

## LESSON PLAN

**Learn how art contributes to social movements and positive change while exploring local and global artistic and cultural expressions.**

Youth explore how art contributes to social movements and positive change. Learn about art locally and globally through activities, curated media resources, and stories by their peers from around the world.



We understand that every classroom is unique, and we want to provide you with the flexibility to adapt our lessons to meet your students' specific needs and goals. The activities suggested in this lesson plan are designed to spark engagement, critical thinking, and collaboration among your students when implementing our Student to World courses.

Our goal is to support you in creating an enriching and meaningful learning experience that resonates with your students and serves as a helpful guide as you embark on this educational journey with Global Nomads Group.

### About Global Nomads Group

For over 25 years, Global Nomads Group has leveraged technology to host digital safe spaces for young people around the world to share their stories, challenge assumptions, engage with and learn from each other, and, by doing so, foster a more just world.

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## Objectives

By the end of this module, students will:

1. Learn the difference between art and artifacts.
2. Reflect on how everyday artistic artifacts in their lives carry personal and cultural meaning and stories worth sharing.

## Introduction

Ask students: “Can art change the world?” Allow for a brief class discussion to gather initial thoughts and opinions.

## Discussion: The Power of Art

Read aloud the paragraph about art's ability to reflect social conditions, connect people, and communicate across generations.

Facilitate a class discussion using the following guiding questions:

1. How does art make us reflect on our lives and experience deep emotions?
2. Can art be used for social purposes? Give examples.
3. In what ways can art connect people across time, space, and difference?

## Art in Everyday Life

- Direct students' attention to the images and descriptions of various artworks encountered in daily life.
- Ask students: “Do you have any examples of art in your life? How does it shape your perspective?” Allow volunteers to share their experiences and observations.

## What is Art?

Show images related to each form of art mentioned (visual art, auditory art, physical art).

Engage students in a brief discussion:

1. What are some different forms of art that you enjoy or appreciate?
2. How does the form of art affect the way it communicates its message?

## Artistic Artifacts

- Explain the concept of artifacts and their cultural or historical meaning.
- Share the examples of artistic artifacts mentioned in the content (Guernica, True Identity, Alabama, Capoeira).
- Divide the class into small groups if possible, or do as one big group and explore all topics together.
- Assign each group one artistic artifact to research further.
- In their groups, students should research and discuss the significance, message, and impact of their assigned artifact.
- After the research, ask each group to present their findings to the class.

## Reflection and Personal Response

- Instruct students to create a visual representation (drawing, painting, collage, etc.) that expresses their personal response to the question, “Can art change the world?”
- Allow students sufficient time to work on their artwork.
- Once completed, invite students to share their creations with the class and briefly explain the message behind their artwork.

## Explore

Show the students the map, and explore the stories, articles, and videos that have been provided by their global peers. Ask the students to pick their top three stories, and share them with their peers.

## Share

Students will answer the following prompts:

1. Take a picture of an artistic artifact that you encounter in your everyday life. This can be a type of music or a song, a video, a type of dance or a routine, a visual arts painting, a sketch, a mural, a play or a musical, a sculpture, a piece of fashion, etc.
2. Think about how this artwork came into your life, what culture or cultures it represents, and how it makes you feel.

At the end of their stories, students should mention 2-4 stories and resources they've explored and would recommend to their global peers.

## Objectives

By the end of this module, students will:

1. Learn the different elements of culture and how they manifest in artistic expressions in their local communities.
2. Explore how art expresses a person's lived experience and culture.
3. Create art (in the format of their choice) to tell a story about their local culture.

## Introduction

Recap the previous module, emphasizing the power of art to tell stories and challenge people's thinking.

Ask students to reflect on the art they observed in their daily lives and its impact on their immediate environment.

## Discussion: Material and Non-Material Culture

Define culture as symbols, language, beliefs, values, and artifacts. Explain the concept of material culture and non-material culture using the provided examples.

Engage students in a discussion:

1. How does art fit into both material and non-material culture?
2. Give examples of material culture that can serve as expressions of art.

## Art in Different Cultures

Show the video of Pakistani buses as a medium of artistic expression. Display the image of the transformed bus shelter as public art.

Lead a class discussion:

1. How do these examples demonstrate the intersection of art and culture?
2. What do they reveal about the communities they belong to?

3. How does art serve as a means of representing and preserving cultural identities?

## Artists and Their Perspectives

Introduce the concept of artists as individuals with unique perspectives and messages. Show the video about Frida Kahlo and her self-portraiture.

