

## CONNECTED WORLDS

# Can an object connect people?

## WHAT'S THIS?

This is about objects that are similarly valuable to different people, even though they live in distant places and have different lifestyles or traditions. Objects like that can be found at the Museum of Islamic Art. They were popular in the entire Mediterranean area over a long time period.



TOTAL OF 90 MINUTES



THE EXERCISE CONSISTS OF  
FOUR PARTS



FOUR PERSONS OR MORE



INTERCULTURALITY, PARTICIPA-  
TION, TRADITION/INNOVATION



PARTNER INTERVIEW,  
OBJECT REVIEW,  
WRITING OBJECT TEXT

# What connects you to others?

## HOW IS IT DONE?

The participants come together in pairs and interview each other. In the interview they learn which objects have value for them and why.

## EVALUATION

The entire group comes back together. The groups of two present the results of their interviews to each other. In conclusion, the group discusses the significance and value of their objects in a globally networked world.

## GOAL

Introduction to the topic through a personal reference

Discussion about what can connect people worldwide



APPROX. 20 MINUTES



FOUR PERSONS OR MORE



ACTION SHEET A, PENS

## TIPS FOR FURTHER IDEAS

Try to find images of the objects that are important to you by looking for and printing out something comparable online or by cutting them out of newspapers and magazines.

# What do you see in this object?

## WHAT COMES NEXT?

You have just discussed objects that are significant and desirable for you and tried to find connections in them. Now you can look at an object from the past at the museum together and ask about its significance to the people of that time.



## GOAL

Experiencing that you can discover objects yourself by asking questions

Recognising that it's possible to precisely name personal impressions while looking at objects

Encouraging the presentation of own ideas about an object to the group



## HOW IS IT DONE?

Before starting the exercise, the group leader has already cued up the video “Olifants – Ivory Horns from the Mediterranean” from the TAMAM website so that it can be shown after the presentations by the small groups. Images of the olifant are positioned visibly for everyone (or displayed on the wall with a projector). First everyone writes down their first impression in a few words on a separate sheet. They can also formulate questions about the object. The sheets are collected and placed or hung near the object. Then all participants get a piece of tracing paper and action sheet B to work on and potentially different perceptions are discussed.

## EVALUATION

The entire group comes together. The collected notes with keywords were sorted, e.g. according to what they have in common. Then all participants are encouraged to describe which (which detail of the object) initially triggered the respective association for them. Afterwards the traced drawings are presented and there is a discussion of the question: did your perception of the object change? If so, how? In conclusion, the group watches the video “Olifants – Ivory Horns from the Mediterranean” together.



**5 MINUTES OBSERVATION, APPROX. 5 MINUTES EVALUATION PER PARTICIPANT AND QUESTION**



**FOUR PERSONS OR MORE**



**ACTION SHEET B, PENS, PAPER, TRACING PAPER, VIDEO OLIFANTS – IVORY HORNS FROM THE MEDITERRANEAN  
IF AVAILABLE: PROJECTOR, PC**

# Which objects tell a story?



## WHAT COMES NEXT?

You have already looked at an object from the museum and formulated your own ideas and questions about it. Now try to see the present from another perspective and take a look at the future. Together you'll develop ideas for a museum of the future in which the present time is exhibited.



## HOW IS IT DONE?

Each participant picks up action sheet C and personally thinks about which current object would be a good choice for a museum of the future. Participants describe properties such as shape, appearance, use, function, etc. that may be interesting for an object text in the museum or a multimedia guide for people in the future. If the group contains more than ten people, they don't work alone but in small groups from pictures.



## GOAL

Taking a different look at the present

Perceiving objects as evidence of an epoch

Recognising their value as a store of information about their time



## EVALUATION

Then the entire group comes together again and each person presents their object text. The group assumes the role of the museum visitors of the future and gives a response to each text. In the end, the group can assemble their exhibition – either on a wall or in an exhibition catalogue. Now imagine that are visitors of this exhibition in the year 2120!

- Did you understand why this object was significant for the period of 100 years ago?
- Did you develop a sense of the people around 2020 and their time?
- If not: provide guidance about what else you need!



APPROX. 30 MINUTES



FOUR PERSONS OR MORE



ACTION SHEET C,  
PAPER AND PENS

# Can an object connect people?

## THIS IS HOW IT COMES TOGETHER

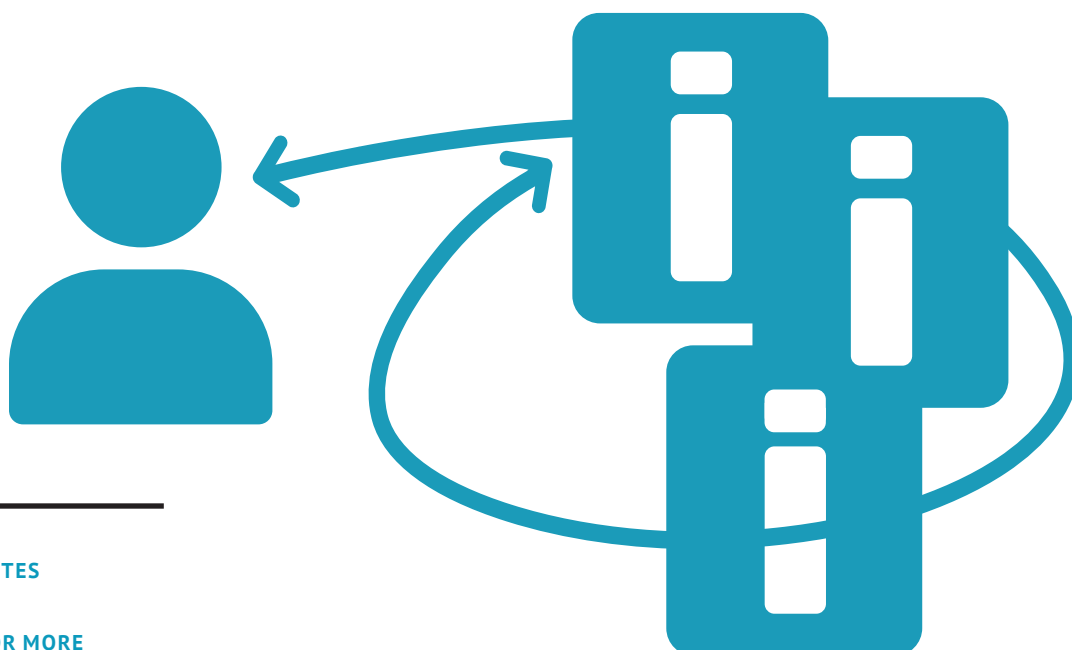
In conclusion, the participants can talk about the exercise overall and whether their attitude towards the meaning of objects has changed.

## HOW IS IT DONE?

The group leader starts the final round: In one sentence, all participants may now explain what they thought about today's exercise and what insight they gained about objects as a store of information. To clarify the task of the speaker, a small object can be passed around. Only the person holding it will speak.

### GOAL

Shared reflection on the exercise



APPROX. 10 MINUTES



FOUR PERSONS OR MORE



ALL ACTION SHEETS, PAPER,  
PENS, SMALL OBJECT