8 PRESENTATION OF DATA

8.1 Create Your Own Newspaper

An interesting and fascinating activity is creating the front page of a newspaper. Your paper will be different, because the theme of your entire front page will be on your local crafts community and their craft, for instance, the potter.

Create a news-sheet along with your group on the topic of the craftsman's environment. Start by looking at the first page of a regular daily newspaper. How many columns does it contain? Examine the main photograph, the headlines, the cartoon, the advertisements, even the small advertisements at the top of the page. Roughly, how many stories/articles does it carry? What are the other typical features of the newspaper?

Brainstorm with the class regarding possible things to include in your own front page that would focus exclusively on the craftsman's workplace and environment. What would be an appropriate headline story? What picture could be included? Can any of the material generated from the field visits be turned into charts/cartoons? What would be relevant advertisements? They could either be for the marketing of the concerned craft or even a social awareness advertisement focusing on working conditions/child labour in the cottage industry. What kind of copy (written matter) would each advertisement carry?

Now generate relevant material through library research, from the local newspaper office, by taking photographs, writing articles, poems, etc.

Interview the artisans and develop case studies accompanied by photographs. Create your own masthead, box items like weather, TV and radio programme information, advertisement and cartoons. Write out your material in columns, as in a newspaper, with the same format of column width, type size, etc. Select a suitable

Painting thoughts in colour

The Hindu Young World painting competition saw talented young artists at work with confidence.

Guess the answer

The Limca Book of Records Quiz was sheer excitement from the word "go."

Malaysian melody

A bunch of students speak of their Malaysian experience.

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title, and design its layout. You may use a typewriter, a computer or even free handwriting. Paste your material according to your layout. Photocopy and distribute it in your school or paste it on the notice board.

8.2 Discussions

Discussions can be a useful way of sharing views and expanding awareness about an issue. To organise a good discussion:

- Select a topic/theme along with the group, and express it in a clear and definite manner. It should challenge the participants, getting them to think in depth on the issue. Keep in mind their background, in that they must have experienced the same set of activities that has generated the topic of debate, so that references to people, places and incidents will be understood by all.
- Allow time for the individual to explore his/her ideas regarding the topic. This best done by jotting them down on paper, summarised in points.
- Restrict the size of the group to between seven and 15, so that participation by all is possible. Organise the seating in such a way that all members can see each other, i.e. in a circle or a square formation. Ensure contribution by all members by drawing out students who lack confidence.
- Stimulate the discussion if it begins to stagnate. Also see that it does not stray from the main idea.

8.3 Design Your Own Comic Strip

If you or any of your friends have good drawing abilities, create a cartoon strip depicting what you have learnt from your field trip. Follow the steps given below.

- Read through your notes and interviews trying to visualise it and make a story out of it, as you go along. The story may be on the travel of the craft, a legend behind it, the craftsmen's own stories, about the crafts process.
- Begin by making rough sketches of various events. These could be done as drawings in pencil, using stick figures.

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- Look through your drawings — do they effectively capture the various aspects of the story? Would some of these look better in 'close-up', for example?
- Think of how you should begin the story. Also, how do you want to end your story? Sketch out possible alternatives and choose between them.
- Arrange all your sketches in the correct order, removing those you don't want to use. Would speech or thought bubbles help your story along? Keep these as few as possible and allow your visuals to do the talking.
- Think of size — can the size of each visual reflect the importance of it in the story? Work out which visuals need to be larger and which smaller.
- Select the kind of drawing materials that you feel will best express this story — short, stubby crayon strokes or a drawing in felt pens may be more effective than water colours. Why?
- See how colour can bring out a certain mood or feeling.
- Finalise your comic strip — draw out a rough grid on your drawing paper, give each illustration the space it deserves. Work on the drawings one at a time. Once they are all done, see whether there is a 'balance' in the entire composition. Maybe a rearrangement of certain parts of each drawing will help you achieve this.
- Colour can also help create balance in a composition. Fill colour into some of your key illustrations so that you know what the overall impact will be.
- Over a period of several weeks, complete your entire comic strip including filling speech and thought bubbles, critically examining it from time to time.

  Your comic strip is now ready for display.

8.4 The Vast Web

Try and calculate the number of people who have been involved in making a saree for your mother. First of all there would be the people who looked after the silk worms, collected the silk, — and then those who spun it. Only after it was spun — either by hand or by machine — could it be woven into cloth.

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THE WEB OF SILK

From Cocoon to the Finished Product

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And once it is woven — who folds it, carries it to the market, sells it, transports it and finally delivers it to the shop where you buy it?

You can create a web for the shirt you are wearing, the furniture in your house etc.

Students preparing a display

8.5 A Comparative Study

The students would have made a range of observations during their field visits, while meeting crafts communities, and from the interviews they conducted (see chapter 7). When they return, discuss 10–15 points to compare and contrast the differences between the student's and the artisan's way of life.

After this brainstorming session carry out the following classroom activity on the theme: Comparison of the Two Life-styles.

- Divide the class into small groups of three or four students each.
- Let the students use big chart papers, even joining two or three chart papers together, placing them on the floor.
- With coloured felt pens and oil pastels let each student do big sketches, cartoons and write on the chart paper.

This is a fun activity and should be treated as such. What the students have comprehended and their sensitivity will automatically show in the quality of their work, and through the subject matter that they choose to draw and write about.

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Part III

APPLIED CRAFTS

Short Assignments

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