



## LESSON PLAN:

I know what I saw -  
stickers

# the new children's museum

## OVERVIEW

### Inspired by:

*I know what I saw* – museum display, a two-part installation by Matthew Bradley that asks visitors to be open to possibility. The first component is a mural of a landscape with UFOs flying overhead, based on real accounts of UFO sightings. The second component is the placement of UFO stickers on windows throughout the Museum, placing them within our line of sight as though they are flying through the sky outside. In this activity, students will create their own stickers inspired by what could be possible.

### Grades:

1st Grade and up

### Duration:

1 hour

## HOW-TO

### Materials:

- o Newsprint\*
- o Brayers
- o Scratch foam\*
- o Sticker paper\*
- o Plexiglass
- o Pencils
- o Scissors

\* cut to the same size



## STEPS

### Project Introduction (10-15 minutes):

1. Introduce project inspiration and art forms:
  - a. Printmaking is all about making multiples
  - b. Street art is art that you might see in public
  - c. Sticker art is part of street art and is all about sharing your work with others.
2. Define project content by asking questions and brainstorming examples as a group:
  - a. Who here can tell me what a myth is? What about an urban legend?
  - b. What creatures fit within those categories? (Pegasus, Bigfoot, etc.)

3. Demonstrate project from start to finish. They don't have to remember everything right now, but it's helpful to walk through the whole thing so they know where they're going. You'll demonstrate each step again as they come to it.

### **Designing the Stickers (15-20 minutes):**

1. Pass out newsprint and pencils to each student. They'll design their sticker inspired by creatures that they think might exist, or that they hope do.
2. Pass out scratch foam to each student. Place newsprint on top of foam and trace over the design to transfer onto the foam. The newsprint may tear a little but that's okay. It's just a tool to help us create our printing plates.
3. Remove the newsprint and use the pencil to trace the lines again, pressing hard but not so hard that you tear the foam. You want the lines to be really defined.

### **Printing the Stickers (10-15 minutes):**

It's time to print! The setup and time needed for this will vary from classroom to classroom depending on how many brayers and Plexi sheets you have.

1. Place a small amount of block printing ink on a Plexi sheet.
2. Roll your brayer through the ink. The goal is to get an even coat on the brayer, not to spread the ink across the sheet!
3. Once you have inked up the brayer, roll the ink onto the scratch foam. If the lines have been carved deep enough, they will remain white as you spread the ink.
4. Press the foam, ink and design-side down onto your first piece of sticker paper. Use your hands or a clean brayer to evenly transfer the ink onto the paper.
5. Carefully lift the foam to reveal your first print!
6. You can either re-ink and press to create the second sticker or make a "ghost print" with the ink remaining on the foam after the first print. It's up to you!

### **Finishing the Project (5-10 minutes):**

1. Use scissors to cut out your stickers. The ink should dry quickly so you won't have to wait too long!
2. Each student will trade one sticker with a classmate. You can ask them to share with their neighbor or friend, or you can collect one sticker from each student and randomly distribute them. This is a great opportunity to encourage students to be kind and respectful of everyone's artwork!

## Tips, Tricks and Troubleshooting

Leave a sample of carved scratch foam at each table for students to see and feel. This will allow them to compare their carved lines and confirm that they are deep enough.

Sharp pencils can tear through the foam, so dull pencils are recommended.

In a pinch, you can use Styrofoam trays or plates instead of scratch foam.

Adjust the project:

- for younger students by focusing on simple drawings and giving specific inspiration.
- for older students by challenging them to invent their own myth or urban legend.
- to extend the length of the activity by doing a gallery walk.
- to shorten the length of the activity by making just one sticker per student.
- to extend the project in another session by creating a collaborative mural with everyone's stickers or writing a story about your creature or myth.