in Bexley to offer intergenerational activities to share their knowledge and become acquainted with unfamiliar places in their community or to create an action plan to offer insights into their learning with their peers through peer teaching strategies.

Session Objectives:

- To provide a learning point for students to consider the clarity of the instructions they will need to write for the next part of their tasks in this session.
- To offer a knowledge exchange approach to demonstrating and sharing understanding of place through technology based open source coding software and storytelling, or arts-based exchange activities.
- **(Alternative)** To create an exchange of knowledge session between students and the local community where their homework from the previous session i.e. to design an intervention, is put into practice with members of the local community.
- To reflect upon key learning from this unit of work.

NOTE: This session can run from 45 – 110minutes as suitable for lesson timings.

Exercise	Instructions	Materials Required	Learning Outcomes
Sharing Knowledge Pair Drawing Exercise Warm Up 10 - 15mins	Ask the group to work in pairs. Label each partner either A or B. A will start. A will (ideally) sit back to back with B so that B cannot see what they are drawing. Alternatives include B closing their eyes, or turning away etc. A is given pens and a piece of paper. They will need to draw an image of their favourite place. Give them five minutes to complete it. Once time is up, please give B a piece of paper and the same	Pens and paper	To introduce the students to the importance of clear instructions as preparation for the tasks ahead in this session plan.

	pens to replicate the image. However, A cannot name the elements in their picture they may only explain the shapes. For example, to state there is a yellow sun in the sky of the image, they can only say literal instructions i.e. at the top left of the page, there is a small circle coloured yellow. There are yellow and orange lines coming out of the circle. They are not allowed to show A the image until time is up. Now ask A to show B their image and vice versa. (There is usually a lot of laughter at this point). Ask them what happened? What was difficult about this task and what would have helped to make this clearer? Pairs should apply their learning for the next part of the exercise. Now swap, B can draw their own image of their favourite place, and then use literal instructions to explain the image to A. After five mins, B will explain (not show) their image to A and the task repeats.		
Passing on Knowledge Art activity 20 – 45mins	Ask the group to work either individually or in small teams for this task. Students will need access to either A3 paper or arts material depending on the level of the task undertaken. The task will involve creating an interactive object that provides important information about how to 'make place' through arts activities. Pre-class preparation: You will need laptops/tablets for the Intermediate task and access to the internet. Alternatively, you can ask your IT department to install Twine 2 (open source basic game development software).	PowerPoint, Patterned/ Colour Pens, Paper, Scissors, Glue stick, Twine User Resource Sheet	To allow the group to make creative and interactive place-making guidelines/resources through different materials to demonstrate and pass on their knowledge of place-making.

	Intermediate: Stage 1: For the first part of this session, ask students to work in small teams of 4 – 6 students. Explain that you would like them to think about place-making and you will be designing an object that holds secret information about place-making to pass on to the next group to undertake this project (see stage three). To begin this task, ask the group to write down essentials to making a connection to a place. This can be a set of guidelines, rules, ideas etc. Stage 2: Now that the guidelines are written. Ask the group to put together a code to hide the guidelines. This will ensure those who are given this object will need to work together to decode the secret information within the object. Windings is a useful font based code, but the group can work out any coding approach they prefer. Stage 3: Using the instructional video on YouTube available by clicking this word: Paper Box, ask the group to hide the decoding key on the inside of the paper box that they make, make the secret keeper box, and hide the information from their guidelines/advice inside the box. They can do this however, they wish, but they could for example, write it in parts on the smaller pieces of paper that might be located/hidden within the box. Share back with the rest of the class. If you want the group to pass this on to the next cohort to undertake this scheme of work do feel free to do so, otherwise you could switch the secret keepers between the groups in the same class to resolve.		
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	Easy: Stage 1: Explain to the group that you would like them to work in pairs to design an interactive Twine game. Explain that this is the same free open source software that was used to develop the Par Bexia game. Explain that you would like the group to write a story about place-making – the story can be real, fictional and/or metaphorical in tone and design. Explain that Twine works with hypertext links to allow the ‘player’ to make choices in the game that have consequences for the narrative. Please see the resource sheet on Twine for basic coding language and ways of setting up the game. Stage 2: Once the story and possible routes through it have been sketched out, it is time to build the game in Twine. Use the instructions resource sheet to help. For those in the class who are more advanced and want to extend their coding knowledge, lots of information is available on the Twine Tutorial YouTube channel for more complex game making info and on the Twine 2 website. Stage 3: Share the story between groups so that each group may play the games created by their peers. Ask the group to think about the following questions: 1.) How did you play with the idea of place-making in your game? 2.) Do you feel you enabled the player to make a connection to a place in the game? 3) How might this collaborative game making be useful as an approach to creating connections between people and places?		
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Challenging Only Community Activities Event Exchange Whole Session (45 – 120mins)	If it has been possible to make a connection with a local community from the contacts resource sheet, this session may be solely designed to offer a range of events/ activities/ performances for the local community to undertake. The structure of the interaction may be a list of activities devised by the group for the community. It may involve more conversation or an exchange of stories/ideas for the local area.	Resources will be decided by students and teachers in preparation for this whole day interaction based on the homework and prep task from the previous session.	To put into action key learning and interactive place-making activities to build memories between the students and their chosen external community.
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Session 6: Resources: Organisations you could contact to attend an event

The following community organisations are those who took part in/connected with Performing Places Bexley:

MIND – Creative Writing Group, Women’s Group, Garden Group

IMAGO BEXLEY

BEXLEY MENCAP

ST AUGUSTINES CHILDRENS AND FAMILY CENTRE

BEXLEY MOORINGS

AGE UK

BEXLEYHEATH LIBRARY

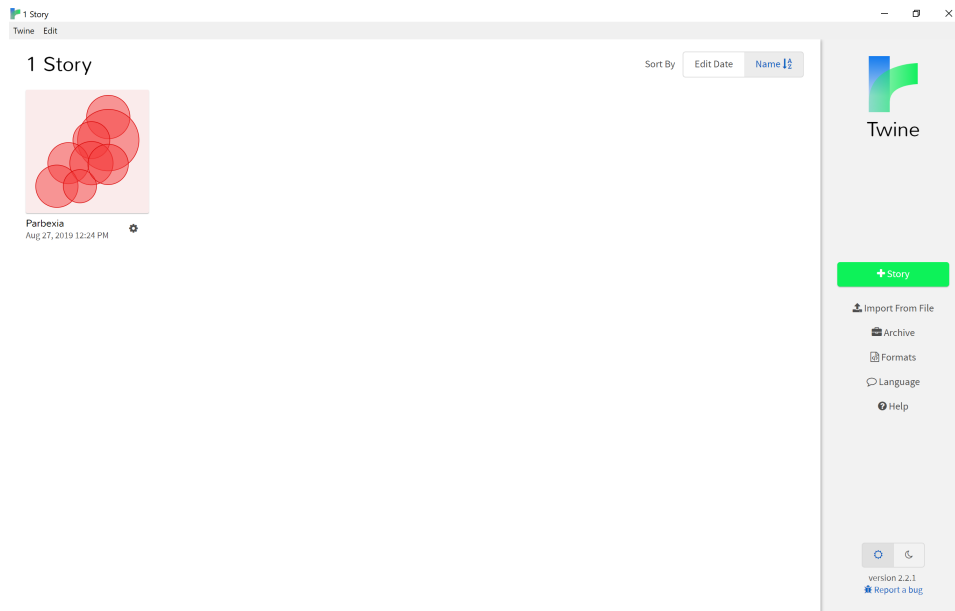
BELVEDERE BAPTIST CHURCH

TOWNSWOMEN’S GUILD

NOTE: It may be more useful for the school and students to organise/draw upon their own contacts instead (or as well) as part of this project.

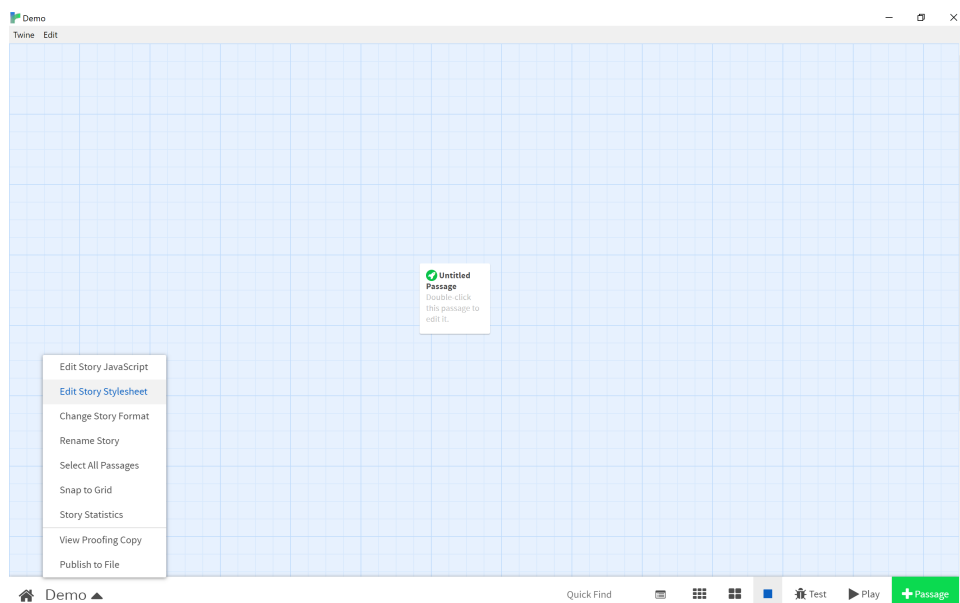
Session 6: Resources: Twine Instructions

Stage 1 – either online (<https://twinery.org/>) or via the downloaded open source software, set up a new Twine Game. Name the game



Stage 2 – Set up the aesthetic for your game i.e. the colours for your background, your chosen font and colours for the text on your page.

To do this, open the 'Edit Story Stylesheet' option from the grey triangle next to the name of your game.



Stage 2a – Copy the text below and change the colours and font to suit your preferences for your story as follows:

body, tw-story

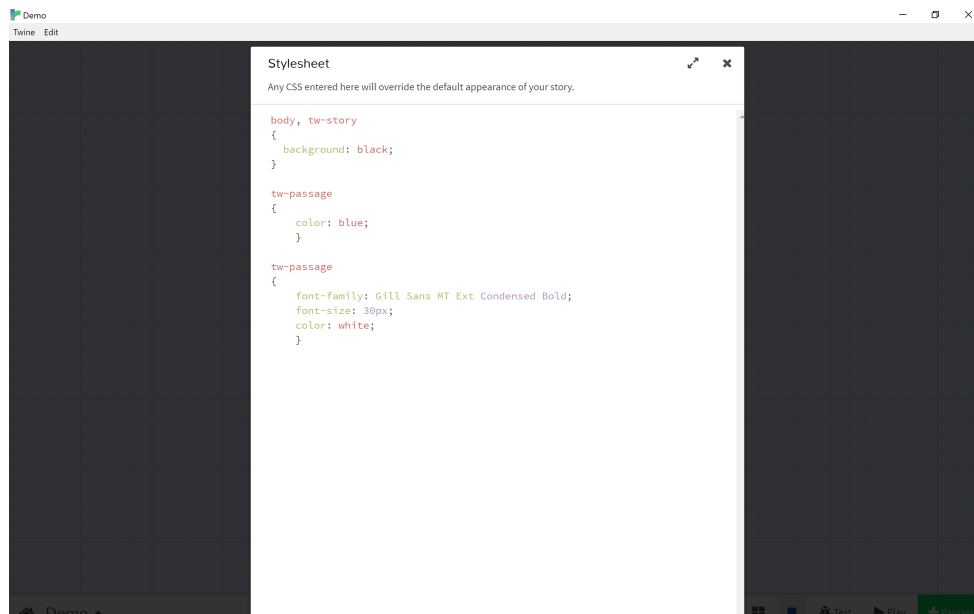
```
{  
  background: black;  
}
```

tw-passage

```
{  
  color: blue;  
}
```

tw-passage

```
{  
  font-family: Gill Sans MT EXT Condensed Bold;  
  font-size: 30px;  
  color: white;  
}
```

