

***YOUNG CHILDREN  
AS CAPABLE &  
COMPETENT***

A group of children in a classroom are sitting on the floor, focused on making puppets from brown paper bags. They are using markers to draw faces and patterns on the bags. A teacher or adult is also present, assisting them. The scene is a typical classroom activity.

# Starting from Desirousness

our experience at Qattan  
Foundation starts from  
the child and his first  
desirousness (ages 4-10  
years old)



Our partners are teachers of kindergarten and primary stages, we work together to explore children's needs.







Drama-  
Mantle of  
the Expert

Project  
Based  
Learning

Science  
Literacy

Exploring  
children's  
needs

Arts

Inquiry and  
Investigating



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graph TD; A((Kinds of Projects)) --> B[A real project]; A --> C[An imaginary project];
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# Kinds of Projects

A real  
project

An  
imaginary  
project



Imaginary: children play the role of experts in a specific field, they work as a team to accomplish a task for an imaginary client



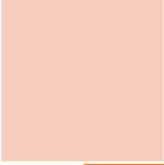
An  
imaginary  
project

Real: Through the inquiry and the engagement in the real world children achieve a genuine task (like: studio for shadows)

A real  
project



# Through children's engagement in these projects we can:

- 
- Know and understand children's needs

- 
- Find out Ways of their interactions

- 
- Get to know Their ideas and perspectives



This enables and empowers children to play different roles between their kindergarten & the museum by:

- 
- Producing ideas for exhibits

- Producing materials and presenting them in their classroom

- Organizing an exhibition in their local community in participation with the museum

- Producing ideas for exhibits

- Playing music with the Ice-cream car
- Children learn about senses and design an exhibit for an ice-cream car that plays for all senses





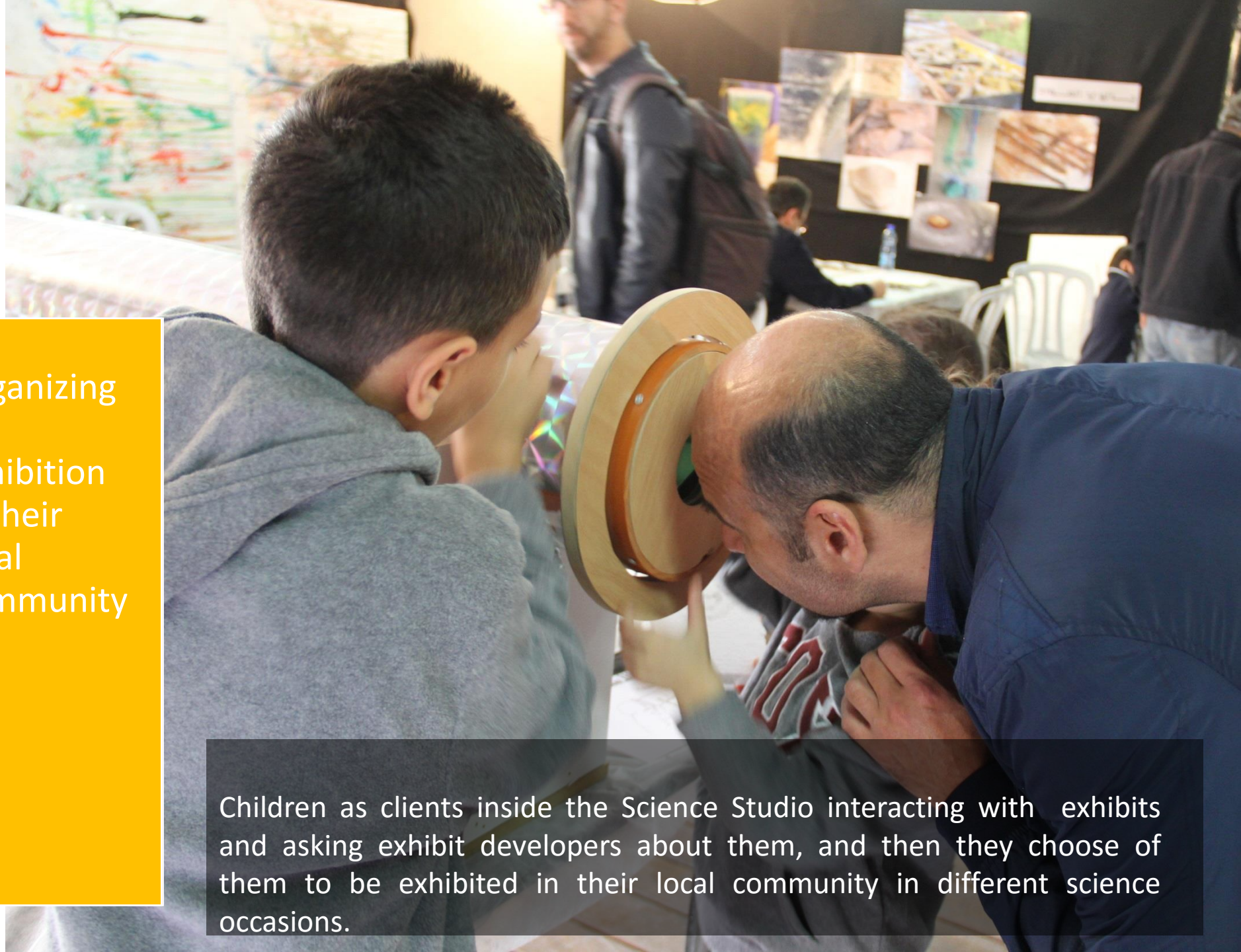
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- A photograph showing a man in a dark blue jacket and a young boy in a dark blue jacket and a striped shirt looking at a display of children's drawings on a wall. The man is pointing at a drawing, and the boy is also pointing. The drawings are colorful and depict various animals and scenes. The background shows other children and a whiteboard with a drawing of a rabbit.
- Producing materials and presenting them in their classroom

