

**THE  
MISSING  
PEACE**

Artists Consider the Dalai Lama

**The Future in Your Hands: 80-Liter Water Box and Warning Scooped up by Water Senders**  
by artist Ichi Ikeda as part of *The Missing Peace: Artists Consider the Dalai Lama*

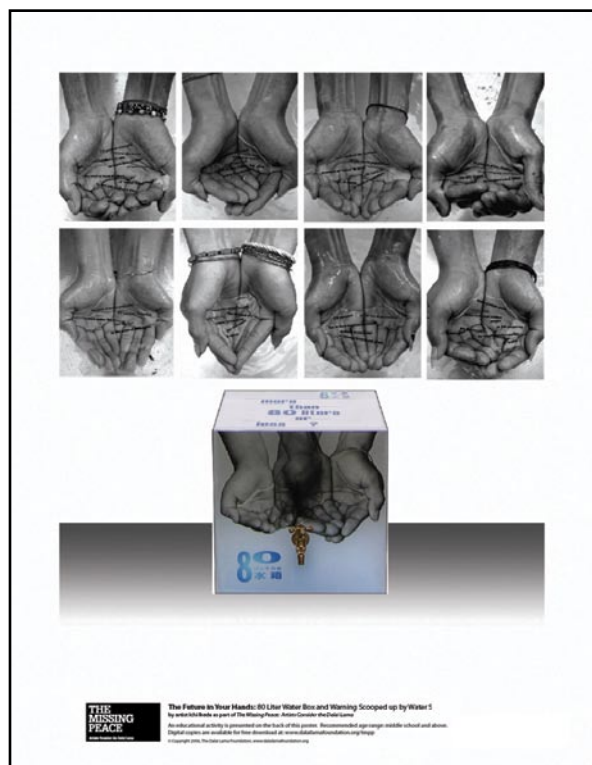
An educational activity is presented on the back of this poster. Recommended age range: middle school and above.  
Digital copies are available for free download at [www.dalailamafoundation.org/tmpp](http://www.dalailamafoundation.org/tmpp)

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# Middle School Educational Activity

related to artwork from

*The Missing Peace: Artists Consider the Dalai Lama Exhibit*



## THE MISSING PEACE

Artists Consider the Dalai Lama

## The Future in Your Hands

80-Liter Water Box

and

Warning Scooped up by Water Senders

Ichi Ikeda, 2004

## Artist Interview

### Meet Ichi Ikeda ([www.tmpp.org/artists/ikeda](http://www.tmpp.org/artists/ikeda))

*What kind of art did you do as a child?*

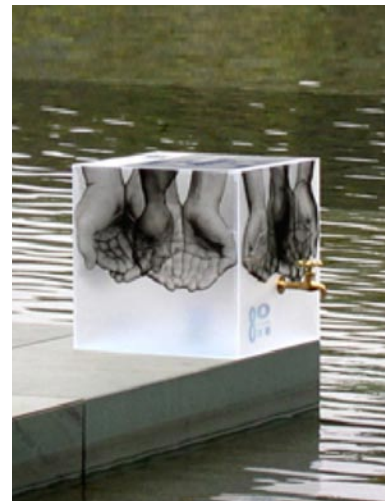
I liked to make sketches of animals that were kept in my house. I remember that I showed my drawing of a chicken to my kindergarten teacher. The teacher said that my drawing was too good for a child to do.

*What training and education do you have?*

I studied polymer chemistry in the engineering department of Kyoto University in Japan. I earned both bachelor's and master's degrees.

*What inspired you to become an artist?*

When I was studying at the university, I did two things: I was a researcher in polymer chemistry, and I was also artistic director in the theatrical company. In chemistry, you have to be very careful about errors because they can ruin an experiment. I decided to be an artist because improvisation, even with error, becomes creative discovery. I loved not the strict, technical way of chemistry, but the free-hearted way of art.



Ikeda's Water Box on the water's edge

## Motivation for This Work

*What was your motivation for the piece?*

I want people to think about creating an ecologically sustainable future for our planet. That means finding ways to live happy lives without hurting our planet and the environment. By showing water circulating all over the world, I can help people realize that there are serious water problems around the globe.