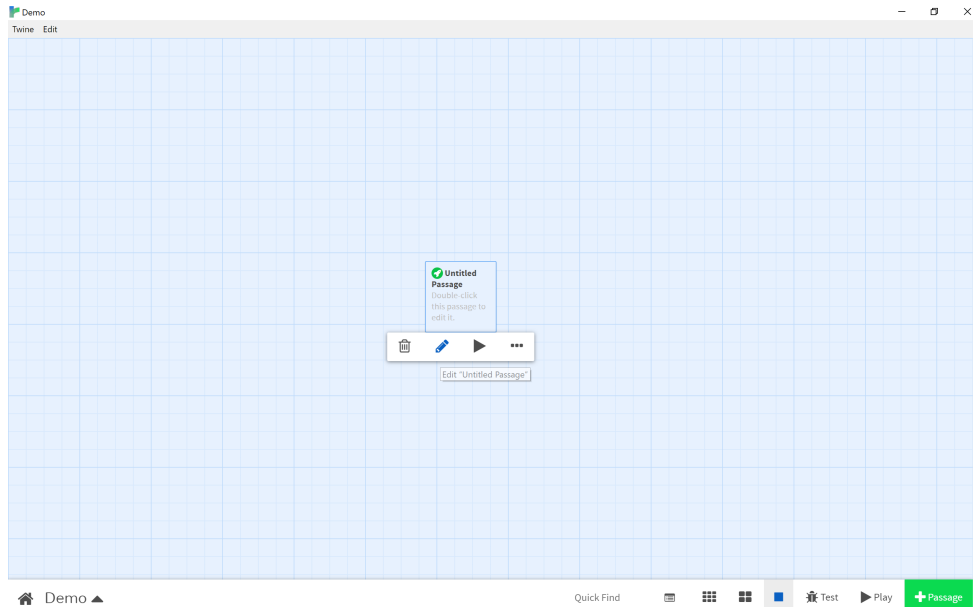


Stage 3 – Close the Stylesheet window.

Click on the Untitled Passage.

Click the pencil icon that appears to edit the text box.

Start your first story box entering the text you want to appear.

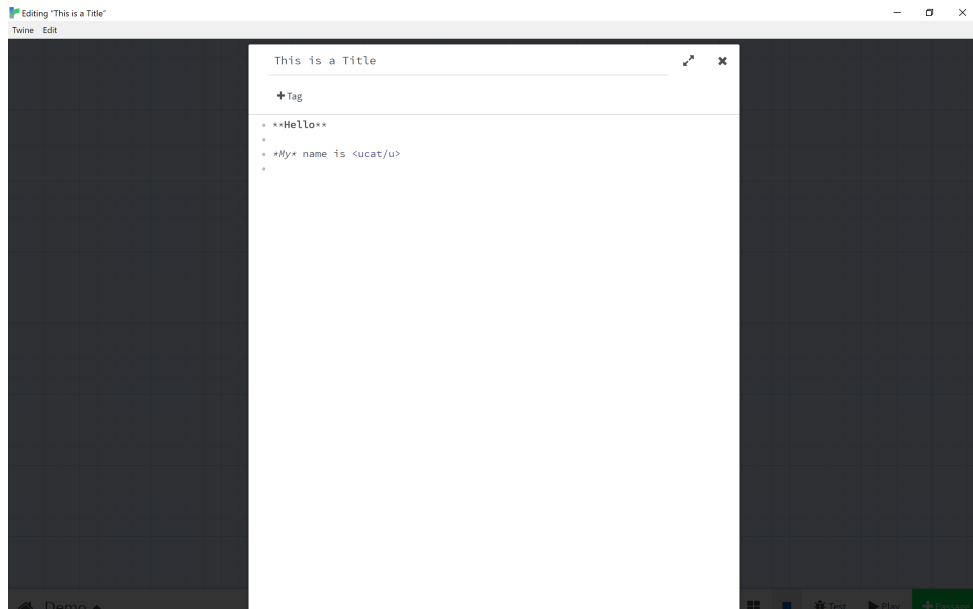


Stage 4 – To enter text, simply start typing. Add a title to the passage.

