

August 15 –
September 25, 2011

Art and Addiction: Putting a Human Face on Addiction and Recovery



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Introduction

Art and Addiction: Putting a Human Face on Addiction and Recovery will be held from August 15 – September 25 and will be accompanied by a student exhibit being hosted by Tallahassee Community College for which you may submit your students' works of art (see next page).

We understand and acknowledge the controversial nature of the exhibition but believe that it is a subject that needs addressing through the school system. The age at which kids become aware of drugs and alcohol, or begin to use drugs and alcohol, is growing ever younger. One way to address these issues is by using art as a way to explore, in the art classroom, issues surrounding addiction, and within the student / guidance counselor setting.

We hope this packet will be helpful to you in your classroom and that you join us for *Art and Addiction: Putting a Human Face on Addiction and Recovery* at the Florida State University Museum of Fine Arts and at the student exhibit being hosted by Tallahassee Community College.

Art and Addiction Committee:

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Museum Education Program
 Florida State University Museum of Fine Arts



Joan Matey, *To Feel or Not To Feel; Escape Thru Addiciton*, 2010, Painted Polymer Clay, Wood, Cloth; 14" x 16" x 7.5".

For the Art Educator: Lesson Plans and a Student Display

This packet approaches the subject matter in a way that is adaptable and appropriate to all age groups, from grades K-5 to grades 6-12. The packet includes informational articles, lesson plan suggestions, a glossary and a disc with images. All material in the packet is in accordance with the current Florida Sunshine State Standards.

Tallahassee Community College, as the host for the accompanying art exhibit of student work, has a few requirements. The works must be ready for exhibition upon delivery. Delivery dates are Monday, May 9th to Thursday, May 12th. The show will run from May 19th to July 21st. Student art may be picked up from July 22nd until the last week of July.

May 9 – 12	Drop off work for TCC exhibit
May 19 – July 21	Student exhibit at TCC
May 19	Reception for Student Exhibit at TCC, 6:30 – 8:00 p.m.
July 22 – 29	Pick up work from TCC exhibit – No Saturday and Sunday pickups
August 15	Opening for <i>Art and Addiction</i> exhibit at FSU MoFA
September 25	Closing for <i>Art and Addiction</i> exhibit at FSU MoFA

Sunny Spillane, *Recovery*, 2010, Acrylic on Linen with Punctures and Embroidery Floss, 24" x 20".



For questions, contact Laura Thompson, MFA, Coordinator TCC Fine Art Gallery
 Office: 201-8083
 Home: 878-1382
 TCC Fine Art Gallery Hours: M-F 12:30 – 4:30

Sunshine State Standards**K-2nd grade**

VA.A.1.1.1 Use two-dimensional and three-dimensional media, techniques, tools, and processes to depict works of art from personal experiences, observation or imagination.

VA.B.1.1.2 Understand that works of art can communicate an idea and elicit a variety of responses through the use of selected media, technique, and processes.

VA.E.1.1.1 Understand that people create art for various reasons and that artists design everyday objects.

VA.B.1.2.1 Understand that subject matter used to create unique works of art can come from personal experience, observation, imagination, and themes.

3-5th grade

VA.B.1.2.1 Understand that subject matter used to create unique works of art can come from personal experience, observation, imagination, and themes.

VA.B.1.1.4 Uses the elements of art and the principles of design to effectively communicate ideas.

VA.B.1.2.1 Understands that subject matter used to create unique works of art can come from personal experience, observation, imagination and themes.

6-12th grade

VA.E.1.3.1 Understand how knowledge, skills, and attitudes gained from the visual arts can enhance and deepen understanding of life.

VA.D.1.4.11 Understand and determines the differences between the artist's intent and public interpretation through valuable criteria and judgment.

VA.C.1.4.1 Understands how social, cultural, ecological, economic, religious, and political conditions influence the function, meaning, and execution of works of art.

Ripple Effect

Addiction obviously affects addicts but addiction also carries a ripple effect. It is common to look at addiction as an individual issue and to acknowledge that addicts hurt themselves. It is easy to forget the hardships and problems that addiction causes to those around an addict. Addiction science does not address the pain of the family and friends who are watching their loved one struggle with addiction (Santora, Dowell & Henningfield, 2010).

The ripple effect can sometimes resemble a tsunami. Children with substance-abusing parents are more likely to have problems with delinquency, poor school performance, and emotional difficulties than their peers from homes without substance abuse (<http://www.innovatorsawards.org/>). The children or peers of addicts may turn to drugs as well. Research shows that proximity to those who use and abuse drugs can lead to usage by young people. By eighth grade, 52 percent of teenagers have consumed alcohol, 41 percent have smoked cigarettes, and 20 percent have used marijuana. The age at which kids become aware of drugs and alcohol, or begin to use drugs and alcohol, is younger than expected. Parents, friends, and peers affect a young person's decision to use or not use drugs.

The addict experiences the ripple effect, but through financial hardships, alienation from friends and family, as well as law enforcement issues. Drug offenders account for more than one third of the growth in the state prison population and more than 80 percent of the increase in the number of federal prison inmates since 1985. Addiction is not only an individual issue but a community issue as well.

The public tends to forget the ripple effect of addiction. It is important to help the public understand the turmoil in the personal life of the addict and the lives of those connected to an addict. This knowledge will help in the development of better teaching tools for youth. Using visual art as a way to interpret and understand the effects of addiction on both the addict and those around the addict can also raise awareness and understanding in the broader community.

Glossary Words

Addiction awareness, ripple effect, community issue

Lesson Plan Suggestions

Level: K-5

Objective: 1) to teach students the ripple effect of negative and positive actions, 2) to demonstrate the interconnectedness among people, 3) to show that art can communicate these ideas.

Time: 2-10 days



Donalee Pond-Koenig, *Inner Space and Soul*, 1997, Pencil, 29.5" x 41.5".

