

PARTICIPATE

GLOBAL CITIZENSHIP THROUGH ART AND DESIGN

october gallery

risc



Key stage 2 & 3 Resource pack:
Exploring the artworks of **ROMUALD HAZOUMÉ**
The art of resistance and transformation

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What is Global Citizenship?

"....Global Citizenship is more than the sum of its parts. It goes beyond simply knowing that we are citizens of the globe to an acknowledgement of our responsibilities both to each other and to the Earth itself. Global Citizenship is about understanding the need to tackle injustice and inequality, and having the desire and ability to work actively to do so. It is about valuing the Earth as precious and unique, and safeguarding the future for those coming after us. Global Citizenship is a way of thinking and behaving. It is an outlook on life, a belief that we can make a difference"

Oxfam's definition of global citizenship
<http://www.oxfam.org.uk/education/gc/>

Benin and the Kingdom of Dahomey

Present day Benin was the site of Dahomey, a prominent West African kingdom that rose in the 15th century. The territory became a French colony in 1872 and achieved independence on 1 August 1960, as the Republic of Benin. (CIA world fact book)

It should not be confused with the Kingdom of Benin, or Benin Empire (famous for the Benin bronzes), which was located in present-day Nigeria. Benin borders Togo, Nigeria, Burkina Faso and Niger. The capital city is Porto Novo, but the seat of government is Cotonou. Like Britain, the population practises a diversity of religions: Christian 43%, Muslim 24%, Vodoun 17%.



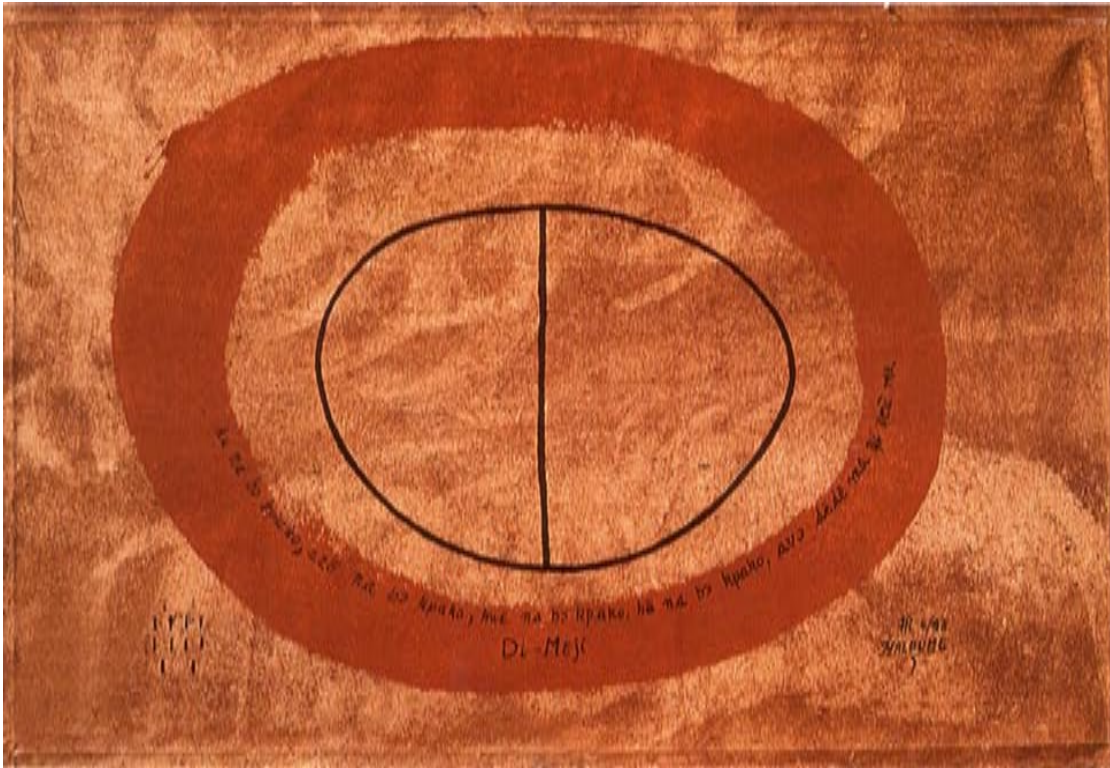
The Coat of Arms of Benin was re-adopted in 1990 after being replaced in 1975. At the top of the emblem is the national crest that consists of two horns with corn in the ear and filled with sand. These are reputed to stand for prosperity. Below the crest is a shield that contains the actual coat of arms of Benin. The shield is broken into four quadrants. The top left quadrant contains a castle in the style of the Somba, representing the history of Benin. In the top right quadrant, is the Star of Benin, the highest award of the nation. Below this is a ship, that stands for the arrival of Europeans in Benin. In the lower left quadrant is a palm tree. The shield is supported by a pair of leopards, the national animal of Benin. Below the shield is the motto of Benin (Fellowship, Justice, Work) in French.



● Signes du Fâ: Symbols of the Fâ

“Fa is made of symbols and each one is a universe in itself. The Fâ influence is marked in my paintings”

Romuald Hazoumé



*Signes Isolés
Du Fâ
Di-meji 1993.
Acrylic & ochre
on canvas,
204 x 140cm,
photo - Pascal
Maitre.*

Fâ is an art form from Benin. It is a way of seeing and understanding the world and our place in it. These are our individual relationships with each other and our communities; as well the planet, the stars, galaxies and other universes (the cosmos) that we belong to.

The Fâ is revealed to the individual at certain stages of their lives: at childhood, at adolescence and as an adult. It is the process through which an individual experiences an event from which they learn and grow.

Activity:

Ask students to map significant moments in their lives to the present eg, starting school, moving, birth of a sibling, making a new friend. Why were these important events? Draw a picture of their bodies and write inside of it (these could be life size on lining paper).

- Show students Hazoumé's *Signs du Fâ* and explain that it is one of the arts of people from Benin. These pictures are the artist's Fâ. The Fâ are symbols of important moments and events in the artist's life. In this art form people draw symbols to represent their individual Fâ.
- Using pencils and paints ask students to create symbols and images to represent significant moments, their Fâ. They can add these to their maps. Alternatively they can make their symbols from fabrics, wallpaper, plastics or any other found materials.
- Using string they can join together similar experiences.
- This can continue into the probable and preferable futures activity (page 10) in which students think about the steps they can take to shape their future world.



