

NETWORKED WORLDS

Would your life be simpler with only one identity?

WHAT IS THE ISSUE HERE?

We look at an object in search of the origins for the design of its form. The various influences which it combines provide a stimulus to think about our own identity and its various layers.



TOTAL OF 1.5 HOURS



THE EXERCISE CONSISTS OF
FOUR PARTS



THREE PERSONS OR MORE



IDENTITY, INTERCULTURE,
MEMBERSHIP



INDIVIDUAL WORK,
WORKING IN SMALL GROUPS,
DISCUSSION

What is your identity?



HOW IS IT DONE?

The printout of the object is placed clearly visible for everyone. All participants are given Action Sheet A and a few white slips of paper. First of all, the participants write down their respective first impression in a few words on the slips of paper. In this process it is questions on the object which should be formulated in particular. The sheets of paper will be collected and placed next to the object or hung on it. Following this, each participant may give his/her own reasons as to what in or on the object led to this impression. Together the group will attempt to find answers to the questions. The precise description of the form, colours, motifs and ornaments can help in this process. What indications does the precise description give for the “answers” and what information can be derived from this about the function, original use etc.?

AIM

- To encourage one's own observations of an object and to present these to the group
- To share the experience that objects can be revealed in part themselves by questions
- To recognise that one's own impressions on contemplating historical objects can be stated and dealt with precisely

EVALUATION

The participants come together in a semi-circle. The slips of paper with the object descriptions will be collected by the head of the group or by one of the participants. The slips of paper will be sorted according to the features described (material, shape, colour etc.) or similar issues. All of the participants will then be encouraged to present their thoughts to the group. In this way a common group object description will emerge.

TIP

For the joint discussion about the questions on the object, it is important to take all of the statements seriously without evaluating them. Every observation, respectively question, is valuable and should be discussed together in the group. The aim is to come to new considerations with reference to the forms, colours, motifs and ornaments, function, that is the object's original use.



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



THREE PERSONS OR MORE



PRINTOUT OF THE OBJECT, PAPER, PENS, ACTION SHEET A

What parts form the whole?



TO CONTINUE

The various features of the lamp (material, form, colour etc.), which have been found by intensively questioning the object (Action Sheet A) can now be investigated with regard to extending them into other contexts.

HOW IS THIS DONE?

First of all, the features and details of the lamp which have been discussed will be described once again in the group. Following this, groups will be formed and each one will do research into one of these features on the internet. The group will come together again after a short period of research and exchange their findings.

AIM

- To independently find connections and explore sources to understand the object
- Furthermore, other questions emerge which are of help to everyone in their exchange about the object and its history

EVALUATION

“Now you have collected and discussed your questions. In doing this it is possible that you have already come to conclusions or further questions through comparisons. We can also answer some things ourselves by describing the object. Proceeding in this way we can now approach the object to research and question it. The most important known facts are additionally brought together on the Information Sheet Mosque Lamp. But there are still questions remaining for research which are named there.”



10 MINUTES RESEARCH TIME WITH ACTION SHEET B, APPROX. 10 MINUTES PRESENTATION PER GROUP WITH EVALUATION

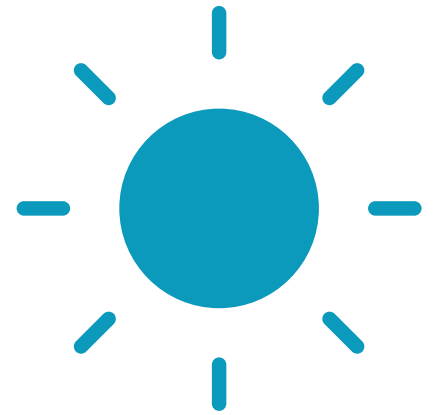


THREE PERSONS OR MORE



SMARTPHONES, RESPECTIVELY COMPUTERS WITH INTERNET ACCESS, INFORMATION SHEET MOSQUE LAMP

How many layers does your identity have?



TO CONTINUE

For centuries the predominantly Islamic countries have been characterised by great tolerance and diversity! There was much contact with other regions and a great cultural exchange. This state of affairs made it possible for outstanding works of art to emerge. We have seen this in the mosque lamp in which forms, motifs and material from different cultures are united. There are also quite different influences and elements which come together in our identities.

The following exercise encourages you to think about the partial identities which make up the whole of one's own identity. "Being Muslim" can be one of the many partial identities of a person. For one person it is stronger, for others weaker and for still others "Being Muslim" does not even belong to their own partial identities.

AIM

- To recognise one's own identity as a snapshot in time, defined by contact and exchange with our environment
- To ascertain identity markers and features (individually and in the group) and to recognise the weighting of partial identities

HOW IS THIS DONE?

Each person is given Action Sheet C. When all of the suns have been filled in and weighted, the sheets will be hung up and presented. In the evaluation the participants can say how they found the method.

EVALUATION

"Could you distinguish between important and less important features/group memberships?"

"Was it easy or difficult to find features /group memberships which characterise you or are important to you?"

"Can you see what features/group memberships are more recognised in society?"



APPROX. 10 MINUTES WORKING
IN SILENCE AND 20 MINUTES
PRESENTATION



THREE PERSONS OR MORE



PER PARTICIPANT ONE ACTION
SHEET WITH AN IDENTITY SUN,
PENS, ADHESIVE TAPE

Would your life be simpler with only one identity?



TO CONTINUE

Observations and considerations of the group on questions of one's own identity will be brought together and compared with the history of the object.

- Compare – if you wish – your findings with those of the others. Where do you find similarities, where differences? What surprises you? (alternatively, the slips of paper can be hung up anonymously)
- What “identity categories” can be formed? (e.g. nationality, regional, respectively local identity, religion, body-related characteristics, activities...)? Which of these are “hereditary”, which can you “choose”? Which of these relate primarily to you, which to a group membership?
- We do not always have the same “hat” on, respectively each of our “partial identities” is not of equal importance“. In what contexts or situations do certain aspects of your “identity” gain or lose in importance? (e.g. in the mosque, at school...)

AIM

Securing the results: All of the results from the preceding exercises will be brought together and once again put into relation with the object

HOW IS THIS DONE?

The group discusses together how the various thoughts on the topic of identity/identities can be brought together with the questions and findings on the object or which questions remain unanswered. The following questions are examples of the direction the joint discussions can take.

SUGGESTIONS FOR A JOINT DISCUSSION

“Finally, let us bring together once again as a group our thoughts on the topic ‘My identity’ with the conclusions from looking at the mosque lamp!”

“Can I use the different parts of my personality, respectively identity? If so, how and where?”

“Are there opportunities for comparison between occupying myself with the object and with myself?”



20 MINUTES



THREE PERSONS OR MORE



RESULTS FROM THE PRECEDING EXERCISES