



HLF Rebuilding Bodies and Souls

‘The Good, the Bad and the Ugly’ activity

Suitable for: 12-16 years

Activity Length: 1 hour- 90 minutes

Objectives:

- To learn about and understand the pioneering burns treatment and techniques developed by plastic Surgeon Sir Archibald McIndoe in WW2.
- To understand how McIndoe’s work developed from his predecessors (incl. Gillies) and how it has informed contemporary burns treatment.
- Explore and discuss the different aspects of McIndoe’s work: cosmetic surgery and reconstructive surgery
- Look at contemporary examples of cosmetic and reconstructive surgery
- Be able to develop and express own opinions and beliefs in relation to the moral and ethical dilemmas surrounding plastic surgery

Materials and equipment:

Paper

Pens

Pencils

Glue

Collage materials such as magazines etc

How to

Begin the session by talking about the work of McIndoe and how VAD nurse Molly Letaigne produced sketches of the surgical procedures at QVH. Pass round reproduction sketches of Molly Letaigne’s work and discuss with the students why the drawings were important as part of patient records. Also discuss the drawing techniques.

Possible activities:

Students begin by ripping up tissue paper and sticking across some of their papers. Students can decide for which activity they will use plain or tissue papered pages.

Lay out the replica skulls.

1. Draw the skulls using one continuous line, without removing the pencil or pen from the paper.
2. Draw yourself using a continuous line (whole body or face)
3. Draw the skull in 1 minute
4. Draw the skull from different angle and draw over the top of each other, rotating the paper.
5. Draw the skull using the hand you wouldn't normally use to draw with.
6. Use a black felt tip and choose a shape from the skull. Repeat this on your piece of paper as a pattern.
7. Draw the negative space of the skull rather than the skull itself.
8. Use a viewfinder to draw part of the skull
9. Give the students 15 minutes to complete a sustained drawing of the skull.
10. Use charcoal to draw your hands from different angles, rotating the paper.
11. Use mirror to complete a two minute self-portrait
12. Make five different facial expressions and draw these (2 minutes per drawing)
13. Ask a peer to pose in a 'moving' position. Draw them using a material you haven't used yet.
14. Use mirror to complete a sustained self-portrait. What do you see? Ask students to include drawings of the skull, hands, feet as part of the self-portrait as well as including less literal, physical interpretations of themselves. The background to the self-portrait can be an expression of the self as they see themselves to be.

Depending upon the size of the work, display it around the room. Ask everyone to walk around and look at the pieces and then discuss their own responses.