

Concept Labyrinth Walks

Because there is no thinking involved in 'where' to walk on a labyrinth it is an ideal tool for incorporating movement into thinking processes; the feet do the walking and they free up the mind to do the thinking.

As the building blocks of most of what we study and learn, concepts are ripe for exploration and investigation, dialogue and debate – expanding awarenesses and enriching understandings. They can be the springboards for challenging our assumptions and opening up new or alternative perspectives.



Just some of the many areas in which a concept labyrinth experience could be incorporated into a learning sequence include:

- literary texts
- being healthy, safe & active
- communicating and interacting for health & wellbeing
- contributing to healthy & active communities
- biological sciences
- history, geography, civics & citizenship, economics & business
- elements of dance, elements of drama, elements of music, visual arts conventions & expression
- design and technologies knowledge & understanding
- personal & social capability
- ethical understanding

Exploring a concept: the WHEN

This could take place as an initiation into a new topic or unit of study. Or it could segway from topic to topic. Or it could be within a unit where further thought would be beneficial.

Exploring a concept: the HOW

Work with focus questions, 2 or 3 is a good number

Put the questions on cards that are easy to handle, eg half A5 size or half again. Alternatively, students could write the questions on the cards themselves. This enables them to begin internalising what they'll be thinking about.

Allow them to sit, stand or lie in the centre of the labyrinth for as long as they need.

After all have walked and before any discussion, invite them to record their thinking individually. They could do this on the backs of their cards. Then open it up for a philosophical discussion, eg Is it so important to..., ? Does being...? Is wanting to...? Can you still be...? Choose an inviting space/environment for this discussion.

Exploring a concept: an EXAMPLE

Exploring a concept: BELONGING and

Questions for Exploring other Concepts

<https://www.enodatio.com.au/learning-through-movement>

