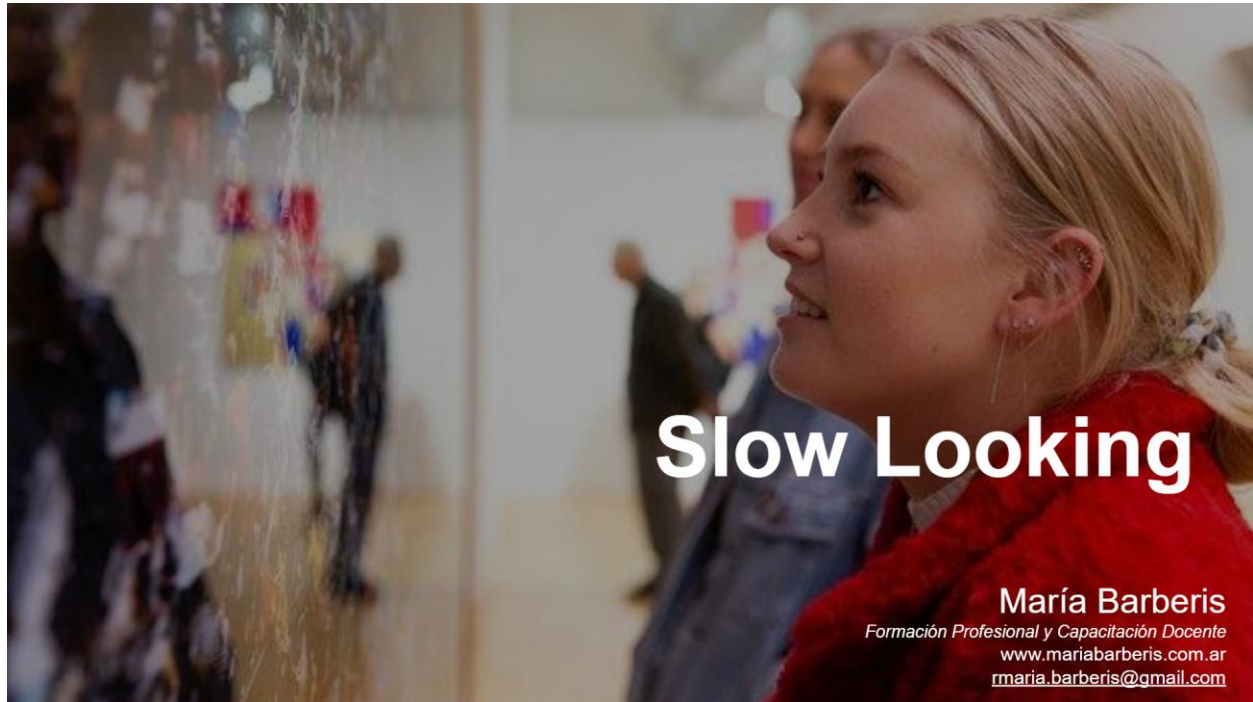
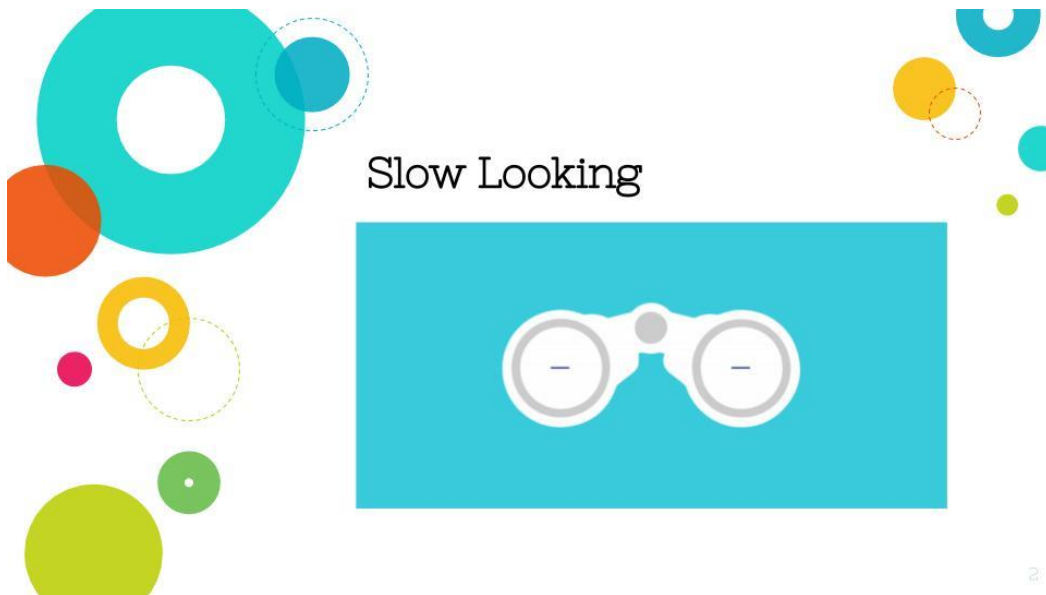