This image shows a family supporting one another in their struggles with addiction. Addiction affects everyone within the family.

Materials: webs can be made from whatever the teacher finds appropriate, for example clay, poster board, foam, or other media of choice.

Procedure: Have students create a web with their classmates in which they are all represented in the center of the web. Have the students expand the web outward by showing connections from themselves to their families, friends and acquaintances. Students will show their portions of the web and describe their connections. Talk about their relationships to each other and to those outside the classroom. Discuss the way their actions affect those around them. Talk about both good and bad things and the way these affect the people within the web.

Potential Discussion Questions: How do you think your actions affect the people around you? How do you think other people's actions affect you? How does the web show the connections that we have to those around us?

Level: 6-12th grade

Time: 2-10 days

Objective: 1) to teach students the ripple effect of negative and positive actions, 2) to demonstrate the interconnectedness among people, 3) to show that art can communicate these ideas.

Materials: Post-it notes, paint, markers, clay, other assorted art supplies.

Procedure: Discuss with students the ripple effect associated with addiction. Show them art works from the *Art and Addiction* exhibition. On post-it notes, ask students to write down ways that drugs affect those people connected to addicts (their family, friends, co-workers, etc.). Comments can be personal or they can describe events in others' lives, including celebrities. Put all the post-it notes on a wall, or the board. Tell each student to select one post-it note from which to create a work of art. Students will discuss their pieces and the way they show the ripple effect of addiction.

Potential Discussion Questions: Do you think the people around you greatly affect what you do in your life?

*For additional information regarding addiction please visit the "Sources/Additional Information" section of the teacher's packet.

Art Raising Awareness

Addiction is an equal opportunity disease. It is a disease that can affect anyone. Every year 435,000 deaths are caused by tobacco, 85,000 by alcohol and 17,000 from illicit drug use (Santora, Dowell & Henningfield). More awareness and understanding is necessary to stop the cycle of addiction and to prevent people from turning to drugs. Schools educate children and young adults about addiction with programs such as DARE (Drug Abuse Resistance Education) and Red Ribbon Week in an attempt to prevent them from using drugs in the future. Research shows that many students find the drug education they receive in school to be ineffective and would rather hear about the issues surrounding drugs from someone such as a previous user (Brown, Joel H, Marianne D'Emidio- Caston, and John A. Pollard 1997). This research requires careful consideration since proximity to drug users may also create unintended attitudes in the audience. Many students do not seem to learn from the information provided by DARE and more effective programs should be devised. This information indicates there is a greater need for additional research and for all educators and community members to help young people understand the issues and dangers surrounding substance abuse and its effects.

Art is an effective way to reach students because it combines factual information with visualization. It offers a more total view of the pain and hardship a community member suffers as an addict. Due to the visual representation of the issue or idea, art can help reveal the true consequences of drugs thus exerting a greater effect on the audience. The artists in the *Art and Addiction* exhibition articulate their stories and connections to addiction by appealing to senses and emotions, and by relating to a wide set of experiences. Art provides a meaningful communication and expression about things that matter, including addiction. Using this mode to teach the struggles and issues associated with addiction may offer a holistic approach needed by young people to develop a rational assessment of drug use.

Glossary Words

Addiction, DARE, Red Ribbon Week

Lesson Plan Suggestions

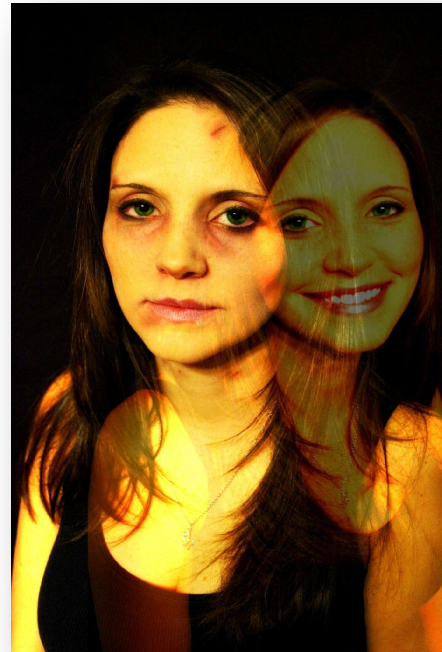
Level: K-5

Time: 2-10 days

Objective: To help students understand the ways art brings awareness to issues such as addiction.

Materials: poster board, construction paper, markers, paint, other art supplies teacher feels are appropriate.

Procedure: Students will raise awareness of issues they see within their schools or communities. Students might discuss, for example, the issue of littering on the playground. They will then look at various art works by the painter Keith Haring who made numerous pieces related to raising awareness of environmental problems and other world issues. Analyze the way Haring's works bring awareness to the



Kelly Garrett, *Before and After*, 2010, Photography, 11" x 14".

viewer. Utilizing the *Keith Haring Kids* website, pick one or two images for students to look at and discuss. Students will produce their own awareness posters about some of the issues that were explored in class. Have students share the posters created.

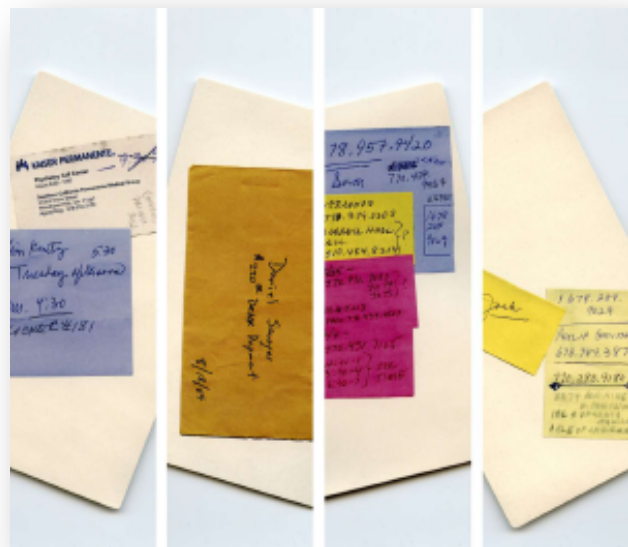
Potential Discussion Questions: How can artwork bring awareness to specific issues in the community? What aspects of awareness ads make them effective?

