6th-12th, lessons can be adapted for various grade levels

OBJECTIVE
This lesson allows students to reflect on what it means to be left out and how it conflicts with belonging. Students will develop skills for using language and symbolism to represent and understand how pairing these dichotomies shows they exist as part of the same cycle.

VOCABULARY
- Life Cycle
- Cause and effect
- Symbolism
- Dichotomy
- Marginalization

MATERIALS
- Pen/Pencil
- Magazines
- Scissors
- Glue stick
- Markers/ Colored Pencils

Before Hand
- Share Premnath's work with students. Discuss how does symbolism plays a role in the exhibition.
**Discussion**

- What are the symbols Premnath uses to represent marginalization? What are the symbols he uses to represent belonging? How are they similar? How are they different?
- Consider where one might see representations of a life cycle in the exhibition.
- Where do we see pairings in his work? How are they similar? How are they different? How would we think of them differently if they weren't paired with another word or object? For instance, we see the pairing of words such as grave/grove, fall/land, hole/home, and lean/hold.

**Procedures**

- Divide students into small groups and assign each group one of Premnath's word pairings. Students will discuss the meaning of the words, how those meanings might be different based on an individual's perspective. How does the meaning change when they are paired as opposed to when they are separated?
- After the small group discussion, students can begin a making activity.
- Using magazines students will find two words that they will cut out and pair together. How many pairings can they make?!
- Finally, one or more of the word pairings can be collaged onto a sheet of paper.
- Using coloring/drawing materials students can add visual symbols or colors that further emphasis the meaning they find in the pairings they've made.
- Students will share their creation with the class.

**Resources**

SRESHTA RIT PREMNATH