

WOW SEA ART LESSON PLAN

Level 3 – Lesson 1: Identity

Learners

- Level 3: Students ages 16+

Materials

- Lesson 1 Worksheet Package
- Lesson 1 Slides
- 3 x 40cm long palm leaves or ribbon or string
- Coloured pencils, pencils, erasers, scissors, glue, black markers, and tape

Duration

- 120 minutes, including a break

Core Competencies

- Social awareness
- Cultural awareness
- Self-awareness
- Relationship skills

Learning Outcomes

- Express opinions about an artwork and listen actively to other students' opinions (social awareness)
- Identify facets of their personal and social identities (self-awareness)
- Discuss traditional Southeast Asian folktales (cultural awareness)
- Create a symbolic self-portrait (self-awareness)
- Express gratitude and kindness by making a friendship bracelet (relationship skills)

DISCUSSION

15
mins

Aim of the activity

To understand that our cultures, homes, and families form a strong part of our identity. Within families, everyone is unique and those differences are also essential to our identity. To promote active listening.

Information about the artwork: *Ragaman (Various Behaviour) (2021)*

This artwork is the story of the artist's life when he was living with his family at his grandmother's house in Malaysia. He saw that each person in his family had a different character and behaviour (*ragaman*). He used a cutout technique to show the different ways he saw people behave.

Ask students:

- What do you see in the picture?
- What do you think the people are doing?

Practise active listening

Prepare the students for a group discussion by telling them they will be practising active listening. They should try to:

- Look the speaker in the eye
- Keep their body still
- Let their mind be quiet

Group discussion or Zoom breakout rooms

Give students 5 minutes to talk about the discussion questions on the slides in groups.

- What does your home look like? How is it the same as or different from this home?
- If you made this artwork about people you know, what would they be doing?
- The people look like they are celebrating. Choose a holiday in your country. Talk about how you celebrate this holiday.

Highlight that our countries, homes, families, interests, and hobbies are all important parts of our identities.

COUNTRY TUMMY

15
mins

Aim of the activity

To celebrate food as an important part of cultural identity.

Instructions

Students should draw a picture of a food that is special in their country and write some adjectives to describe it. Volunteers should also be encouraged to share foods that are important to them so that students can develop cross-cultural awareness.

Share your work

After students have finished, ask them to share their work with their group and discuss:

- What food did you choose? Explain why you chose it and

BADANG THE MAGNIFICENT

15
mins

Aim of the activity

To explore Singaporean culture through a traditional legend. To encourage students to identify their own positive personality traits as facets of their identity and assets to their community.

About the story

This is a Singaporean legend about a Malay boy who gains superhuman strength, defeats challengers and helps his community.

Read & discuss

Ask a Bahasa speaker to read the story aloud. An English translation is available on the final slides if needed. Discuss as a class:

- One of Badang's positive qualities is that he is strong. What are some positive qualities you have?
- Badang supports his community. How can you use your strengths and skills to support your community?

SYMBOLIC PORTRAIT

25
mins

Aim of the activity

To express facets of students' personal identities using a bilateral drawing technique.

Instructions

Play the demonstration video on the slides before the activity. Then, help students to:

- Draw scribbles using two hands at the same time to engage both sides of the brain; this technique is called bilateral drawing.
- Cut out a frame shape using the Symbolic Portrait Frame Outline worksheet. Look through the frame to find part of the drawing that is appealing; draw inside the frame with a pencil to create a rectangle. Then, cut out the rectangle.
- On a separate piece of A4 paper, students write 3 things they like about themselves. Then, they should draw a symbol for each of these qualities on the paper; for example, they might draw hearts to show the love they have for their family. Next, tell students to cut out the symbols, and glue them to their artwork. Alternatively, students may choose to draw their symbols in black marker on top of their scribbles.
- Glue artwork and symbols onto the centre of the Symbolic Portrait worksheet.

Share your work

After students have finished, ask them to share their work and discuss in groups:

- What is your favourite part of the portrait?
- How does this represent you?

THE GIRLS AND KING SUMUNDUI

15
mins

Aim of the activity

To recognise friendships as an important part of our identity and state the importance of expressing gratitude for our friends.

About the story

This is a myth from Indonesia about two girls who befriend a snake king; they all exchange friendship bracelets.

Read & discuss

Ask a Bahasa speaker to read the story aloud. An English translation is available on the final slides, if needed. Discuss as a class:

- The girls are important to the snake king. Are your friends an important part of your life?
- How can you show your friends that you are grateful for their friendship? Why is gratitude important?
- How do your friends shape your identity?

FRIENDSHIP BRACELETS

20
mins

Aim of the activity

To express gratitude and kindness to a classmate by making them a friendship bracelet.

Instructions

Play the demonstration video on the slides before the activity. Then, help students to:

1. Pair up with a classmate.
2. Take three 40cm pieces of thin leaves.
3. Tie a knot. Tape the knot gently to the desk.
4. Braid the leaves using the technique in the video until it is long enough to wear as a bracelet.
5. Tie a knot. Exchange bracelets.

Remind students that a small gift they have made by hand can be a nice way to show kindness and gratitude to their friends.

REFLECTION & EVALUATION

15
mins

Aim of the activity

To identify different facets of students' personal and social identities. To encourage self-reflection and self-evaluation as tools for assessment and growth.

Reflection

Students should use the Reflection worksheet to answer the following question:

What are the most important parts of your identity (ex. food, family, culture, hobbies, interests, friends)? Explain why.

Evaluation

Summarise the learning objectives. Ask students to give a thumbs up or thumbs down to show if they agree or disagree with the following self-evaluation statements:

1. I can talk and listen actively in a group discussion.
2. I can talk about the things and people that are important to me.
3. My symbolic portrait shows different parts of me.
4. My friendship bracelet shows my friend that I am grateful.