



100 People: A World Portrait

Lesson Plan

www.100people.org

100 People: A World Portrait

Understanding the world population is hindered by the sheer size of the task. We can measure numbers and statistics, but the reality of 7 billion people is infinitely more difficult to comprehend. While it is virtually impossible to accurately portray the life experiences of each one of us, the aim of this project is to select and present a representative sample of 100 of the earth's population. This much smaller yet proportionately accurate portrait offers a more manageable way for us to better understand who we are as a species. It is our hope that this work will inspire people to see the world in a new way. Who are the people each of us shares our neighborhood, community, town, school, and country with? Where does each of us fit in?

The project will capture in film, photography, music and text 100 individuals who represent the global population, proportionate to annual global surveys and statistics. This world portrait will be used to make an introduction between the peoples of the earth and to facilitate an understanding of the diversity and the commonalities among us.

The media created by the 100 People Foundation is intended to educate, entertain and inspire participants to learn more about world geography, culture, language, religion, music and our shared resources.

100 People: A Global Art Project

Teachers are invited to use 100 People: A World Portrait as a class project. The framework is simple: contribute to our world portrait by asking students to celebrate someone in your community through photography and writing and share information about your part of the world. The assignment is to nominate and photograph an individual who has inspired the student, someone who is a citizen of the country in which they live.

Many variations on the assignment are possible. The entire class might choose one person to photograph, creating different interpretations of one individual. Or, each class member can nominate a person, as Jennifer Henbest de Calvillo's class from the International School of Yangon in Myanmar did. Jennifer's students found members of their community that they admired and presented us with photographs and essays of each. Kimberly Sajan from the Manhattan Center for Science and Mathematics has created a class project that assigns each student one statistic to interpret visually, so that the student creates a portrait of 60 Asians; or 26 children; or 13 people living without clean safe water. Portraits can be made in any media- photography, painting, drawing sculpture or multi media.

100 People: A Global Art Project



Getting Started

- Visit the 100 People Foundation website to learn more about the project and see what other teachers are doing. www.100people.org
- Identify a U. S. colleague to partner with (suggestions - social studies or art teacher)
- Decide on a group of students to work with – this can be one or two classes, an entire grade level or the whole school.
- Where possible, establish a relationship with a local “sister school” to do the project with.
- Fill out the online registration form and create your own team page by going to www.100people.org/getinvolved_participate.php
- Read through the Project Workbook and you are ready to get started!

Project Workbook

This workbook will help teachers and students make nominations for the world portrait, and offers suggestions on how to use the project to teach students about their place in a global population. The workbook includes:

- The Assignment
- Nomination Criteria
- Making a Nomination
- Submitting a Nomination
- Using the Website
- Discussion Topics
- Useful Documents

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The Assignment

The goal is for students to go out into their community and find a person to nominate for the project.

The assignment is to create a portrait of an individual who has inspired the student, someone who is a citizen of the country in which they live. The portrait should be accompanied by a written description of the individual's age, gender, nationality, religion, and language, with an explanation of why the person has inspired the student.

This assignment has the potential to start a dialogue of understanding of who we are and what place we occupy in the world. The artwork will be displayed beyond the classroom and become part of a vital and growing art project.

International schools are encouraged to partner with a local school to make nominations. The goal of local school partnerships is to gain a breadth of involvement from different national and international community perspectives. This collaborative approach can enrich the student experience and help make deeper connections into the community.

Nomination Criteria

The nomination can be of anyone who is a citizen of the community where the student lives, and who has inspired them by their actions or lifestyle. Representing a global population of 7 billion people with only 100 portraits is a formidable task, and one with very limited accuracy, since many characteristics of the population are complex and hard to combine into so few people. For this reason, we are asking for nominations that represent the best of who we are, by asking students to nominate people who have done something in their community or with their lives that is inspiring, and benefited others.

The gallery portion of the 100 People web site will show nominations we receive from schools. The final portrait will be of 100 people chosen from these nominations that correspond with the statistical model that inspired the project. The power of the idea is in the ability to grasp a simple visual sample of the world rather than a complex numerical whole.

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Making a Nomination

Discuss with your students what kind of portrait they will make. Digital photography may be the easiest to work with if you wish to make your nominations through the web site.

The portrait should be accompanied by a written description of the individual's age, gender, nationality, religion, and language, with an explanation of what the person has done to inspire the nomination. In most cases, this will involve conducting an interview with the subject. This can be done informally, using a written questionnaire that is included in the documents portion of this workbook.