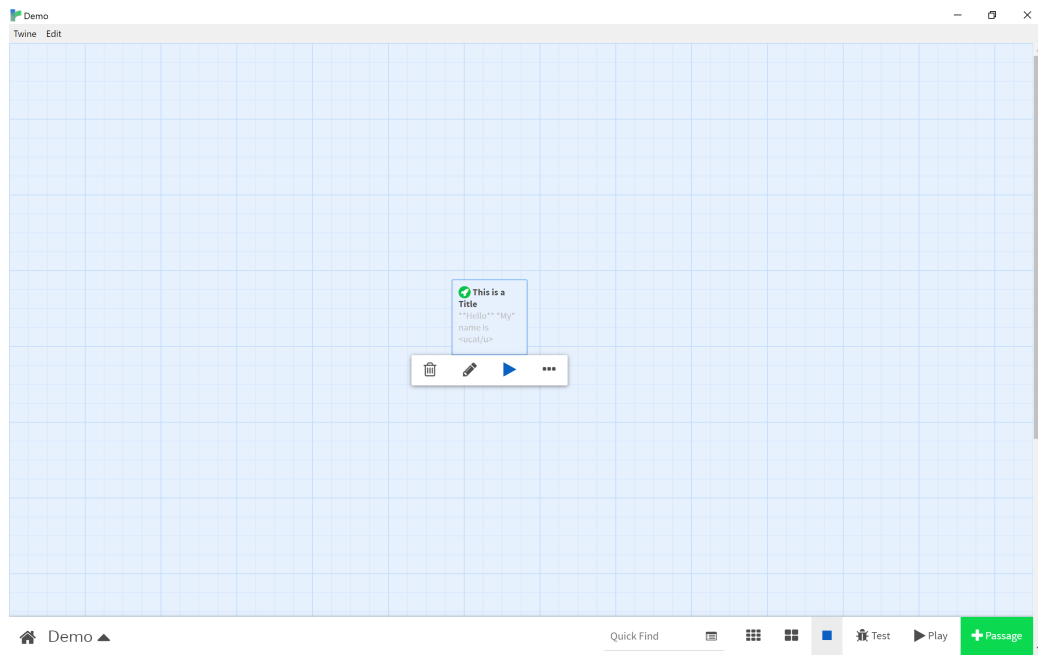
To add bold text add **** before and after the text you want to make bold.**

To add italicised text add * before and after the text you want to put in italics.**

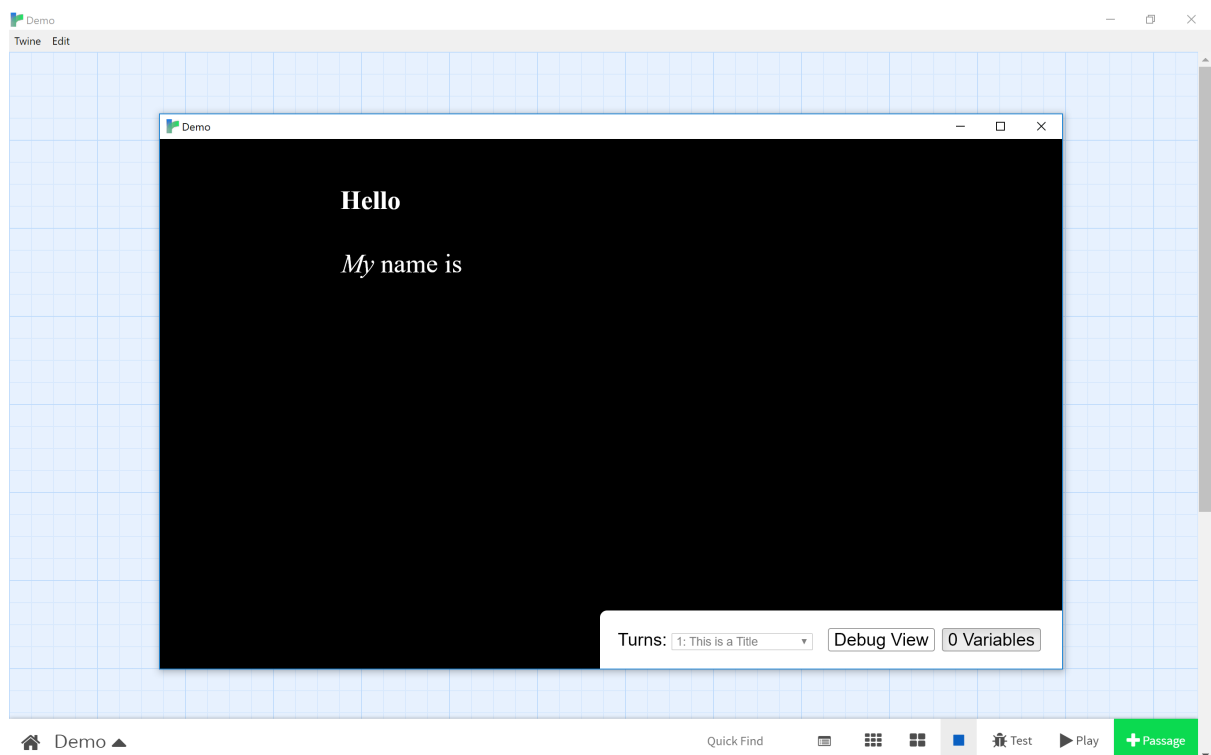
To underline text add `<u>` and `</u>` around the word/phrase you want to underline as follows: i.e. `<u>cat</u>` will create cat.



Stage 5: To see what this will look like to the player, close the editing text box, hover your mouse over the passage and click the play button.



Stage 5a: The image of your message will look like this...

