Teachers Notes

Stage 4
Developing empathy through sharing stories

Pupils develop an insight and understanding of the life and experiences of their virtual visitors through viewing Rosa and Krulik's stories on the website then communicate with them either via the project chat room or through exchanging email. They then create a piece of collaged art work in response to what they have learned.

1. Viewing the Virtual Visitors Stories
To view Rose and Kulik's stories go to the *'Worksheets'* section on the project website and click 'Worksheet 3'. Click on the picture of either Rosa or Krulik to view their story – advance the story by clicking on the arrow when prompted.

2. Asking questions about the stories
After viewing the stories pupils can ask questions of their visitors via the project chat room – an exciting and inspirational experience for pupils!

(You make have difficulties accessing this facility due to control restrictions on your school computers or network – this is probably because blocks are in place that respond to any address or instruction with the word 'chat' in it.
To get round this simply it may be worth using a separate computer, outside of the network, without controls on it that has internet access just for the chat session, we will be able to copy outcomes of the session and send them to you afterwards.)

To test whether you can access the chat room enter the project website and click on the *'links'* tab then click on LINK TO CLOTH OF GOLD CHATROOM
If you have this box shown below displayed permanently at the top of your screen then you will be unable to access the chatroom from this computer with the current settings in place:

If, after a short space of time, you have this box shown below downloaded and displayed at the top of your screen then you can access to the project chat room.

3. Preparation for a Chatroom session.

Before pupils begin to use the chatroom please let us know the precise time that this session will begin so that we can be sure to be in the chatroom to answer pupil's questions. We will need a couple of days notice.

The class should discuss the questions that they would like to ask prior to the session and make a list of them *(we have had some very interesting discussions with pupils around this exploring what may be considered appropriate questions and what may be tactless or insensitive)*.

We recommend a maximum of about 15 questions with pupils working in pairs taking it in turns to log in and ask one question per pair then chat for a short time. This is, of course, negotiable.

It may help to type the questions the class has decided upon into a word document before the session so that pupils can copy and paste them into the chatroom dialogue space to save time during the session.

If you can email the list of questions to us prior to the session it will help us to respond quicker during the chat and minimise waiting time for replies.

If you would like a try out of the chatroom yourself before hand please let us know as this can easily be arranged.
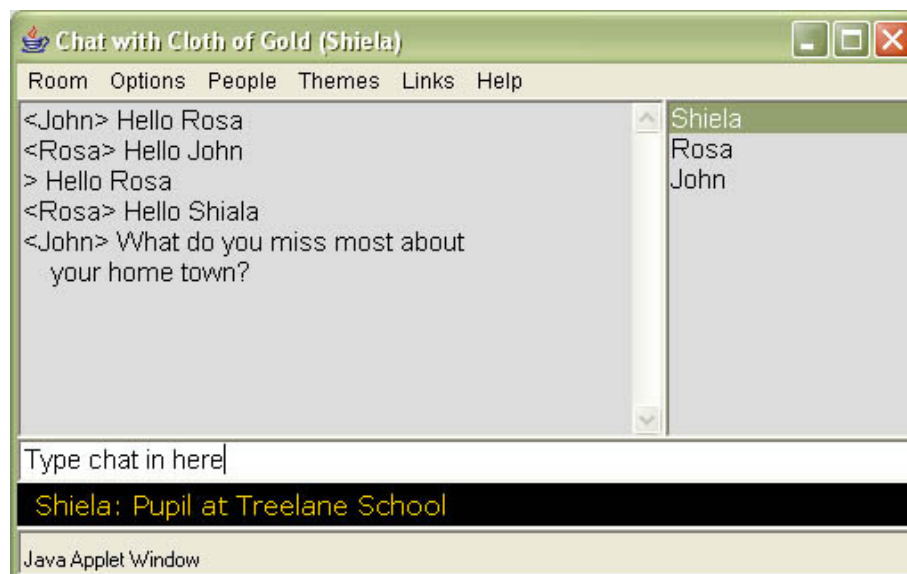
4. The Chatroom Session

To begin with both pupils will have to log in to the chat room.

To give them both separate identities they will need to access the chatroom through separate browsers – so after the first pupil has typed their name and profile *(the profile is a description of the user e.g. pupil at Treelane School)* into the yellow box and clicked '**Start**' then the second pupil will open a new version of *Internet Explorer,* access the link on the project site and log in with their own name.

