

DESIGN YOURSELF: Who are You?

Students will explore their personal story by using symbols to create a Mockups shoe design that answers the question, “Who Are You?”

Subjects Covered **Social Studies, Art**
 National Standards **See the Standards chart.**

MAIN CONCEPTS

Students will interview a partner and then, as a class, explore similarities and differences among the class. After exploring how symbols can be used in design to tell a story, students will work to create symbols that reflect things about themselves. Using their personal symbols, they will come up with ideas for a shoe design that conveys who they are. Students will evaluate their own design solutions and choose their favorite to transfer to a pair of Mockups shoes. They will share their design and reasoning behind their choice of symbols with the class.

MATERIALS

What you need...	Notes
Mockups	1 pair per student
Shoe template	3 copies per student
Pencils, crayons, paints, markers, scissors, glue and anything that lets you leave your mark	Enough for all to share
Erasers	1 per student
Internet access for resource links	For teacher

TOTAL TIME: 3 HOURS

A note on timing: This lesson is divided into five sections so that teachers can present one section a day for a full school week. If you prefer, it also may be divided into two longer sessions. (In this case, begin session two at “Elaborate.”)

PROCEDURES

Engage (30 Minutes)

1. Watch the video clip: “What are YouTube?”
2. Tell students they will be working in pairs to try to answer this question about their partner. Their job is to be an effective reporter aiming to get thorough answers to all of the following questions and any others they can think of. Remind those being interviewed to answer as clearly and completely as they can because they will be using their interviewer’s notes in the next part of the lesson. Be specific!
 - Where are you from?
 - Where did your family members grow up?
 - What are some of your favorite and/or memorable moments or family traditions?
 - What is the most important thing you would want someone to know about you and your family?
 - What is your favorite family meal?
 - What is one word that describes you?
 - What is your favorite item of clothing?
 - What is a place that you feel connected to?
 - When you do _____, you feel most alive. Fill in the blank.
 - Who is the most influential person in your life?
 - What would you like to be doing in 10 years?
3. Explain to students that in this lesson they will be using symbolic designs to create their own custom shoes. Show them a pair of Mockups and explain that after completing the next steps they will come up with a design that tells who they are using Mockups as a “canvas.”

Examine (30 minutes)

4. As a class discuss what you learned in the interviews. Ask each student to share one new thing they learned about the person they interviewed. Ask the group:
 - What ways are you similar to the person you interviewed? How are you different?
 - What did the other person’s story tell you about yourself?
5. Introduce the idea of using symbols in design to tell a story. (See the resources section.)
6. Ask the students to give their notes to their partner.
7. Challenge each person to come up with a design symbol for the answer to each question. For example, if they are from Seattle they can use the Space Needle as a symbol to represent the city. If their favorite thing to do is skateboard, they can draw a skateboard; a guitar could symbolize an interest in playing music, etc.

Explain (30 minutes)

8. Provide each student with three blank shoe templates and art supplies.
9. Have students begin to sketch a design using their symbols onto the templates, with the goal of making the shoes tell their story. Challenge them to use at least five symbols in each design. Remind them to experiment with shapes, patterns and colors, as well as different mediums, to answer the question, “Who Are You?”
10. Once they have completed two or three designs they are ready for the next step.

Elaborate (60 minutes)

11. Pass out the Mockups; one pair per student.
12. Have students select their favorite design among their template drafts.
13. **Important:** It’s much easier to erase pencil than ink or paint, so before students begin drawing or painting, ask them to use a pencil to sketch an outline of their favorite design onto the Mockups. After completing a pencil outline, they can begin rendering their design in crayons, paint or markers.

Evaluate (30 minutes)

14. Invite students to present their completed Mockups to the class. Ask them to explain at least three of their personal symbols.
15. Encourage the class to ask each presenter questions about the symbols used and the completed designs.
16. In closing, ask the class what similar themes, if any, appeared in the designs. What does this tell them about their class? Do they know their classmates better after this activity? Why or why not?

EXTENSION: Symbolic Shoes

Even without colorful designs, shoes say something about the person who is wearing them. Have students look through magazines and online to find photos of shoes that tell a story. Have them choose one pair and write a few sentences about what these shoes say about the person who wears them and why. Have them explain what these shoes are a symbol of and why.

ASSESSMENT

Have students turn in their interview notes and look for detail and clarity. Review their design drafts and look for at least two different solutions to the design challenge. Do their finished Mockups show understanding of the idea of how symbols can be used to tell a story? Do you have a better idea of who this student is by looking at their finished Mockups? Evaluate public speaking skills, and participation in posing thoughtful questions about their classmates’ artwork.