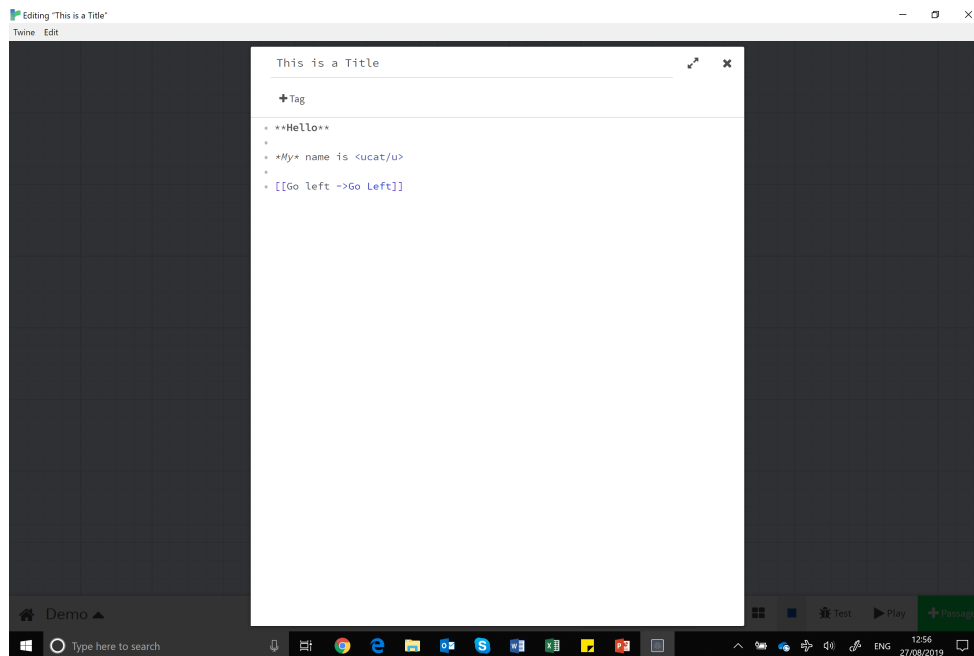


Stage 6: To create 'choices' for your player, and the consequences of their choices, you need to add hyperlinks.

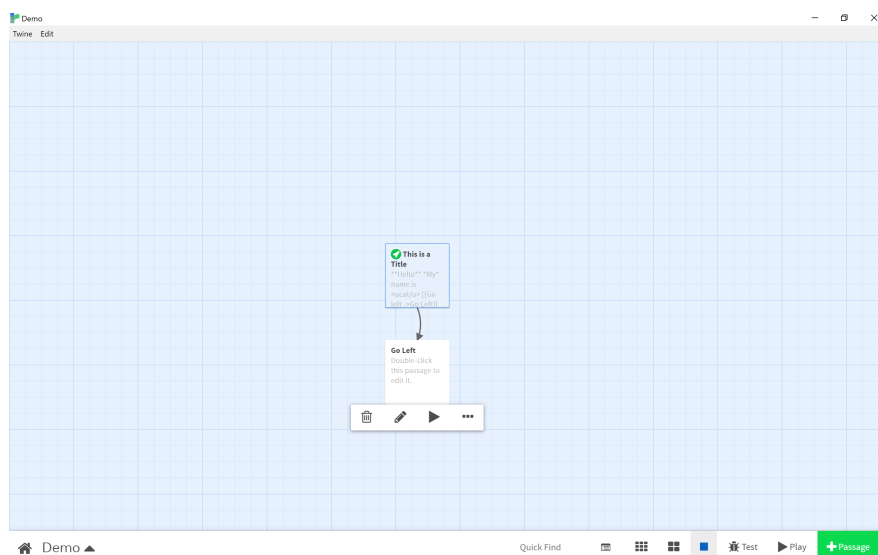
To make a hyperlink, which is a connection between one passage and another put the clickable text in `[[ ]]`, for example `[[Go left]]`. This will create the hyperlink,

to connect it to another passage i.e. the consequence of going left, you need to direct the code to another passage.

This is how you do it: `[[Go left ->Left]]`. The `->` tells the code to go to, and the text straight afterwards i.e. 'Left' is the name of the passage you want to hypertext to link to.



Stage 6a: You will see once you close this text editing box that a new passage and link has been made that looks like this:



Stage 7: Carry on! You can connect as many passages as you like to make a story. For more information, your teacher has a link to more complex codes for Twine online. Have fun!

Technical Support Video Links:

1. YouTube Video Links

- [Sally Video: can you tell us about yourself?](#)
- [Sally Video: why are you interested in performance and place?](#)
- [Sally Video: what is the difference between place and space?](#)
- [Sally Video: what does liquid place mean?](#)
- [Sally Video: why does place matter and what does place-making mean?](#)
- [Sally Video: what is the story of Par Bexia?](#)
- [Sally Video: why did you choose Bexley as a location for Performing Places?](#)
- [Sally Video: what is the future of the project in Bexley?](#)
- [Sally Video: what is the relationship between place and community?](#)
- [Sally Video: isn't virtual place just as important as physical place?](#)
- [Sally Video: what can we do to make a difference in our community?](#)
- [Sally Video: can you tell us about the Performing Places project?](#)
- [Performing Places Bexley \(Phase Two\) 2019](#)

2. [How to use Twine](#)

3. Twine game links: <http://www.performingplaces.org/bexley>

4. Further Reading

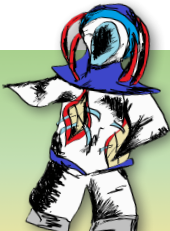
- Performing Places Bexley: <https://www.cssd.ac.uk/performing-places-bexley>
- London Borough of Bexley: <https://www.bexley.gov.uk/performing-places-bexley>
- Emergency Exit Arts: <https://eea.org.uk/whats-on/events/performing-places-bexley-2019>
- Broadway World: <https://www.broadwayworld.com/westend/article/Performing-Places-Bexley-Project-to-Conclude-with-a-Community-Celebration-in-Bexley-heat-h-Broadway-20190628>
- Performing Places: <http://www.performingplaces.org/>
- Vists Bexley: <https://www.vistsbexley.com/>

Powerpoint images (see PowerPoint files for full-size slides to display)

PERFORMING PLACES

BEXLEY

SESSION ONE



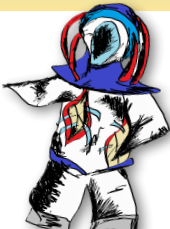
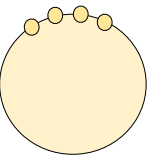
PERFORMING PLACE

SESSION ONE

Warm Up:

Your first task is to play with word association with the term on the next page. It's important to say the word you associate with the word on the next slide as fast as possible around the circle. Don't worry you don't have to think of an 'original' word. If you had the same word in mind as one your peers, you can say that word too!