Pupils can now take it in turns to chat by accessing alternate dialogue boxes on the desktop:
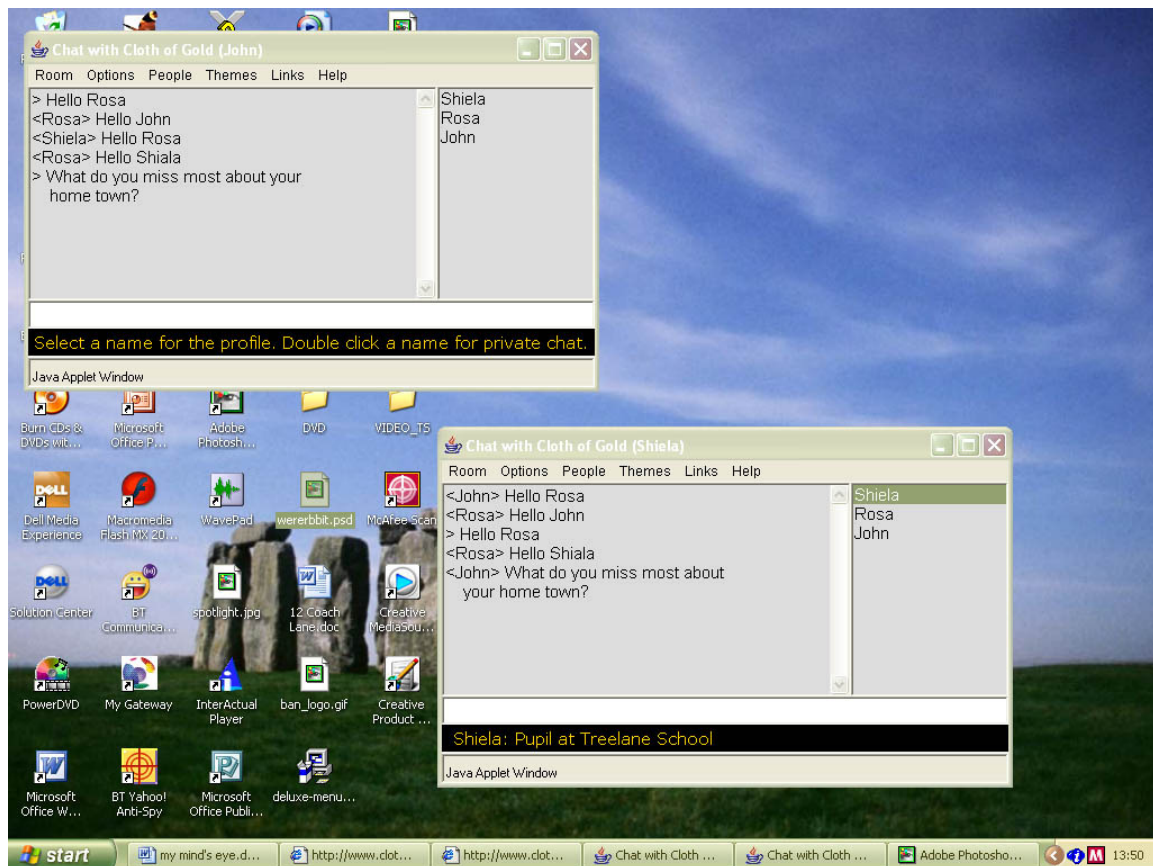
To submit chat pupils type their message into the white box at the bottom of their dialogue box then press the Return or Enter key on their keyboard when they are ready to submit their text:

It works best if pupils wait for replies before submitting new chat.

When pupils have finished their session they log off through clicking
Room>Close

When the next pupil logs in the virtual visitor will still be in the chat room.

5. Communicating with the virtual Visitors via email
Pupils may email questions to the virtual visitors and, if connections are fast
enough, answers may be submitted live if we are given the time of your session
in advance.
Questions may be submitted individually from pupils or all at once.
The visitors email address is either Rosa@clothofgold.org.uk or
Krulik@clothofgold.org.uk

After pupils have finished communicating with the visitors the class should share
and discuss outcomes between themselves so as to reinforce all the details
about the Virtual Visitors stories that they have discovered.

6. Photomontage Response to Stories

Pupils follow links on the project website to explore the history and use of photomontage. Images are then printed out from the site, cut out and used to create expressive 'glue-less' temporary photomontages responding to the virtual visitors stories. These are captured digitally and sent through to artists to develop into a collaborative multi-media presentation for the schools section of the project website. They may also be incorporated into pupils PowerPoint presentations

7. Exploring Photomontage

Before beginning the practical activity follow the 'Links' section of the website then under **Project Resources** to connect with a number of websites featuring war time photomontages created by **John Heartfield**. The link at the bottom of the list to the Australian Photomontage site *'Must You See the Joins'* is a useful introduction to the history of Photomontage.

8. Downloading images for Photomontage

In order for pupils to create their own photomontages we have provided images that can be printed from the project website that link to the holocaust theme and, in some cases, directly to the virtual visitors stories.

These can be accessed via the worksheets section of the site. **Worksheet 4** will take you to web pages that feature thumb nails of the images – click on one of these for a full size view of the image then use the arrows to click through them and select the ones you wish to print out.

The images are all monochromatic and are suitable for printing Black & White (you may wish to print some of the sepia images in colour)

If you want to print each image full size on a sheet of A4 paper then check you have the right orientation (Landscape or Portrait) and select the *Scale to fit media* option in your *Print Preview* Dialogue box.

In addition you could collect your own printed material or objects to incorporate in to the photomontages

If you are printing on an inkjet printer the images will be water soluble (i.e. smudge with PVA glue, water paint etc.) To overcome this images should be photocopied or printed on a Laser printer so that they are permanent.

