

This list features various methods, suggestions and ideas that are developed between the participants and Annette Krauss in the course of the Hidden Curriculum project. It gives insights into many threads that make up the collective study of a hidden curriculum in school.

The Slovene translation of this text can be found on the wall drawing at the Škuc Gallery.

2* Chair Exercise

At school, tables and chairs are the pieces of furniture that are used on a regular basis by everyone. High-school students were asked to interact with a school chair in a way that differs from how they usually use it.

3 Investigating the School Building

The chair exercise is expanded to encompass the whole school building. The students set off to explore the building and find ways to approach it that differ from how they usually navigate it. The students look for in-between or non-spaces, seeking the gaps within the building that are not used, inconvenient, uncomfortable, forbidden or hidden.

4 Sharing Tricks

What would the equivalent of these in-between or non-spaces be as an action (or everyday practice)? The students are invited to reflect upon what they have done at the workshop and relate that to their actions elsewhere. The students can access the *Hidden Curriculum Archive*: an archive of tricks and daily practices in which students from other schools share some secrets or coping mechanisms from their daily lives at school. As many of these videos were made in other countries, they set off a discussion about differences in school systems, in particular between what is allowed or not allowed in schools in other countries. The students contribute their own video clips to the *Hidden Curriculum Archive*.

5 Tricks to Actions

The archive is used as a starting point for a brainstorming session in which the students develop their own ideas on how to transfer these tricks into other actions. The purpose of this is for the students to find their own particular fields of interest that raise questions about the broader topic of their exploration: the hidden curriculum.

Small groups of students developed their own study project within this framework. These ranged from interviewing the janitor to get to know his/her views on what goes on in the school, to sitting in on a test in the year below them and observing the dynamics, energy and practices during the test.

6 Performative Situations

The students found ways to intervene into everyday processes at school. These actions included switching lockers, riding a bike through the different floors of the school building, and moving all the plants in the building to block a corridor. By placing obstacles impeding the ways people usually moved around the school building, these actions prompted teachers, other staff members and other students to reconsider their habits.

7 Public Actions

The students moved their explorations into public space, looking for ways to counter the normal flows of the city and the ways that public space is regulated, and attempted to test it by making slight changes to the "curriculum". For example, what happens if someone is waiting for the bus standing upside down? What could the distances between people in public indicate? These were some of the ways students attempted to test the curriculum of behaviour in public space.

*How would we relate to each other, think, live and work with each other if we started counting from two instead of one, not pretending that we know where and how things start, when our selves are always already two, if not multiple ...?

b Language exercise

The students are asked to find synonyms, translations or associations for the words “hidden” and “curriculum”. They present the terms to the whole group and come up with a new composite term, suggesting a specific perspective on hidden curriculum, such as: undercover study ... secret agenda ... unknown plan ... mysterious rules ... invisible lessons ... out-of-view system ...

Some of the new terms would not only guide the study groups, but also inspire the re-titling of the workshop series. Every *Hidden Curriculum* workshop would have their own additional title such as *Operational Disorder ... May We Disturb You? ... In Search of the Missing Lessons ... (In)Visibilities ... Beyond Common Sense ...*

c Language to Action/Reflection

Some students understood the term “hidden curriculum” literally as hiding spaces in school. They set off to visit these particular spaces and shared the hiding spaces with each other. On their quest, they found many more spaces that would give subtle readings of a hidden curriculum with regard to the school building, such as unused spaces, or forbidden, unnoticed, inconvenient and inaccessible spaces.

d Excuse Poems

Some students recurrently studied excuses. They asked: In which situations are excuses used in school? Why are they used, and which forms do they take? And what is the relation between excuses and existing norms and conventions? How do excuses (invented or not) subvert, but also affirm rules in school? Students collected excuses and created the so-called *Excuse Poems*.

△ Archive to Reflection/Action

A substantial amount of time in the *Hidden Curriculum* workshops is dedicated to the study of the findings of the previous workshop participants. This way, the students learn about the approaches of earlier participants and get inspired by their work. Moreover, the material also sets off discussions about differences and similarities in school structures, in particular between what is allowed or not allowed in schools in other countries, what does everyday life in other schools look like, and what coping mechanisms, tricks and secret actions are used there.

⊙ Archive to Action/Reflection

In some *Hidden Curriculum* workshops, participants archived ideas and suggestions for the next school to try out. A few groups of students took up one of these suggestions, such as the idea of playing “hide and seek” with video cameras inside the school. They developed their own interpretation of the idea.

○ Degrees of Publicness

Early on in the *Hidden Curriculum* project, we had discussions with the groups of participating students about the publicness of certain videos that they made. The discussion addressed concerns about the sensitivity of videos, such as those featuring secret actions and tricks that were not yet known to teachers. We agreed to revise all the materials created in the course of the *Hidden Curriculum* workshops from the point of view of their accessibility, asking how public each contribution should be. This led to the following categorisation of contributions. The videos:

- a) are only shared within the current workshop group;
- b) can be shared with future workshop participants;
- c) can be shared with a wider public – you will find these in the exhibition.

These degrees of publicness are most visible in the clips of tricks and secret actions. Whereas one monitor in the exhibition shows a whole series of numbered clips between #1 and #44 in which students share their actions, some numbers are missing and not shared with the public. The missing numbers and clips are looped on a second monitor and entitled *Title Remains Secret*. These contributions remain secret.

◇ The Power of School Objects

The students were asked to expand the study of the (re)use of school objects like chairs and tables by exploring power structures. Some students developed their own exercises, such as *Collectively Rocking Chairs*. By reusing what is usually an individualized practice that is forbidden in school, namely rocking chairs, the students’ collective exercise commented on the norms and conventions of group discussions in school. Literally upsetting the balance of a group discussion, the students triggered reflections on mutual trust, power relations at roundtable discussions, and body language during school discussions.