Please choose one person to type the words you suggest into the textbox on the next slide.

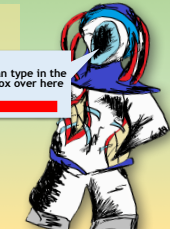


PERFORMING PLACE

SESSION ONE

COMMUNITY

You can type in the text box over here

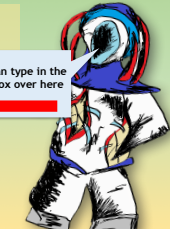


PERFORMING PLACE

SESSION ONE

PLACE

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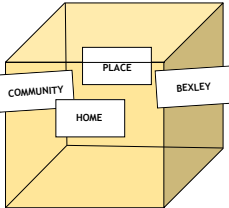
PERFORMING PLACE
SESSION ONE

BEXLEY

You can type in the text box over here



PERFORMING PLACE
SESSION ONE



What do you think?

Position yourself next to the sign you feel is most important for your identity i.e. the way you see yourself.

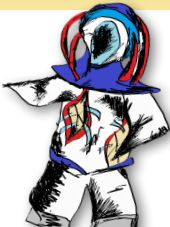
For the next stage, choose two signs, and then a third... Be prepared to explain the reason for your choice each time.



PERFORMING PLACE
SESSION ONE

Making an image

Ask the group to think about the reasons for the relationships people have with places and community. In small groups, instruct the group to create a detailed tableaux that clearly depicts the meaning of place or community (you can choose this, or allow the group to choose their preferred concept). If it's helpful, the group can elect a director to 'sculpt' the group into a combined image.



PERFORMING PLACE
SESSION ONE

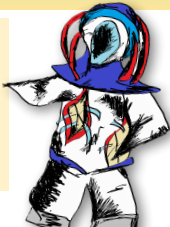
Listen to the song on this page.

Think about the lyrics, what do you think the artists are saying about place? What does it mean to them? What is the story of place behind the music?

Create a short movement sequence to a verse and a chorus to bring their ideas of place to life.

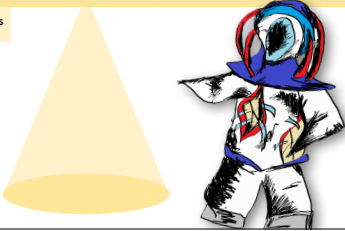
Click the word play to start the video: [PLAY](#)

Stop Video at 1min 21.



PERFORMING PLACES
SESSION ONE

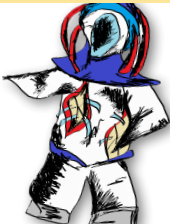
Show back your performances



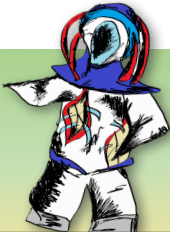
PERFORMING PLACES
SESSION ONE

QUESTIONS TO REFLECT UPON:

1. If someone asked you, how would explain place to them?
2. What does place mean to you?
3. What do you think about the significance of place for our understanding of our own identities?
4. Does everyone have a place that's important to them?
5. Why does place matter?



PERFORMING PLACES
BEXLEY
SESSION ONE



PERFORMING PLACES
BEXLEY
SESSION TWO



PERFORMING PLACE
SESSION TWO

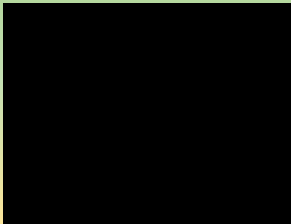
Warm Up:

In pairs choose one image of Bexleyheath that you feel connected with and one that you don't feel connected with. Now, discuss the following questions in your pairs:

- What makes you feel connected to a place?
- Have you visited the place you feel connected to before?
- Do you have memories of the place you feel connected to? Share your memory, if appropriate, with your partner.
- What makes you feel disconnected to a place?
- Have you visited the place you don't feel connected to before?
- Do you have memories of this place?
- If you do, what are these memories? Please can you share TWO of your memories with your partner. If you don't, why do you think you haven't visited this place before?



PERFORMING PLACE
SESSION TWO



Watch the video in this box - click play to start!



PERFORMING PLACE
SESSION TWO

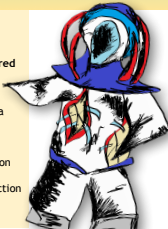


Complete the Mind Map Sheet

Looking at the Festival Activities:

Think about how each offered the following qualities:

- An unusual occurrence in a familiar location
- A memory
- Participation
- Interaction/ Communication
- Creativity
- Ownership through interaction with activities/place in a different way



PERFORMING PLACES
SESSION TWO

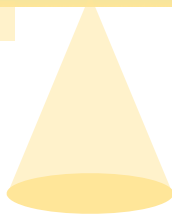
Design Your Own Intervention

Working in a small group of 4 - 5 people, design your own activities that embody the qualities of place-making discussed earlier in the session.



PERFORMING PLACES
SESSION TWO

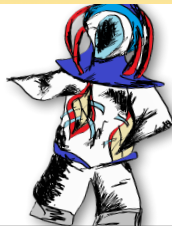
Show back your activities & evaluate



PERFORMING PLACES
SESSION TWO

QUESTIONS TO REFLECT UPON:

1. What would they change?
2. What might be a limitation? What worked well?
3. Do you feel more connected with the place you interacted with in your classroom? Why/why not?
4. How would you define place-making?
5. Why might place-making be important for people?



PERFORMING PLACES
BEXLEY
SESSION TWO



PERFORMING PLACES

BEXLEY

SESSION THREE



PERFORMING PLACES

SESSION THREE

Warm Up:

Think about the following questions in relation to the Bexleyheath news headlines you have engaged with:

- What is the headline suggesting about Bexley?
- Who do you think wrote this headline?
- Is this a positive, negative or neutral headline about Bexley?
- Do we agree with it? Why/Why not?
- Are these accurate depictions of a whole community?