- Children in a Mantle of the Expert project played a role of a rescue team to save animals in a forest that turned on fire and moved them to a natural reserve they established.
- Children through the project, they produce lots of pictures, objects and products and transform them into an exhibition for others.



- Organizing an exhibition in their local community

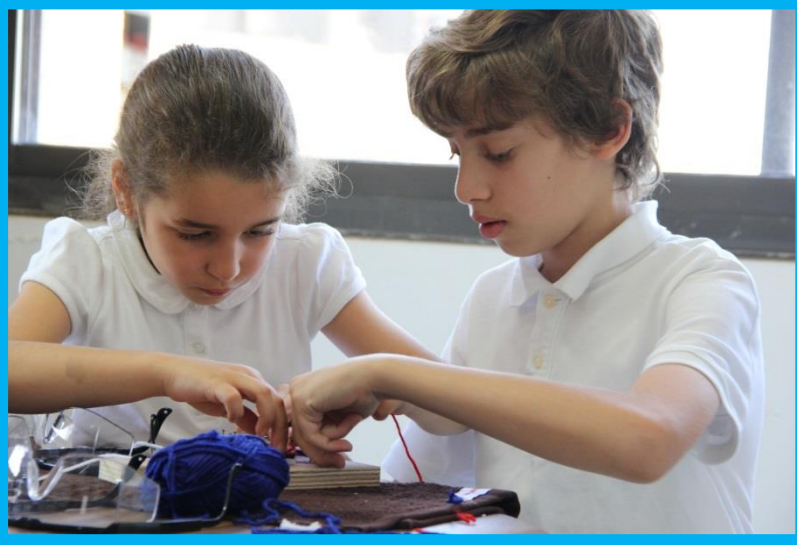
Children as clients inside the Science Studio interacting with exhibits and asking exhibit developers about them, and then they choose of them to be exhibited in their local community in different science occasions.