Jam Lesson 1: Slow Looking

I shared this training session that I gave to a group of teachers. It is based on the type of work I do with my senior students at school as part of their IB Diploma programme.



So first I would ask them: what do you think when you hear slow looking? What do you picture in your mind?

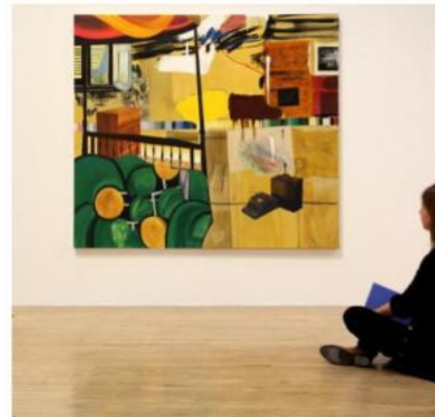


I then asked them to share their thoughts either in the chat, or on a padlet or using menti.com. it all depends how much time we have and which resources we have handy.

Then I give them this piece of information:

Slow Looking provides a robust argument for the **importance of close observation** in learning environments both general and specialized, formal and informal, and its connection to major concepts in teaching, learning, and knowledge.

A museum-originated practice increasingly seen as holding wide educational benefits, slow looking contends that *patient, immersive attention to content can produce active cognitive opportunities for meaning-making and critical thinking* that may not be possible through high-speed means of information delivery.



And then the whole adventure begins: I invite all attendees to experience what slow looking is.

I give them this slide and we do a thinking routine called: Looking closely 5 x 2



**What do
you see?
5 x 2
(1 min)**

You can check Thinking Routines here: <https://pz.harvard.edu/thinking-routines>

They share what they see either in the chat or they share aloud

Then I ask them once again to look at the artwork. This time more closely and to find 5 more things that catch their attention.



**Now look
again, what
other
things do
you see?
5 x 2**

We share.

We keep moving on in this slow looking adventure. Now the invite is to think what might be going on in this artwork.



**What do
you think is
going on
here?**

Moving forward I invite them to use all their senses and jump into the image, artwork or any other resource they might be using. It does not need to be a piece of artwork.





**Now watch
again:**

**What is something
we could...**

hear?

smell?

taste?

touch?

**Use your
senses**



**What do you
wonder about
this artwork?**

**What
questions do
you have?**

Only then do I give them the title of the artwork and some information. It is not the focus of the whole slow looking strategy to delve in Arts specifics. Besides, knowing the title of the artwork might influence the slow looking observation done at the beginning.