'We created our own Fâ symbols. We used cardboard to make a frame which we wrapped in fabric. We cut out our symbols out of scrap material and glued them on, these were then painted'

'I used buttons to represent my family. I found interesting shapes and colours and then I matched the buttons to each person.'

'The two circles are my family and the strips are my achievements' (bottom left)

'These are my two pet rats who are ill. The H is for hope and the triangle is for life, I drew my design on the computer first so I could work out the colours and shapes' (top left)

Pupils comments at the Willink school, Reading 2008



Bouche du Roi (detail), 1997 - 2005. Mixed media installation. Collection The British Museum. Photo Georges Hixson.

The art of resistance

This section includes a look at two of the artist's works exploring past and modern day forms of slavery and resistance.

- Slavery and resistance: *Bouche du Roi*, Romuald Hazoumé
- Messages in the materials: *Dreams*, Romuald Hazoumé

Teaching resources and activities

- What have been the impacts of the transatlantic slave trade on Africa's economy?
- Recommended resources on the transatlantic slave trade includes a booklist and online resources for primary and secondary schools
- Activism and change: activities and online resources which will encourage pupils to think about their visions for a future world and actions they can take for a positive change.

● Slavery and resistance

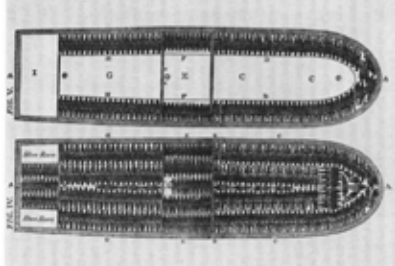


Diagram of a slave ship from the Atlantic slave trade. From an Abstract of Evidence delivered before a select committee of the House of Commons in 1790 and 1791.

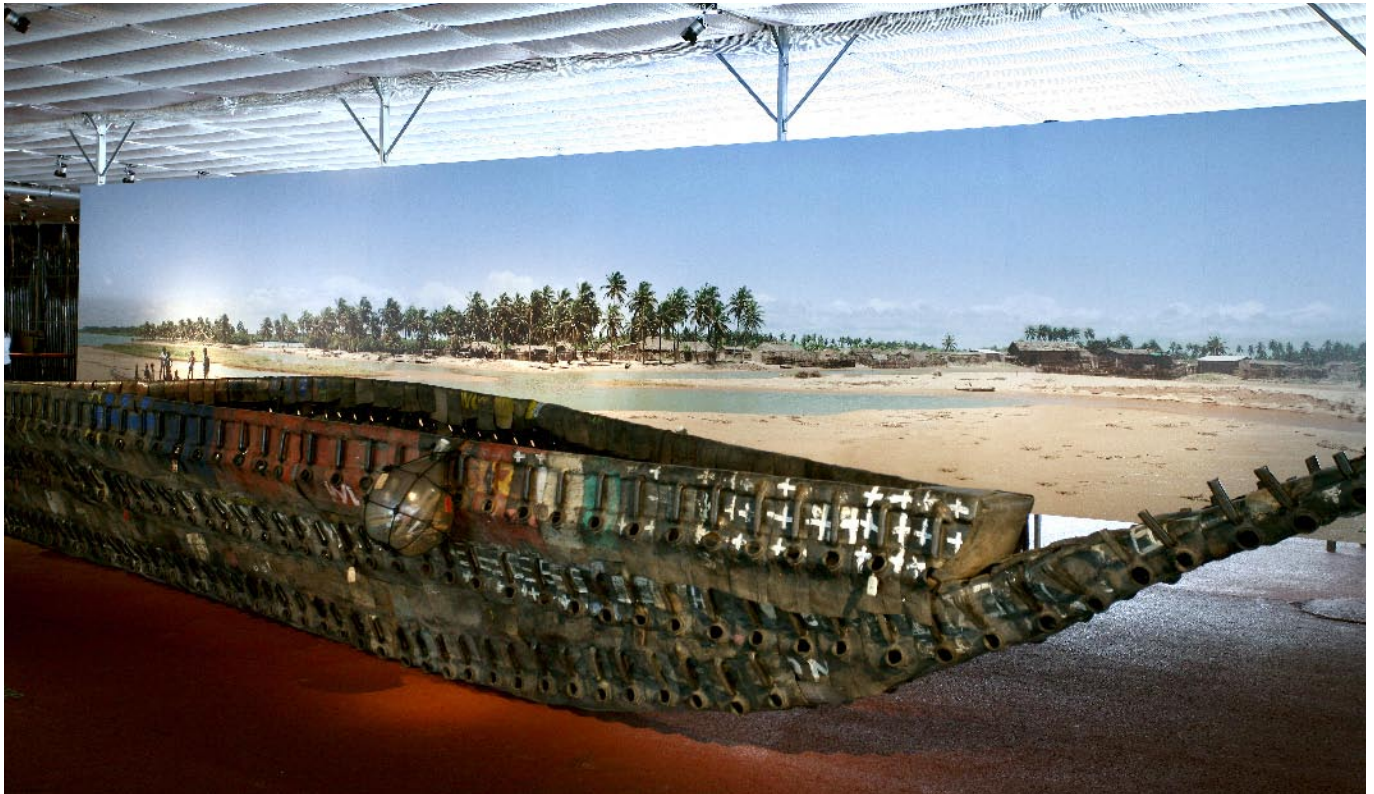
●●● Bouche du roi, British Museum, 2007

Two king's heads lay at the ship's helm: one African, one European. Behind them lay rows of black petrol cans, their openings emitting the low unnatural human sounds. These petrol containers are transformed to resemble human faces, all carrying one expression, one memory of one experience. This monumental work was exhibited at the British Museum in 2007 to mark the bicentenary of the abolition of the transatlantic slave trade.

The ship and its passengers are a stark reminder of the realities of the infamous middle passage. However, unlike the slaves on the middle passage, who were stripped bare of all personal possessions and clothing, Hazoumé attempts to reclaim the lost identities of those Africans enslaved. Each black petrol can is marked with a small string of coloured beads. Each string representing the spirits of its owner's ancestors, Fâ and Iwa (see page 11).

weblink www.britishmuseum.org/whats_on/touring_exhibitions_and_loans/la_bouche_du_roi.aspx

Dreams, Installation, mixed, media 2007



Above: Romuald Hazoumé, *Dream*, 2007. Mixed media installation. Photo: Romuald Hazoumé. Collection: Staatliche

Each day off the coast of Senegal hundreds of people risk their lives to take the journey across the Atlantic to seek work in Europe. The above panoramic view of a beach in Dakar provides a backdrop to a boat made from petrol cans. The installation highlights these dangerous crossings, in which passengers are tightly packed into makeshift fishing boats, not made for the unforgiving Atlantic waters. The piece also reflect human resistance to poverty and oppression, at whatever cost. In the slave ships, conditions were forced upon people and today, off the coast of Senegal it would seem that passengers still have little choice.

