



MUSEUM OF BROKEN RELATIONSHIPS INDIANAPOLIS SCHOOL KIT

Lesson Plans for High School Students, Homeschoolers, and Families

Museum
of Broken
Relationships

INDIANAPOLIS



What is the Museum of Broken Relationships Indianapolis?

The Museum of Broken Relationships is about you, about us, and about how we love, lose, and grow. Conceived by Croatian artists Olinka Vištica and Dražen Grubišić in 2006 after their breakup, the Museum of Broken Relationships collects and exhibits the objects and stories that remain when relationships end. At their galleries in Zagreb and a series of temporary community-based exhibits worldwide, the Museum of Broken Relationships constructs empathetic journeys that touch both minds and hearts.

The [Museum of Broken Relationships Indianapolis](#) is a unique partnership between the [IUPUI Museum Studies Program](#) and the [Museum of Broken Relationships](#). The main exhibit is located in the Herron Galleries at Eskenazi Hall on the IUPUI Campus, 735 W. New York Street, Indianapolis, from February 8 through April 22, 2023. In this exhibit, visitors will see everyday objects, each accompanied by an anonymous story written by the person who contributed it to explain the object. Many objects are from Indiana residents while others are from countries around the world. Navigate grief, humor, sarcasm, and sympathy through the exhibit that blends local and global stories.

An accompanying slate of programs and educational resources, including this School Kit, are available during the exhibit's run, including satellite displays in surprise locations around town and on the IUPUI campus. Whether or not you visit the main exhibit, this School Kit aims to provide teachers, students, families, and homeschoolers with ways to bring activities and lessons from the Museum of Broken Relationships Indianapolis to your classroom or home.

The Museum of Broken Relationships Indianapolis project is made possible by the Republic of Croatia Ministry of Culture and Media, the Edgar and Dorothy Fehnel Chair in International Studies fund, the IU School of Liberal Arts, and the IUPUI Center for Service and Learning. Learn more at

<https://herron.iupui.edu/mbr/index.html>.



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Introduction

The Museum of Broken Relationships Indianapolis School Kit is a set of lesson plans that teachers can use in 9th–12th grade classrooms to connect students to the ongoing Museum of Broken Relationships Indianapolis (MBRI) exhibit throughout its February–April '23 run, or anytime at all! Homeschooled students and families may also appreciate these plans. Activities in this kit align with the Indiana Academic Standards for Visual Arts, English/Language Arts, United States History, and/or Health.

Each activity in this kit encourages students to openly discuss their emotions about all kinds of relationships. The Museum of Broken Relationships Indianapolis subject matter includes potentially upsetting or triggering topics, including loss, grief, discrimination, and abuse. With this in mind, we recommend that teachers and parents begin their explorations of these lessons by talking with students about the importance of making a safe space to share and experience emotions together. While leaders know best what their groups need, we suggest that all be reminded to speak in ways that are respectful of everyone's stories and

contributions, and to discuss ways that each person can help ensure group conversation is free of harsh comments, critique, or bullying. Leaders may also wish to emphasize that if a student needs to take a break or leave the room for self-care during the activity, they may do so.

Groups may choose to complete all three lesson plans, or select one or two that are most relevant. If you wish to complete all three, we recommend doing them in the order they appear: 1) The Art of Memory; 2) Relationships, History, & Advocacy; and 3) Relationship Tree. You may also wish to consider scheduling a free, in-person group visit to the MBRI exhibit at Herron Galleries by April 22. For more information, please visit <https://herron.iupui.edu/mbr/index.html>. Thank you for using the Museum of Broken Relationships Indianapolis School Kit!



Activity One: The Art of Memory

Students will create an individual artwork and supplementary writing based on the subject of memory.

Academic Standards:

Anchor Standard 1: Generate and conceptualize artistic ideas and work

Anchor Standard 7: Perceive and analyze artistic work; recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments

SL 2.1: Initiate and participate effectively in a range of collaborative discussions

SL 2.2: Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence

Materials Needed:

- Drawing paper
- Pen or pencil
- Chalk pastels/markers/paint/other coloring tool
- Journal or notebook

What to Expect

Teachers can expect their students to learn more about empathy towards others and self-reflection through this therapeutic art activity. This activity should take the entire class time, but can also be spread out over more than one class period if desired.



