

Art Activities

Below are suggestions for art and writing projects that can be done at the end of a Water 1st presentation or as a follow-up activity.



Simple Printmaking (Grade level: Appropriate for all grades)



Materials needed:

- brayers
- water-based printing ink
- styrofoam sheets for etching design (available in art supply stores)
- paper plates (or ideally pieces of cut plexiglas for printing)

Lesson Plan:

1. Following the Water 1st presentation and discussion, hand out pieces of scratch paper. Have the students fold them into fourths. (Two folds)
2. Have them label one half of the paper (two squares). Pictures of what the village was like before the Water 1st project. Talk about the fact that it doesn't have to be a whole scene but just one image that they remember. Talk about examples. (Before: along path, lots of people in the river, big jugs for carrying the water.....)
3. Have them do the same process for the second two squares of images that they remember from after the Water 1st project came to the village. (After: a water spigot, babies being washed, toilets.....)
4. Have them choose their favorite before and after image.
5. Hand out pieces of the scratch foam and wooden utensils.
6. Have the students draw a line down the middle with a pencil and ruler.
7. **IMPORTANT:** Because everything will be reversed when you print, students need to put the image for the before on the **RIGHT** side of the paper and the one for the after on the **LEFT** side. Remember all letters or numbers must be written backwards (mirror-image) as well.
8. Students can lightly sketch with pencil, then go over their lines with the wooden stick to etch deeper.
9. When they are finished, they are ready to print
10. Make sure all surfaces covered with newspaper!
11. Pour the printing ink either onto a paper plate or onto piece of plexiglass
12. Roll brayer until uniformly coated with ink.
13. Roll over scratch foam until evenly coated.
14. Lie paper down on top of foam and smooth out with your hands carefully so the paper does not move.
15. Peel off carefully and allow to dry.

Art Activities (continued)

Accordion Book (Grade level: 2nd through upper grades)

Ever since people began to communicate with each other, they've recorded events and thoughts in some way. In ancient times, people made drawings on cave walls and other natural surfaces. Around 3500 B.C., the Sumerians, who lived in Mesopotamia, developed a writing system on clay tablets. At about the same time, the Egyptians were working on Hieroglyphics, a writing method in which pictures were carved in stone or painted on papyrus. Other civilizations developed their own recording systems and materials, and in 868 A.D., the Chinese made the first known book.



The creation of handmade books is called book arts. As an introduction to this ancient craft, we'll learn how to make a simple accordion book in which you can write, draw, or display a collection of small items.

Materials:

- Mat board scraps
- Scraps of plain and decorative paper 24" to 36" long and 3" to 5" wide
- Pencil
- Ruler
- Scissors
- Glue stick

Lesson Plan:

1. After the Water 1st presentation have students brainstorm a list of things that they remember about the lives of the people before getting their new water system and a list of things they remember from after.
2. Depending on the grade level, have them write a short story (this can range from 4 –5 sentences for both the before and after to any length the student desires). After creating an accordion book, students will write and illustrate their stories with the before story going up one side of the accordion and the after going down the backside.
3. Students can illustrate the stories as well and choose a favorite illustration for the cover design.
4. The pages of this two-sided book actually are composed of one long piece of paper folded back and forth "accordion style". You'll need paper which is at least 24" to 36" long and 3" to 5" wide. Your local printing company or quick print shop are good places to obtain long scraps of preconsumer waste paper for this project.
5. To begin, fold the paper in half. Unfold, and then fold one side over so that the end touches this center crease, as shown. Repeat for the other side. Unfold and notice all the fold lines. Fold the left side over to the first crease or fold, and repeat this step for the right side, folding it over to the first fold on the right. Now unfold the paper, and fold the whole sheet back and forth in an accordion fold.
6. To make the book covers, cut two pieces of mat board the same size as the surface of the folded paper. For example, after folding a paper which measures 24" long and 5" wide, the surface will measure 3"x5". Have an adult cut the cardboard on a paper cutter or use a utility knife in combination with a triangle, T-square, or ruler to keep the corners square.



Art Activities (continued)

A Look at my World (Grade level: 2nd through upper grades)

Art, Photography and Writing – 2-session project

After the Water 1st presentation, have students brainstorm what the most powerful image was for them in the presentation. It could be something from before the community had access to clean water or after.

1. Have them do a rough draft of writing (or dictating to someone) about that image or place.
2. Then have them sketch the place on a piece of 9x12" watercolor paper... Have them place the paper vertically on their desk before beginning to draw.
3. When they are done with the sketch, have them use pens, pastels or crayons to color.
4. Meanwhile, take turns taking black and white digital shots of the students from the back from the shoulders up.
5. Print the photos in a 5x7" format and hand out to class.
6. Have the students carefully cut their figure out.
7. Glue in center at bottom of drawing.
8. Finish their writing. This only needs to be a couple sentences. What is the place they described and how do they feel looking in at that scene they have chosen?



Diary Entry (Grade level: 3rd through upper grades)

Art and Writing

After the Water 1st presentation, have students create a diary entry for an entire day of a young person their age in the village or community they viewed. They can choose to have it be a day before access to clean and accessible water or after.

Be sure to have a discussion about the gender issues that affect young girls especially when living in a family that does not have access to a ready supply of clean water.

These diary entries could be illustrated as well and compiled into a class book.

Hi. My name is Asmaraha, and I am 11 years old. In Echele, Ethiopia, where I live, there isn't very much water. The water that we do have is brown and dirty. Every morning my mother and I go to get water at 6:00 in the morning from the waterhole. There is always a long line, so we wait for a long time. When it is our turn in line, I am grateful for the water, yet at the same time I dread the six hour walk back home. Although I want to, I do not complain. My back still hurts from the walk to the waterhole, but I have to put the water jug back on. Inside I cry, but outside I stay strong.

My little brother died last year because my mom couldn't feed him enough. My brain tells me everyday that I am so very luck to be alive and able to help my mother, but every once in a while my heart asks me, 'how lucky am I really?'

Kamilah, 7th grade
Lake Washington Girls School, Seattle



Art Activities (continued)

Poetry (Grade level: 5th grade through upper grades):

Poetry can be a powerful means of letting young people respond to an issue such as water access.

Place and Moment Poems: Have students put themselves into the lives of one of the young people they saw in the presentation at one moment that they remember. Have them describe that moment and why it is special to that person. Ask them to describe the place where that moment takes place. Let each line show something new about that place. Have them describe what it smells like, looks like, and sounds like. Have them describe what is going on at the moment they are remembering that place.

What would clean water look like?

How will it taste?

I imagine that someday, water will be sweet.

Clear, and translucent.

I bend down to scoop up another cup of water from the watering hole, and gaze out over the line of women waiting their turn.

Everyday, I walk 3 hours for a taste of filthy water.

Everyday, I imagine a better future, only to be stifled by reality.

I bend down again for more of the brown liquid.

Slowly, I turn towards home,

and with nothing to strive for I walk away.

Jamie, 7th grade

Lake Washington Girls School, Seattle

Poster Project (Grade level: 5th grade through upper grades)

Art and Writing, tied to Advocacy Projects

This project could take anything from one period to an entire unit!

After the Water 1st presentation, have students create a water advocacy poster. (Also see, Water 1st curriculum on *Youth Advocacy: Raising Public*