Due to the soaring domestic prices of petrol in Benin there has been an increase in the illegal petrol trade between Benin and their neighbour Nigeria, Africa's largest oil producer where cheap petrol flows easily. Controlled by criminal gangs, traders make dangerous runs across the borders, inflating their cans with heat, to maximise their capacity. They load the containers with rice to exchange for petrol. It is a dangerous occupation, with cans filled with oil precariously mounted on motobikes or cycles, the carriers risk their lives. Hazoumé also presents this as a form of resistance, in which people take control of their own natural resources; the profits made are being returned to the hands of the people rather than multinational oil companies. These petrol cans are a main feature in Hazoumé's work as a comment on slavery, resistance and people's dreams for economic and social justice.

Above: *La Roulotte*, 2004. C-type digital print, 120 x 80cm

The Transatlantic Slave Trade



What have been the impacts of the transatlantic slave trade on Africa's economy?

Between the 15th and 19th centuries, up to 12 million Africans were forced onto European slave ships and taken across the Atlantic. This excludes the untold millions who died en-route to the West African coast and those who died on the so-called "middle passage" to America and the Caribbean. In pure numbers, the direct effect on population was huge - some estimate that without slavery the population of Africa would have been double the 25 million it had reached by 1850.

www.news.bbc.co.uk/1/hi/world/africa/6504141.stm

www.ucalgary.ca/applied_history/tutor/migrations/four5.html

www.bbc.co.uk/worldservice/africa/features/storyofafrica/9chapter6.shtml

Those removed were the most able-bodied men, women and children, the youngest and fittest, the leaders and labourers, so society's ability to develop and reproduce itself socially, economically and culturally was impaired.

www.news.bbc.co.uk/1/hi/world/africa/6504141.stm

Enslaving an enemy was a lucrative business, fuelled by European demand for slaves, encouraging wars which hindered society's development.

www.news.bbc.co.uk/1/hi/world/africa/6504141.stm

www.bbc.co.uk/worldservice/africa/features/storyofafrica/9chapter6.shtml

The devastation left by the slave trade, and the absence of able-bodied people, made it easy for European powers to move in and colonise. Africa's ability to defend itself was seriously compromised.

www.news.bbc.co.uk/1/hi/world/africa/6504141.stm

The drain on physical and intellectual resources caused by the slave trade prevented the start of an agrarian revolution in some African countries, and likewise an industrial revolution - before you can industrialize you need to have stable agricultural production.

www.news.bbc.co.uk/1/hi/world/africa/6504141.stm

The few existing manufacturing activities were either destroyed or denied conditions for growth by the slave trade. Cheap European textiles and articles made of iron and steel, from weapons of war to pins and needles, were imported and exchanged for slaves, displacing home-made wares.

www.afbis.com/analysis/slave.htm

The continual interaction between villages brought about by the migrations of slaves across Africa facilitated the spread of diseases, further disrupting the growth of populations.

www.ucalgary.ca/applied_history/tutor/migrations/four5.html

Europeans benefiting from the slave trade tried to justify their actions to themselves in many ways, including the interpretation of Genesis, according to which the Blacks of Africa, as the alleged descendants of Ham, are cursed and condemned to slavery. This blossomed in the colonial era into attitudes of Africa's 'savagery' and 'The White Man's Burden'. Even today, relics of these attitudes remain in popular images of helpless Africans, cursed by natural disasters or civil war of their own making, gratefully receiving hand-outs from their white saviours.

www.mondediplo.com/1998/04/02africa

www.watchingamerica.com/dailynationka000001.shtml

The very internal fabric of African societies was often corrupted by the lure of profits from slavery, including the introduction of oppressive laws.

'Every trifling crime is punished in the same manner... They strain for crimes very hard in order to sell into slavery.'- Francis Moore, Royal Africa Company, writing in the 1730's.

www.bbc.co.uk/worldservice/africa/features/storyofafrica/9chapter6.shtml

While Africa was being sucked dry by slavery, Western Europe drew profits not only directly from the trade in slaves, but also from the commodities produced (cotton, sugar, tobacco, coffee...), from service of shipping, the development of new industries based on processing raw materials, finance and insurance.

It is fair to say that our modern world was built upon the blood, sweat and tears of Africans.

www.web.archive.org/web/20000302084332/http://dolphin.upenn.edu/~vision/vis/Mar-95/5284.html

www.afbis.com/analysis/slave.htm

Teaching Resources

Book list

Primary

Amazing Adventures of Equiano by Jean-Jaques Vayssieres

A graphic novel, published in Jamaica that follows the story of Equiano from his home in West Africa, across the sea. KS2

Follow the Drinking Gourd by Jeanette Winter

This is the fictional story about how one man taught his fellow slaves a song that instructed them to follow a drinking gourd – the star constellation the big dipper, to lead them to freedom. KS 1-2

Sweet Clara and The Freedom Quilt by Deborah Hopkinson

A lovely fictional account of the people who made quilts to tell their stories, and to communicate messages to each other in slavery in America KS 1-2

History of the African and Caribbean Communities In Britain by Hakim Adi

A well illustrated history of this community and its contribution to life in Britain including lots of material on the British slave trade. KS 1-3

Who was Harriet Tubman? By Yona Zeldis McDonough

A biography of the nineteenth-century woman who escaped slavery and helped many other slaves get to freedom on the Underground Railroad. KS 1-3

Aunt Clara Brown: Official Pioneer by Linda Lowery

A biography of the freed slave Clara Brown who used her money to bring other former slaves to Colorado to begin new lives. KS 2-3

The Underground Railroad for Kids: from slavery to freedom with 21 activities for kids

by Mary Kay Carson

Beginning with a timeline that traces the history of slavery in America, this includes a narrative history, many quotes from primary sources, archival drawings and photographs, and 21 related activities. KS 1-3