Artist Spotlight: Salama Nasib

Emirati Artist, Printmaker, College Professor, and Collaborator

Salama Nasib is a practicing artist and curator who specializes in printmaking. She is primarily based in Dubai, but her work has been displayed around the world including a 2015 exhibition in Michigan.

Why She Matters

- She explores ideas related to memory and personal experiences
- She pushes the boundaries of what printmaking can be
- She has traveled, collaborated, taught, and shared her gifts with other artists, organizations, and children around the world
- She organizes artistic and collaborative workshops and is the co-curator of multiple exhibits



Figure 1: Salama Nasib in a replica of her printmaking studio

Photo courtesy of The National News, September 29, 2019

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Salama in her own words

"I have always been fascinated with the topic of memories. I don't want my brain to decide what I remember and what I forget; I want to be in control. Of course, I cannot win all the time because I cannot remember everything, but that is the centre of my research." (2019)

What others have said about Salama

"[Salama] uses new approaches to articulate the ongoing dialogue between her heart and brain, translating these memory-fueled exchanges into works that are both sumptuous and delicate."

Abu Dhabi Music and Arts Foundation

Figure 2: Passage Series, 2019, Solar-Plate print on Fabriano Bianco, 16.5 x 23 cm (framed)

Photo courtesy of www.salamanasib.net

Instructions

1. Pass out drawing paper to each student or have them select the paper of their choosing as well as drawing materials.

2. Discuss the Museum of Broken Relationships by either using the introductory information in this kit or by visiting <https://herron.iupui.edu/mbr/index.html>. Discuss how objects and art can evoke strong memories and connections. It is helpful to share that verbally and visually communicating about memories can lead to increased mental health and well-being.

3. Introduce students to the idea that many artists living today incorporate the theme of memory in their art. Imagery and a brief biography has been provided on artist Salama Nasib in this kit. Feel free to pull up additional images of Nasib's work for students to consider as they work. You may wish to find information on other artists whose work deals with the theme of memory, or invite students to find additional examples.

4. Invite the students to think about a memory of a person, place, or thing that they loved and to spend some time journaling about that memory. The memory can be good, bad, or anything in between; it should just be something they want to draw.

5. Give the students enough time to create a drawing based on their journaling (this activity can be spread across multiple class periods if needed). The drawings should have names printed on the back so students may remain anonymous if they wish.

6. Once their drawings are complete, gather them up and place them in random order on a surface where everyone can see the drawings. Whether that is pinned to a large corkboard or spread out on the desks or some other way, invoke a gallery walk set-up for students.

7. Have the students go through the gallery walk, instructing them to take mental or written notes about what they see.

Instructions

8. Once the gallery walk is over, have the students gather in a circle to have a group discussion. Invite them to answer these questions:

1. What did you notice that most surprised you?
2. Did you see anything that reminded you of a memory from your past?
3. How did creating a visual representation of a memory feel?
4. What do you think you will do with your work when you take it home?
5. Would anyone like to share the story behind their artwork?

9. After the group discussion, have the students write a reflection about the entire activity. Have them consider if their feelings about how they represented their memory have changed or if they see their memory in a different light after hearing their classmates' discussion. Have them consider what emotions they experienced while hearing about others' memories and if it made them feel more empathetic towards their classmates or different in any way.

NOTE: For students who are unable to participate due to the activity being too triggering or the student not wanting to share with the entire class, have these students do the activity at home with a trusted person. Whether that person is a caregiver, family member, or another household member of some kind, they can discuss a memory in a more private setting and write a reflection on how that discussion made them think about empathy and their own emotions surrounding that memory. If students choose this option, they can instead create a drawing of an item near them in the classroom. This will help include the student in class despite their preference of completing the activity at home and also serve as a calming exercise.

Activity Two: Meet the Lovings

Against the backdrop of 1960's civil rights activism, students will consider how Mildred and Richard Loving, an interracial couple from Virginia, helped change the course of American History and American marriage.

Academic Standards:

USH.7.5: Identify and analyze the significance of key decisions of the Warren Court

USH.7.6: Identify the problems confronting different minorities during this period of economic and social change and describe the solutions to these problems

USH.10.5: Develop arguments, defended with historical evidence, which explain historical change

Materials Needed:

- Journal/notebook
- Pen or pencil
- Access to the Internet

What to Expect

Teachers can expect their students to explain the impacts of the 1967 Supreme Court case *Loving v. Virginia* on American civil rights and to understand the importance of 1960's civil rights activism and its methods. This activity can take one or more class periods.



