

THE PAVILION OF DENMARK - TEACHER'S GUIDE

The teaching materials created for the Pavilion of Denmark's *Our Possible Spaces* exhibition, direct focus at, and explore, Danish architecture's collaborative and innovative approach. The materials present a Danish innovation model as inspiration for how collaboration can generate new solutions to global sustainability challenges.

THE GUIDE

This guide explores how teachers visiting the Pavilion of Denmark can bring the materials into play with the exhibited projects.

TARGET AUDIENCE

The teaching materials are designed for students aged 14-18 visiting the Pavilion of Denmark with their teacher and the Biennale school service.

OBJECTIVE

The objective of the teaching materials is to introduce students to architecture and give them a sense of the importance of architecture for the development of new solutions. Using the teaching materials, the students will explore how innovative architecture requires collaboration between many different entities and people in order to succeed.

METHOD, MATERIALS AND SEQUENCE

Through analysis, reflection and documentation, the students will gain an understanding of the significance, influence and relevance of architecture. This challenges any superficial impression of architecture as a purely aesthetic dimension.

METHOD

The teaching materials are structured around the following didactic design:

- Teacher-led discussion, introducing the students to the Pavilion of Denmark's learning space – an interpretation of Free Space.
- Student group work: analysis, an assignment to complete, and photo documentation in the exhibition area.

- Teacher-led group discussion, reflection and contextualization in the educational zone.
- Presentation of a visual innovation model for further analysis and contextualization of innovation in the Biennale's other pavilions. The innovation model encourages students to see innovation and architecture from a new perspective.

MATERIALS

The teaching materials consist of the following components:

- A teacher's guide with instructions on how to use the materials.
- 4 tear-offs for use in the pavilion by the students. The different tear-offs explore the four development agendas: Mobility, Housing, New Tools and Identity. The four tear-offs contain questions for reflection and an assignment to be completed using the students' own smartphones. The material in the pavilion will be in Italian and English.
- A folder for collecting the different tear-offs in. The innovation model is presented on the inside of the folder.

IN ACTION – STEP BY STEP

The educational program lasts about 45 minutes and consists of the following phases:

WARM-UP (15 min)

The students are divided into groups of 4-5.

The students start the session with the educator from the Biennale school service in the learning space presented as a Free Space for discussion and the exchange of ideas.

The walls of the learning space contain an infographic on innovation, with a focus on the many partners it requires to implement a new idea (innovation can happen when *new knowledge, companies, citizens* and *institutions* supplement each other). The Biennale educator will introduce these concepts to the students. The innovation model becomes the student's tool for the analysis work that will take place in the Danish case studies and possibly in the Biennale's other pavilions. The Biennale educator shares the assignment with the students and invites them to explore the pavilion to do research.

The students place the completed tear-offs in the folder.

The students are then presented with their assignment by the Biennale educator (the assignments are printed on the back of each tear-off):

- 1) Each group should pick one of four projects to work on.
- 2) The group discusses and answer questions about people, institutions, companies and new knowledge in the project.
- 3) Each group takes one photo capturing what the students find innovative and original in the chosen project. They should use #ourpossiblespaces when they upload their image. The group discusses in what way the project is innovative.

ASSIGNMENT (20 min)

After presentation of the assignment by the educator, the students are sent out into the exhibition to complete the above assignment. The students are informed that they have 20 minutes to complete the assignment, and that they are then to return to the learning space for a round-up and conclusion session.

FINISH (10 min)

The students reassemble in the learning space with their educator and present their results, findings and photo as a group. The questions on the back of the four tear-offs serve as a basis for the discussion.

The students are welcome to share their pictures and results in text on Instagram using the hashtag #ourpossiblespaces. The Biennale educator rounds up on their key points and invites the students to consider how innovation is represented in the other Biennale pavilions.