

+ H E
E X + R A
E X + R A
O R D + N A R Y

ELEMENTARY-LEVEL STUDY GUIDE

PRE-VISIT

Have the children brainstorm and list objects they usually see in different locations: homes, schools, malls, and other public or community locations. Have them discuss these objects by answering the following questions:

Which objects are seen only in one place? Which objects are seen in more than one place? Why?

Who usually uses these objects? How do they use these objects? Is the manner by which they use the object similar or different depending on location?

Group the children into three and have each take a turn in describing the objects in his/her list. From this, the other members will guess and check if they have the same ones in their own lists. Once all the items are done, compare and contrast the descriptions given by each member. Why are they the same? Why are they different? Let them share the instances and experiences they had with utilizing these objects.

Another way is to have a guessing or charades game with the class. In this game, the players will act out not only the object but the location of the object as well. After the game, let the students choose which object they use the most and is important to them. Have them write a short essay telling the reasons behind this and the occasions they use their chosen object.

Create an “Objects Around Me” booklet:

1. Let the students cut out pictures from newspapers or magazines of objects they usually use and items they would like to have. They can look for a minimum of 5 pictures for both categories.
2. Have them create a booklet and paste the pictures they have found, one photo for each page only. Below the photos, let them draw the corresponding object they personally have where its own unique details are depicted. What are the similarities and differences between the picture and the one they have drawn? Have them write their explanation in the booklet also.
3. Let them draw their ideal version of the items they would like to have. Have them explain why they would like to have that object in their possession. Display the students’ finished booklets.

VISIT

Look at Tromarama's lamp installation, the video installation called Quandary, and the three printer installation. Have the class identify the objects that make up the installations. These are examples of interactive installations where audiences act on a work or a work responds to an audience's activity.

Have each group contemplate on the following questions:

1. What objects did you see in the installations? Do you see and use them everyday? Why or why not?
2. How does the audience move around the installations? Why did they move this way? Did you find yourself moving differently or similarly? Why or why not?
3. How do the objects 'move' in the videos and installations pieces? Are their movements/actions different from the usual? Why? Did you like how they moved? Why or why not?
4. As a whole, what actions make these installations interactive?

POST-VISIT

Divide the students into groups of 5 and have them choose their favorite Tromarama interactive piece in the exhibition. Have them explore and discuss the following concepts and ideas:

1. Similarities and differences in the experience of interacting with objects in their home, in the classroom, in a shop and in a museum.
2. The number, quality, and result of the interaction with these objects before and after they knew what the object was, read the manual, or got instructions.

Have them discuss artificial intelligence and questions they would ask objects, questions objects might ask them, and how these questions would be answered.

Once done talking amongst themselves, have the groups present their findings in a creative way. They can make an artwork, write a piece of poetry, show a skit presentation, or even make a game!