Level: 6-12th grade

Time: 2-10 days

Objective: To help students understand the ways art brings awareness to issues such as addiction.

Materials: post card sized paper, markers, paint, magazines, colored paper, other art supplies teacher feels are appropriate.



Brian Gillis, *Josh and Danny*, 2010, Porcelain, 6" x 9" x .1875"

the people around you exert a positive effect on an understanding or awareness of addiction? How can those who help you or touch your life positively impact an understanding or awareness of the dangers of drug use? Can this impact be subtle? Can it be dramatic?

Procedure: Students will look at various forms of mail art. Explore the messages and ideas they see in mail art and talk about the form's effectiveness as a means to express one's self. Students will create their own postcard art communicating their thankfulness toward people in their lives. This can be anyone who has helped or affected the student, someone to whom the student wants to say thank you. The postcards will be mailed. Photograph the postcards before students send them. After creating the postcards, examine the way this art brought awareness to specific aspects of their lives. Discuss a relationship between this project and addiction awareness. Utilize the discussion prompts.

Potential Discussion Questions: How can

Art Moving Beyond Addiction Stereotypes

Addiction to certain substances has not only become a social but a medical problem of our time. Addiction is rapidly increasing. In the United States alone, substance abuse and addiction is responsible for 1 of every 5 deaths (Santora and Henningfield). Not many people understand the severity of the effects of addiction. What is more disturbing is the lack of attention this illness receives from the public. The public has grown indifferent. Various reasons are to blame for the low importance assigned to this issue. People, for example, believe this is a problem which should be dealt with by law enforcement. There is a lack of leadership and poor funding to reduce substance abuse. People hold a pessimistic view towards intervention and treatment (Santora and Henningfield).

Stereotypes, widely shared or ill-informed notions, create stigmas regarding addiction. For example, a social stereotype of a person with an addiction generalizes the person as lazy, deceitful, untrustworthy, and at fault for the condition (<http://addictions.about.com/od/glossar1/g/stereotype.htm>). The terminology used to describe addi

ction has contributed to the stigma as well. Many derogatory terms were championed throughout the “War on Drugs” in an effort to dissuade people from misusing substances. Terms like “addict, abuser, and junkie” are demeaning because they label a person by his/her illness (http://www.naabt.org/documents/naabt_language.pdf). The abuse of substances and the use of illegal drugs bring distressing social implications to those involved directly or indirectly. Once recovered, former addicts are still faced with stigmas and stereotypical notions of their characters.

According to a survey from the U.S. Department of Health and Human Services in 2008, an estimated 118,495 emergency department visits involved illicit drug use by older adults (persons aged 50 or older). There were 527 faith-based substance abuse treatment facilities or facilities affiliated with a

religious organization that were not located in or operated by a hospital. More than 19 percent of women aged 18 to 64, who were employed full, time engaged in binge alcohol use and 6.4 percent used illicit drugs in the past month (<http://oas.samhsa.gov/highlights.htm>). Society must understand that substance abuse and addiction affect anyone from any background, not just a particular group of people from certain backgrounds or socio-economic circumstances. Using the visual arts in conjunction with other methods to educate youths in our schools will put us one step closer to gaining awareness and in making addiction stigmas and stereotypes disappear.



Suzy Kitman, *Raggedy Ann Tried Telling Andy the Party Was Over*, 2010, Oil on Canvas, 16” x 16”.

Glossary Words

Addiction, stigma, stereotype

Lesson Plan Suggestions

Level: K-5th grade

Time: 1 hour (minimum)

Objective: To dispel students concepts concerning stereotypes of those who abuse substances as well as encourage the use of art as a communication method.

Procedure: Show the students *Raggedy Ann Tried Telling Andy the Party Was Over* and ask them what they see in the piece. Teachers can also choose other artists as well in order to do this lesson plan. Explain to the students briefly the nature of stereotypes. Discuss events in the image to elicit understanding. Have them narrate their own stories of the Raggedy Ann depiction by asking them to draw what happened before and what happened after the event in the picture. Ask students to show their drawings and share their stories with the rest of the class.

Potential Discussion Questions: What is typical of this scene? What is stereotypical about these characters? What is not stereotypical about them? What is unusual about this scene?

Other Potential Image: *Stick Figure Intervention*.

Level: 6-12th grade

Time: 1 hour

Objective: To dispel students concepts concerning stereotypes of those who abuse substances as well as encourage the use of art as a communication method.

Procedure: Show the students one of the images from the exhibition. Start with a conversation. Ask the students to narrate the story of a figure in the piece. Then, read the artist's statement and ask them to analyze it. Determine who the person behind the artwork might be.

Potential Discussion Questions: Is there a difference between the communication within the artist's statement and what is depicted in the artist's work? What aspects of the artist's statement and artwork perpetuate or break away from stereotypes about addicts and addiction? What surprised you about this artist's representation of addiction?

Carla Morgan, FSU MoFA Education Program

Expressing All Aspects of Addiction

Abuse and addiction to substances has been a problem in the U.S. for a long time. Humanity has used drugs of one sort or another for thousands of years, but it wasn't until the 19th century that the active substances in drugs were extracted and abused (<http://www.factmonster.com/ce6/sci/A0857830.html>). Trying to find a way to treat addiction represents many challenges (Santora, Dowell, and Henningfield 2010). There is not one set of circumstances or procedures that guarantee effective treatment. Anyone can be affected and the outcome is not always positive. According to an article by Charles N. Roper, titled "Definitions and Characteristics of Addiction," addiction is a primary, progressive, chronic disease with genetic, psychological, and environmental factors influencing its development and manifestations. It is often progressive and fatal. When it comes to addictions, there are certain characteristics that are normally present. These may include a loss of control, compulsive preoccupation with a substance, and the continual use of that substance despite the many negative consequences (http://www.friendsofnarconon.org/drug_addiction/what_is_addiction?/characteristicsofaddiction:friendsofnarconon/).

