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# THE POWER OF ART FOR JUSTICE AND EQUALITY

## BRIEF OVERVIEW / DESCRIPTION

Learners explore some Graffiti by Shamsia Hassani, the first female graffiti artist from Afghanistan. Learners brainstorm about a piece of graffiti and give their opinions about what Shamsia Hassani intends to express by her street art. Learners in pairs think about a local or global issue they would like to highlight. Learners use some digital apps to produce street art to depict a controversial issue, such as the refugees' crisis from Afghanistan or Syria or somewhere else in the world.

## KEY WORD THEMES

Street Art, Graffiti, Democracy, Peace-Refugee crisis

## AGE RANGE:

6-16

## LEARNING OBJECTIVES

- Developing awareness to cultural otherness and to other beliefs, world views and practices
- Developing empathy
- Promoting peaceful and inclusive societies for sustainable development
- Valuing human dignity and human rights
- Developing co-operation skills
- Developing digital skills

## INSTRUCTIONS

- Learners explore some Graffiti by Shamsia Hassani, the first female graffiti artist of Afghanistan. See link below.
- Learners brainstorm about a piece of graffiti and give their opinions about what Shamsia Hassani intends to express by her street art using an application such as Answergarden or Mentimeter to display the words that are submitted more often in a cloud
- Learners research about this artist
- Having these issues in mind, the teacher asks learners to imagine themselves in this situation, "If you were Shamsia Hassani, what graffiti mural would you do to raise awareness?"
- Learners in pairs think about a local or global issue or injustice they would like to highlight
- Learners use some digital apps to produce street art to depict a controversial issue, such as the refugees' crisis from Afghanistan or Syria or somewhere else in the world
- Learners upload their graffiti art on social media or do a collective mural at school

## KEY POINTS / QUESTIONS FOR DEBRIEF / DISCUSSION / EVALUATION

Learners compare women's situation in Afghanistan and their own country.

Discussion questions:

1. What does the graffiti say about women's situation in Afghanistan?
2. Can you compare women's situation in Afghanistan and your country?
3. What can people do when rulers are oppressors?

## EQUIPMENT / MATERIALS / SPACE NEEDED

Desktop / Internet / mobile phones



## TIME REQUIRED

Variable

## PREPARATION

No preparation

## VARIATIONS / OPTIONS / EXTENSIONS

- Use colour pencils or marker pens to depict their ideas in the classroom
- Sketch ideas out on paper before using digital apps
- Make a classroom gallery and review each other's ideas

LINK TO SHAMSIA HASSANI'S WORK (INCLUDING A VIDEO)

<https://www.shamsiahassani.net/>

LINKS TO GRAFFITI RESOURCES

Applications – for e-graffiti creator

<https://fontmeme.com/graffiti-creator/>

<https://www.fontget.com/discover/dripping/>

<https://wallpaper.dog/graffiti-creator-wallpapers>

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