Amistad: the Story of a Slave Ship by Patricia C McKissack

This illustrated book tells the story of the brave kidnapped people onboard the slave ship, who rebelled and refused to give up their freedom. KS1-3

Secondary

Hang a thousand trees with ribbons: the story of Phillis Wheatley by Ann Rinaldi

This is a fictional story, based on the real life of Phillis Wheatley, one of America's first black poets, who was bought by John Wheatley in 1761. KS 3-4

Amistad by Joyce Annette Barnes

Based on the true story of the 1839 mutiny on board the Spanish slave ship, Amistad, it is the story of Cinque, the illegally enslaved son of a Mende chief. KS 3-4

1807-2007 Over 200 years of campaigning against Slavery by Mike Kaye

A teaching booklet produced by Anti-Slavery International, full of information about the history of slavery and the last 200 years of campaigns against it. KS 3-4

The Changing Face of Slavery: teaching pack with book and video Anti-Slavery International & Oxfam

A pack which looks at the history of slavery (from West Africa to the Caribbean) and child labour (in the UK) and draws parallels with the present day situation for child workers world-wide. KS 3-4

Adventures of Ottobah Cugoano - Primary Colours Ltd

A teaching resource that tells the true story of Ottobah Cugoano, a young boy who was sold into slavery and once freed travelled around England talking about his experiences and writing accounts that were an invaluable contribution to the abolition movement.

Rebel Cargo by James Riordan

Based on historical events, this powerful and moving novel, full of hope, looks at black and white slavery in the 18th century,

Websites

www.africanholocaust.net

www.historyfootsteps.net

www.nmm.ac.uk/freedom

www.portcities.org.uk

www.understandingslavery.com

www.antislavery.org

www.liverpoolmuseums.org.uk/ism/ - the International Slavery Museum, in Liverpool

www.blackhistoryforschools.com

www.black-history-month.co.uk/

www.100greatblackbritons.com/

Activism and change

'What you do today that is worthwhile, inspires others to act at some future time'

Marcus Garvey

The following activities and links to campaigning organisations are aimed to encourage pupils to think about actions that they can take for a sustainable and equitable future.

www.understandingslavery.com/citizen

In 1807 the transatlantic slave trade was abolished in Britain. Many people and events forced the British Government to make this trade illegal. Using the resources in the website You can find out more about how this history is connected to being a citizen in today's society.

If a relatively small group of people can initiate such dramatic change in the world, why don't more people try?

How did the movement for the abolition of slavery set in motion the key tactics used in campaigning today?

What unethical practices exist today that are justified on the grounds that they are an economic necessity?

Activity: 'Be the change you want to see in the world'

Mahatma Gandhi

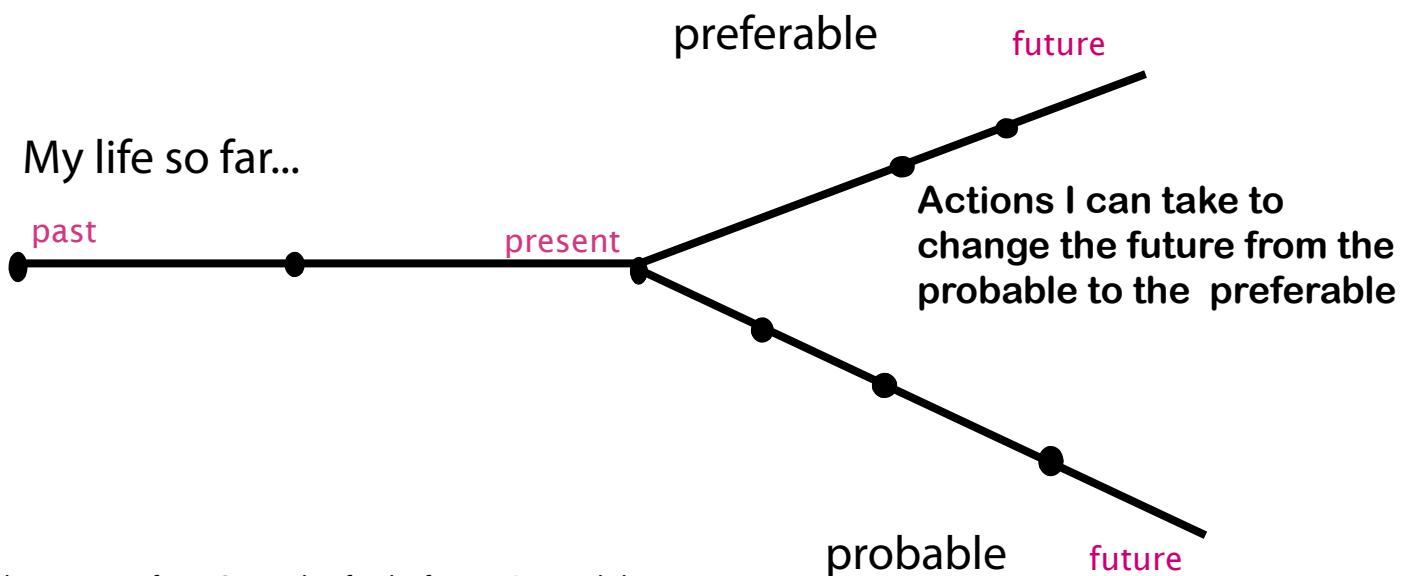
•Ask the students to draw a time line of their lives from when they were born to the present, detailing the important events and moments (for example starting school, places they have been to, achievements).

•Ask them to draw two more lines forking from the point of the present. One line is the student's probable future. Ask the students to plot out the probable futures on one line, after this ask them to do the same but this time plotting their preferable future.

•Follow this with a discussion on what actions they could take to change their probable futures into their preferable (they can write these between the fork).

•You can also do this and ask students to map out a probable and preferable future world. Ask students to think about the actions and changes they would make for a sustainable and equitable future.

www.unesco.org/education/tls/TLSF/theme_a/mod3/uncom03t03.htm



This activity is from: Citizenship for the future - Practical class room guide, David Hicks, WWF 2001

For latest news and information on campaigns on slavery today visit the Anti Slavery website. This site provides links to useful resources and educational material and gives students an opportunity to have their say and take actions on current campaigns. For example if your students want to raise their concerns on the issue of human trafficking they could write to their local MP or send an email to the Prime Minister.

www.antislavery.org

Breaking the Silence Education project (hosted on the Anti Slavery website) includes a section on slavery today that provides a variety of resources and ideas. Teachers can choose from ready- to-use Lesson plans and activities or pick and mix resources for each theme on this site

www.antislavery.org/breakingthesilence/main/09/teacher_home.shtml

No Way Out

Bonded labour, or debt bondage, is the most common form of slavery in the world today. This activity looks at how someone can be tricked into slavery through debt.

