

Labyrinth designs - steps to help students @home (Maths)

If students have had no previous experience or exposure to labyrinths:

- Option 1: provide them with a labyrinth template, eg a [7 circuit](#) classical design, and invite them to trace it with their finger first, then copy it several times with simple line drawings
- Option 2: provide them with a seed pattern for a [3 circuit](#) and/or [7 circuit](#) classical design and invite them to follow the steps, then create labyrinths in different sizes (this is good for spatial awareness)

If students have had experience and exposure to labyrinths:

- Option 1: provide them with a [labyrinth template](#)
- Option 2: provide them with [some designs](#) and [seed patterns](#), and invite them to revise/practice their skills by attempting various sizes and positionings (this is good for spatial awareness)



This video is also a useful resource to learn how to draw a classical labyrinth. It starts with concentric circles rather than a seed pattern.

<https://www.youtube.com/watch?v=hwslugcqjJY&feature=youtu.be>

Have some fun! (The Arts, HPE, Technologies, English)

- On an outdoor labyrinth or [draw one](#) with chalk or make one with string/rope, or indoors with paper ribbons, and design a game of hopscotch
- Play your favourite music and create a dance around the labyrinth. Play a different style of music. What did you notice about your emotions and feelings?
- Design a game that could be played on a labyrinth. Write a set of rules. Share and swap with your classmates.
- Draw or make a labyrinth for your favourite soft toy or doll to walk.
- Create some soundscapes for mood walks. Use any percussion “instruments” you can find around your home (things to scrape, pat, tap, shake, rustle etc) or download.
- Try out different movements on the path: walk it, crawl it, skip it, dance it, forwards, backwards, let your right or left hand lead, or your shoulder, or your elbow, or other parts of your body...maybe two at a time.
- Share your experiences with your class, eg photos, audio recording, video, slideshow, padlet, painting, drawing, ...



Create a safe space (HPE, GC – Self management, Self-awareness)

Labyrinths are perfect places to feel safe, quieten your mind, calm your body, and find inner peace and calm.

- [Make a finger labyrinth](#) of your very own. Think about colours that are calming, and textures that you might like to use. Or if you like fragrance you could make one near some plants that you like. Before you walk it with your finger, take several deep breaths. Feel your body slow down and relax. At the end of your walk, take several more long, deep breaths. Close your eyes. What words come to your mind? Use your labyrinth regularly.
- Which emotion best describes how you are feeling today? Here is a list: Happiness, Surprise, Sadness, Anger, Interest, Disgust, Contempt, Self-Hostility, Fear, Shame, Shyness, and Guilt. Use a [finger labyrinth](#) or a labyrinth you have made outdoors. Before you walk it, close your eyes and take several deep breaths. As you walk, notice what is happening inside of you. Take time at the centre to be still. At the end of your walk, take several more long, deep breaths. Close your eyes. What did you notice? What thoughts, words or feelings come to your mind? You might like to write these down, or create a design, or work in clay, or talk with someone about your experience.



180 degree turns (English, Humanities & Social Sciences)

Many [labyrinth patterns have 180 degree turns](#) along their path. You can work with these in a range of ways (choose a pattern that is likely to give enough turns for the task):

- **Stories and novels:** think of the story line in the context of the labyrinth path. For each twist or turn in the story, record it on a turn in the path starting with the first and progressing towards the centre.
- **History:** in a topic you are studying, identify where events could have changed the course of history/did change the course of history and record those on the turns of the labyrinth.

Follow the instructions in this video to create your own Medieval 5 circuit labyrinth
<https://www.youtube.com/watch?v=f1m5-ygVdqc>



Timelines (HPE, Humanities & Social Sciences, Maths)

- Being healthy, safe and active: identify factors in your life that have shaped your identity, and made you the person you are today. Then [make and use a finger labyrinth](#) to record the factors along the path, beginning with your earliest memory. Include people who may have influenced the factors you have identified. Compare your work with the work of a classmate and consider where you might have impacted on the identities of each other.
- Map an historical timeline onto the [path of a labyrinth](#), eg. Year 8 History: end of the ancient period to the beginning of the modern period (650-1750 CE) or Year 9 History: the making of the modern world (1750-1918) or Year 10 History Depth Studies (Rights & Freedoms, Popular Culture, Migration Experiences, etc)



Lines of Inquiry (Humanities & Social Sciences, HPE, Maths, English)

BIG Question: what is a labyrinth?

- Find 3 things [a labyrinth is](#), and 1 thing [it is not](#)
- Find 3 different [labyrinth designs](#) or patterns
- Find some [images of labyrinths](#) and select 3 you like
- Find the nearest labyrinth to you on the [labyrinth locator](#)

BIG Question: How have labyrinths been used in the past across cultures?

- Find [evidence of labyrinths](#) from 3 different parts of the world (pre 1900 CE) and capture an image to illustrate each one you find.
- What conclusions have researchers and anthropologists come to about how they were used?

BIG Question: How are people adapting to labyrinths today?

- Find 3 different kinds of [places where labyrinths have been recently built](#), made or constructed
- Include an image to illustrate each one
- What are the [benefits](#) for people using them? List 3 or more.

BIG Question: “Walking Together for World Healing and Peace” –what is the connection between this theme and labyrinths?

- When we are isolated in our homes, how can we “walk together”? Suggest 1 or more ways.
- If you were walking along the path of a labyrinth, and thinking about the theme, what healing would you be hoping for? Write or record your thoughts on a paper labyrinth, or make a video response or a presentation.

NB: Questions 2 and 3 could be substituted with ‘How has the way people interact with labyrinths changed over time?’ and the same activities used to explore it.



Location, Transformation and Geometric Reasoning (Maths)

- Select 2 [labyrinth patterns](#). Starting at the entrance, estimate and record the angle at each turn for each labyrinth.
- Select 2 labyrinth patterns. Estimate the length of the path for each one in centimetres. Then measure with a piece of string. How do your estimates compare?
- Secretly choose a place on the [labyrinth path](#) where you would position an object. Give or write directions for someone else to locate that position and place the object in it. What was the outcome? Do you need to refine your directions?
- Trace a [labyrinth path](#) and identify the angles you encounter as equal to, greater than, or less than a right angle.
- Start with a [labyrinth seed pattern](#). Join the points and dots to make one labyrinth that turns to the right on entry, and then one that turns to the left on entry.
- Try constructing a labyrinth of your very own design. Start with a set of concentric circles. Seven work best. Then decide where to take out sections to create a path. You could view some of [these designs](#) before you start.

