

**APPENDIX D:
VISUAL GAMES**

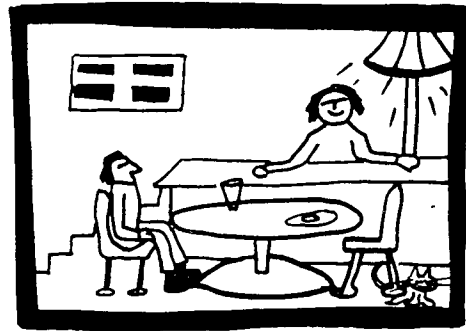
Climb-in Game (large visual required)

Objectives

- To respond to a visual.
- To realize that people see things differently.
- To develop an understanding of reactions.
- To accept different responses.

Look and Think

- Climb into the painting.
- Walk up to one of the people.
- Imagine what you say to him/her.
- Imagine what the person says to you.
- Imagine what happens next.



Discuss

- Where did you enter?
- Whom did you talk to?
- Is that person or animal male or female?
- How can you tell?
- What did you say?
- Why did you say it?
- Did you sit down?
- Where did you stand or sit?
- What did the person say?
- What happened?
- How did you feel?
- Did you stay or leave?
- Why?

This game works particularly well with a large slide image. The students may even act out their experience in front of the screen. Choose an image that contains a number of people or animals. The first part of this game should be done in silence. Students should be allowed plenty of time to look. It is important that students create their own reactions to the picture. Compare reactions.

Extensions: This game could also be played with visuals that do not contain people (e.g., an abstract painting, a landscape). Ask questions like "Where did you go?" "How did you feel?" "Which lines did you follow?"

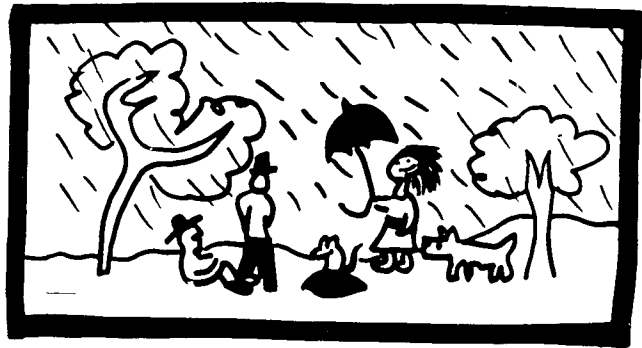
The Conversation Game (large visual required)

Objectives

- To develop visual awareness.
- To develop an empathy with characters in pictures.
- To promote different interpretations.

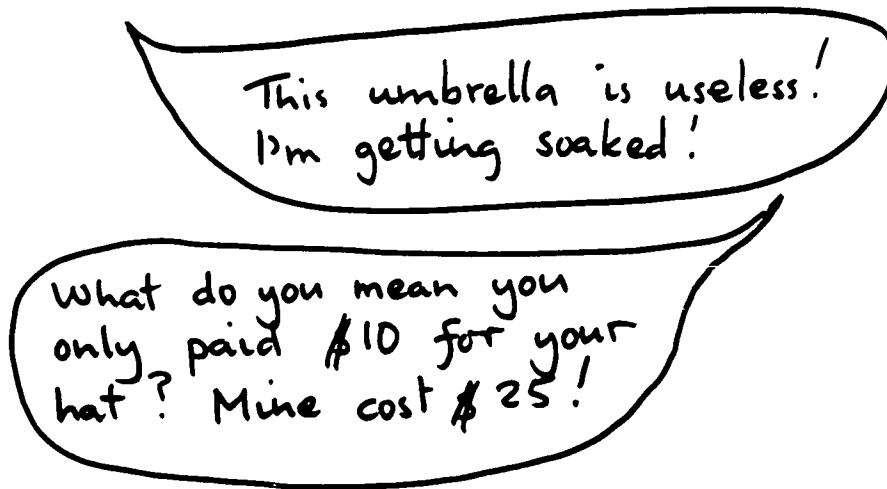
Look and Think

- Look at the characters in this picture
- How are they dressed.
- How they are standing or sitting.
- What are they looking at?
- What are they thinking?
- How do they feel?