Submitting a Nomination

One of the benefits of doing this project is for students to see their work presented in a wider context. While all nominations are welcome, students can be asked to critique their own work, and may find value in discussing what makes a good portrait before they submit their work.

When you are ready to submit the nominations, please make sure you have:

- Student name
- Digital photos or other images saved as JPEG files, 300 DPI (non-digital files must be mailed to the address below)
- Subject name, age, religion, and place of residence
- Description of why this person was chosen
- Community Profile
- Image Release Form

Completed nominations can be submitted on our website:

www.100people.org

or sent by mail to:

Carolyn Jones
100 People Foundation
15 West 26th Street, #914
New York, NY, 10010
USA

All email inquiries may be directed to:

info@100people.org

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Related Discussion Topics & Activity Ideas:

Discussion: What are statistics & what do they tell us?

Definition of Statistics: n. A. *The mathematics of the collection, organization, and interpretation of numerical data, especially the analysis of population characteristics by inference from sampling.* B. *Numerical data.*

Facilitate a class discussion of how statistics are acquired, and by whom. This can lead to an understanding of how statistics are used to document communities, and to understand issues of identity, areas of common interest and need, commerce and culture.

The statistics included in the documents section of this workbook can be used to help students focus on how they describe their own community, and how they can compare it to others.

Asking students to guess at the answers before they see the compiled list is a good way to challenge their assumptions about the world they live in, and to open up discussions about the qualitative nature of some things that we measure. What is safe drinking water? How does one determine sub-standard housing? What are the consequences of not being able to read? What are the implications of more than half the world living in Asia?

Finally, how does one represent these issues with portraits from the community? If one can see the world as 100 people, the same model can be used to examine the composition of any population- a class, town, village, or country.

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Discussion: Inspiration- What does it mean? Why does it matter?

Definition of Inspiration *n* .A. To affect, guide, or arouse by divine influence. B. To fill with enlivening or exalting emotion: hymns that inspire the congregation; an artist who was inspired by Impressionism. C. To stimulate to action; motivate: a sales force that was inspired by the prospect of a bonus. D. To affect or touch: The falling leaves inspired her with sadness. E. To draw forth; elicit or arouse: a teacher who inspired admiration and respect. F. To be the cause or source of; bring about: an invention that inspired many imitations.

To get started, discuss what inspiration means and why it matters. Inspiration can come from many sources- a local artist, teacher, athlete or government leader. For many students, a family member or a neighbor may be inspiring by their example.

Ask the question: who inspires you and why? How do you meet that person, if they are unknown to you? It may be as simple as a phone call, a letter of introduction, or a personal contact. Cameras and notepads can be a passport that enables students to go anywhere and talk to anyone.

Activity: Community Profile

How would you describe your community to other people? In your class examination of the community, students may want to focus on what they have in common with others, as well as what makes their community unique.

Areas of commonality, like food, clothing, government, industry and transportation are also areas with individual variations.

What may seem commonplace and ordinary in one place may be entirely unique to someone else. For example, a student nomination from the Shekou International School in China included a man with three children. Chinese government policy, however, encourages a one-child family. This point of differentiation was notable in this nomination, as it distinguished the man in his community from the others around him. In other parts of the world, the idea of a one child family policy may be entirely unknown and provide the foundation for a fascinating discussion of cultural and economic differences between communities.

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Activity: Telling the Story

Words are used to tell a story, but pictures can tell a story too. A picture can document a specific event, capture a unique moment, inform us about life in a given place and time, or offer insight into an individual or a group of people. Choose a photograph to discuss with the class. Ask the students what they can tell from looking at the picture, sharing observations, inferences and questions.

Some of the following questions could be discussed:

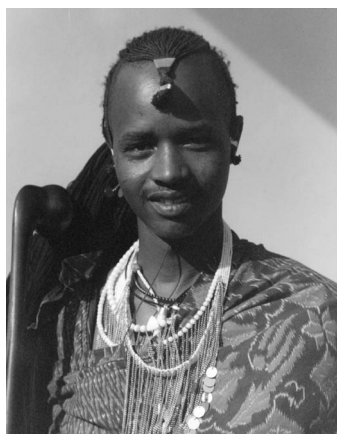
- Is the photograph posed, or candid?
- When do you think the photo was taken? What clues are there?
- How would you describe the subject? What are the people wearing or doing?
- What is the setting, or the environment? What objects are visible, why were they included, and what information can they give us?
- What title would you give this photograph? Why?
- What does the picture tell us about this person's life?