When art addresses addiction, a greater range of characteristics and perspectives of the disease are present. In this exhibition, artists present the human dimensions of addiction and the way substance disorders have influenced individuals or those who have loved ones with addictions. The pieces displayed sometimes include the artist's own substance use, abuse, and recovery (Santora, Dowell, and Henningfield 2010). These works offer an "honest testimony" in an attempt to find, display, and reveal the many features of addiction (Suominen Guyas, Alders, and Spillane). To deal with the problem, all of the elements of addiction must be displayed and discussed to develop a better social and medical understanding of the disorder.

Glossary Words

Substance disorder, testimony

Lesson Plan Suggestions

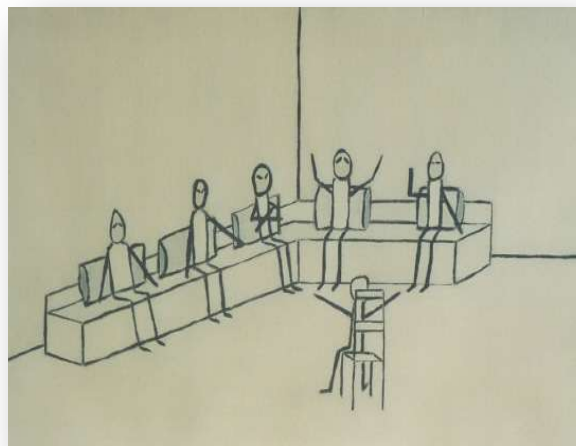
Level: K-5

Time: 1 day

Objective: To have the students understand that making decisions results in consequences, good and bad.

Procedure: Find a story in which the main character makes a bad decision or things go wrong when a correct decision is made. Some examples are *Hansel and Gretel*, *Little Red Riding Hood*, etc. Narrate the story to the class. Do a written analysis of the story by dividing a sheet of paper on each of the sides into three sections labeled *Start*, *Decision*, and *What Happened*. Ask the students to draw and write a counter-narrative to the story they heard, making it more positive. Have them share with the class in the end.

Potential Discussion Questions: What do the main characters from each story have in common?



Chris Babson, *Stick Figure Intervention*, 2006, Acrylic on Canvas, 25" x 35".

Level: 6th -12th grade

Time: 1 day

Objective: To have students understand the many aspects of substance abuse and addiction.

Procedure: Show several pieces from the exhibit, as well as works by famous artists, and several visual culture images that include famous artists from other fine arts genres. Ask the students what these artists have in common. Explain the way each artist also demonstrated negative behavior. Ask the students to draw split portraits of someone famous. Each split portrait will show positive and negative behaviors. Ask them to write captions underneath the negative and positive aspects of this person's greatness. This necessitates research about the person chosen. Ask them to share their works when they are finished.

Suggested Materials: Posters, drawing paper, clay for figures

Potential Artists: Jean- Micheal Basquiat, Frida Kahlo, Jackson Pollock, Pablo Picasso, Vincent Van Gogh, Andy Warhol.

Potential Contemporary Icons: Kurt Kobain, Lindsey Lohan, Amy Winehouse, Ray Charles, Whitney Houston, Jim Morrison, The Rolling Stones.

Potential Discussion Questions: What do these artists have in common? Do you know any artists, historical or contemporary, with addiction problems? How did (or does) the addiction affect the artist's work? Did the artist ever overcome the substance disorder? Did the substance disorder overcome the artist and the artist's work?

Level: 6-12th

Time: 1 hour

Objective: To have students understand the many aspects of substance abuse and addiction.

Procedure: Read to the students two artist statements, one that is a somber view of addiction and the other that is more hopeful and motivational for seeking treatment. Ask them to draw the way they see these artists' paintings from listening to the artists' statements. Direct them to draw one image on one side of the paper and the other on the other side of the paper. Show them the paintings that correlate to the actual artist statements. Utilize the following discussion questions.

Potential Discussion Questions: Were your drawings similar to the actual paintings? Did you notice through this exercise the numerous characteristics and perspectives of addiction? Did you know there are many aspects of addiction? If no, which ones have you learned?

Potential Artist Statements: *Anxiety Cake* by Vick Vercauteren, *Inner Space and Soul* by Donalee Pond-Koenig

Carla Morgan, FSU MoFA Education Program

For the School Counselor: From Lesson to Protocol

In addition to containing abundant material for art education teaching ideas and lessons, the *Art and Addiction* exhibition can be a rich source of discussion material for school counselors and other school-based therapy staff members. Whether addressing an entire class on drug use and abuse concerns or working with a small group of students who have been exposed to drug or alcohol abuse, the ideas on the following pages may assist in providing a framework for involving students in thinking about their personal experiences.

Using an image from the exhibit as an example may engage students in meaningful exploration of their experiences and may encourage students to create their own art about drug and alcohol abuse issues. The four protocols that follow echo the four themes in the art education section of the packet. Each protocol includes an art image from the exhibition, discussion points and questions for student responses, and ideas for student creation of their own art in response to the theme.



Elizabeth Katz, *Indecision*, 2007, Lithograph, 16" x 14".