Activity

Make speech balloons for one or two characters.



Have students bring their speech balloons up to the characters and say their lines. Students may use different voices for their characters.

Compare ideas. Point out how ideas are similar or different. Discuss why the children said what they did.

The Memory Game (large visual required)

Objectives

- To develop visual awareness.
- To see a composition as a unified whole.

Look and Think

- Look at the picture. Do not talk.
- Think carefully about all that you see.

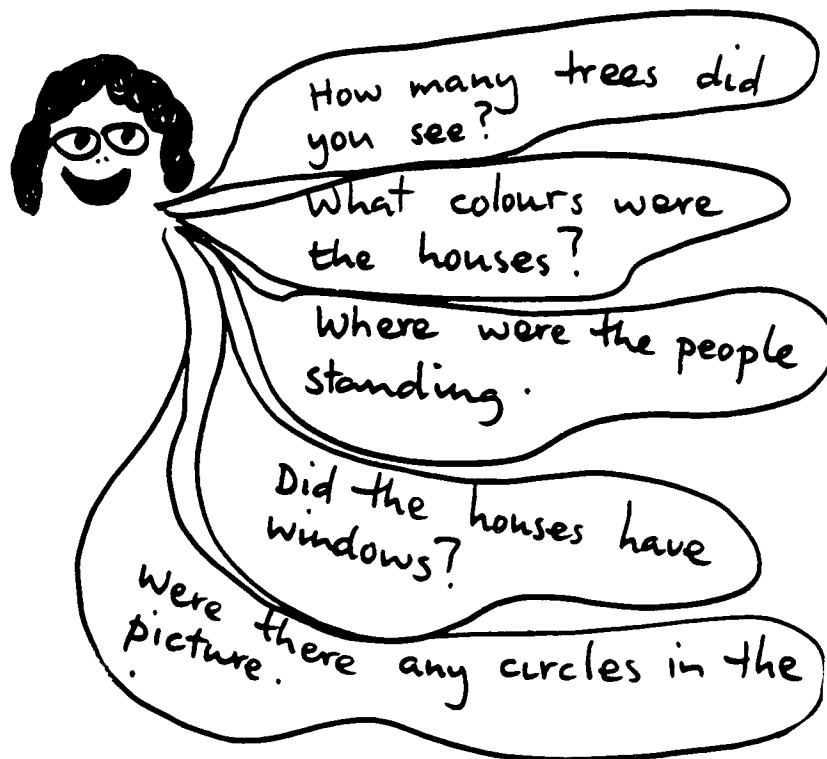


Activity

- Turn off slide projector, or hide the image.
- On a sheet of paper, list all the things you saw.
- When ideas seem to be running dry bring back the picture.
- Did you forget anything?

For younger children or students who find writing difficult, use a questioning game.

Flash back to the image if necessary.