Imaginary project

Children as Expert



imaginary client

# Exchanged Roles

An exhibit idea



A real exhibit

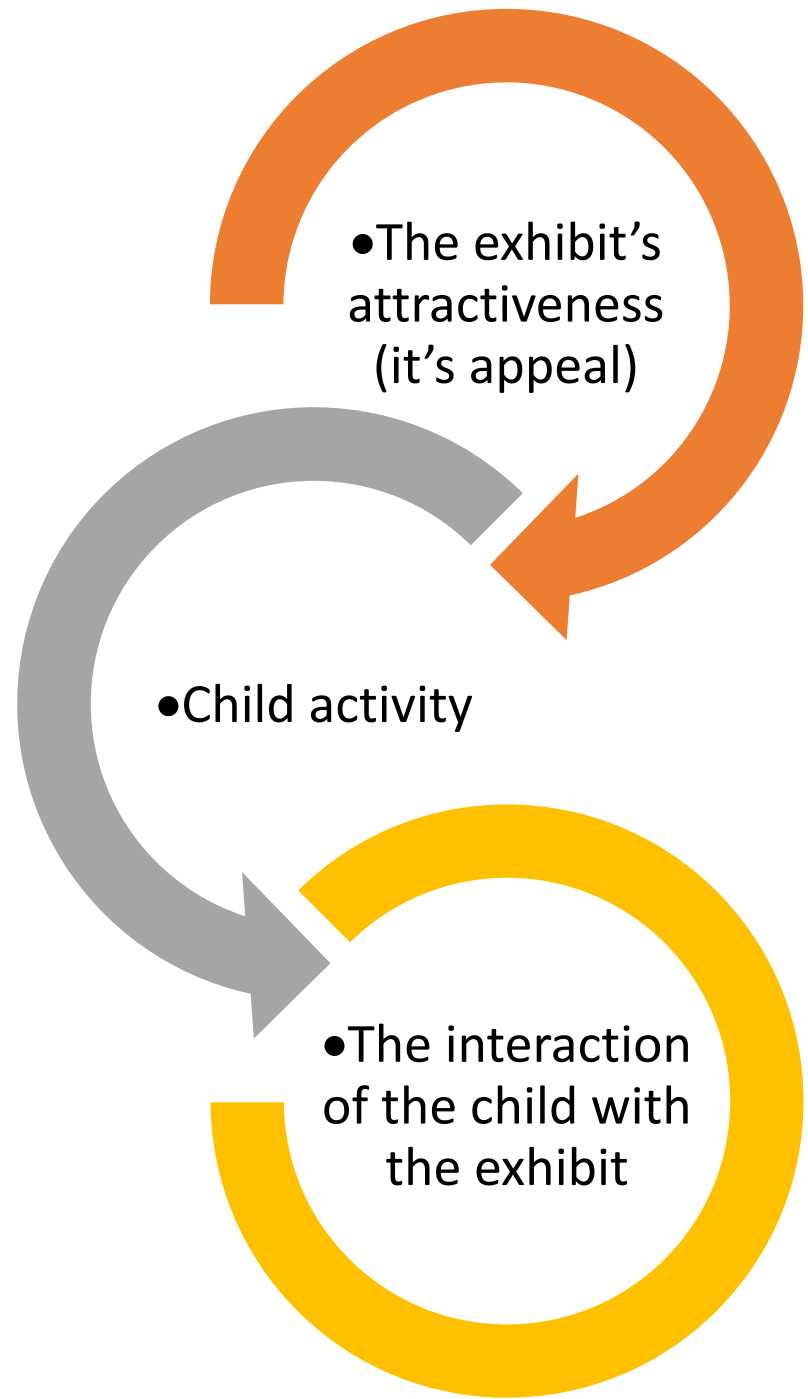
Real Project (Exhibition)