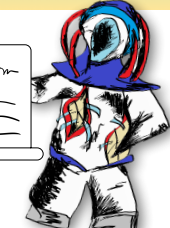


PERFORMING PLACES

SESSION THREE

Combine & share your 'I am from...' poems, then respond to the following questions:

- 1) Did you know all of this information about everyone in the group?
- 2) Did you know all of this information about everyone in the group?
- 3) What new things did you learn about your peers?
- 4) Did you connect with anything in the group?





PERFORMING PLACES

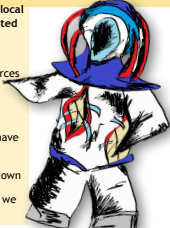
SESSION THREE

For this task, students are asked to engage with stories from their local community. There is a list of online sites to support this activity listed in the instructions section below. Bexley from different eras, generations and community groups.

Please ask students to work in small groups of 4 or 5 and set up resources for each group.

Questions to think about:

- What can we learn from the stories of the local area?
- What perspectives of the local area are offered by the stories you have engaged with?
- Which stories stand out?
- Is there a connection between the stories from the headlines, your own stories and the broader stories of the community?
- What happens to our understanding of the identity of a place when we engage with more and more stories from a community?

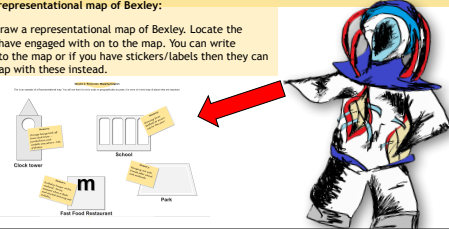


PERFORMING PLACES
SESSION THREE

Creating a representational map of Bexley:

In groups, draw a representational map of Bexley. Locate the stories you have engaged with on to the map. You can write directly on to the map or if you have stickers/labels then they can layer the map with these instead.

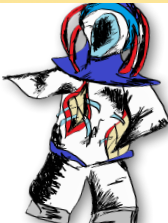
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PERFORMING PLACES
SESSION THREE

QUESTIONS TO REFLECT UPON:

- Who decides the way a place is seen by the community?
- Is a headline an accurate perception of a place?
- What is the identity of Bexley from the narratives you have engaged with?
- What would you like the identity of Bexley to be if you could change the narrative of place for this area?



PERFORMING PLACES
BEXLEY
SESSION THREE



PERFORMING PLACES

BEXLEY

SESSION FOUR



PERFORMING PLACES

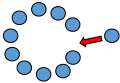
SESSION FOUR

Warm Up:

Explore the term 'belonging'.

- What does this term mean?
- Which words are associated with this term?
- Why might this be important for communities?





PERFORMING PLACES

SESSION FOUR



Watch the [video](#) in this box - click play to start!



PERFORMING PLACES

SESSION FOUR

Mapping the School

Work in groups of 4-6 people and think about areas of the school. Imagine that your classroom represents a blank map of the school that you need to populate with signs to locate key areas of the school.

When the top five locations have been agreed, you will be allocated one location to per group ready for the next task.





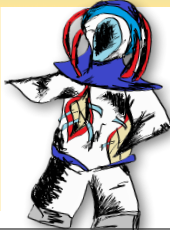
PERFORMING PLACES
SESSION FOUR

Building Upon Your Map

Each group now needs to sketch the location they have been given on the A3 paper map template. The map should include the following details:

- Location of busiest times and areas
- Drawing of the area
- Labels of any seating areas
- Labels of any sheltered areas
- Labels of entry/exits to the area
- Notes about any points where this area may not be a welcoming space
- Notes about when this area is a welcoming and friendly space

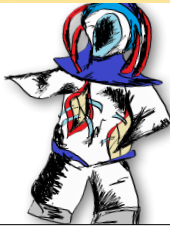
Prepare one person in each group to present back your map. If there are more details to be added that are suggested by the rest of the group, these can of course be included in the diagram.



PERFORMING PLACES
SESSION FOUR

Creating an event

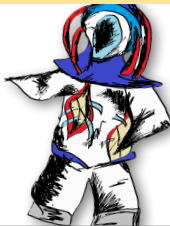
Design a performance, set of activities or an event that could happen before school, at lunch time or after school in this place you have drawn to help new year 7s feel a sense of belonging to this place.



PERFORMING PLACES
SESSION FOUR

QUESTIONS TO REFLECT UPON:

- What does belonging mean to you?
- When do you feel that you belong?
- How might we use arts activities to help others to feel that they belong?
- Why is feeling a sense of belonging important?



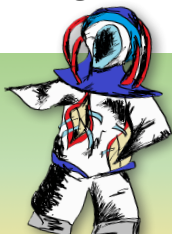
PERFORMING PLACES
BEXLEY
SESSION FOUR



PERFORMING PLACES

BEXLEY

SESSION FIVE

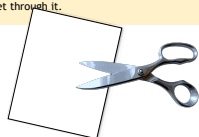


PERFORMING PLACES SESSION FIVE

Warm Up:

Brainteaser:

Cut a hole in a piece of A4 paper so that everyone in your group can get through it.



PERFORMING PLACES SESSION FIVE

Connections:

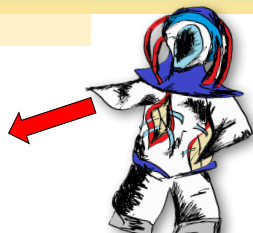
One person will start with the ball of string and say something that they are interested in, then wrapping the string around their finger (loosely to avoid injury), they should unravel the ball of string a little to make a connection with anyone else in the group who shares that interest. Continue until the ball of string is completely used up or time has run out for the task.



PERFORMING PLACES SESSION FIVE

Memory Tree:

Create a memory tree of stories.