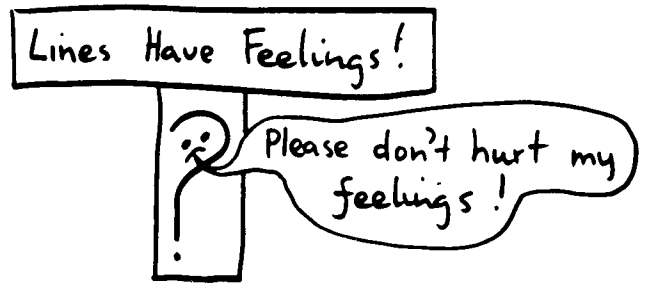
The Emotional Lines Game

Objectives

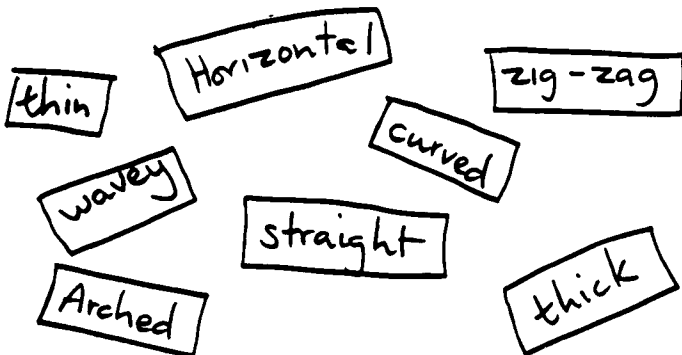
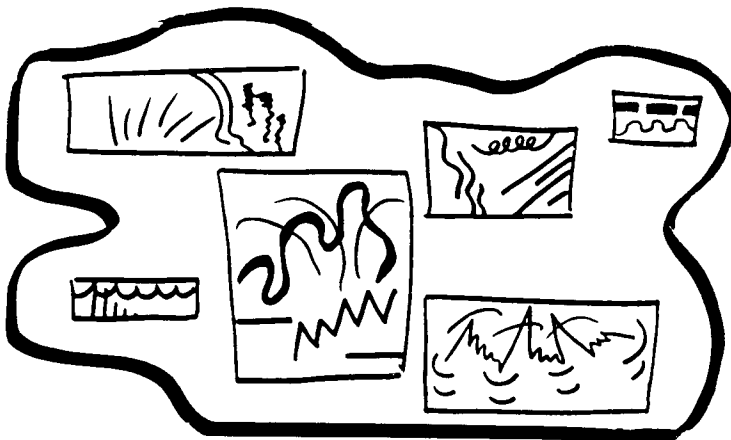
- To express an emotion through line.
- To discover many varieties of line.

Activity

Experiment with line making based on emotions.
Make a display of student work.
Have students find lines in the designs that remind them of certain emotions.



Can you find lines in these designs that look:



This game may be used for finding specific kinds of lines.

Games Children Can Play Themselves

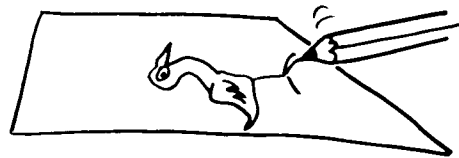
Squiggle Game

Objectives

- To develop imaginative drawing.
- To see how a line can be developed into a picture.

Activity

- Play with a partner.
- Player #1 draws a quick squiggle.
- Player #2 makes the squiggle into something. You may turn the page around if you wish, s/he is reminded of.



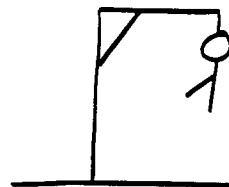
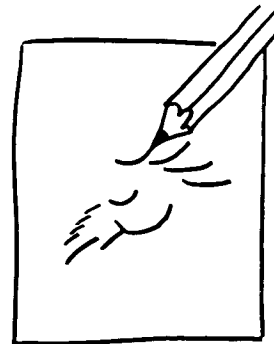
Picture Hangman

Objectives

- To see how a picture is formed in stages.
- To attempt to imagine a finished image from lines.

Activity

One line at a time makes up the picture drawn by player #1. Player #2 takes one guess after each line is drawn. Each incorrect guess add a line to "hangman", the same as in the word game, until either the subject of the drawing is identified or the hangman is complete.



Speed Draw

Objectives

- To sketch images simply and quickly.

Activity

Speed draw can be played on the chalkboard or on a flipchart. Word cards can be prepared in advance, either by the teacher or by student groups. The students are divided into teams. Each team member has a chance to draw an image within a specified period of time. His/her team members call out answers until the correct one is guessed. A point is given for each correct guess within the time limit. The team with the most points at the end of the game wins.

Guess the Object

Objectives

- To describe an object in detail.
- To form a mental image of an object from an oral description.

Activity

- Two students sit back to back. One holds an object, the other has a pencil and paper.
- The first student must describe the object without saying what it is.
- The second student must draw what s/he thinks the object is.
- When the drawing is finished, compare the object to the drawing.