*What is the major concept behind the piece?*

This artwork consists of two pieces. The first is a cube that represents an 80-liter water box. (Eighty liters is a little over 21 gallons.) I believe every family should have an 80-liter water box in their home to remind them of how much water each person on the planet needs everyday to stay healthy. The second piece is a collection of pictures with hands scooping up water that contains information about the world's water supply.

*Please explain some of the symbolism contained in your piece.*

I chose to use water as a symbol for the future. It is one of Earth's most precious resources. In the photos, the hands are scooping up water and sending it to the next generation.

*Do you have related thoughts that you would like to share?*

I believe clean and safe water is a basic human right for every person on the planet. I hope all people on the Earth will act as "water senders" and preserve safe water for future generations.

*What message would you like your audience to take away from viewing the piece?*

One person needs about 80 liters of water per day to stay healthy. However, three-fourths of the world's population uses 50 liters or less because of low water supply. In Kenya, some people only have access to 5 liters per day. On the other hand, in advanced countries like the U.S., some people use up to 1000 liters of water per day. This is because they do things like water their lawn, take long showers, wash their cars, etc. By seeing the 80-liter water box, I hope the audience will ask themselves, "Do I use more or less than 80-liters of water per day?"

## Techniques Used in This Work

*What materials comprise the piece?*

The cube is made of acrylic resin, a faucet, a blue light bulb, and photo papers.

*What tools were used to make the piece?*

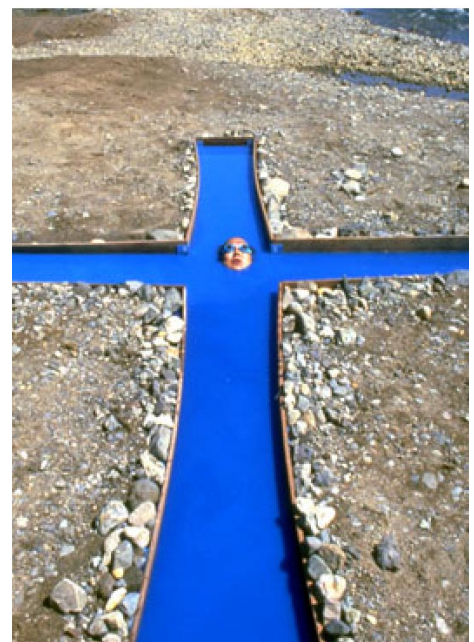
I used Adobe Photoshop® and Adobe Illustrator® software. I also used a printer and adhesive.

*How long did it take to develop the piece?*

It took me about one month to develop the piece and about two weeks to create it.

*What advice would you give to young art students?*

The Earth's resources are limited, so we must be careful about using too many materials. It is unhealthy for the planet. When you create art, don't make hasty decisions to waste materials, especially natural ones. Remember that the materials that you are using are precious resources for the future. When you make your artwork, don't make it for the "future of art." Instead, make it as "art for the future."



Ichi Ikeda as part of his own work

This activity may be used in conjunction with a visit to *The Missing Peace: Artists Consider the Dalai Lama* exhibit, a visit to the website at [www.tmppp.org](http://www.tmppp.org), or as a stand-alone activity. Please see the Educator's Guide for additional background information and activities. The Educator's Guide and other resources, including this poster, can be downloaded at [www.dalailamafoundation.org/tmppp](http://www.dalailamafoundation.org/tmppp).

## Student Activity

### Overview

Students will interpret a piece of art, read an interview of the featured artist, explore symbolism, engage in discussion questions related to the concepts presented in the artwork, and then create their own artistic masterpiece using their personal symbolism and ideas to promote awareness of a chosen topic.

