

CONNECTED WORLDS

Can you describe freedom?

WHAT'S THIS?

Freedom is a value that is very important for all people. This is about a bowl from the 9th or 10th century and it is unknown who made or commissioned it. But freedom was important to this person too, since that is what the inscription on the bowl is about.



TOTAL OF 70 MINUTES



THE EXERCISE CONSISTS OF
FOUR PARTS



THREE PERSONS OR MORE



FREEDOM, VALUES,
EVERYDAY RELEVANCE



SENTENCE CONSTRUCTION
COLLAGE, OBJECT REVIEW,
BRAINSTORMING

What does a thousand-year-old bowl tell us about freedom?

HOW IS IT DONE?

The group is divided into small groups of no more than five people. All small groups get action sheet A with the inscription, which has been divided into 12 single words, without knowing the original sequence. The words should now be cut out individually. This is about the group assembling a sentence that is meaningful for all participants in the group. When all groups have a result, they will present it to the whole group.

EVALUATION

Each small group presents its result.

- What sentence did you make from the words?
- What did you agree on?
- What were your arguments for or against this sentence?

Then the sentence is read out loud as it is written on the bowl: "The free one is free even if he encounters losses. Good luck!"

Its meaning can be discussed again with everyone:

- Do you agree with the content of the inscription?
- How does your sentence differ from the inscription?
- What does this say about then and now?

GOAL

Playful introduction to the topic of freedom

Discussion of the term freedom and its meanings



APPROX. 20 MINUTES



THREE PERSONS OR MORE



ACTION SHEET A, SCISSORS,
GLUE STICKS

What do you see in this object?

WHAT COMES NEXT?

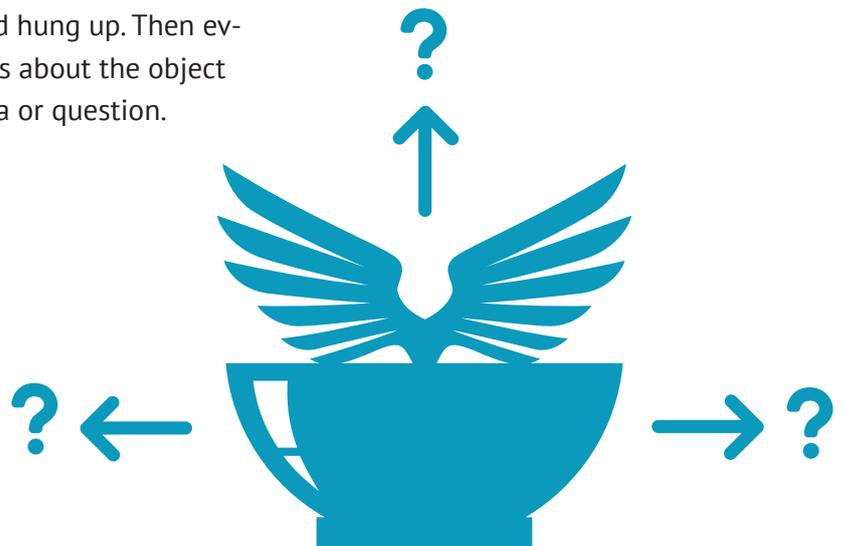
Now that the translated inscription of the bowl has been discussed, it's time to engage in a detailed examination and study of the historical object.

HOW IS IT DONE?

Images of the bowl are positioned visibly for everyone (or displayed on the wall with a projector). Now all participants take notes about the object, which are collected and hung up. Then everyone can explain what it was about the object that led to their particular idea or question.

GOAL

Developing and presenting own ideas or questions about the object



EVALUATION

To conclude this section, the Bowl with Inscriptions info sheet is handed out. The group leader or a participant reads it out loud for the entire group.

- What does research tell us?
- Are you surprised by the known facts?
- Do they change your perception of the object?

Even if not much is known about the object, you can develop your own questions and ideas about it.



APPROX. 20 MINUTES



THREE PERSONS OR MORE



ACTION SHEET B (ONE FOR EACH PARTICIPANT), PAPER AND PENS, BOWL WITH INSCRIPTION INFO SHEET (HAND OUT IN INTERVALS)
IF AVAILABLE: PROJECTOR, PC

What is your understanding of freedom?