Now I ask them to choose ONE of the characters in the painting



**Choose
one of the
characters**

**What is this
character
thinking?**

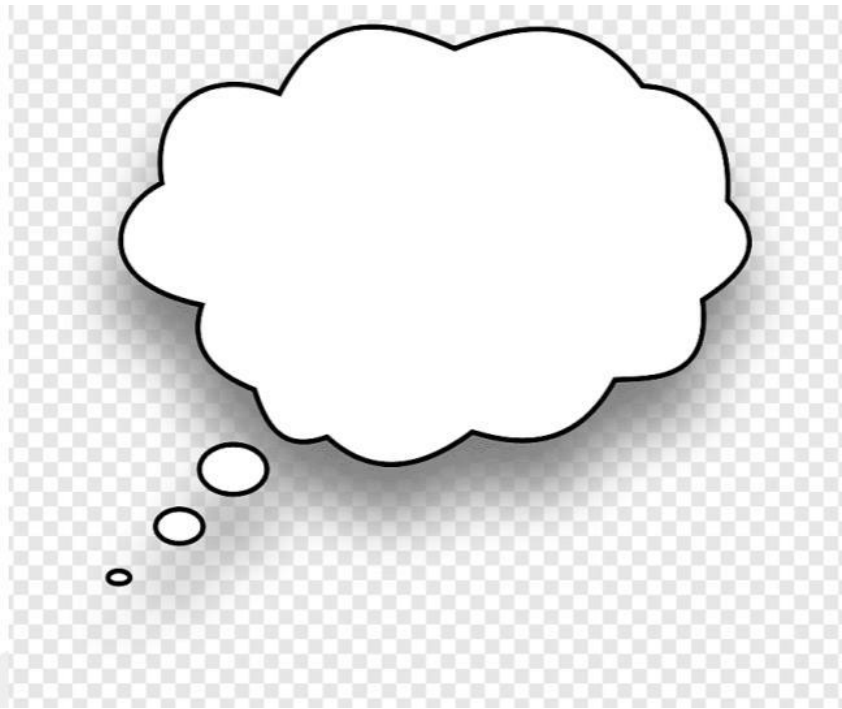
**How is
he/she
feeling?**



They all write their ideas from the perspective of the character of their choice.

Now with all that they 've been thinking they all write an internal monologue

**We write an
internal
monologue
from this
character's
perspective
(3')**



I give them 3 minutes to do this



And then they are all sent in groups of threes to breakout rooms where they have to take turns to share the internal dialogue they've written and see if their mates discover whose perspective is he/she writing from.

BREAKOUT ROOMS

They all come back and we share what they experienced in the breakout rooms

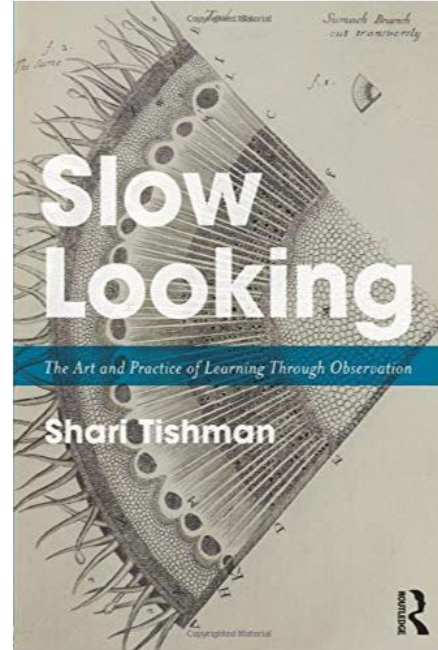
Since this was part of a training session with teachers I included lots of resources in case they wanted to look into them.

Resources





Shari Tishman



**ARTFUL
THINKING**

*Stronger thinking and learning through
the power of art.*

Final Report submitted to
Traverse City Area Public Schools

by the
President and Fellows of Harvard College

on behalf of
Shari Tishman,
Principal Investigator
Patricia Palmer,
Project Manager

art class™
CURATOR

<https://artclasscurator.com/>

<http://www.pz.harvard.edu/sites/default/files/ArtfulThinkingFinalReport-1.pdf>

Mary Hall Surface

https://www.youtube.com/watch?v=O9IkFSLEBI4&feature=emb_logo&ab_channel=MaryHallSurface



<https://mx.unoi.com/2016/06/15/artful-thinking-haciendo-visible-el-pensamiento/>

<https://www.nga.gov/education/teachers/lessons-activities.html>

https://learninglab.si.edu/search?st=Easy+PZ&st_op=and&item_type=collections

<https://www.nga.gov/education/teachers/lessons-activities.html>

https://www.ted.com/talks/amy_herman_a_lesson_on_looking?language=es

Artful Thinking Palette



Figure 8

Last but not least, I asked them to do an exit ticket and think of two ideas they could take to their lessons from this slow looking adventure.