Instructions

1. Start an introductory discussion by asking students the first three questions below. Add the fourth if time allows.

1. Have you ever had a friendship or relationship that other people (e.g. kids at school, parents, or society at large) didn't understand or expressed disapproval of for some reason? What was the situation, and what did you do?

2. What social factors outside of our control can affect who we meet, have a relationship with, and/or marry?

3. Have you ever heard of a couple named Mildred and Richard Loving? What, if anything, do you know about them?

4. (Optional): Check out the Museum of Broken Relationships website at <https://www.brokenships.com>. Can you find at least one object-story from their global collection where a social force outside of the pair's control was a factor in the relationship breakdown? (examples might be: social attitudes, bigotry, war, or law).



Figure 3: Mildred and Richard Loving, 1958

Photo courtesy of [Encyclopædia Britannica](#)

Instructions

2. Divide the class into four teams, each focused on one topic below. Have each team read their listed resource and at least one more on the topic. Then, have each group prepare a short but convincing argument that defines and describes their topic and explains how it changed American history, citing at least two resources for support.

a. CIVIL RIGHTS MOVEMENT: What was the Civil Rights Movement? During the turbulent 1960's, what civil rights did individuals of color fight for? Why?

Recommended resource:

<https://www.adl.org/resources/background/civil-rights-movement>

b. 1960's ACTIVISM: What methods of activism were used during the Civil Rights Movement, and which were most effective in fostering change? Recommended

resource: <https://www.loc.gov/exhibits/african-american-odyssey/civil-rights-era.html>

c. MISCEGENATION: What is miscegenation? Trace the history of anti-miscegenation laws in the United States before 1967. Recommended resource:

https://drive.google.com/file/d/1zKwScdgHd02YxyTn261Hcq9nAc91HayC/view?usp=share_link

d. LOVING V. VIRGINIA: Who were the Lovings? Explain the facts of the Loving v. Virginia Supreme Court case. What was the role of the Warren Court, and why was it a significant decision? How were civil rights impacted, and for whom? Recommended resource:

<https://www.npr.org/2021/06/12/1005848169/loving-day-interracial-marriage-legal-origin>

Instructions

3. Have each team present their research-based arguments in the order listed on the previous page. Have students take notes and ask questions as they listen to each other.

4. After all teams have shared their research, ask students to write brief personal reflections on one or more of these questions:

1. If the Lovings were alive today, what 3 questions would you ask them, and why?
2. How would you describe social attitudes toward interracial/interethnic marriage in your lifetime, as compared to the 1960's?
3. How do social institutions, like law and the media, impact our personal relationships?
4. What activism methods of the 1960's are still effective, and what new methods exist today?

5. Invite students to share their reflections, as desired, and/or conduct additional research on the topics of civil rights, racism, systemic factors in broken relationships, and the history of activism in the United States.

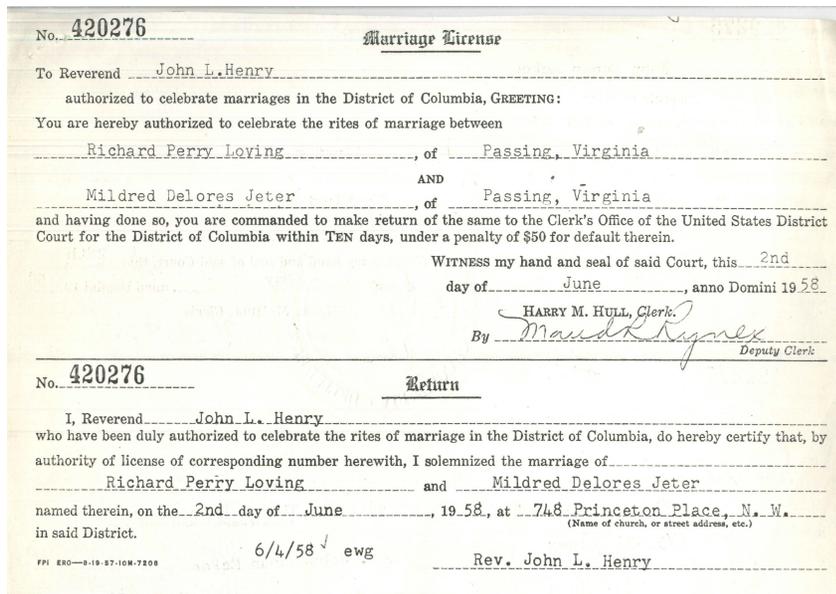


Figure 4: Mildred and Richard Loving Marriage License

Photo courtesy of [National Archives Catalog](#).