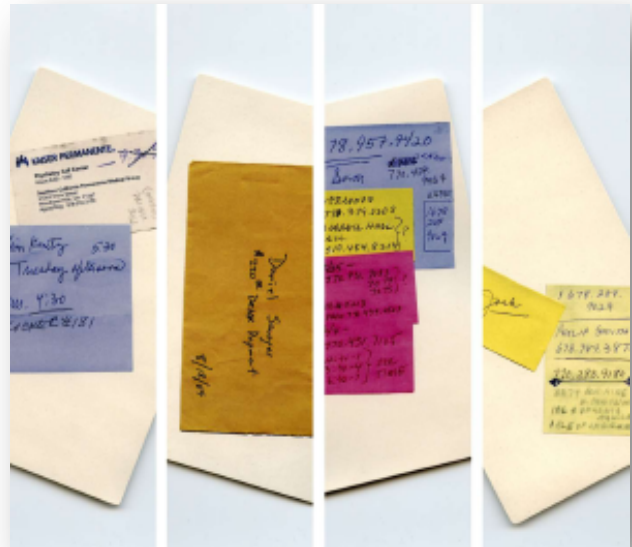
The Ripple Effect

Addiction is not only about the troubled individual but also about everyone who cares, loves, or works with the alcohol or drug user. It is difficult for addicted individuals to see what is happening around them and to attend to the needs of those close to them. It is also difficult for those who are addicted to understand the effects of addiction on the various aspects of their own lives and the lives of those who want them to be safe. Addicted persons live in a haze and are clouded by their using behaviors.

Josh and Danny is not only an interesting work of art, but also speaks to the “ripple effect” of addiction. The artist is expressing frustration about the way two brothers have turned their lives upside down due to their drug use. Their behavior has impacted life in unexpected and frightening ways. The anxiety of not knowing where a loved one is, or what condition a loved one is in, can be chilling and traumatic.

Discussion points for this image can include:

- The work of art is titled, *Josh and Danny*. These are the names of the artist’s brothers. By knowing that this art piece is about two brothers with addictions, what does the artwork say about the artist’s relationship with them?
- What do you think the artist wants the brothers to learn about his feelings concerning their addiction from the artwork?
- Each tile has something different written on it. Select one and read what it says. How are the words important to your understanding of the way addiction affects a family member?
- Knowing there are seven tiles, does this say anything else to you about the artist’s concerns about his brothers?
- When writing about the artwork, the artist indicates nervousness about the possibility of getting phone calls from the police, hospitals, or social workers about the brothers. What kinds of behaviors might the brothers have exhibited to cause the artist to worry about them in this way?



Brian Gillis, *Josh and Danny*, 2010, Porcelain, 6" x 9" x .1875".

Protocol Suggestions for Elementary Students:

- *Directive One:* The artist is scared for his brothers. Ask the students, “When someone you love is in trouble, how do you feel? What do you do with these feelings?” Think about a time when you were scared for your brother, sister, mom or dad. Use 9" x 12" colored construction paper and have each student select a color that matches how he/she feels. Then have the student tear-up the paper and use the pieces to create a collage, using glue sticks, to paste down the pieces. Ask the students how it felt to tear the paper. Then looking at the collages, ask about how it feels to have made something out of scary feelings. Ask each student to describe his/her art piece and tell what it represents or means.
- *Directive Two:* Ask the students if they know what “ripple effect” means. Ask them to give you examples of ripple effects (such as dropping a stone in the water or stepping onto a sandy beach). Talk about the ripple effect as a human experience. A fun example of this is doing “the wave” at a

sports game or when one person starts to yawn, others yawn as well. Ask if this is true with feelings. Do feelings start with one person and then affect the others nearby? Ask the students to write down examples of times they were affected by the feelings or behavior of a family member or friend. Using comic book squares have the students draw short stories of ripple effect events that happened to them. Putting the students in pairs, have them tell their stories to partners. Once back in the larger group or class, discuss the various types of ripple experiences that were illustrated.

Protocol Suggestions for Middle or High School Students:

- *Directive One:* The artist is genuinely concerned for his brothers. The artist is anxious, worried, afraid, and angry about what addiction has done to them. He wrote notes and letters to them expressing his frustrations. Tell the students: “Think about a person in your life affected by drug or alcohol abuse and remember your feelings about his or her behavior.” Using markers, craypas® or pastels, have the students express their feelings about this important person. Ask them to use only line, shape and color and try not to do a realistic or figurative piece of art. Once the drawing is complete, ask the students to turn the paper over and write a letter to that person (without using a real name) and put into words the feelings and concerns expressed in the art work. Have the students discuss the feelings, and if they are comfortable, read the letters aloud and discuss.
- *Directive Two:* Ask the students if they know what “ripple effect” means. Ask them to give you examples of ripple effects (such as dropping a stone in the water or stepping onto a sandy beach). Talk about the ripple effect as a human experience. A fun example of this is doing “the wave” at a sports game or when one person starts to yawn, others yawn as well. Ask if this is true with feelings. “Do feelings start with one person and then affect the others nearby?” Ask the students to give examples of being affected by the feelings or behavior of a family member or friend. One example of an art form that uses the ripple effect as part of the art piece is called a mobile. Mobiles hang from the ceiling and any wind or change in room temperature might make one of the pieces of the mobile move, which in turns makes the other parts of the mobile move. Have the students cut out various shapes and colors that represent people or events that have affected them as the starting point of creating a mobile. Using a “hole punch” and string, have the students hang the shapes at various lengths from a hanger. Hang the mobiles from the ceiling. Have the students talk about their mobiles and identify events in their lives that affected them and the others around them.

Art Raising Awareness

Addictions can be shrouded by secrecy, which makes the issues of addiction difficult to discuss. Individuals suffering from addictions are often shunned by society and their plight left unnoticed and unattended. The underlying premise of the *Art and Addiction* exhibit is that the complexities of addictions should be brought to light and that art created by and about addicts is a powerful vehicle to convey awareness to others. Attending an exhibit on the theme of addiction helps, but creating art about experiences with an addictive substance or about a loved one who is addicted can be healing, and can advance understanding of this tragic social problem.

