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The
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15 MINUTE webinar series

ENGAGING YOUTH IN LANGUAGE AND LITERACY

Engaging Out-of-School Time Youth in Language and Literacy through Art

APRIL 16, 2015 | 1:30 - 1:45PM EST

NATIONAL
AfterSchool
ASSOCIATION

Many youth in out-of-school time programs are interested in art. Art can help young people gain a greater understanding of themselves, their communities and their world. Art may be used to engage children and youth in literacy activities, including reading, writing, speaking and technology. In addition, collaborative art activities, support the development of social and emotional learning, 21st Century Skills development and support English Language Arts and Math Common Core and other state standards.

Following are two sets of linked lessons and a third independent lesson (approximately 7 hours total) that use youth interest in art as a springboard for language and literacy development.

Scribble Chase¹

LEARNING OBJECTIVES AND OUTCOMES

Youth will:

- collaborate
- generate a piece of writing to share with others
- practice oral language skills and speaking in front of a group
- practice interpersonal skills

PREPARATION

- Source reproduction of art that uses ‘scribbles’ such as works by Jackson Pollack.
- Research cooperative learning group formers and pick on that will help divide youth into pairs.
- Research peer feedback protocol and create a handout for youth.
- Ensure enough materials are available for all youth to participate.
- Review some of the vocabulary that will be used during the activity, such as:
 - ▶ Slow
 - ▶ Near
 - ▶ Right
 - ▶ Close
 - ▶ Diagonal
 - ▶ Left
 - ▶ Away
 - ▶ Down
 - ▶ Fast
 - ▶ Far
 - ▶ Up

MATERIALS NEEDED

- Large sheets of paper & markers

¹Lessons adapted by Holly Smeltzer, Program Director, Coalition for Hispanic Family Services, hsmeltzer@hispanicfamilyservicesny.org

- Reproduction of art that uses ‘scribbles’ such as works by Jackson Pollack
- Black markers
- Writing tools
- Peer feedback protocol handout
- Self-adhesive notes

LESSON #1 SCRIBBLE CHASE INTRODUCTION

- Ask youth what they know about scribbles.
- Share the following definition of scribbles: meaningless marks, scrolls, lines, etc., drawn with a pencil, pen, or the like. Say that scribbles might include circles, diagonals, and other shapes.
- Show a piece of art from an artist who uses ‘scribbles.’
- Ask youth to share what types of images they see within the scribbles.
- Explain that the group will be doing a collaborative art activity where both partners get to be artists as well as leaders and followers.
- Use a cooperative learning group former to divide youth into pairs.
- Provide each pair a large sheet of paper and two colored markers and two black markers. Invite youth to write their names on the paper.
- Have each pair determine who will be the first leader and who will be the first follower and have each select a colored marker.
- Explain that the leader will make a scribble by moving the marker without lifting it off of paper. Suggest making scribble lines, circles, diagonals, or other shapes.
- Explain that the follower will follow the leader’s marks without lifting the marker off of the paper.
- Start the activity. After about one minute, have the leader and follower change roles.
- Continue in this manner until paper has most of white space colored in with scribbles, changing roles about four or five times depending on the size of the paper.
- Lead youth in a brief guided imagery session. Say, “Close your eyes and imagine yourself lying on your back in a field of grass, looking up into the sky. Focus on the clouds, identify images in the clouds. What do you see?” If necessary, suggest images such as fish, faces, etc.
- Have youth open their eyes and use the black markers to circle 8-10 items that they imagined in the guided imagery. Using the black marker to circle the items will help distinguish them from the scribbles.
- Encourage partners to talk with each other before circling anything. Explain that one of the partners on the team may see images that the other doesn’t and that it’s ok. Have them work on describing what they see.
- Collect the scribbles for use in the next lesson.

LESSON #2 SCRIBBLE CHASE PART I

- Lead a reflection about the previous lesson. Review the activity. Post the scribbles along the wall museum-style, and have partners introduce their scribble to the rest of the group, mentioning a couple of the items that they were able to identify.
- Invite partners to write a collaborative short story including as many of the identified objects/items as possible.
- Introduce youth to the peer feedback protocol. Ask youth to use the protocol when providing feedback.
- Invite pairs to present their story to another pair or to the whole the group.
- Encourage pairs to ask peers to write their feedback on self-adhesive notes and hand them in to the authors.
- Have authors write their names on each note and adhere them securely onto their scribble for use in the next lesson.

