

# 1

## Organization and design of the space:

- To make clear with which action the activity begins.
- So that all the materials are arranged in order to be able to use them in the correct order (for example glue as a last - child must have the possibility to experiment).
- Avoid objects and materials that could distract attention (only choose what is necessary and make it visible).
- Promote the child's autonomy, arranging materials and tools in such a way that they can be used properly and are available in the correct order for others.
- Prefer order, beauty and emptiness (understood as "unsaturated", not already full of signs).

# 2

## The joy of discovery: “If you tell me, I can’t discover it myself”

- Prefer action to words: it is the hand “in action”, which can show something.
- Prepare visual examples in order to be able to suggest different traces to the children (at least 3: with one example, you run the risk that all children do the same, limiting the expressive experience a lot).
- “Assembling and disassembling”: it is important to “rest” in the action, stop, slow down. Be not in a hurry, go deep.
- Which variants? In how many different ways can I do it?
- Experiment with tools (do not consider it a matter of course - one can also create workshops with only one tool).
- Try out materials (choose precisely and strictly: it is important to leave out. For example not all colors, only two or three, or all nuances of a color, etc ...).
- Try out techniques: wood engraving, frottage, collage...

# 3

## What should not be forgotten:

- Mistakes are welcome; are suggestions for a new project, for a creative deviation, for a new discovery.
- The intelligence of the gesture, which is becoming more precise, conscious and planned.
- The importance of the limit as a game/ play that stimulates creativity (and it is not limiting, as often is thought to be).
- The importance to try out variations and possibilities of variation; there is not just one way of doing things.
- The paths from A to B are infinite: the more the children explore, the greater gets their ability to independently explore and discover.
- The initial question: what activates an exploration? What question does really motivate the child to engage in new explorations?
- Do not force: do not tell the child “what” it should do but show “how”.
- Every child has his time, which must be respected.
- Have confidence in the abilities of all children.
- Teachers are also craftsmen.

# 4

## The Need for Poetry:

- The importance of astonishment and the art of marveling others:  
Rule and Coincidence

“The rule gives security,  
Geometry helps us to recognize structures  
Or build a world in which we can move without fear.  
Coincidence is the unforeseen one  
Sometimes terrible  
Sometimes pleasant  
the explosion of a solving idea  
the discovery of a phenomenon.  
With the rule you can plan a program.  
The rule alone is monotonous  
coincidence alone makes you restless.  
Perfection is nice but stupid  
it is important to know it to break it.  
The combination between rule and coincidence,  
Is life, is the art,  
Is the fantasy, is the balance”

(Bruno Munari)