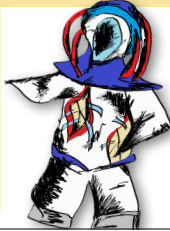


PERFORMING PLACES
SESSION FIVE

Create a Place Capsule

Think about inspirational sayings that hold meaning for you. These can be family sayings, quotes, lyrics, or any phrases that you find inspiring. Decorate the phrases with drawings. This can be done as a collage, or printed images that have been cut out and stuck onto the saying. You will be creating a place capsule for next year's group to find and exchange for their own sayings.

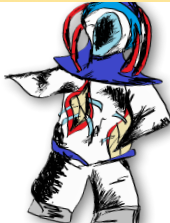
The place capsule may remain in the classroom or if possible, could be buried in the school grounds to create a more interesting alternative to this exercise which involves the next class to undertake this scheme of work digging up capsule and discovering the previous year group's inspirational ideas.



PERFORMING PLACES
SESSION FIVE

QUESTIONS TO REFLECT UPON:

- How might we make use of the activities we have engaged with today in the broader community?
- What other ideas do you have to engage the community in collaborative creative tasks together?
- Which communities in Bexley have you not engaged with before?



PERFORMING PLACES
BEXLEY
SESSION FIVE



PERFORMING PLACES

BEXLEY

SESSION SIX

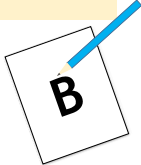
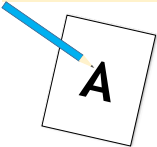


PERFORMING PLACES

SESSION SIX

Warm Up:
Pair Drawing Exercise





PERFORMING PLACES

SESSION SIX

Passing on knowledge:
Work either individually or in small teams for this task. You will need either A3 paper or arts material depending on the level of the task version undertaken. The task will involve creating an interactive object that provides important information about how to 'make place' through arts activities.



PERFORMING PLACES

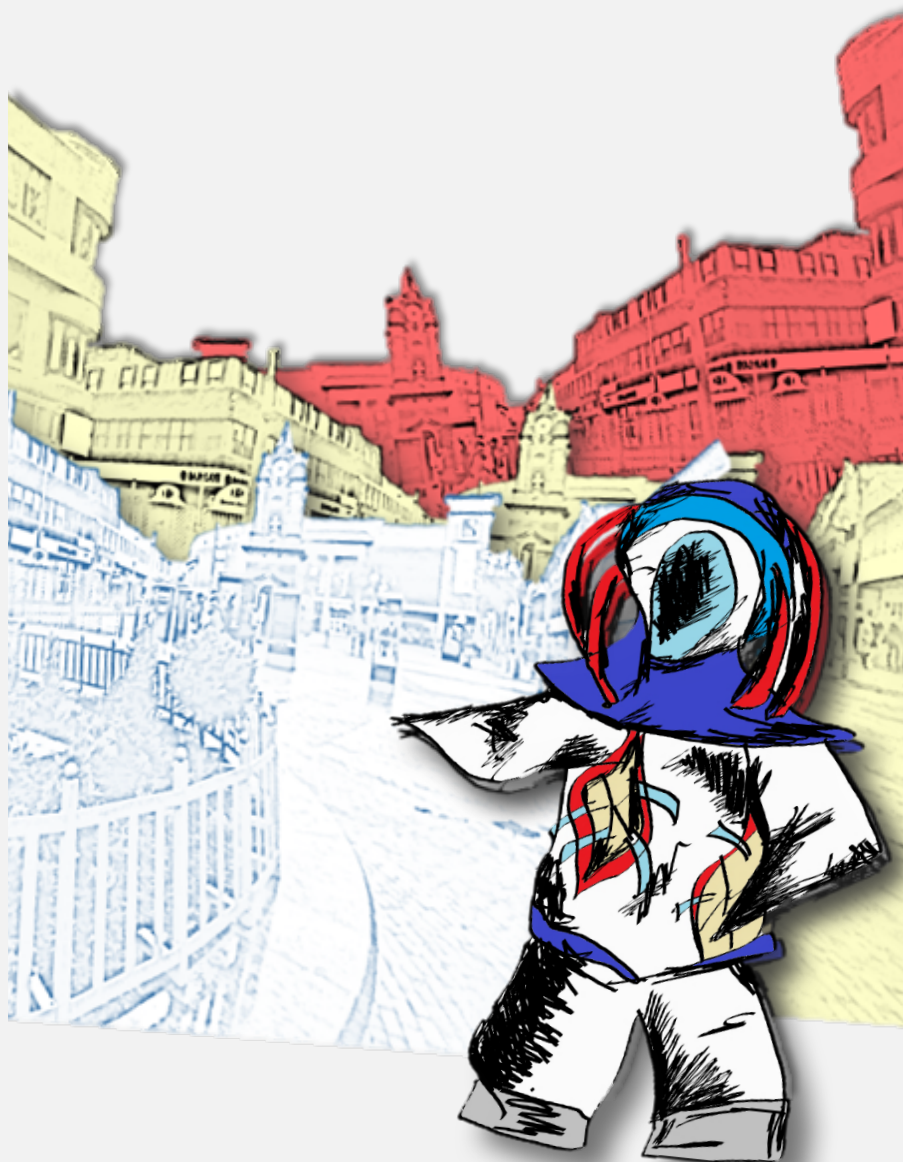
BEXLEY

SESSION SIX

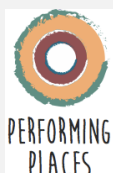


PERFORMING PLACES BEXLEY

EDUCATION PACK



Written by Dr Nicola Abraham
A Performing Places project by Professor Sally Mackey



ROYAL CENTRAL
SCHOOL OF SPEECH & DRAMA
UNIVERSITY OF LONDON