### Engage

1. Introduce *The Missing Peace Project: Artists Consider the Dalai Lama*. Background information and resources may be found in the Educator Guide or at *The Missing Peace* website, [www.tmppp.org](http://www.tmppp.org).
2. Explain that in *The Missing Peace*, art is used to represent more than what you see on the canvas. Draw a simple object on the board and ask students to identify it (a butterfly, a cat, a ladder). This is one type of symbol; it is supposed to represent an actual object.
3. Draw a more abstract symbol on the board such as a peace sign or a heart and ask what it represents. These symbolize ideas instead of actual things. Both of these symbols can be used to communicate visually. Optional: have students list additional signs and symbols they can think of.
4. Explain that artists often use symbolism to suggest ideas, emotions, and concepts. Display the poster and reveal its title.
5. Ask students to consider the artwork. Point out various aspects of the artwork and ask students to imagine what the artist is trying to suggest. Accept all answers. There is no right or wrong interpretation.

### Explore

1. Photocopy the appropriate panels of the poster so that students can read the Artist Interview. This includes three sections: Meet, Motivation, and Techniques.
2. Use the following discussion questions to lead a discussion of the artist's message. All of the artists are trying to raise awareness about something.
  - a. If possible, show your class a liter of water. List the following facts on the board and ask students to estimate how many liters of water they use in one day on just these activities. How does this compare to the 80 L described in Ikeda's art?
    - Taking a shower = 20 L per minute
    - Flushing a toilet = 10–15 L
    - Meals (includes preparation) = 30 L per day
  - b. Ikeda believes that clean and safe water is a basic human right for every person on the planet. If this is true, why do you think there are still people who lack access to clean and safe water?

## Explain

1. Students will now have an opportunity to create a piece of art with their own message to the world. Their artwork is a vehicle to discuss and promote an issue with others. Possible topics to explore include: love, peace, empathy, forgiveness, compassion, respect, and embracing diversity. Brainstorm other possible topics relevant to teens. The objective is to make the audience think about the issue/topic chosen.
2. Once students have completed their art, they should compose a one-page Artist Interview that follows the same format as this poster: a brief biography with a description of the motivation and techniques used to create their artwork. Optional: As an extension, students can create two discussion questions they would like others to consider about their message.

## Extend

1. Just as important as the creation of the artwork, is the opportunity to share it with others. It will give students a chance to formalize their ideas and practice communicating their message with others.
2. Arrange for one of the following:
  - a. Class Presentations: Each student makes a 2-minute presentation of their art to promote their message. These presentations could be grouped by theme for a more powerful impact. Thematic groups could work collaboratively.
  - b. Art Show: Choose a theme and show title. Invite students, parents, and members of the community to attend. Require each student to stand by their artwork and engage visitors in a dialogue about their message.
  - c. Share With Other Classes: Create a meaningful cross-curricular activity in which members of your class present their work to members of another class/subject area.
3. We invite you to visit us online at [youth.dalailamafoundation.org/tmpp](http://youth.dalailamafoundation.org/tmpp) where members of your class can share their experiences related to *The Missing Peace* with other students around the world.

## Evaluate

1. After students have shared their art, ask students to reflect on the experience of creating and sharing their own artwork as a vehicle to discuss and promote an issue with others. Did they feel like their message got across? Were there challenges? Frustrations?
2. *The Missing Peace* curriculum is an ongoing project. Your participation is welcome! We invite you to share your experiences, outcomes, insights, and suggestions with other educators at [www.dalailamafoundation.org/tmpp](http://www.dalailamafoundation.org/tmpp).

### The Missing Peace: Artists Consider the Dalai Lama

Eighty-eight contemporary artists.

Eighty-eight disarming works of art.

Eighty-eight ways to think about,  
talk about, experience, and create peace.

This project involves a diverse collaboration of some of the world's most respected and innovative artists from twenty-five countries creating entirely new works of art designed to start a renewed global dialogue about peace. A travelling exhibit of the artwork is being shown in museums around the world.

The Missing Peace  
([www.tmpp.org](http://www.tmpp.org))

is a project of

The Dalai Lama Foundation  
([www.dalailamafoundation.org](http://www.dalailamafoundation.org))

and

The Committee of 100 for Tibet  
([www.c100tibet.org](http://www.c100tibet.org))