Rights, Wrongs and Change

This activity uses two case studies to get students thinking about how people can work in different ways to bring about change.

www.antislavery.org/breakingthesilence/main/09/teacher_activities.shtml

Television

Our big fair trade adventure

This documentary follows pupils from Cheyney School in Oxford as they travel to India to find out how their school uniforms are made

www.channel4.com/lifestyle/green/on-tv/our-big-fairtrade-adventure/episode_guide.html

The Great African Scandal

Cocoa is one of Ghana's most important exports and a vital ingredient of chocolate. Robert Beckford has heard stories of impoverished parents in the north of the country sending their children south to work. He has even been told that children are rented out in exchange for a sewing machine or a bicycle.

To find out what it is like to be a child labourer, he gets himself a job on a cocoa farm. He will be working alongside the farmer's 15-year-old niece, Alara, and 10-year-old nephew, Baba.

www.channel4.com/culture/microsites/C/can_you_believe_it/debates/scandal2.html

● The art of transformation

In the following section we will look at the environmental impact of what we produce, consume and dispose of; analyse what it tells us about our culture and lifestyle and consider the effects of our choices on people and the planet. Pupils will be encouraged to think about actions they can take for a sustainable future.

-Sustainability activities:

- Re- activity - Where's the impact?
- This is what we did! Examples of sustainability projects in schools.
- Creative Activity: transforming materials
- Young people take action! Useful campaigning online resources
- Creative Activity: conversations with nature. Students will explore their relationship to the natural world and what they can do to protect it.

“Today the Europeans have taken away all our masks and still they want more masks. In return they have left us their waste, which we do not manufacture ourselves. So..I recycle the rubbish which they send us everyday, as masks for which they have such a hunger and send it back, so that our old masks may stay with us”.

Romuald Hazoumé

Online news article published September 2006 by the Independent/uk: 'Toxic shock: How Western rubbish is destroying Africa'

www.independent.co.uk/news/world/africa/toxic-shock-how-western-rubbish-is-destroying-africa-416828.html

Romuald Hazoumé, *Geeco*, 2005, found object, 60 x 20cm. Photo Jonathan Greet.



● Activity: Re-activity

How do we know its working? A toolkit for measuring attitudal change

This resource can be ordered from www.risc.org.uk

The re- activity taken from *How do we know its working* is designed to find out what people know and think about the impact of our choices in relation to consumption and waste.

- To help pupils understand that people’s behaviour has an impact on the environment
- To equip pupils with the understanding and belief that they can make a difference
- To foster a sense of responsibility for the environment and for the sustainable use of resources
- To help pupils develop an understanding of their own and each others’ rights and responsibilities
- To encourage pupils to express their own opinions and value the opinions of others

What you need

- Nine cards, with each of the following words

- A Reuse
- B Recharge
- C Refuse (say no!)
- D Recycle
- E Refill
- F Rethink
- G Reclaim
- H Reduce
- I Repair

- A question sheet asking, ‘What’s the best way to tackle waste?’

What you do

- Spread the cards out so the pupils can see them all and ask them to look at them. A short explanation of each card may be necessary, depending on the age group. Without picking them up, each pupil should identify a card that they think is the most important and one that’s not so important. Ask the pupils to arrange the nine cards in a diamond pattern with the most important at the top, the least important at the bottom and the others ranked in between. They can swap the cards around as long as they can give a reason for doing so. Record their comments and explanations
- Once the group has reached a consensus use the letters on each card to record the pattern. A digital camera can be useful for this

How to analyse and interpret the results

- Score the results the top cards are given the score of 9 then descending down the diamond 7, 5, 3,1.
- Add together all the scores for each card.

Card	Total score	Comments
REUSE		
RECHARGE		
REFUSE (SAY NO)		
RECYCLE		
REFILL		
RETHINK		
RECLAIM		
REDUCE		
REPAIR		

What you look for

The priority pupils place on 'Recycle' compared to 'Refuse', 'Reduce' and 'Rethink'

How to know if your teaching has been effective?

When you repeat the activity you are looking for:

- Positioning of 'Recycle' in the bottom three as it's one of the least energy efficient ways of dealing with waste
- Positioning of 'Refuse', 'Reduce' and 'Rethink' in the top three.

● Activity: Where's the impact?

The Centre For Alternative Technology.

To order a full pack with activity cards and teachers guidance notes, go to www.cat.org.uk

In the activity students analyse consumer items by mapping out a products life cycle, through all its stages of production from manufacture, consumption and to final disposal.

What you will need

- A variety of items that we consume such as packaging, foods (fruit or vegetables), plastic bags, fizzy drink cans, mobile phones
- Large A2 paper
- Pens
- World map

•Produce sets of cards (40 of each)

Factory,

Using Electricity

Oil Rig

Road parking spaces

Big lorry

Cooker

Microwave

Landfill site producing methane

Fridge in shop

Compost bin

Supermarket

Train

Water

Woodland

Shop

Bicycle

Grazing land

Rubbish truck

Quarry

Landfill site

Freight ship

Cropland

Car

Tractor

What you do

•Tell the pupils that you they are going to look at the life story of a product. Introduce all the cards to them and the products you have selected.

•With the class take one product and together start to map out the stages of the objects life. For example using aluminium foil ask students where the material bauxite comes from and how do we extract it? Show them the mining and bauxite card. Ask students what happens next? How is it transported? Does it need fuel? Does it need energy? Using the cards pupils will be able to construct the journey of the product.

•Ask them to do this again in groups selecting another product. If they have a fizzy drinks can they can tell the story of the aluminium can and then the drink itself.

This activity engages young people in thinking about the impact of waste, and a sense of the ecological footprint (the resource has details on how to calculate and understand these). It also encourages young people to think about ways they can reduce landfill waste and how they can rescue, repair and re-think it.

•Students can do a sustainability audit of their school - where can waste be reduced (this can also include energy)?, where can it be re-used and what is not being recycled that should be? This can be done by giving students cameras to photograph waste and wasted energy around the school.

● This is what we did!