A superb example of the way art can be used to heighten understanding of addiction can be found in *Raggedy Ann Tried Telling Andy the Party was Over*. The notion of beloved icons like Raggedy Ann and Andy experiencing the devastating effects of alcohol abuse is startling. The exquisite rendering of these dolls in trouble adds to the impact of the message.

Discussion points for this artwork can include:

- Who are Raggedy Ann and Andy? Did you or do you have these dolls in your home? If you know about Raggedy Ann and Andy, what are they like? How are they different in this painting?
- In this painting Raggedy Ann tries to help Andy. What might she be thinking or feeling? What are your thoughts and feelings looking at her in the painting?
- Put yourself in Raggedy Ann's shoes; what might you say to Andy? Have you had to help a family member or friend when they were drunk or high on drugs?
- What is the artist trying to tell us? Do you think she did a good job conveying the message?
- The artist has an alcoholic boyfriend, which is why she created this painting. What would it be like for you if you realized that your best friend or boy or girlfriend was an alcoholic?



Suzy Kitman, *Raggedy Ann Tried Telling Andy the Party Was Over*, 2010, Oil on Canvas, 16" x 16".

Protocol Suggestions for Elementary Students:

- *Directive One:* Find a simple picture of Raggedy Ann and Raggedy Andy in their normal state and make copies for each student (if you have a Raggedy Ann doll available, bring it to the discussion). Help the students notice all the typical aspects of Ann's persona. Then on another sheet of drawing paper, ask the students to draw the way Raggedy Ann might look if she knew that Raggedy Andy was drunk. Discuss the students' drawings. Ask them about the changes between the regular Ann and the ones they created. Finish by asking the students what would help make Ann feel better; what could she do to help herself.
- *Directive Two:* Cut out simple doll shapes from construction paper (about 12 inches in height; 2 shapes for each student; staple two of the shapes together leaving an opening to stuff with strips of old newspaper). Have the students decorate one side of the doll shape illustrating Ann's feelings and worries for Andy. If there is time, have the students add clothes from fabric scraps and yarn hair, etc. (scissors and glue will be needed for this). Stuff the dolls with newspaper. Use the dolls to role play what they might say to a family member or friend who is abusing alcohol or drugs.

Protocol Suggestions for Middle or High School Students:

- *Directive One:* The artist created a painting of her boyfriend and herself. Think about a friend or family member who abused drugs or alcohol. Ask the students to talk about their troubled relationships and how they might be like or not like the relationship in the painting. The artist chose Raggedy Ann and Andy because it was easier for her to express her feelings about her boyfriend's alcoholism through these dolls rather than to talk about those feelings. Ask the students to think about things they do not like to talk about and using pieces of drawing paper and simple drawing materials, such as colored pencils or markers, have them draw about these difficult situations. Then have the students turn the papers over and write about the situations. Once this is done, have the students put the drawings in envelopes and seal them. Have a discussion about what it was like to draw about the situation. Talk about the reasons you asked them to seal the drawings and the stories. Ask them if they might show the drawings to the persons they care about. Under what circumstances would they do so?
- *Directive Two:* Talk about how viewing the painting might help others talk about drug and alcohol abuse. Discuss the upcoming exhibit at the museum. Ask students if they think an exhibit at their school might help with raising awareness. If so, have the students talk about creating art pieces for a school exhibit. Over a few weeks, have the students create art for the exhibit or have them lead a school-wide call for artwork for the exhibit. Have them make decisions such as:
 - ✓ what to title the exhibit,
 - ✓ where to hold the exhibit,
 - ✓ how to approach teachers and students for requesting art submissions,
 - ✓ should art submissions be juried or should all art be accepted,
 - ✓ would the art be matted and framed or would a simple display be used,
 - ✓ how long would the art pieces be exhibited,
 - ✓ how would the art pieces be protected,
 - ✓ how would the art exhibit be publicized, and
 - ✓ how would they make sure all students have the opportunity to see the exhibit.

Moving Beyond Stereotypes

When discussing the types of people who are addicted to drugs or alcohol, the image we hold in our minds is often a *stereotype* of someone downtrodden, unkempt, or out-of-control. Although some individuals have these attributes, the majority of people who have drug and alcohol problems try to manage school, or employment and family commitments. Many work hard to keep the addiction hidden and present themselves as being productive parts of the mainstream.

The art piece, *My Father Whom He Left Behind*, presents the artist's father who is pictured dressed for work or for an outing. Yet according to the artist, the father was an alcoholic who died too young, partly due to his addiction. The father left loved ones behind who were grief-stricken and without the benefit of a father's love. Using this image, a discussion on who uses drugs and alcohol, how they live, and who is affected by their addiction can be initiated.



Ned M. Stacey Sr., *My Father Was Whom He Left Behind*, 2010, Acrylic on Canvas, 12" x 14".

Discussion points for this image can include:

- Tell me about the person portrayed in the painting; what does he look like?
- Knowing that he is the artist's father, what does the artist think and feel about the father; how do you know this?
- The father was an alcoholic; would you know this by looking at his portrait?
- What does an alcoholic look like; is there any way you can tell if someone is abusing alcohol?
- Do you have a picture in your mind of what alcohol and drug users look like? Describe these pictures. Are your pictures always correct? Discuss.
- Do you know what a stereotype is? Help students define this term. Is the picture in your mind a stereotype? How do you know? Are stereotypes fair? Discuss.
- Have you ever felt as if other students see you only as a stereotype? If so, how are you stereotyped? How does this affect you?

Protocol Suggestions for Elementary Students:

Directive One: Ask the students to look at the portrait of the artist's dad and to identify the way the artist may feel. (Using simple terms for feelings like *sad* or *mad* or *scared* or *hurt* will aid in feeling identification). Ask them to think about what they would feel if a friend or family member did drugs. Ask them to draw themselves as persons who feel sad, mad, or scared. Discuss the way a loved one looks when he/she has these feelings.