LESSON #3 SCRIBBLE CHASE PART II

- Use the following questions to help youth reflect on previous lesson:
 - ▶ What do you remember from the last session?
 - ▶ What went well during the presentations and the peer feedback session?
 - ▶ What did you learn?
 - ▶ What would you change for next time?
- Have pairs review their scribble, the first draft of their writing, and the adhesive notes with the peer feedback.
- Invite them to talk in their pairs about the feedback and how they might revise their writing.
- Have pairs revise their stories into final drafts.
- Display stories alongside the scribble art.
- Engage youth in reflection about the project. Questions might include:
 - ▶ How did you work as a team to complete the picture or the writing? What steps did you take?
 - ▶ What was it like to work with others to complete the project?
 - ▶ What was easy about this activity? What was hard?
 - ▶ What is the importance of being able to work with others as a member of a team?

Self-Discovery Boxes²

LEARNING OBJECTIVES AND OUTCOMES

Youth will:

- engage in self-discovery and develop self-awareness
- practice intrapersonal and interpersonal skills
- articulate thoughts and feelings orally and in writing

PREPARATION

- Review the social and emotional learning competencies at www.casel.org.
- Research Venn diagrams to ensure understanding.
- Purchase or borrow a copy of the book *The Best Part of Me: Children Talk About their Bodies in Pictures and Words* by Wendy Ewald.
- Collect magazines and cardboard boxes.

MATERIALS

- Book, *The Best Part of Me: Children Talk about their Bodies in Picture and Words*
- Cardboard boxes
- Magazines
- Coloring tools
- Paint

²Lessons adapted from work of Danielle Kain, Art Specialist, SCO/Family Dynamics, P.S. 81, Brooklyn

- Paint brushes
- White glue
- Water
- Small cups
- Decorative odds & ends such as buttons, ribbons, etc.
- Drawing paper
- Writing tools

LESSON #1 SELF-DISCOVERY BOXES INTRODUCTION

- Introduce the book *The Best Part of Me: Children Talk about their Bodies in Pictures and Words*. Discuss the title and the photo on the cover of the book.
- Ask youth what they think is the best part of themselves or in other words, what they like best about themselves. Encourage them share with a partner or with the whole group.
- Read the book aloud, stopping midway through to ask youth what they think and to answer any questions they have about the book or included photos.
- Familiarize youth with the idea of what people see on the outside and what we show others about ourselves.
- Introduce the box-making activity. Connect it to the idea of having an inside (what we keep to ourselves) and an outside (what we show others/what other people see).
- Invite youth to pick a box and to paint or color it.
- Encourage youth to think about what types of collage materials represent things they like or materials that tell a personal story. Have youth will begin to collect collage materials such as magazine images and other items to decorate the outside of their boxes.
- Invite youth to think of materials from home such as birthday cards, special ribbons, photos, or other objects that they might be able to use for decorations. Ensure youth have family permission prior to bringing in items.

LESSON #2 SELF-DISCOVERY BOXES PART I

- Lead a group reflection on the previous lesson.
- Invite youth to utilize collage to decorate the outside of their boxes with drawings, words, images, etc. relating to the previous lesson.
- Have youth make their own decoupage sealant: one part water, one part white glue and experiment with brushing the mixture to adhere items to the box and then using to over items to create a sealant.
- Encourage youth to work together to clean up their materials, sweep the floor and store their boxes safely.

LESSON #3 SELF-DISCOVERY BOXES PART II

- Have youth gather their boxes.
- Invite each youth share something from outside of his or her box with a partner or with the group.
- Encourage positive comments and questions in response to each youth sharing.
- Introduce youth to Venn diagrams. Have youth create a Venn diagram with the similarities and differences between their outer selves and inner selves
- Have youth write about the similarities and differences and share their writing with a partner.