Activity Three: Relationship Tree

Students will explore the relationships in their lives and how they have impacted their emotional and mental health through this "Tree of Life" activity.

Academic Standards:

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks

12.2.4: Analyze how peers can influence healthy and unhealthy behaviors

12.2.8: Analyze the influence of personal values and beliefs on individual health practices and behaviors

12.4.4: Demonstrate ways to communicate care, consideration, and respect for self and others

12.4.9: Analyze how interpersonal communication impacts and is impacted by relationships

Materials Needed:

- Blank piece of paper or printed copy of Figure 1
- Pen or pencil

What to Expect

Teachers can expect their students to learn one new way to self-reflect on their lives and personal relationships, inspired by the Tree of Life concept introduced by David Denborough.



Instructions

1. Discuss the Museum of Broken Relationships by either using the introductory information in this kit or by visiting <https://herron.iupui.edu/mbr/index.html>. Ask students what they believe defines "a relationship" and what words come to mind when they hear that phrase. MBR emphasizes that relationships take many forms (e.g., romantic, family, friends, places, etc.), and this activity aims to do the same.

2. Explain the Tree of Life activity while showing Figure 4. This activity is a way for people to narrate their story as an act of healing. A person can take back their narrative months or years after a traumatic event by drawing a tree with a large trunk and additional features such as fruits and leaves. This lesson adapts this activity to relate to any relationships in students' lives. These relationships can be romantic, but challenge students to also consider family, friends, places, and pets. Invite students to write on their drawing as they progress through the categories below.

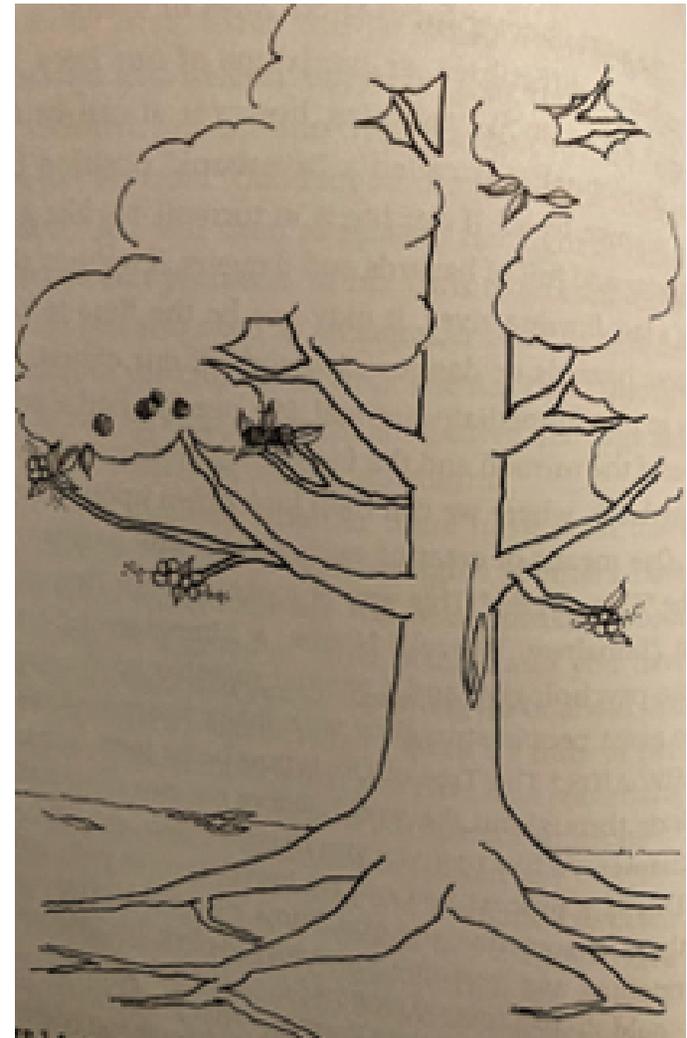


Figure 4: Tree of Life Example

Photo courtesy of *Retelling the Stories of Our Lives* by David Denborough

Instructions

3. Have students draw a tree and/or use Figure 4 as a guide. You can also print a generic tree outline for each student to use. Explain what each part of the tree represents:

- The Ground: The Ground represents the activities the student likes to do with other people. This can be sports, watching TV, playing videogames, or hanging out with friends. What do they enjoy doing with people who are important to them?
- The Trunk: The Trunk represents what the student values in their relationships or what they would value in the most ideal relationship. What is the best quality of their friendships? What is something they seek out in their relationships with others? Also, have them consider what they value in their relationship with themselves.
- The Branches: The Branches represent the future of the student's relationships. What are they seeking in their relationships in two months, two years, and so forth? What do they hope to have accomplished in their current relationships by the end of the semester or the end of the calendar year? These are not set in stone, so it can be what the student is thinking of at that moment.
- The Leaves: The Leaves represent the people who are important in the student's life. Students can write names, nicknames, titles, etc. of the people who have positively impacted their lives. They can draw as many leaves as they want.
- Fruits, Flowers, and Seeds: The Fruits, Flowers, and Seeds represent what students have learned from their relationships. These can just be a word or two, such as "patience" or "having fun."

Instructions

- Compost Pile (optional): The Compost Pile is an optional last step. It resides in the back corner of the ground on the paper, and it represents those who have negatively impacted the student's life. Negativity includes toxicity and abusive behaviors, but can also be people the student simply did not have a good relationships with for other reasons. During discussion time, students do not need to explain their Compost Pile (if they drew one) unless they are comfortable doing so.

4. Once the trees are completed, break the students up into pairs or small groups to discuss their Relationship Trees. Have them consider questions like:

- Which part of the tree was easiest to do? Which was the hardest to produce?
- What part of your tree is your favorite and why?
- What do you like about each others' tree?
- Did this activity encourage you to self-reflect?
- How, if at all, have social issues affected your relationships?
- What have you learned from your relationships?

5. Once group sharing is over, students can write a short reflection about the activity and the discussion they had in their group. Invite students to describe how the activity made them think about their relationships, the role of relationships in their own health and well-being, their relationship goals, and how they felt about discussing their tree with others. Once completed, students can turn in both their tree and their reflection. Trees could be displayed as group or reviewed and added to throughout the year.



References and Resources

For more ideas, check out these articles, books, and websites that inspired and informed the Museum of Broken Relationships Indianapolis School Kit:

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Williams, Ray. 2010. "Honoring the Personal Response." Journal of Museum Education 35, no. 1: 93-102. <https://doi.org/10.1080/10598650.2010.11510653>.

More Ways to Engage



We hope you will join us for more Museum of Broken Relationships Indianapolis resources, exhibits, and programs! The main exhibit is located in the Herron Galleries, Eskenazi Hall on the IUPUI campus until Saturday April 22, 2023. It is free and open to the public during normal gallery hours, though reservations are recommended for groups. Information about satellite displays and programs can be found at:

<https://herron.iupui.edu/mbr/index.html>.

Herron Galleries, Eskenazi Hall, 735 W. New York Street,
Indianapolis, IN 46202

Gallery Hours

Monday: 11 a.m - 5 p.m.

Thursday: 11 a.m - 5 p.m.

Tuesday: 11 a.m - 5 p.m.

Friday: 11 a.m - 5 p.m.

Wednesday: 11 a.m. - 8 p.m.

Saturday: 12 p.m. - 5 p.m.

Sunday: Closed



The Museum of Broken Indianapolis is made possible by the Republic of Croatia Ministry of Culture and Media, the Edgar and Dorothy Fehnel Chair in International Studies fund, the IU School of Liberal Arts, and the IUPUI Center for Service and Learning.

Share Your Feedback!

What did you think about this Museum of Broken Relationships Indianapolis School Kit?
Please take a few moments to complete a short survey and share your thoughts by scanning the QR code OR clicking the link below. Thank you!

Survey Link:

<https://forms.gle/tkh71dYuzF8k5Lve7>