Directive Two: Instead of asking the students to draw someone who is having certain feelings, have cut-out shapes like circles, squares, triangles, and odd shapes in various colors ready for use. Have the students each select at least 3 shapes to illustrate their feelings about friends or family members who might abuse drugs or alcohol. Have the students discuss the feelings they selected and the reasons for their selections.

Protocol Suggestions for Middle or High School Students:

Directive One: Have students fold a piece of drawing paper in half. On one half, have the students draw their stereotypes of individuals addicted to drugs or alcohol. On the other half, ask them to think about people they know who use drugs or alcohol and to draw pictures of the way they appear (ask them not to use the names of the persons they select). Discuss the similarities and differences between the two drawings and further discuss the problems with stereotypes.

Directive Two: Have the students identify family members or friends who might be alcoholic or drug users. Ask the students, "If you did not know this person used drugs or alcohol, would you be able to tell just by looking at him or her?" Using cut-out pictures of people from magazines, ask each of the students to select two images of people they think look like they may have addictions to drugs and/or alcohol and paste these images on half of a piece of paper. Then have each student select two images of people they do not think use drugs or alcohol. Place the images on the other half of the paper. Have the students pair up and in dyads take turns trying to figure out which two are the users and which two are not. End by asking what they learned from the art task and the discussions.

Expressing all Aspects of Addiction

Addiction is a complex and often convoluted problem; it is multifaceted. Helping students understand all the aspects of addiction can be a challenge. Not only is there the alcohol and/or drug abuse, but accompanying the abuse is deception, lying, hiding, undermining, underachieving or not achieving, stealing, misrepresenting, manipulating, embarrassment and worse. Everyone associated with addiction is affected, especially family members. Children of alcoholics are often the most affected by the addiction of a parent or loved one. Treatment is grueling and is often long-term. These are just some of the aspects of drug and alcohol abuse.

The art piece *Moth to a Flame* can be used to help children and teens with identifying some of the aspects of addiction that have affected them. The abstract nature of the artwork can open discussions about the various concerns children and teens have about addiction. The artist wrote that individuals with addictions are attracted to alcohol and drugs like a moth to light. Addiction “burns” the wings of the moth and can leave the addicted individual helpless or worse. People reaching out to help may also get “burned.” The artwork can be used to open discussions with concerned youths.



Hannah Gavagan, *Moth to a Flame*, 2010, Oil on Canvas, 36” x 48”.

Discussion points for this artwork can include:

- The art work is titled *Moth to a Flame*. What does this mean? What can happen when a moth gets too close to a flame?
 - The artist says this painting is about a moth getting too close to a flame, but what do you see? What does this painting say to you?
 - How is the moth like an addicted individual? Is it easy for addicted people to be around alcohol or drugs without being tempted to use them?
 - The artist was also concerned that loved ones (family and friends) can also be burned by the flame of addiction. What does she mean by this?
- Have you ever been hurt emotionally or physically by someone who is using alcohol or drugs? What did they do to hurt you?
- Even when an addicted person is getting help, he or she can still hurt him/herself or others. What behaviors tell you that someone in treatment is still struggling? What is it like to be a friend or family member of someone who is trying to get help?
- The painting has texture. What does this mean? If you were to touch the painting what would it feel like? What does the texture tell you about addictions?

Protocol Suggestions for Elementary Students:

Directive One: The artist thought that an addicted person is like a moth. Ask about the characteristics of a moth and how a moth is like an addicted individual. Ask each child to think about an animal that is like the person he/she knows who uses alcohol or drugs? Ask about the characteristics of the animals selected. Ask each to create the animal out of plasticine or clay. Have the students role play with the animal and have the animals speak about themselves and describe themselves. Ask how each animal is like someone who is addicted.

Directive Two: Ask the student to draw each member of his/her family as an animal. Have the student identify how each family member is like the animal selected. If possible, ask the student to further discuss the way the addicted member in the family is different from the other family members and discuss what it is like to be in the family with this type of animal.

Protocol Suggestions for Middle or High School Students:

Directive One: Have each student write down all the ways they have been hurt or burned by someone they know who uses drugs or alcohol. Using thick paint, like in *Moth to a Flame*, have the student create a painting to express hurt feelings. Have a discussion about the way the painting may have helped with these feelings. Remind the students they can use art to express difficult feelings.

Directive Two: Ask the students if someone they know is in treatment for alcohol or drug abuse or who might be in AA or NA. Ask the students to talk about what they know about the person's treatment experience. Using cut shapes and colors, ask the students to create collages about their ideas of what treatment might be like for a friend or family member. Ask them to think about each shape/color as a part of treatment. Discuss the collages and reinforce the challenges of treatment.

Glossary

Addiction – The state of being enslaved to a habit or practice or to something that is psychologically or physically habit-forming, as narcotics, to such an extent that its cessation causes severe trauma.

DARE – Drug Abuse Resistance Education, a program whose goal is to give kids the skills they need to avoid involvement in drugs, gangs, and violence.

Red Ribbon Week – The nation’s oldest and largest drug prevention program in the nation reaching millions of Americans during the last week of October every year. By wearing red ribbons and participating in community anti-drug events, young people pledge to live a drug-free life.

Addiction Awareness – A distribution of literature and programs to school-aged children and adults to better prepare them for early detection of the abuse of alcohol and drugs.

Ripple Effect – A spreading effect or series of consequences caused by a single action or event.

Community Issue – Concentrating on a specific issue in the community and developing a creative solution to help address a specific problem.

Stigma – A mark of disgrace or infamy; a stain or reproach, as on one's reputation.

Stereotype – A simplified and standardized conception or image invested with special meaning and held in common by members of a group.

Substance Disorder – The abuse or dependence on a substance. A substance can be anything that is ingested in order to produce a high, alter one's senses, or otherwise affect functioning.

