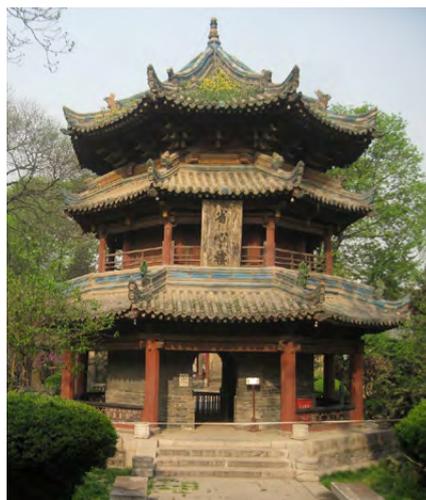


RELIGIOUS DIVERSITY

What is Islamic architecture to you?

WHAT IS THE ISSUE HERE?

Is there such a thing as Islamic architecture? If so, then what are its typical characteristics? By contemplating and comparing different construction forms the cultural influences of diverse traditions can be recognised on mosques.



IN TOTAL 90 MINUTES



THE EXERCISE CONSISTS OF FOUR PARTS



THREE PERSONS OR MORE



DRAWING, CONTEMPLATING ARCHITECTURE, COLLAGE



DIVERSITY, SELF-AWARENESS, TRADITION/INNOVATION

What buildings do you like?

WHAT IS THE ISSUE HERE?

Mosques are different all over the world. To address this topic simply and openly we discuss briefly the meaning of architecture for every individual. The participants express their own needs and preferences in experiencing spaces and think about their personal interest in spatial design.

HOW IS IT DONE?

The group leader hands out Activity Sheet A to the participants and invites them to think about which buildings they personally like particularly well in an individual piece of work. The sheets can then be collected and hung up clearly visible for everyone.

EVALUATION

The participants come together in a semi-circle. The buildings are presented and the reasons for their choice stated.

GOAL

- The participants think about experiencing space and the impact of buildings.
- They name what they like and why.

TIP FOR FURTHER THINKING

After the preferences have been collected, the group leader can now make suggestions here for an exchange of views on the possibilities of helping to design spaces (e.g. city and community gardens/urban gardening, (calli)graffiti, resistance to large construction projects etc.).

“Which spaces can I, or do I want to design, how and for what purpose: the mosque space, the neighbourhood, urban space, society?”

TO CONTINUE

We have now considered together what we like about architecture or even what fills us with enthusiasm. Together we have collected several characteristics in order to assess what good architecture means to each of us. We have also tried to give reasons for our taste and to put these into words. Now we can look at some examples of buildings from around the world.



ABOUT 15 MINUTES



THREE PERSONS OR MORE



PAPER, WALL, ADHESIVE TAPE,
ACTIVITY SHEET A

What roots can you name?

WHAT IS THE ISSUE HERE?

The buildings in the TAMAM image collection will be closely examined: what are the similarities and differences? The diversity of the construction forms will be discussed. Individual research questions on the development of the construction forms can be formulated.

HOW IS IT DONE?

Depending on the size of the groups, small groups can be formed. Each group is given the image collection and Activity Sheet 2.

When the groups recognise that all of the buildings are mosques, the texts for dealing with question 3 on Activity Sheet B can be handed out:

The participants attempt to name which architectural elements characterise a mosque and to consider whether the differences in the architecture can be ascribed to local conditions or traditions.

GOAL

- To think about local and regional cultural roots which have an influence on the appearance of buildings and the development of architectural forms.
- To formulate individual questions about how different architectural forms have developed and under what conditions building have been constructed

EVALUATION

All of the images show mosques. How do you recognise a mosque? Are there similar components? In your opinion, what are the reasons for the different forms? What has influenced their forms?

TIP

The text Components of a Mosque from the Information Sheet Mosque Architecture can be used here as the basis for the discussion. In this text the three quite simple requirements which must be fulfilled for building a mosque and which are common to all mosques around the world are named.

TO CONTINUE

Up to now we have concerned ourselves with buildings which already exist. Now we want to design buildings ourselves. What ideas and wishes do you have regarding this?



20 – 30 MINUTES



THREE PERSONS OR MORE



ACTIVITY SHEET B, ACTIVITY B
IMAGE COLLECTION (NUMBER
ACCORDING TO THE SIZE OF
THE GROUP), INFORMATION
SHEET MOSQUE ARCHITECTURE

How would you like to design your mosque?



WHAT IS THE ISSUE HERE?

In accordance with personal preferences and the analysis of different architectural forms of mosques, both of these can now be combined into an individual design of a mosque.

HOW IS IT DONE?

The participants are given Activity Sheet C and create together, or each by him/herself, a design for a mosque. For this, individual components of the mosques shown can be used or one can make one's own drawings. After 15-20 minutes each participant, respectively group, makes a brief presentation of his/her/its design. The designs should preferably be hung on the wall for this.



EVALUATION

Why have you created your design just so? Why have you decided on this form? Please briefly explain your design to us!



GOAL

- To design a building in one's own creative way
- To find meaning in the aesthetically appealing form
- To recognise that one's own life is worthy of design!

TIP FOR FURTHER THINKING

The group leader can ask the participants here how important it is to them that the architecture of the mosque conforms to an existing (regional) construction style. Questions about conforming or re-designing can be discussed.

SUGGESTION

Show your designs to the community! Use a display case or corridor and invite friends, relatives, acquaintances and the community.



20-30 MINUTES

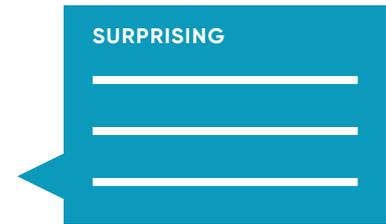


THREE PERSONS OR MORE



ACTIVITY SHEET C, DRAWING
PENCILS, PAPER, SCISSORS,
GLUE

What is Islamic architecture to you?



WHAT IS THE ISSUE HERE?

Findings obtained collectively are repeated here again and remain in one's memory for longer. This method helps you to think about the whole procedure once again.

HOW IS IT DONE?

Each of the participants is given a slip of paper on which the three concepts "new", "surprising" and "worth noticing" are written. There is room at the side of these so that suitable findings or an experience can be noted: what was new, surprising or worth noticing for you?

EVALUATION

All of the slips of paper will be placed or hung up clearly visible to everyone, sorted according to the three concepts. The group leader reads the slips of paper out loud and sums them up. Queries about individual slips of paper can be answered, if requested.

GOAL

The group reflects on the lesson individually, in terms of content and in an emotionally-oriented way.



5-10 MINUTES



THREE PERSONS OR MORE



ACTIVITY SHEET D

