



## A Service Learning Experience

**Overview:** How to utilize the potential of the Fundred Dollar Bill project to bring collaboration, dialogue, and connections into a community environment.

**Goal:** To provide direct experience of an artist driven collaboration with community and the opportunity to affect change in ways no single artist or person could achieve individually.

**Preparaton:** Research the school, community organization, or local event that you are presenting the Fundred project to. The better understanding you have of the culture, history, and relevance of the project to the participants, the better equipped you are to interact and facilitate the Fundred discussion.

**Materials:** One Fundred template per participant, markers, pencils, crayons, scissors.

**Introduction:** Introduce yourself to the group of participants; explain why you are interested in doing this project. Ask if the students knew anyone affected by Hurricane Katrina or any other natural disasters and ask what that felt like. This gives the participants the opportunity to address an issue that is personally relevant to their lives. This also gives the participants the opportunity to learn from one another's experiences in context to the underlying societal issues being addressed.

**Explaining the development of the Fundred project:** After Katrina, a significant problem emerged; New Orleans is one of the most lead polluted city in the country. The disaster was in the soil before the disaster of the storm. The use of lead additives in gasoline and the paint are the main source for the lead contamination. Lead in the soil translates to lead poisoning in the blood. Children are the most vulnerable to this health threat. Research has shown lead poisoning linked to compromised achievement, learning disabilities, and violent crime.

**The value of human expression:** In 2005, after the hurricane artist Mel Chin was invited to consult on the reconstruction efforts and learned about the lead contamination. He is known for his artworks that address environmental problems. Mel asked leading environmental scientists, "how much money it will take to get the lead out?" After identifying potential solutions, the answer: \$300,000,000. Realizing funding of this magnitude can not be raised his response was simply, "It will have to be made!" Mel said, "we can CREATE this necessary funding from the value of creativity...through a collective art project. The Fundred Dollar Bill Project is national outreach to schools and communities that, through a simply and fun drawing project, will raise awareness and funding for this science-based landscape project that is being researched and developed right now.

**Artistic Contribution:** Start to create a Fundred, pass out templates, drawing utensils, and scissors. Focus on the individuality of each participant's Fundred as their representation of what they value.

**Make a contract:** Ask the participants if they are willing to donate their Fundred to the nationwide collection. If they agree to donate, their signature, as well as that of their teacher, endorses the creative currency.

### Closing discussion and reflection:

Have each participant show the group their Fundred and explain what they created and why. What do the participants value? Why is contributing to the project powerful? How do the Fundreds act as indicators of social engagement and the power of collaboration? These reflections allow perspective of complex community interactions, challenges and alternative solutions. How could the participants implement the ideas conveyed in the Fundred Dollar Bill project about

environmental justice in other art forms? This reflection encourages participants to examine their preconceptions and assumptions in order to explore and understand their roles and responsibilities as citizens.

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