

POWER ENCOUNTER inspired by the artist Linda Stein and her artworks.

ACTIVITY: (EM)POWER(MENT) TAPESTRY

COLLABORATE: For this silent group activity, on a large sheet of chart paper, using markers, sketch out words, images, poses/postures, phrases or sounds that are associated with the word disenfranchisement. Disenfranchisement is defined as the state of being deprived of a right or privilege, especially the right to vote.

1. Write or draw next to, on top of, or nearby the each other.
2. Highlight other's ideas by underlining, circling, or symbolically marking ideas that you agree with or want to affirm.
3. Link ideas with circles and lines that you think are connected.
4. Respond to others (in writing or drawing symbols) by expanding on their ideas or asking questions.

REFLECT AND DISCUSS: When the group is finished, observe and share thoughts about the process and what you created together. Consider the following:

- What types of visual images or symbols are associated with the representations of disenfranchisement?
- What types of poses and postures are associated with disenfranchisement?
- What kinds of language or sound, such as phrases, noises, tones or musical arrangements are associated with disenfranchisement?
- Visually speaking, how are relationships shown to express disenfranchisement (i.e. When something is larger or bigger, above/below)?

COLLABORATE AGAIN: Considering what you discussed about disenfranchisement and what you discussed about words, images, poses/postures, phrases or sounds, that are associated with and that express disenfranchisement. Silently as a group, how would you edit what you created to express the opposite (i.e. enfranchise or empower)? What would you add, change, take away or replace? Continue to include words, images, poses/postures, phrases or sounds. Use sticky labels, post-it notes and markers to make modifications or transformations of the original marks.

REFLECT AND DISCUSS: When the group is finished, observe and share thoughts about the process and what you created. Consider the following:

- What was changed/modified?
- What is different/similar?
- What types of visual images or symbols are associated with the representation power?
- What types of poses and postures are associated with power?
- What kinds of language or sound, such as phrases, noises, tones or musical arrangements are associated with disenfranchisement?
- Visually speaking, what ways are relationships shown to express power (i.e. When something is larger or bigger, above/below)?

COMPARE AND CONTRAST: Looking at and discussing Linda Stein's heroes: In what ways is the POWER TAPESTRY you created similar or different from Stein's work?