Children are clients

Studio Experts  
commissioned  
in a task

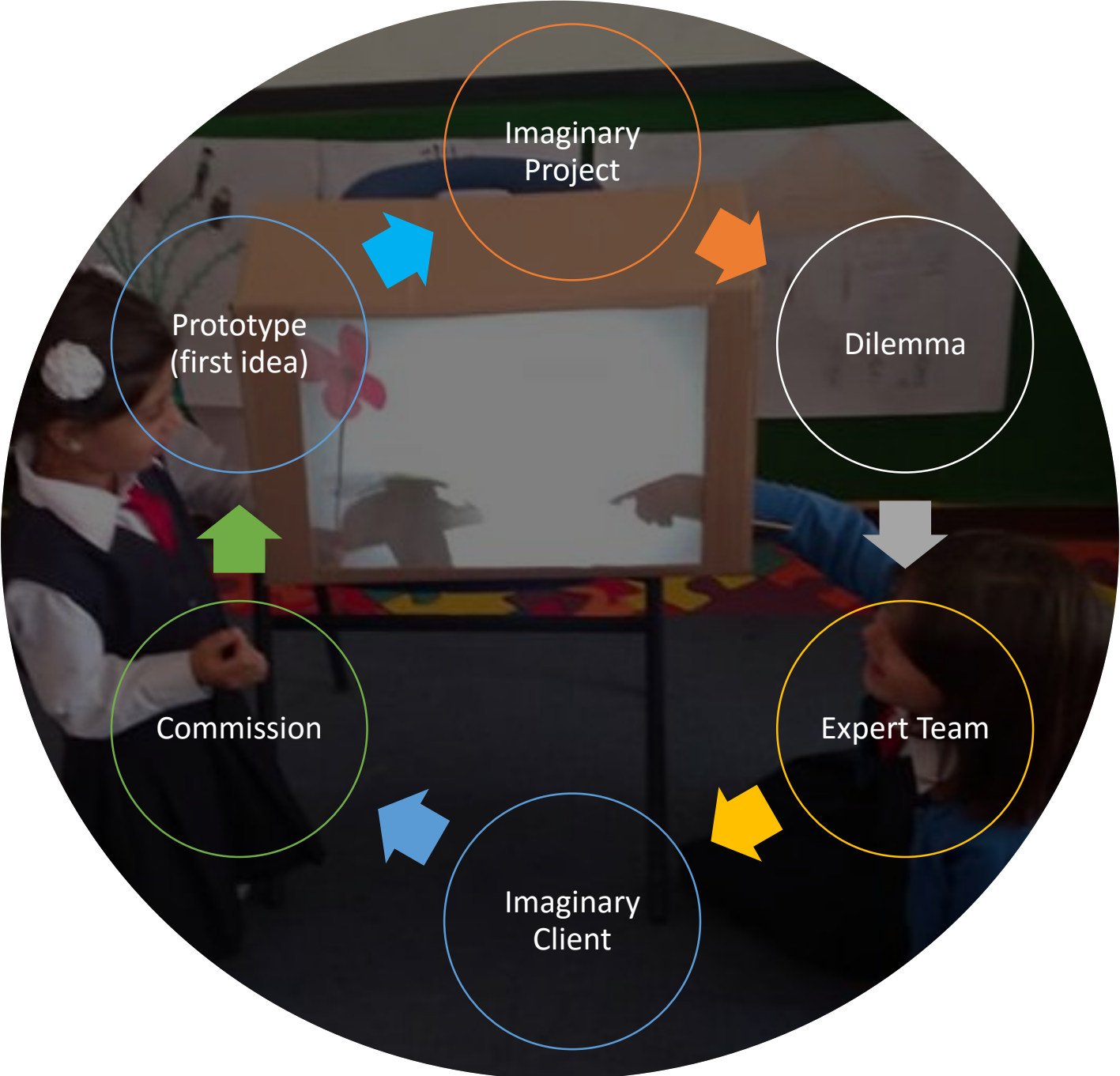


*The process of “Becoming”  
can be achieved through*





*The process of a child “becoming”*



*The process of the Exhibit*

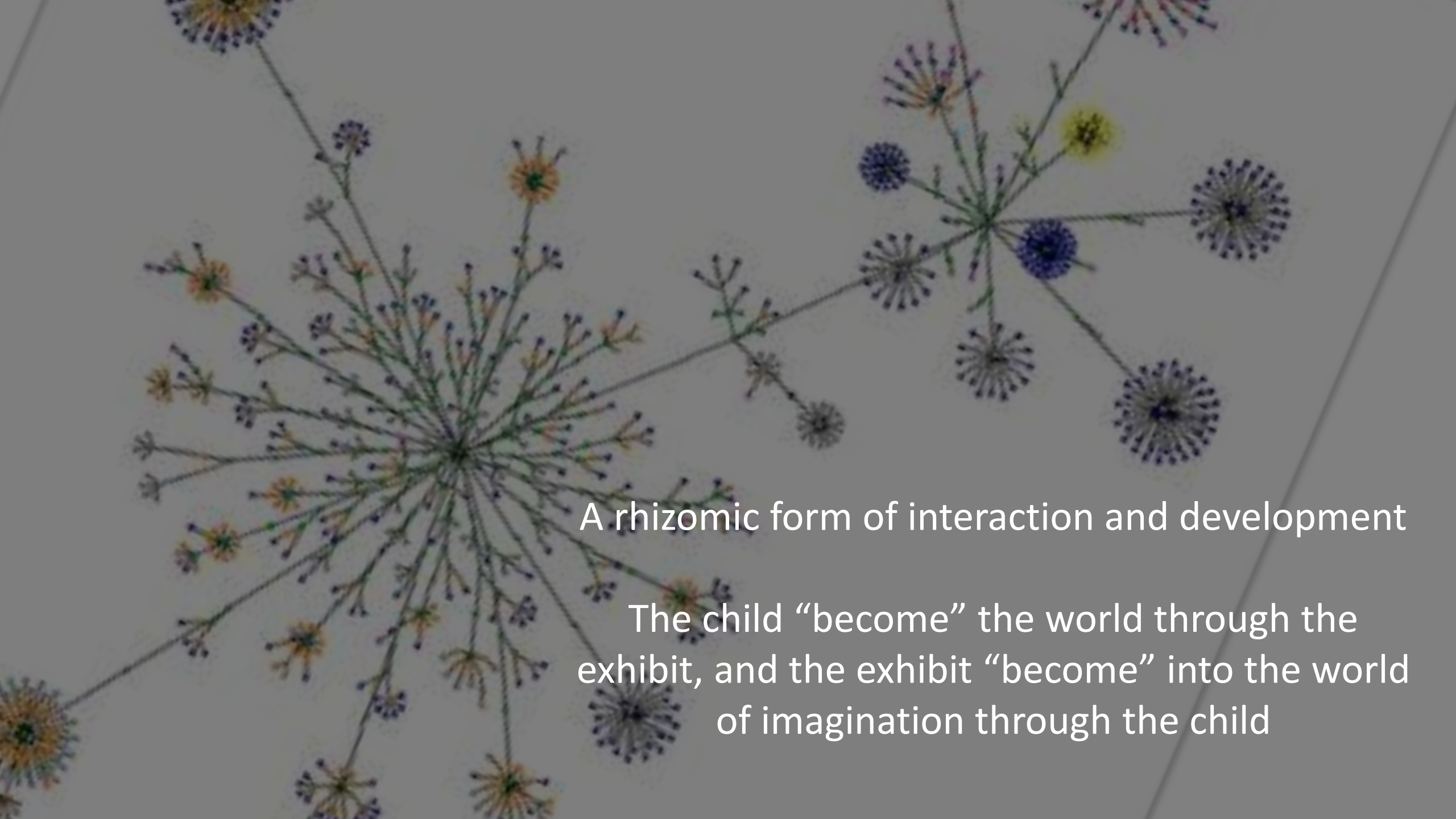