Consider using photos from the gallery at www.100people.org, to help guide students when they make their portraits for a nomination. Some questions for them to consider in making their own portrait:

- How do you communicate your ideas?
- How do you capture the inspiration that you feel and present it to an audience?
- What makes a compelling portrait?
- How can different visual and writing techniques help you tell your story?

Useful Documents

The Statistics (blank and with numbers filled in)
Community Profile
Subject Questionnaire
Image Release Forms (minor and adult)



If the World were 100 PEOPLE:

50 would be female

50 would be male

26 would be children

There would be 74 adults,

8 of whom would be 65 and older

There would be:

60 Asians

15 Africans

14 people from the Americas

11 Europeans

There would be:

33 Christians

22 Muslims

14 Hindus

7 Buddhists

12 people who practice other religions

12 people would not be aligned with a religion

12 would speak Chinese

5 would speak Spanish

5 would speak English

3 would speak Arabic

3 would speak Hindi

3 would speak Bengali

69 would speak other languages

83 would be able to read and write; 17 would not

7 would have a college degree

22 would own or share a computer

77 people would have a place to shelter them
from the wind and rain, but 23 would not

1 would be dying of starvation

15 would be undernourished

21 would be overweight

87 would have access to safe drinking water

13 people would have no clean, safe water to drink

If the World were 100 PEOPLE:

There would be:

___ Females

___ Males

___ Children

___ Adults

___ Adults age 65 and older

___ Asians

___ Africans

___ People from the Americas

___ Europeans

___ would be Christian

___ would be Muslim

___ would be Hindu

___ would be Buddhist

___ would practice other religions

___ would not be aligned with a religion

___ would speak Chinese

___ would speak Spanish

___ would speak English

___ would speak Arabic

___ would speak Hindi

___ would speak Bengali

___ would speak other languages

___ would be able to read and write

___ would not be able to read or write

___ would have a college degree

___ would own or share a computer

___ would have shelter

___ would be dying of starvation

___ would be undernourished

___ would be overweight

___ people would have no clean, safe water to drink

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COMMUNITY PROFILE

Where do you live?
City/State/Province/Country

Time Zone
Longitude/Latitude

What kinds of clothes do you wear?

What are the types of food that you eat?

What kind of food is grown where you live?

What religions are practiced in your community?

What languages are spoken in your community?

What animals live in your area?

What industries support your local economy?

What kinds of transportation are used in your community?

What is the traditional structure of families in your community?

What is the educational system in your community?

What kind of currency do you use?



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SUBJECT QUESTIONNAIRE

Name: _____

Age: _____ Gender: _____ Religion: _____

Location of Residence (village/city, state, country)

Describe how this person has benefited their community, earned respect, inspired or led others.

(use back of sheet if necessary)

Optional Questions:

Where were you born?

What foods do you eat?

What's your job?

What is your method of transportation?

How do you describe your family?

What do you do for Entertainment?

What kind of music do you like?

Photographer's Name _____

100 People Foundation
15 West 26th Street, #914
New York, NY 10010 USA
(212) 252-8402

IMAGE RELEASE

I, being of legal age, hereby irrevocably consent that my name, image, and likeness, as shown in the photographs, videotapes, and/or electronic images in which I appear, and/or audio recording made of my voice and words may be used in whole in part in any and all media by the 100 People Foundation at any time in whatever way is desired free and clear of an claim whatsoever on my part.

IN WITNESS WHEREOF, IN THE STATE AND COUNTRY OF _____

_____ ON THIS DAY OF _____

NAME _____ AGE _____

SIGNATURE _____

ADDRESS _____

CITY _____

STATE _____ ZIP/POSTALCODE _____

PHONE _____

EMAIL ADDRESS _____

100 People Foundation
15 West 26th Street, #914
New York, NY 10010 USA
(212) 252-8402

IMAGE RELEASE

Minor

I, being the Parent/Guardian of _____, hereby irrevocably consent that his/her name, image, and likeness, as shown in the photographs, videotapes, motion picture film and/or electronic images in which he/she appear, and/or audio recording made of his/her voice and words may be used in whole or in part in any and all media by the 100 People Foundation at any time in whatever way is desired free and clear of any claim whatsoever on my part or the minor's part.

IN WITNESS WHEREOF, IN THE STATE AND COUNTRY OF _____

_____ ON THIS DAY OF _____

NAME OF MINOR _____ AGE _____

NAME OF PARENT/GUARDIAN _____

SIGNATURE _____

ADDRESS _____

CITY _____

STATE _____ ZIP/POSTALCODE _____

PHONE _____

EMAIL ADDRESS _____



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