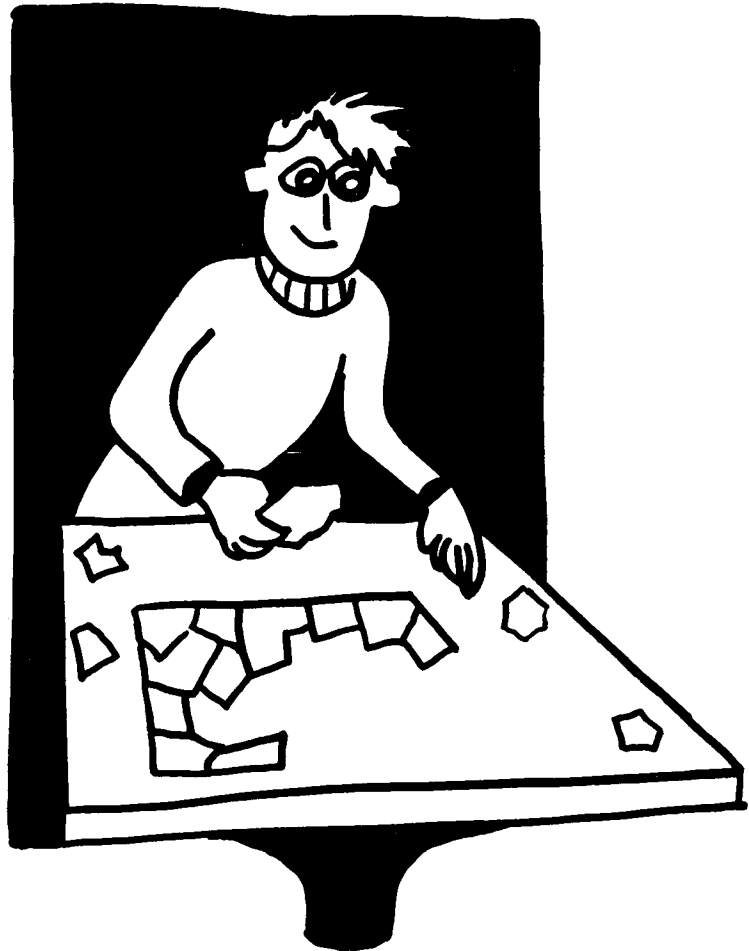
Art Puzzles

Objectives

To familiarize students with works by the masters.

Activity

- Make a jig-saw puzzle from a work of art.
- Paste a good, large visual onto a piece of cardboard. Cut into puzzle pieces.
- Keep the pieces in a labelled box or bag, and accessible to students.



**APPENDIX E:
SAFETY**

Did you know that construction paper may contain toxins?



Did you know that some felt-tipped markers give off toxic fumes?



Did you know that powdered tempera paint is harmful if breathed in?



Did you know that some tempera paint contains toxins that can be absorbed through the skin?



On the following pages, safe ways to work with potentially hazardous materials are discussed and substitutes for some of them are described.

Potentially Hazardous Materials

Material	Hazard	Precaution/Substitute
Coloured inks	<ul style="list-style-type: none"> • May contain benzidine-type dyes (can cause bladder cancer) 	<ul style="list-style-type: none"> • Use only those labelled nontoxic. • Use food colouring instead. • Do not drink. • Avoid skin contact. • Clean up spills thoroughly, using rubber gloves, a sponge, and large quantities of water. • Do not clean up with bleach; this can create a worse problem. Many chlorinated chemicals are carcinogenic.
Construction paper	<ul style="list-style-type: none"> • May contain toxic dyes as colour • May be treated with fungicide (mercury compounds) 	<ul style="list-style-type: none"> • Use nontoxic materials. • Avoid wetting the paper. • Prevent students from chewing the paper or putting it in their mouths.
Leather	<ul style="list-style-type: none"> • Toxic chrome salts used in tanning some leather • Skin allergies • Poisoning possible if chewed 	<ul style="list-style-type: none"> • Prevent students from chewing leather. • Do not use with young children.
Magazines	<ul style="list-style-type: none"> • Preservatives in paper • Lead chromate inks present in colours 	<ul style="list-style-type: none"> • Prevent students from chewing the paper.
Paper (construction, tissue, crepe)	<ul style="list-style-type: none"> • Fungicides often used to treat paper • Azo or benzidine in direct dyes for colour (benzidine is know to cause bladder cancer) 	<ul style="list-style-type: none"> • Insist on nontoxic paper. • Moderately safe when dry, avoid wetting. • Crepe paper contains flame-proofing chemicals (borax compounds, TRISS).