The plastic spiral at Clanfield Primary

Pupils were asked to bring in all the plastic bottles their household used in a week. These were arranged according to size in a spiral on the school field. This provided lots of opportunities for cross-curricular work with maths/science/ESD - estimating etc. Pupils later made bottles into mini composters.



Pupils at Caversham Primary weighed out all the packaging waste in their lunch boxes. On seeing how much waste they produced they set themselves the **zero lunchbox challenge!** Knowing that they would need the support of their parents they held an after school meeting with their parents, and together decided to find ways of reducing lunch box waste.



Waste Sculpture at Reading Girls school pupils collected school and domestic waste to create sculptures for their school garden. This was part of the sculpture, which the students aptly named 'The tongue of consumption.'

● Activity: Transforming materials



Romuald Hazoum ,
Miss Berlin, 1999.
Found objects, 32 x
30 x 25cm.
Collection Brian
Robinson. Photo
Jonathan Greet.

“Materials are a way of connecting with people’s lives...Everything we use says something about us, and all the things we reject”

Romuald Hazoum 

Romuald Hazoum  transforms materials that have been used and discarded into either a sculpture or an installation piece. The artworks carry the stories and messages of the people who made, used and disposed of them.

You will need

•Ask students to bring in their household waste.

Possible items: Plastic milk bottles, bottle tops, aluminium cans (that can be cut open and flattened), coloured plastic bottles that can be cut into strips), shredded paper, old newspapers, yoghurt pots, plastic spoons and forks, corks, wire, split plastic bags.

•Binding materials - glue, string, wire.

Class discussion

•Ask pupils where have they seen masks used?

•Have they ever worn a mask and what was it for?

•Ask them if there are any other types of masks that they wear. Encourage them to think about what they wear from day to day (clothing, make-up, jewellery), are these masks? How do we use them to present ourselves to the exterior world? How do we use these masks to transform ourselves? What are the messages in our masks?

•Ask students if they recognise any of the materials the artist has used to make his masks? How has he made the object into a face? What part of it forms the mouth, the nose, what is the hair made from?

What has he done to the object to make it look like a face? How has he made the face that particular shape? What do you think they were used for?

•Show students Hazoumés images (photographic installations) of the petrol runners. Ask: What do they think is happening in the image? What do they think the cans contain? How are they being transported? Why do they think the person is carrying petrol instead of going to the petrol station?

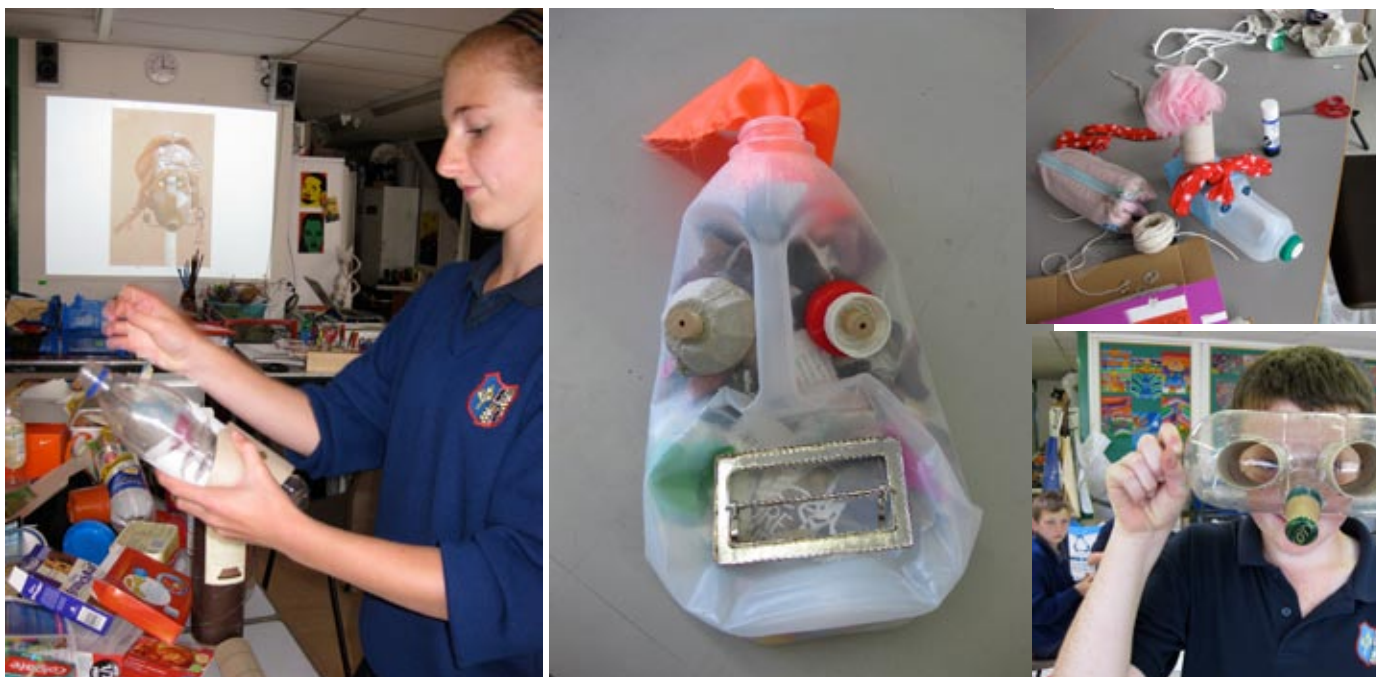
•Explain to the class about the petrol runners and go back to the image of the mask. The artist does not manipulate the shapes of the objects but used them as they are found to transform them into masks. The cans have been heated, expanded and then filled with rice to be traded for petrol in Nigeria.

Making

•Make a pile of collected waste and ask students sort and categorise it. This could be by colour, by shape or by material.

•Ask students to make their own masks using their reclaimed materials, encouraging students to think about what messages they want their mask to convey. If for example, someone from another place was given the mask what would it tell them about the person who made it, the place that they are from and what is important to the individual or their community.

Examples of pupil's work:



The Willink School, Reading, Y7



Richard Cobden Primary, London, Y5

Young people take action!

Listed below are websites of groups and campaigning organisations that provide material and information for young people to become active global citizens.