9. Preparation

Pupils may want to begin by creating a quick expressive drawing which describes in abstract marks their own response to the virtual visitors story.
With a sheet of A3 paper in front of them ask to them to hold a pencil then to close their eyes and think of a particular scene from the visitors story that is most

memorable to them and put themselves 'in the visitors shoes' imagining what they must have felt like.

Still with eyes closed they then let the feeling well up 'in their heart' then begin to travel 'from their heart towards the shoulder of the hand that they draw with, down the arm and into their hand'.

Now ask them to open their eyes and make marks on the paper that describe the feeling. After no more than five seconds or so ask them to stop.

These basic marks will then form a good starting point for building their photomontage on top of determining its structure and feel.

10. Making the Collages

To begin with pupils will have to cut out elements of the printed out images they wish to use trimming all the excess white around the prints.
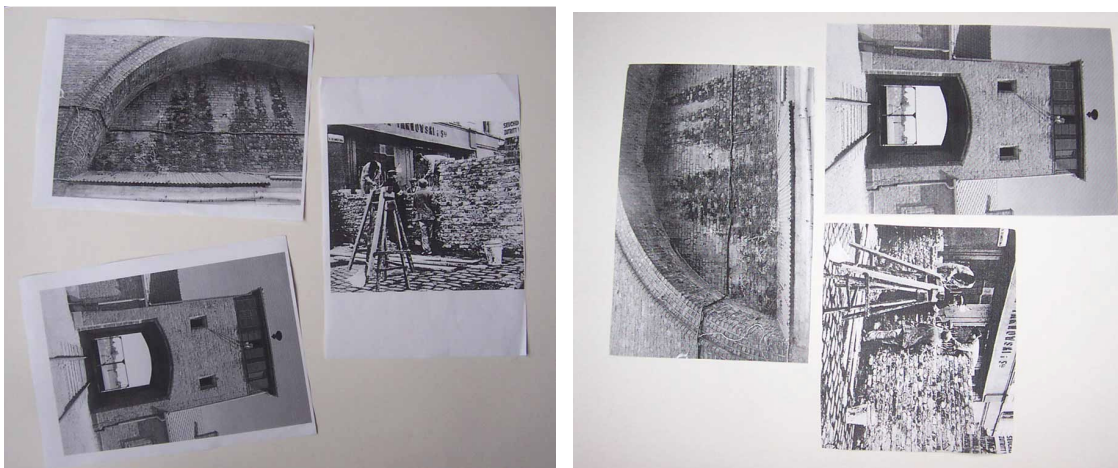
Then they can start to cut neatly around certain images. Some prints will be more suitable as backgrounds (e.g. walls, textures etc.) but many will need to be carefully cut out to define their shape (e.g. eyes, people, symbols)
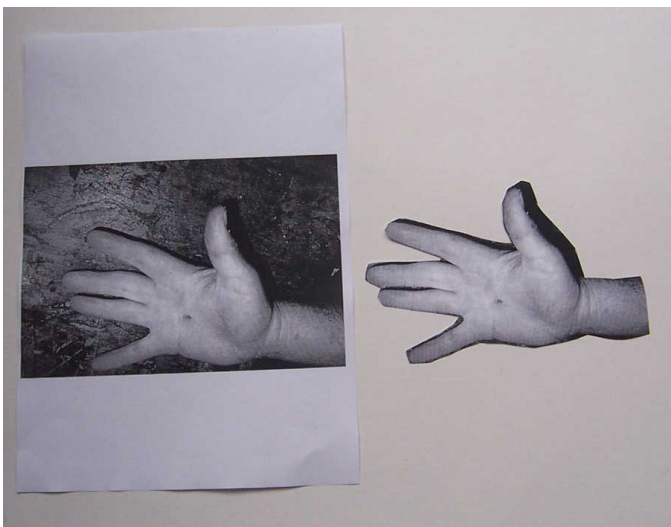
They then arrange the pieces on an A3 sheet of paper

Reminding them of the John Heartfield photomontages encourage pupils to try and suggest the feelings of the people and the atmosphere of the time using distortion and dynamic compositions for visual effect. Think about how they can play with scale to create a dramatic impact e.g. large hands - small figures

Once they are complete the 'glueless collage' should be photographed from above with a digital camera ensuring that you fill most of the frame with the picture.

Cut out pieces may then be re-used either by the same pupils in a different design that is re-photographed so that they have a range of different compositions to choose from or by others in their photomontage.
If pupils work in groups they can share their cut out shapes between them for different photomontages.

Another approach is where pupils simply tear pieces of paper and arrange them to suggest a mood such as chaotic or frightening in combination with their earlier mark making or on their own.

Photomontages may also incorporate 'found objects' to add effect and interest

Other tips:
- Try and cover most of the sheet of A3 white paper with images
- Make sure certain shapes or objects have been cut out neatly and exactly as possible
- Alternate images of contrasting tone to avoid pictures blending in too much with one another.

Once complete the images should be sent through to the artists to combine in the schools collaborative multi-media presentation on their section of the project website.
Photomontages may also be used as the next slide in pupils own PowerPoint presentations using the photos of the virtual visitors layered or animated on top.