WHAT COMES NEXT?

Now you have studied the meaning of the inscription on the bowl. But some questions can't be answered unambiguously:

- How and by whom was the inscription read during the time the bowl was made?
- Why was the inscription put on the bowl?
- Can inscriptions like that actually be read clearly?

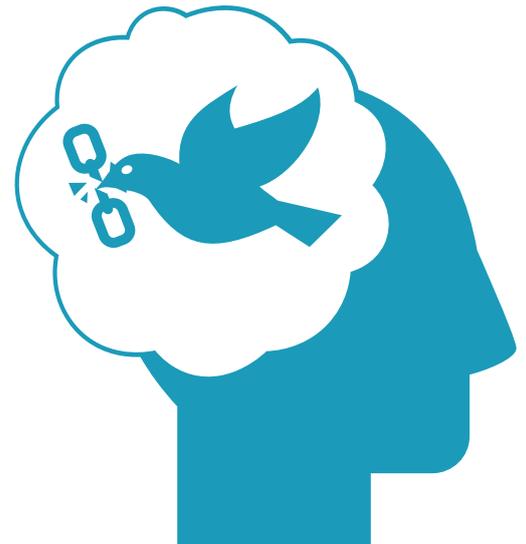
Continue to think about this and your own understanding of freedom.

HOW IS IT DONE?

With the help of action sheet C, everyone uses keywords to develop their own ideas about the concept of freedom and writes them into the depiction of the empty bowl on action sheet C. Then the participants discuss their designs. Coinciding terms and ideas can be compiled on a large sheet of paper or a blackboard again.

GOAL

Thinking about the value of freedom itself and what it means to the participants personally



EVALUATION

Questions for the evaluation session in the group

- What kinds of freedom are there?
- What keywords are important to you personally in this context?

TIPS FOR FURTHER IDEAS

The participants' own design ideas on the action sheet can also be transferred to white dishes with porcelain crayons. That way you really get your own bowl with an inscription!



APPROX. 20 MINUTES



THREE PERSONS OR MORE



ACTION SHEET C (ONE FOR EACH PARTICIPANT), PAPER, PENS

Can freedom be described?

THIS IS HOW IT COMES TOGETHER

In the last part, the personal considerations on the topic of freedom are brought back into connection with the historical object.

HOW IS IT DONE?

In the entire group, every participant in turn may take up a personal position on the following questions:

- Does the message of the inscription still apply today?
- Is there an idea of freedom that everyone shares?
- What do you agree on as a group?
- What would be written about freedom on such a bowl today?
- What is the difference between now and then?

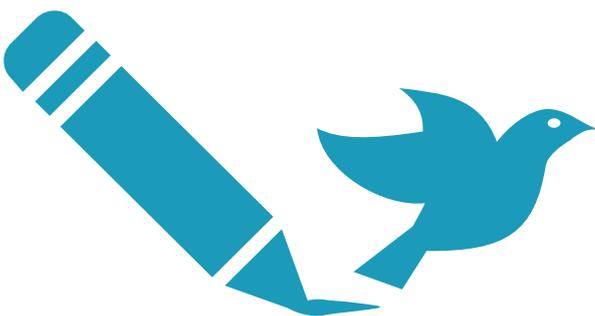
GOAL

Thinking about whether the meaning of freedom has changed in the last 1000 years



TIPS FOR FURTHER IDEAS

- Ask older people, acquaintances, friends or family what they associate with the term freedom.
- Compare the statements that you compiled.
- Where are they similar and how are they different?
- Look for statements by historical people who have said or written something about freedom as a value.
- Which items or objects do you associate with freedom?
- Try to find similar bowls in other museums (online) and compare them. Many have similar interesting inscriptions.
- Using search terms in other languages can help: e.g. Schale mit Kufi-Inschrift (bowl with Kufic inscription)
- If you want to design your personal inscription with calligraphy, you should also do the exercise How do you redesign something old?



APPROX. 10 MINUTES



THREE PERSONS OR MORE



RESULTS FROM THE ACTION
SHEETS A-C, BOWL WITH
INSCRIPTION INFO SHEET