Group Mandalas

LEARNING OBJECTIVES AND OUTCOMES

Youth will:

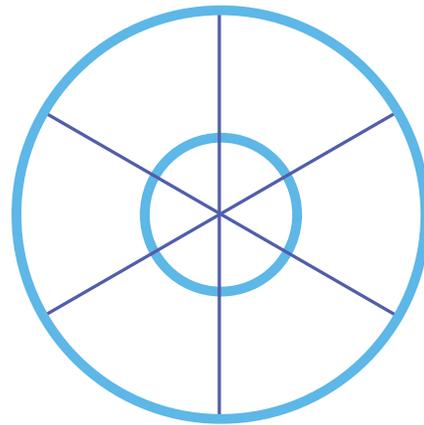
- learn about practices from different cultures
- learn new vocabulary
- generate a piece of art which they will share with others
- discuss part/whole concept

PREPARATION

- Research definitions of and examples of mandalas.

MATERIALS

- Large sheets of white paper
- Scissors
- Drawing tools
- Coloring tools
- Stencils
- Patterned paper such as origami paper
- Tape



LESSON

- Introduce the word Mandala, define it and show visual representations.
- Explain that they will have the opportunity to work in small groups to make mandalas.
- Use a cooperative learning group former to divide youth into groups of six.
- On a large sheet of paper have each group draw two concentric circles and then lines to divide the circle into six equal pieces (adjust number of pieces based on group size): **(see above)**.
- Have youth cut out the larger circle and then the six pieces. Ensure each group member has a slice.
- Invite each youth to write his or her names in the outer part of the slice and then further personalize it using stencils, patterns and freehand decoration. Advise them to leave the middle blank.
- When finished, invite each group to stand in a circle and one by one add their slice to recreate their group's circle into a Mandala and connect with tape.
- When done, invite youth to will write a "special" word about their group into the centerpiece of their mandala.
- Have youth reflect on the process. Consider asking the following questions:
 - ▶ What do you think about your group's mandala as a whole?
 - ▶ How do the parts fit together?
 - ▶ What word or image did you pick for the center? Why?
 - ▶ How does your mandala represent your group?
 - ▶ How do the mandalas represent the whole group?
- **Note:** This may also be a writing activity and shared with a partner or the whole group.

Notes & Additional Resources

VARIATIONS

- Introduce vocabulary prior to beginning each lesson.
- Consider pairing a more skilled writer and less skilled writers together for writing activities.
- Eliminate the more advanced steps toward the end of each lesson.

GENERAL

- Eckhoff, A., Hallenbeck, A., Spearman, M. (2011). **A Place for the Arts: Lessons Learned from an Afterschool Art Experience with Reclaimed Materials.**
www.niost.org/pdf/afterschoolmatters/asm_2011_14_fall/asm_2011_14_fall-5.pdf
- **Four Ways to Express Who You Are Art Journal Activities:**
www.imaginationsoup.net/2012/09/4-ways-to-express-who-you-are-art-journal-activities-for-kids-and-adults/
- Ramaswami, R, Gersh, A., McGovern, G., & Akiva, T. (2011) **Cooperative Learning.** Weikart Center for Youth Program Quality. www.cypq.org/sites/cypq.org/files/Cooperative_Learning_GuidebookSample.pdf
- Riley, S. **Using arts integration to support the Common Core.**
Downloaded 10.10.14 from www.edutopia.org/blog/core-practices-arts-integration-susan-riley
- Stiegelbauer, S. (2008). **The Arts and Afterschool Programs: A Research Synthesis.** SEDL:
www.sedl.org/afterschool/toolkits/arts/pdf/arts_lit_rev.pdf.

SCRIBBLE CHASE

- **Peer Feedback Protocol**
www.kingstoncityschools.org/files/1036588/Peer%20Critique%20Protocol.pdf

SELF-DISCOVERY BOXES

- Introduce vocabulary and activities to help youth learn to use grammar structures to talk about emotions:
 - ▶ I am good at...
 - ▶ I'm proud of...
 - ▶ I have a habit of...
 - ▶ I'm afraid of...
 - ▶ ...makes me laugh.
 - ▶ ...makes me sad.
 - ▶ ...makes me angry.
 - ▶ ...makes me happy.
- Use emotion masks to help introduce vocabulary about emotions:
www.notimeforflashcards.com/2011/05/paper-plate-emotion-masks.html
- Have print materials available in the youth's primary language, if at all possible, so that both words and images are available from their countries of origin.

MANDALAS

- The Mandala Project: www.mandalaproject.org/education/Index.html

Notes