Material	Hazard	Precaution/Substitute
Wallpaper paste	<ul style="list-style-type: none">• May contain formaldehyde or mercury fungicide	<ul style="list-style-type: none">• Prevent children from eating it.• Use nontoxic paste.• Make up your own (see recipe in Art Materials Section, pp. 65-68).

Dust Particles

Material	Hazard	Precaution/Substitute
Burlap hemp	<ul style="list-style-type: none"> • Dust 	<ul style="list-style-type: none"> • Gently wash burlap before using it, if this is a problem.
Clay	<ul style="list-style-type: none"> • Silicosis (potter's lung) from inhalation of dust from dry clay • can be a talc body (usually contains asbestos) 	<ul style="list-style-type: none"> • Buy clay wet. • Always use clay wet. • Use nontalc clays. Insist on asbestos-free clay.
Jute	<ul style="list-style-type: none"> • Skin or respiratory allergy 	<ul style="list-style-type: none"> • It may be necessary to use a dust mask or wear vinyl or rubber gloves when working with jute.
Modelling materials (papier mâché)	<ul style="list-style-type: none"> • Fine dust in commercial product • Lead chromate and other inks on paper • Preservatives 	<ul style="list-style-type: none"> • Use only nontoxic materials.
Paint (powdered tempera)	<ul style="list-style-type: none"> • May contain toxic pigments or dyes • Inhalation of powder dust 	<ul style="list-style-type: none"> • Never let young children use powdered tempera. Use not recommended in schools unless premixed by teacher. • Use other forms of tempera. • Do not allow students to paint their skin. • Use products labelled non-toxic.
Pastels	<ul style="list-style-type: none"> • Toxic dust of fine pigments in chalk pastels • Same pigments as used in paints 	<ul style="list-style-type: none"> • Don't use with young children. • Use only oil pastels. • Have children keep hands clean. • Wash with soap and water.

Material/Medium	Hazard	Precaution/Substitute
Plaster of Paris	<ul style="list-style-type: none">• Irritation of eyes and respiratory system from dust• Will dry skin	<ul style="list-style-type: none">• Plaster of Paris is non-toxic, but the dust can be irritating. Use care when handling the powder; use dust mask or respirator.
Sandpaper	<ul style="list-style-type: none">• Sanding dust	<ul style="list-style-type: none">• Use approved dust mask.• Stop often and clean up with wet sponge.