Plastic bag free

Modbury in South Devon is the first town in Britain to become plastic bag free. The Modbury website includes detailed information on why and how people campaigned to remove plastic bags from their town.

www.plasticbagfree.com

FairTrade

Fairtrade is about better prices, decent working conditions, local sustainability, and fair terms of trade for farmers and workers in the majority world. The Fairtrade Foundation is a coalition of organisations which awards the Fairtrade Mark to UK products as a guarantee that they have given their producers a better deal. Click on resources for downloadable campaign activities and promotional materials as well as how to make your school a Fair Trade school.

www.fairtrade.org.uk

www.risc.org.uk for teaching resources on fair trade.

Global Youth Action

Taking action on global issues through organising meetings and action groups, having your say online or in print.

www.globalyouthaction.org.uk/

Amnesty International Youth

Support from the Amnesty International website if you are interested in setting up a human rights group at school.

www.amnesty.org.uk/content.asp?CategoryID=10349

Unicef Youth Voice

Human rights, current issues, getting involved – this gives you a great start for becoming an active and informed global citizen.

www.unicef.org.uk/youthvoice/index.asp

European citizenship

Speak Out! on European citizenship aims to bring together students from across Europe. Anybody is free to join in the discussion and share their views with students from around Europe.

www.citizen.org.uk/speakout/about.html

The environment

The latest on campaigns to lobby governments worldwide to introduce policies that combat global warming, threats to the welfare of the earth's natural resources, logging, poaching and hunting of rare species, pollution and environmental neglect.

wwf.worldwildlife.org/site/PageServer?pagename=can_home

Other useful websites

www.globalfootprints.org

www.recyclezone.org.uk

www.oxfam.org/coolplanet/water/index.htm

www.earthfromtheair.com

www.stepin.org

www.coolkidsforaclimate.com

www.plantcultures.org.uk/schools/schools_food_miles.html

www.safeclimate.net/calculator

www.ecologyfund.com

www.epa.vic.gov.au/eco-footprint/schools/default.asp

www.greenfutures.org.uk

www.wwflearning.org.uk

● Iwa: conversations with nature

The Iwa connects human activity to nature. The Iwa represents all realms in nature from the trees to the streams and the mountains, water and air. The Iwa teaches us to listen to the messages in nature to enable us to understand order and disorder, life and death, good and evil, destruction and growth. The Iwa and the Fa are important to the work of Hazoumé. Before he begins a new piece of work he ritually performs what he describes as a conversation between himself and his natural surroundings.

Ask your students to bring in pictures of nature, wildlife, natural environments and habitats. These could include images of places they have been to such as their local woods, mountains they have climbed, their allotments, parks, river banks or gardens, images from nature and ask students to create a collage of the natural world from their imaginations.

Ask students to write descriptive pieces about their natural worlds which could be a poem or a story (read students examples of works by other writers). Ask students to think about human activities that may endanger their natural environments and what actions they would take to protect it.

Activity

An alternative to charity bands, students can make their own activist bracelet on an environmental issue that is important to them.

- Pupils create shapes or symbols to represent element in nature and another symbol that represents an action of protection. This could be an individual action or a campaign that they may be involved with.
- Make paper beads by cutting strips from newspapers, applying glue and rolling the paper around kebab sticks or paintbrushes. Once these have dried they can decorated.
- Students can pass these on to friends or use them to promote their cause!





Romuald Hazoumé, *Geeco*, 2005, found object, 60 x 20cm.
Photo Jonathan Greet.



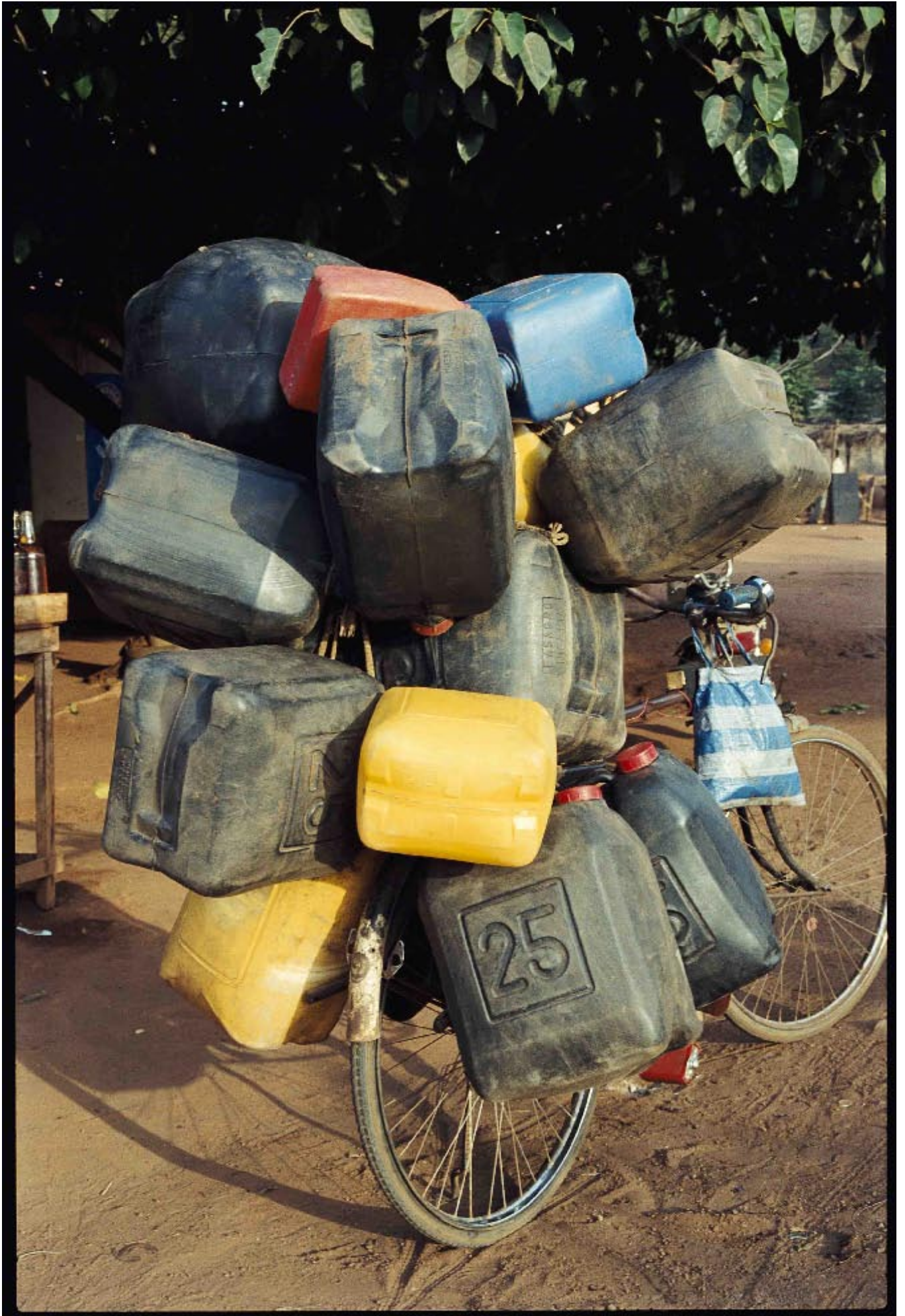
Romuald Hazoumé, *Miss Berlin*, 1999. Found objects, 32 x 30 x 25cm.
Collection Brian Robinson. Photo Jonathan Greet.