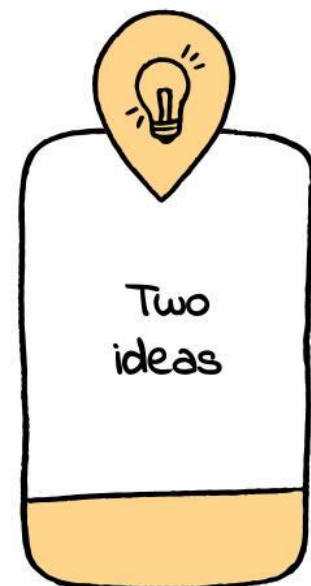


Padlet

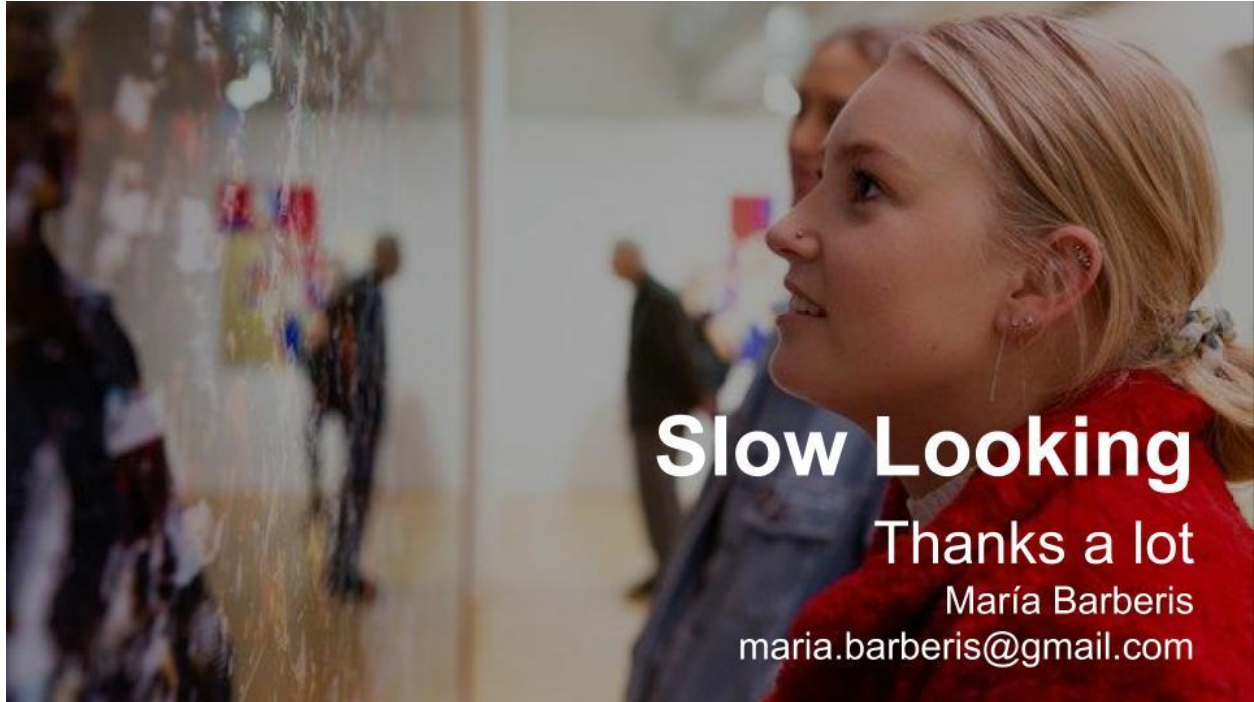
https://padlet.com/maria_barberis/ud8bprn17gnmt5uw

We write

- Two ideas to apply in my lessons



Hope you enjoyed this slow looking adventure. Remember that you can easily do it with any resources you see fit: texts, poems, songs, a Ted Talk, photos, artworks. Be creative and give your students time to observe and slow look at things that surround them.



Slow Looking

Thanks a lot

María Barberis

maria.barberis@gmail.com