Vapours and Fumes

Material/Medium	Hazard	Precaution/Substitute
Aerosol sprays	<ul style="list-style-type: none"> • Organic solvents • Very fine particles of resins, paints, or lacquer propelled into the air • Greatest danger in inhalation 	<ul style="list-style-type: none"> • Use only in a ventilated area or substitute other techniques for the application of coatings. • Use water soluble materials if possible. • Never use mouth atomizers.
Felt pens (permanent markers)	<ul style="list-style-type: none"> • Toxic organic solvents 	<ul style="list-style-type: none"> • Use nontoxic, water soluble markers.
Glue	<ul style="list-style-type: none"> • Toxicity of some glues 	<ul style="list-style-type: none"> • Avoid contact adhesives (solvent) rubber cement (solvent), epoxy (hardener, toxic), formaldehyde-resin (resorcinol). • Use safe, nontoxic white glue or PVA (polyvinyl acetate emulsion).
India ink	<ul style="list-style-type: none"> • May contain carbon black contaminated with aromatic hydrocarbons (carcinogen) 	<ul style="list-style-type: none"> • Use nontoxic types, such as fountain pen ink. • If using India ink of unknown quality, do so with mechanical ventilation. (fumehood)
Shellac	<ul style="list-style-type: none"> • Volatile solvents • May contain methyl hydrate 	<ul style="list-style-type: none"> • Use a mechanical ventilation (fume hood).
Styrofoam	<ul style="list-style-type: none"> • Toxic gases released when heated (hot wire cutters, blowtorch, matches), especially styrene gas: known narcotic, respiratory and eye irritant • possible nerve and liver damage 	<ul style="list-style-type: none"> • Use a knife to cut, or if using a hot wire cutter, do so only in a fume hood.

Material	Hazard	Precaution/Substitute
Varnish	<ul style="list-style-type: none"> • Volatile solvents 	<ul style="list-style-type: none"> • Use mechanical ventilation (fume hood).
Wax	<ul style="list-style-type: none"> • Toxicity of some waxes • Release of acrolein fumes and other irritants from overheating 	<ul style="list-style-type: none"> • Use food-grade paraffin waxes. • Use a double boiler to control heating.
Electric frying pan (for heating wax)	<ul style="list-style-type: none"> • Irritating fumes released from pyrolyzation of wax spatters on pan 	<ul style="list-style-type: none"> • Cover exposed parts of pan with removable aluminum foil and replace foil frequently. • Use a pan in good repair. • Use ventilation.

Skin Irritants and Allergies

Material	Hazard	Precaution/Substitute
Burlap	<ul style="list-style-type: none"> • Skin allergies • Irritation if treated with formaldehyde 	<ul style="list-style-type: none"> • Gently wash burlap before using it if this is a problem.
Charcoal	<ul style="list-style-type: none"> • May contain carbon black (carcinogenic) 	<ul style="list-style-type: none"> • Use only nontoxic types. • Use vine charcoal. • Use vinyl or rubber gloves when handling sticks.
Clay	<ul style="list-style-type: none"> • Cuts and abrasions from wet clay containing grog • Dermatitis from bacteria mould or fungus in wet clay containing grog 	<ul style="list-style-type: none"> • Use clay without grog for young children.
Crayons	<ul style="list-style-type: none"> • Toxicity of some brands 	<ul style="list-style-type: none"> • Use only nontoxic crayons.
Ink, coloured	<ul style="list-style-type: none"> • Dyes • Solvents • Pigments 	<ul style="list-style-type: none"> • Use nontoxic inks. • Avoid skin contact. • Clean up spills thoroughly using rubber gloves, a sponge, and large quantities of water.
Paint, Tempera Disk or Block	<ul style="list-style-type: none"> • May contain toxic pigments or dyes • May contain irritants such as binders (gum arabic and tragacanth) • May contain preservatives 	<ul style="list-style-type: none"> • Tempera disk or block is the safest form of tempera for classroom use. • Clean up spills promptly with a wet sponge or wet mop. • Do not allow students to paint their skin. • Use products labelled nontoxic.

Material	Hazard	Precaution/Substitute
Paint, liquid tempera	<ul style="list-style-type: none"> • May contain toxic pigments or dyes • May contain irritants such as binders (gum arabic and tragacanth) • May contain preservatives 	<ul style="list-style-type: none"> • Clean up spills promptly with a wet sponge or wet mop. • Do not allow students to paint their skin. • Use products labelled nontoxic.
Plasticine	<ul style="list-style-type: none"> • China clay, oil base, dyes (colour), preservatives, silicates, turpentine • Ingredients toxic if ingested • Skin problems (some brands) 	<ul style="list-style-type: none"> • Use only nontoxic brands. • It may be necessary to have some children use barrier cream on their hands; check with parents. • Have students put hands inside plastic bags, or wear vinyl gloves.