# A revelation moment, or a development leap



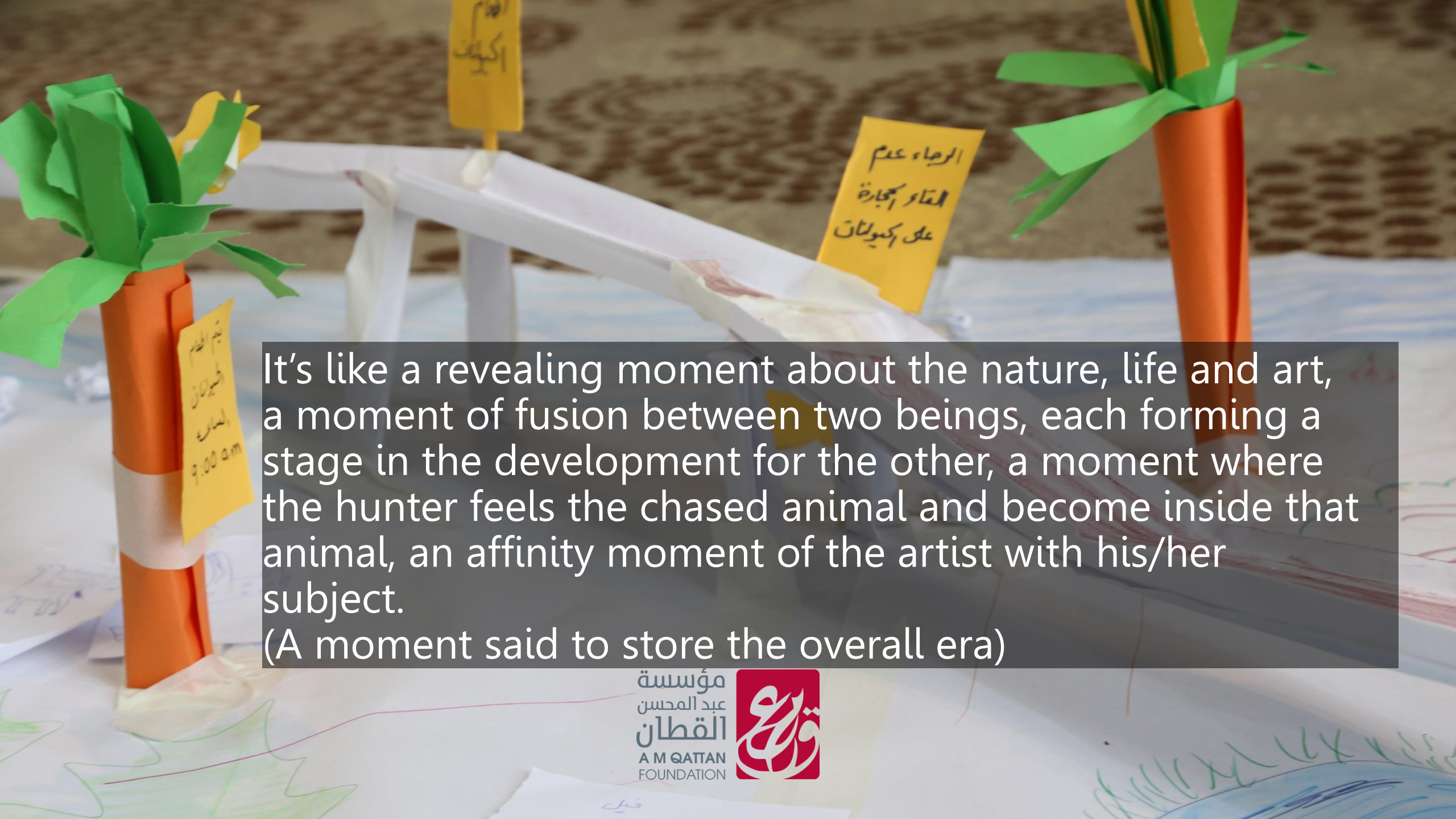
we will achieve the following





A rhizomic form of interaction and development

The child “become” the world through the exhibit, and the exhibit “become” into the world of imagination through the child



It's like a revealing moment about the nature, life and art, a moment of fusion between two beings, each forming a stage in the development for the other, a moment where the hunter feels the chased animal and become inside that animal, an affinity moment of the artist with his/her subject.

(A moment said to store the overall era)

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