

## PART TWO

### LESSON 2: WHAT DOES “SHOW UP” MEAN TO YOU? GRAFFITI WALL ACTIVITY

#### WHAT WOULD YOU “SHOW UP” FOR? A GRAFFITI WALL ACTIVITY

To connect personally with Joe Davis’s message, students will use markers, crayons, scissors & paper to communicate ideas, thoughts, insights, opinions, and questions about *What’s important enough to you that you would SHOW UP?* Words, symbols, shapes, colors, images, statements, and sketches that communicate their perceptions, thoughts, and ideas will go on the graffiti wall posters.

In the prior lesson, students listened, described, and shared thoughts about the meaning Joe Davis intended for “Show Up.” The question in this lesson asks students to think about...

#### WHAT’S IMPORTANT ENOUGH FOR ME TO SHOW UP?

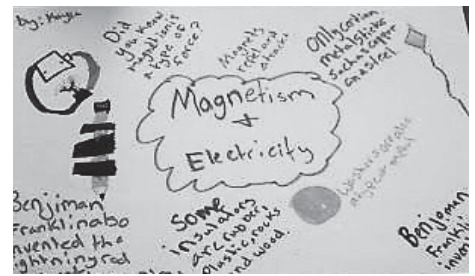
This question might take time for students to think through and address. But it might also align with other themes that are part of your 2022/23 curriculum.

#### THE GRAFFITI ACTIVITY ALLOWS STUDENTS TO:

- Have time to process ideas and concepts
- Have a concrete way to communicate thoughts and ideas
- Provide a way for hesitant speakers to contribute
- Create something that is fun to do

#### YOU WILL NEED:

- Large sheets of butcher paper or flip chart paper fastened to an accessible wall. It should be large enough for several students to work at the same time. An alternative is to place multiple large sheets in different places. They can eventually come together.
- The headline **What’s Important Enough for ME to SHOW UP?** printed in large letters somewhere on the sheet.
- Smaller sheets of “doodle size” paper such as half sheets of copy paper, recycled paper and paper scraps in multiple colors, other scraps or found objects that could be adhered to the graffiti wall
- Markers, colored pencils, crayons in a variety of colors
- Glue sticks and masking tape
- Students completed **Viewing/Listening Log** worksheets from **PART TWO, LESSON 1: What Does It Mean to Show Up?**



A SIMPLE CLASSROOM EXAMPLE OF A GRAFFITI WALL  
[HTTPS://WWW.PINTEREST.COM/  
PIN/384917099376975235/](https://www.pinterest.com/PIN/384917099376975235/)

#### WHAT IS A CLASSROOM GRAFFITI WALL?

Graffiti in the classroom is a cooperative learning structure where students give written responses to the questions posed by the teacher through a visual format.

It is a useful way to way understand the thoughts and insights of the group, and to check for understanding.

And it provides a way for quieter students to join the ‘graphic conversation.’



EXAMPLE OF A GRAFFITI WALL  
(MORE AT [HTTPS://WWW.WEARETEACHERS.COM/  
GRAFFITI-WALLS](https://www.weareteachers.com/GRAFFITI-WALLS))

#### MINNESOTA STANDARDS CONNECTIONS...

All Arts: Create or make in a variety of contexts in the arts area using the artistic foundations.

## PROCESS

**STEP 1:** We listened to Joe Davis talk about what Showing Up means to him. But **what does it mean** to each of us? What can we or will we **SHOW UP** for in our own lives? We will answer the question by creating a Graffiti Wall of your responses.

**STEP 2:** Explain/identify the materials students can use:

- Drawing material including paper, markers, crayons, scissors, tape and/or glue sticks
- The large sheet of paper and the question **What's Important Enough for ME to SHOW UP** for?
- Smaller pieces of paper and paper scraps in multiple colors; copy paper in colors, colorful post-it notes, fabric, recycled or craft materials, etc.

**STEP 3:** Managing the process:

- If students need a 'kickstart,' have a brief sharing "round" of what they might place on the wall. (Only if needed.)
- They can write more than one response or image for the wall because they likely would **SHOW UP** for more than one important thing in their lives.
- Encourage short, colorful text responses **and** graphics. **THEY CAN DRAW THEIR RESPONSE.** The more colorful, the better.
- They can plan, design, and even write their contributions at their desk, then glue them to the graffiti wall.
- Decide ahead of time how many students can stand at the wall at one time to write or post what they wrote/drew/designed at their desks. (This is where multiple stations would be helpful.)
- Remind them of any classroom rules you have about space, sharing, and kind behavior. Encourage them to help each other.

**STEP 4:** Provide time for them to revisit the wall or walls to view the work. Encourage them to add comments next to other students' work.



EXAMPLE OF A GRAFFITI WALL  
(MORE AT [HTTPS://WWW.WEARETEACHERS.COM/GRAFFITI-WALLS](https://www.weareteachers.com/graffiti-walls))

Please take pictures of your Graffiti Walls! We may want to include these on screen during the Young People's Concerts, so if you would like your students' work featured, please send them to Rob Graham, Learning & Engagement Manager at VocalEssence!

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