

COME FROM AWAY

THE REMARKABLE TRUE STORY

VISUAL ARTS ACTIVITY 1

MANDALA*



Consider the themes of kindness, generosity and gratitude explored in the activity “I am an Islander” (refer Drama Activity 5). Discuss symbols and images that represent these qualities – students may come up with ideas such as wrapped gifts, open hands, welcome mats and so on.

Explore the stories behind the characters in **COME FROM AWAY** at:

<https://www.cbc.ca/news/canada/newfoundland-labrador/real-life-characters-come-from-away-1.4021045>

<https://www.fords.org/blog/post/meet-the-people-who-inspired-the-characters-of-come-from-away/>

Discuss how the themes of kindness, generosity and gratitude are included in these stories, and how they are represented.

Students create mandalas based on the images and stories that they have explored.

Students should use a soft, easily spread material, such as coloured wax, crayon or pastel, with many colour options available.

1

Arrange the students in a circle of desks or around one single large table, starting with one large A3 piece of paper per student. Each student will draw their picture in the middle of the first page, leaving room for layers to be added by other students, one by one.

2

Explain that all students will be adding a “layer” to each picture as they move around the circle. Each students’ turn will be strictly timed – when the bell sounds they must move to the next spot!

3

Encourage students to be creative when adding their layer – use different colours, patterns and so forth. Remind students that they must be respectful when adding to someone else’s work!

4

The artwork is finished when students return to their starting point.

* A mandala (Sanskrit: मण्डल, mandala; literally “circle”) is a spiritual and ritual symbol in Hinduism and Buddhism, representing the universe. In common use, “mandala” has become a generic term for any diagram, chart or geometric pattern that represents the cosmos metaphysically or symbolically; a microcosm of the universe.

<https://en.wikipedia.org/wiki/Mandala>

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VISUAL ARTS ACTIVITY 2 REPRESENTED TRAGEDY



Teachers may wish to explore sensitive yet educationally important topics with their students, particularly when the opportunity to interact in a meaningful manner with a story like **COME FROM AWAY** presents itself. The tragedy of the story behind 9/11 is something that resonates with students, and may be a launching point for their own exploration of the nature of tragedy. Drawing and other visual arts techniques are excellent media for allowing them to explore these topics in a safe manner. Teachers should use their own judgement and their knowledge of their own students if deciding to take on an activity like the following, which should be delivered after students have learned about the events of 9/11.

Explain to students that children have traditionally used drawing as a way of coping with extreme events. Examples could include: families who have fled their countries as refugees; the Holocaust in the 1930s – 1940s; losing family members. Teachers can find examples of children’s drawings by putting the relevant search terms in Google Images:

<https://www.google.com.au/imghp?hl=en>

Discuss the events of 9/11 based on the students’ knowledge (allow time for extra research if necessary). Brainstorm the types of images that could represent the events of the day and list these on the board. Examples could be: the towers, planes, emergency vehicles.

On a separate list, brainstorm the types of images that represent the events of 9/12 and beyond – i.e. that represent hope and renewal. This may be a good opportunity to introduce the events behind **COME FROM AWAY** and how these positive themes are integrated into the story.

Using media of their choice, students choose at least one image from each list to create a 2D artwork that tells their own version of the story of the events of 9/11 and beyond. Allow students to express their own feelings about this story – their artwork does not have to be “just” tragic or “just” hopeful.

