



CREATIVE EXPRESSIONS

(Time varies)

OBJECTIVE

Students create an artistic display or a public performance to educate the school community about different perspectives on a school issue.

MATERIALS

Varies depending on the artistic display/performance

GET READY

- ✓ Depending on the activity, involve the drama and/or art department.

INSTRUCTIONS

- ✓ As a class, decide which school issue to focus on for this activity.
- ✓ Have students research the issue using a variety of resources and personal contacts. Make sure that all perspectives on the issue are represented in students' findings.
- ✓ Determine the purpose and message of this activity. Do students want to raise awareness, educate others about diverse views on the issues, promote various solutions to a problem?
- ✓ Decide as a class whether to create one type of display/performance or to have small groups work on different ways of educating the school community about the issue. If the former, have the students use voting, along with a discussion of the pros and cons of each possible activity, to make their decision.
- ✓ Possibilities for artistic displays and performances include the following:
 - ✓ Visual arts – drawings, paintings, sculpture, collages, quilts, murals etc.

- ✓ Music – composing and/or performing songs about the issue
- ✓ Theater – street theater, plays, pantomimes, puppet shows, musicals, readers' theater, rap
- ✓ Dance – ballet, jazz, modern, tap, with or without narration or music
- ✓ Technology – photos, slide show, videos, interactive computer games
- ✓ As a class, choose a suitable date, time, and location for the event. If students choose only a visual display, seek a location that will feature the display for a week or longer. If appropriate, publicize the event so that parents and community members can attend. In addition, students could form committees to obtain needed props for performances.
- ✓ Have a short survey form for each person who views the event to complete. Include on the form name, age, your thoughts on this issue, and feedback on the event, including if or how the event influenced your thinking about the issue.
- ✓ Back in the classroom, have students reflect on the event and read the feedback they received in the survey forms.

DISCUSSION QUESTIONS

- ★ *How did most of the people attending feel about the issue?*
- ★ *Did the event have any impact on their thinking?*
- ★ *What was the most difficult aspect of this project?*
- ★ *If you could do this project over, what would you have done differently?*
- ★ *What were some positive things you learned?*