Testimony – The statement or declaration of a witness under oath or affirmation, usually in court.

Sources/References

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Suominen Guyas, A., Alders, A., and Spillane, S. (2011/2012, under review). Art and Addiction Exhibition as a Pedagogy for Art Education. *Art Education: The Journal of the National Art Education Association*.

Robert Wood Johnson Foundation: <http://www.rwjf.org/pr/topic.jsp?topicid=1006>

United States Department of Labor:
<http://www.dol.gov/asp/programs/drugs/workingpartners/stats/wi.asp#1>

Substance Abuse Database: <http://innovatorsawards.org/otherresources/substanceabusedatabases>

Sources for Mail Art:
www.postsecret.com,<http://digitalmailart.blogspot.com/>,<http://www.americanpostcardart.com/things/>

About.com: <http://addictions.about.com/od/glossar1/g/stereotype.htm>

U.S. Department of Health and Human Services Office of Applied Sciences:
<http://oas.samhsa.gov/highlights.htm>

FactMonster.com: Encyclopedia: <http://www.factmonster.com/ce6/sci/A0857830.html>

Friends of Narconon Intl- Drug Rehab:
http://www.friendsofnarconon.org/drug_addiction/what_is_addiction?characteristicsofadiction:friendsofnarconon/

Mental Health: Definitions and Characteristics of Addiction:
<http://www.selfgrowth.com/articles/roper2.html>

The National Alliance of Advocates for Buprenorphine Treatment:
http://www.naabt.org/documents/naabt_language.pdf



Joan Matey, *To Feel Or Not To Feel; Escape Through Addiction*, 2009, painted polymer clay, wood, cloth, 16" x 14" x 7.5".



Ned M. Stacey Sr., *My Father Was Whom He Left Behind*, 2010, acrylic on canvas, 12" x 14" without frame.



Sunny Spillane, *Recovery*, 2010, acrylic on linen with punctures and embroidery floss, 24" x 20".



Kelly Garrett, *Rays of Hope in Dissolving Dreams*, 2010, photography, 11" x 14".



Judith Gehrman, *Rust Shrine #1*, 2009, ceramic, 30" x 17".



Kelly Garrett, *Before and After*, 2010, photography, 11" x 14".



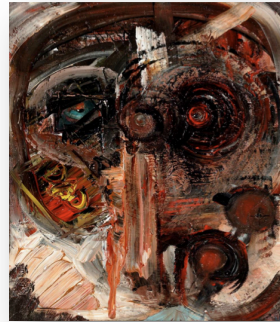
Elizabeth Katz, *Indecision*, 2007, lithograph, 16" x 14".



Jeanne Greenleaf Lebow, *Feeling No Pain*, 2008, oil on linen, 36" x 48".



Ryan Sarah Murphy, *Mantle*, 2010, mixed media, 11" x 6.25" x 5".



Charlie Lewis, *Intensive Care*, 2010, mixed media on canvas, 40" x 32".



Francesco DiMaria, *As My Monkey Waits*, 2010, acrylic on canvas, 42" x 42".



Jansen Smith, *This Could Be You*, 2010, tobacco and burnt matches, 22" x 30".



Alejandra Leibovich, *The Morning After*, 2010, acrylic on canvas, 11" x 14".



Vick Vercauteren, *Anxiety Cake*, 1998, glass and mixed media on canvas, 7" x 9" x 2.5".



Hannah Gavagan, *Moth to a Flame*, 2010, oil painting, 36" x 48".



Suzy Kitman, *Raggedy Ann Tried Telling Andy the Party Was Over*, 2010, oil on canvas 16" x 16".



Kelly Lyles, *Will U Take a Check*, 2009, oil and glitter on canvas, 17" x 21".



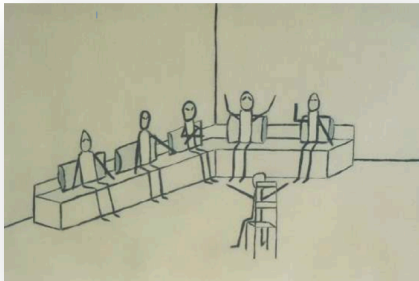
Kristen T. Woodward, *Two Headed Monster*, 2010, encaustic on panel, 7.5" x 6".



Deborah Whitehurst, *Methman*, 2010, digital paintbrush, 5" x 7".



Brian Gillis, *Josh and Danny*, 2010, porcelain, 6" x 9" x .1875".



Chris Babson, *Stick Figure Intervention*, 2006, acrylic on canvas, 25" x 35".



Angela Teeter, *Fast Food*, 2010, mixed media and acrylic on canvas, 18" x 24".



Donalee Pond-Koenig, *Inner Space and Soul*, 1997, pencil, 29.5" x 41.5".



Angela Teeter, *Memoirs of a Womanizer*, 2010, mixed media and acrylic on canvas, 18" x 24".

Please circle your response.

1. Was the material presented adaptable for introduction to your students?
All Some Never
2. Did you feel the packet adequately provided the information and materials on the topics raised by the exhibition?
All Some Never
3. Was the packet presented in an organized manner?
All Some Never
4. Would you like to continue to receive materials from the FSU Museum of Fine Arts?
All Some Never
5. Did you use any of the lesson plans or activities in your classroom?
All Some Never
6. Comments or Suggestions:



Judith Gehrmann, *Rust Shrine #1*, 2009,
Ceramic, 30" x 17".

**Please Return to:
FSU Museum of Fine Arts
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Tallahassee, FL 32306-1140**

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On the Cover: Amanda Alders, *Of course daddy would love to take you to the Father-Daughter dance, Sally!* 2010, Acrylic on Canvas, 24" x 36". From *Art and Addiction: Putting a Human Face on Addiction ad Recovery* exhibition, LeMoyne Center for the Visual Arts, 2009.