Discuss with students:

1. How did Frida Kahlo use self-portraiture to convey deep emotions and represent her national identity?
2. How can artists use their chosen mediums to reflect their local cultures?

Give examples of other artists who reflect their communities through their work.

## Cultural Symbols and Stories

Prompt a discussion. Think about the following questions:

1. How do artists come to represent their local communities in various artistic mediums?
2. What are the cultural symbols that define and reflect your community?
3. What are the stories from your community that are passed between generations?
4. What are the values of your community that you want to reflect in artistic storytelling?

## Reflecting Community Values

In groups or individually, students should discuss and identify:

- The cultural symbols that define and reflect their assigned community.
- The stories from that community that are passed between generations.
- The values of that community that they would want to reflect in artistic storytelling.

Have each group/person share their findings with the class.

## Artistic Expression Activity

- Instruct students to create a piece of artwork that reflects the cultural symbols, stories, or values they discussed in their assigned community.
- Encourage students to use their imagination and creativity to convey their message.
- Allow students sufficient time to work on their artwork.
- Once completed, ask students to briefly explain the inspiration behind their artwork and how it reflects their assigned community.

## Explore

Show the students the map, and explore the stories, articles and videos that have been provided by their global peers. Ask the youth to pick their top three stories, and share them with their peers.

## Share

Material Culture: Physical objects, Tools, Technology, Clothing, Eating utensils, Means of transportation. Non-material Culture: Values, Beliefs, Symbols, Language.

Students answer the following prompts:

1. Choose an element of your local culture or community. This element of culture can be material or non-material; it can be something you like to wear, the language you speak, a cultural belief that inspires you, or any other element of culture.
2. Create a piece of art (such as a poem, prose, dance, drawing, sketch, painting, song, or collage) that tells the story of the element of culture that you've chosen.

Show the artwork you've created to represent the element of culture you've selected, and tell your global peers what the element of culture that you've selected means to you.

At the end of their stories, students should mention 2-4 stories and resources they've explored and would recommend to their global peers.

## Objectives

By the end of this module, students will:

1. Explore the ways art can merge cultures and ideas.
2. Learn how art in all its forms can influence social movements and affect change in societies.

## Introduction

Ask students to brainstorm examples of how art connects people globally and inspires shared humanity. You can provide them with prompts such as:

- How does art transcend language and cultural barriers?
- Can you think of any famous artworks that have had a global impact and brought people together?
- In what ways can different art forms, such as music, dance, painting, or literature, create connections between people from diverse backgrounds?

Encourage students to share their ideas and engage in a group discussion.

## Discussion: Global Influence and Inspiration

Discuss the concept of artists being inspired by cultures and ideas from their local communities and other parts of the world.

Show examples of artists and their work that have diverse cultural influences and origins, such as Playing for Change and Ibeyi.

Facilitate a class discussion:

1. How does art bring diverse groups of people together?
2. Why do artists find value in exploring similarities and differences between perspectives?
3. How can art inspire hope and create a sense of unity?

## Musical Influences and Collaboration

Show the video of Ibeyi's "Rise Up, Wise Up, Eyes Up". Discuss the influences and cultural origins represented in the song.

Emphasize the power of collaboration and how artists can combine different traditions and genres to create something new.

Ask students:

1. What messages or social themes are conveyed in this song?
2. How does this collaboration exemplify the connection between different cultures and art?

## Reinterpreting a Classic

Show the video of Nano Raies' rendition of "Baby, You Can Drive My Car". Discuss how the song has been adapted to incorporate Middle Eastern influences.

### Prompt a class discussion:

- How does this reinterpretation of a classic song reflect cultural exchange and influence?
- What significance does the song hold in the context of women's rights in Saudi Arabia?

## Visual Artist Breaking Conventions

Show the video about Kehinde Wiley's work. Discuss how he challenges traditional portrait conventions and represents everyday people.

Lead a class discussion:

1. How does Kehinde Wiley's work break stereotypes and empower individuals?

2. What impact does his work have on the representation of different social groups?

## Dance as Cultural Expression

Show the Capoeira video as an example of dance traveling across cultures. Discuss the origins and significance of Capoeira.

Ask students:

1. How does Capoeira connect people and promote cultural understanding?
2. How can dance serve as a form of cultural expression and unity?

## VR Experience and Empathy

Show the Siroun VR experience video (with content warning) and the student responses video. Discuss the historical context of the Armenian genocide and the impact of the VR experience on the students.