Romuald Hazoumé, *Dogon*, 1996, 24 x 35 x 45 cm. Photo Pascal Maitre



Romuald Hazoumé, *La Bouche du Roi*, 1997 - 2005. Mixed media installation. Collection The British Museum. Photo Georges Hixson



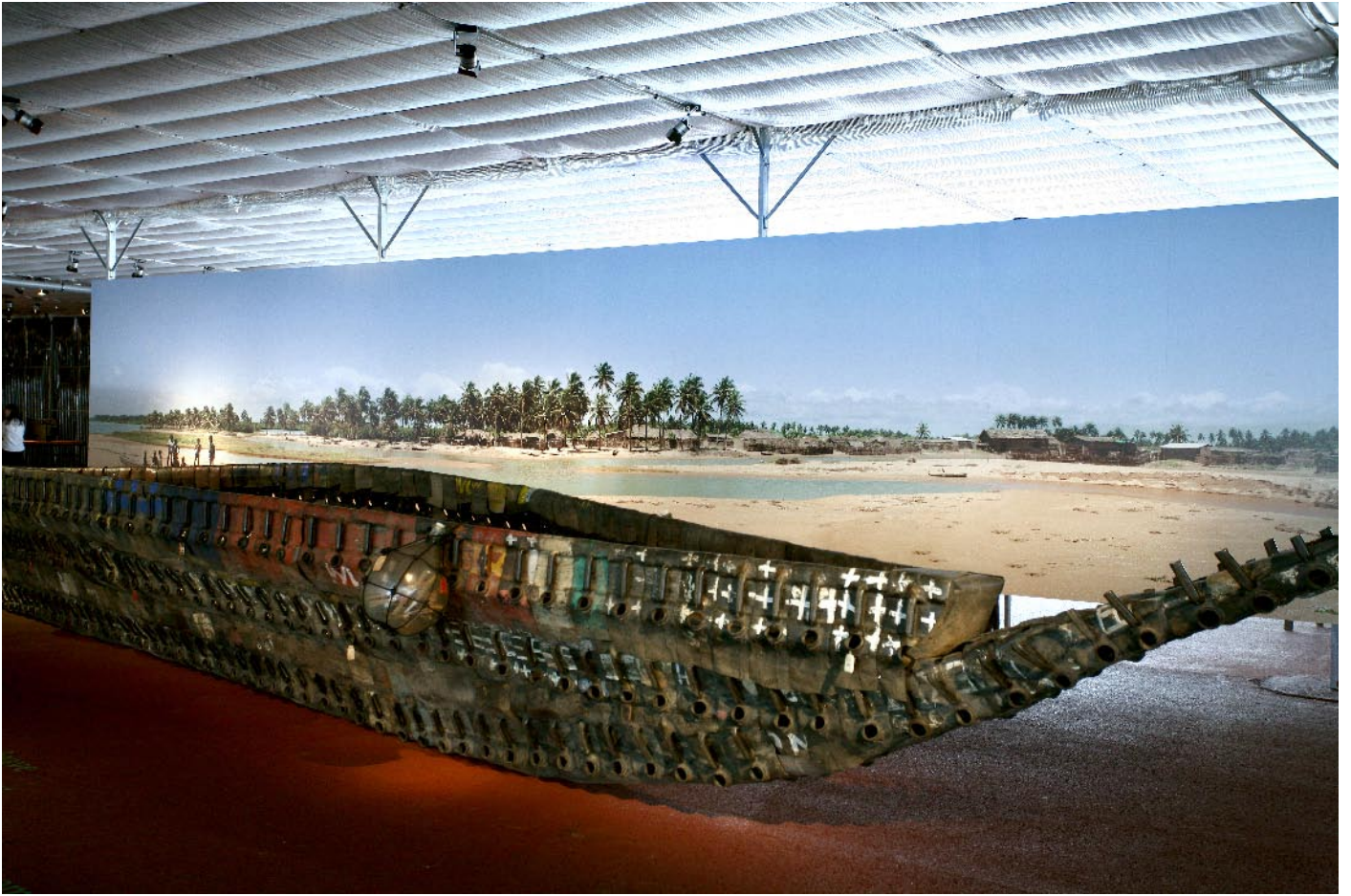
Romuald Hazoumé, *La Roulotte*, 2004. C-type digital print, 120 x 80cm



Romuald Hazoumé, *Made in Porto-Novo*, 2009. Found objects installation, 210 x 300 x 150 cm



Romuald Hazoumé, *Wax Bandana*, 2009, Found Objects, 27 x 12 x 27 cm. Photo by Jonathan Greet, Image Courtesy of October Gallery, London



Romuald Hazoumé, *Dream*, 2007. Mixed media installation. Photo: Romuald Hazoumé. Collection: Staatliche Museen Kasse; Neul Galerie.

Your comments

Please send your comments and any images of pupil's work and responses to shehnoor@risc.org.uk

Teacher's feedback:

Were you able to successfully deliver both Art & Global Citizenship through this project? please tell us about what happened

Which GC concepts did you explore: Human Rights; Interdependence; Sustainability; Peace & conflict; Diversity or Social justice?

What were the strengths of this project?

What were its weaknesses?

Pupils responses:

When we did this art project I thought about.....

The best thing about this project was.....

Something I learned that I didn't know before.....

Before we did this project I thought..... but now.....

We would like to say thank you to all those that contributed to this resource:

Artist, Romuald Hazoumé

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Richard Cobden Primary, London

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Lis Fraser-Betts and Kate Russell

RISC www.risc.org.uk
Barbara Lowe and Shehnoor Ahmed

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www.local4global.org.uk