Facilitate a class discussion:

1. How does the Siroun VR experience foster empathy and understanding?
2. What actions did the students in the video take as a result of their experience?

## Artistic Expression Activity

- Students should discuss and prepare a short presentation or artwork that showcases their assigned global cultural influence or artistic collaboration.
- Encourage creativity and exploration of different art forms such as music, visual arts, dance, or poetry.
- Provide art supplies and materials for students to create visual representations if desired.
- Allow sufficient time for group work (if possible) and preparation.

## Group Presentations and Reflection

- Each group presents their findings and artistic creations to the class.
- After each presentation, facilitate a brief discussion about the impact and significance of the global cultural influence or artistic collaboration they focused on.
- Encourage the audience to ask questions and provide feedback.

Facilitate a reflection on the overarching theme of art connecting cultures:

- How did the different examples of global influence and artistic collaboration inspire you?
- What new insights or perspectives did you gain from the presentations?
- How can art continue to bridge cultural gaps and foster understanding in the world?

## Explore

Show the students the map, and explore the stories, articles and videos that have been provided by their global peers. Ask the youth to pick their top three stories, and share them with their peers.

## Share

Students will answer the following prompts:

1. Choose one of the works of art below that is from a country other than your own. (Slideshow of these options in the course)
2. Ask yourself why the artist made the choices they made? What was the intended impact of this piece?
3. Use your imagination to create a story based on the work of art you chose.
4. Tell the story that this piece of art inspires in you. Build off of the small details or the big meanings and messages. Find something in the work of art you connect to and use it as a way to express your own creativity.

At the end of their stories, students should mention 2-4 stories and resources they've explored and would recommend to their global peers.

## Objectives

By the end of this module, students will:

1. Explore the power of art and storytelling in bringing people together from different cultural backgrounds and perspectives.
2. Explore the social impact of art by creating artistic representations of and/or interventions to an issue or topic of global concern.

## Introduction

Explain the lesson's theme: "Art Inspires Action." Briefly discuss the idea that art can be a powerful tool for raising awareness, promoting change, and inspiring action in communities.

## Personal Reflection

Ask students to take a few moments to think about a time when they were moved by a work of art. It can be a video, painting, poem, or any other form of artistic expression.

Instruct students to write down their thoughts and reflections on the following questions:

1. What was the specific work of art that moved you?
2. What aspects of the artwork made you connect with your senses, emotions, and intellect?
3. How did the artwork inspire you or make you want to take action?

## Peer Sharing

- Divide students into small groups or pairs, if possible.
- Instruct them to share their personal experiences of being moved by a work of art within their groups.
- Encourage students to listen actively to their peers and ask follow-up questions to deepen the conversation.

- After the discussion, ask a few groups to share one powerful example from their conversation with the whole class.

## Example of Art with Social Impact

Introduce the non-profit organization Washed Ashore and its work of turning ocean plastic pollution into sea creatures.

- Explain the concept of eco-art, where artists use materials that reduce carbon emissions or repurpose waste products.
- Emphasize the social impact of Washed Ashore's art, such as raising awareness about plastic pollution, inspiring behavioral change, and promoting sustainable practices.

## Video Viewing: Washed Ashore

Show the brief video that showcases the work of Washed Ashore and its impact on the environment and communities.

- During the video, encourage students to observe and take note of the specific artworks created, the messages conveyed, and the emotions or thoughts evoked.
- After watching the video, allow a brief moment for students to reflect on what they have seen.

## Explore

Show the students the map, and explore the stories, articles and videos that have been provided by their global peers. Ask the youth to pick their top three stories, and share them with their peers.

## Share

Students will answer the following prompts:

1. Choose an issue that affects living beings all over the world. Here are some sample issues you may want to consider: hunger, gender inequality, climate change, economic inequality, animal rights, human rights, healthcare, or gun violence. If you are passionate about an issue that is not listed, focus on that issue instead.
2. Choose an art form that you'd like to use to bring awareness or change to the issue you picked. You can also opt to plan a multimedia work of art by selecting more than one: Painting, Drawing, Sketch, Graphic Design, Sculpture, Poem, Prose, Theatrical production, or Music, Video
3. Describe your own idea for using your selected medium to artistically address the global issue you chose.
4. Make a list of the ten most important steps you'll need to take to make a piece of art that represents the issue you picked. Think of any research you may want to do, any supplies you'll need to gather, and how you'll share your artwork with others.

At the end of their stories, students should mention 2-4 stories and resources they've explored and would recommend to their global peers.