Welcome to Champion Creatively Alive Children®, a program designed to empower school leaders, teachers and communities to increase creative experiences in schools. Crayola® and the National Association of Elementary School Principals, in partnership with the National Art Education Association and the Partnership for 21st Century Skills, have teamed up to help you champion creatively alive children.

These “notes to facilitators” will help you prepare for your workshop presentation.

If your ARTS-INFUSED EDUCATION ADVOCACY workshop session is 90 minutes, you may plan for the topics and exercises to be paced in this way:

<table>
<thead>
<tr>
<th>Sample Outline and Schedule for a 90-Minute Workshop*</th>
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<tbody>
<tr>
<td><strong>20 minutes</strong></td>
<td>Introductions, Presentation and Warm-Up Exercise: Advocacy Begins with Belief</td>
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<tr>
<td><strong>10 minutes</strong></td>
<td>Hands-On Exercise: Be Concise—Too Many Benefits Are Hard to Remember</td>
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<tr>
<td><strong>10 minutes</strong></td>
<td>Presentation: A Compelling Message for Arts-Infused Education Advocacy</td>
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<tr>
<td><strong>30 minutes</strong></td>
<td>Hands-On Exercise: Plan the Change You Want to Create</td>
</tr>
<tr>
<td><strong>10 minutes</strong></td>
<td>Video and Brief Discussion</td>
</tr>
<tr>
<td><strong>10 minutes</strong></td>
<td>Summarize Key Points and Plan Next Steps</td>
</tr>
<tr>
<td><strong>90 minutes</strong></td>
<td>* To modify for a shorter session, select the components that fit your schedule and needs</td>
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</tbody>
</table>
This program will help you build support for arts-infused education, which develops 21st Century Skills.

Planning Steps Before You Begin...

• Review the materials and decide how you will customize the session to engage your specific audience and fit the time schedule. Select which exercises you will use, preview the short video, and run through the PowerPoint presentation. Practice your presentation. Gather the art supplies. Print the handouts and evaluation form. Arrange the equipment and room setting.

• Promote participation. Schedule the event, reserve your meeting and plan where you’ll engage in hands-on activities. Several weeks before the event, post the invitational fliers, and reach out to people to encourage participation. Communicate via email, newsletters, Web or social media sites.

• Engage a team to help. Collaboration is key. Who can you count on to help set up the space, handle invitations, assist you with the technology for showing the video and PowerPoint, and arrange refreshments, if this is part of your plan? Recruit a team to help with these tasks. If the workshop leader isn’t an art teacher, ask for the art teacher’s help with the presentation. As “chief creative officers” in schools, art educators’ expertise is invaluable for presenting the content, helping participants benefit from hands-on creative experiences and succeeding in infusing art across the curriculum.

• Using the PowerPoint. These slides are guideposts to support you in keeping your workshop or presentation on track and provide participants with useful content. The workshop is most effective if you use your own words to engage participants and allow them to read the slides on their own. It is designed to be interactive, not a lecture. For this slide, explain that the Champion Creatively Alive Children series is a comprehensive training program designed to empower school leaders, teachers and communities with inspiration, knowledge and tools that can unleash the imagination and develop the originality of every child. In this workshop, they’ll experience how arts-infused education builds 21st century skills.
Have a very brief discussion about what the group will be doing and make sure it is aligned with participant expectations.

Objectives: After completing this workshop or presentation, participants will:

- Understand that arts-infused education builds 21st century skills—the 4 Cs of Creativity, Critical Thinking, Communication and Collaboration—and improves learning.
- Know the 4 Cs of Arts-Infused Education Advocacy:
  - Concise
  - Compelling
  - Collaborative
  - Change
- Understand their role in promoting arts-infused education in their communities

- _________________________________ (Add your own/participants’ objectives here. For example, if you assign any next steps, such as a “try it in your classroom or at home!” activity for teachers or parents, you might want to capture the expected outcome.)

- Personalize your introduction so that it is relevant to your audience and shows your passion for arts-infused education and arts advocacy. (The participants will introduce themselves in an exercise that comes up in the “We Believe” slides.)
Ask participants if they are familiar with the Partnership for 21st Century Skills and the work this organization has done to articulate the 4Cs—the key skills that students need for college and career readiness.

Provide some context by sharing a summary of the 2008 report that the Partnership for 21st Century Skills and others conducted which found that students must have skills in these 4 areas to be prepared to work in the globally competitive economy. Interestingly, these 4 key skills, known as the 4Cs, are the same skills educators consider vitally important for student success.

**Why the 4 Cs?**

*Which skills and content areas are growing in importance?*

- **Creativity**: 74%
- **Collaboration**: 74%
- **Critical Thinking**: 78%
- **Communication**: 81%

Use this slide to set the stage for the next exercise. The quote provides context for the power of passionate beliefs. Fortunately, arts advocates strongly believe in the power of art to make a significant difference in children’s lives.
Warm-Up Exercise: Advocacy Begins with Belief

Use this quick warm-up exercise to introduce participants to each other and to give them first-hand experience with the starting process of developing a concise advocacy message. The first step in being an advocate for arts-infused education is to identify and articulate your beliefs.

A theme throughout this workshop is that ADVOCACY BEGINS WITH BELIEF and RESULTS IN CHANGE. Introduce them to this process as you explain the “We Believe” exercise.

Ask each participant to jot down two “I believe …” statements about why the arts are critical for students.

After a few minutes, ask participants to share their two statements with the person next to them. Have them select one of the four statements as their one shared, top priority or combine some key thoughts into one concise message.

Use this quick exercise as an example of the advocacy process. Urge participants to work collaboratively with their school and community colleagues to distill a longer list of benefits of arts education into a concise message that they will consistently communicate.
Use this slide to share some quotes from famous people who also believe in and advocate for arts education.

Ask participants to think of and share other arts advocates who are articulate spokespersons on why communities should support arts-infused education and who might be strong partners in their advocacy efforts.

Avoid reading the quotes to participants. Instead urge them to read these and share similar insights or comments that they have heard that are powerful in their advocacy efforts.
Ask participants if they are familiar with the notion of Art Teachers becoming the Chief Creative Officers (CCOs) in their schools. If so, ask where they heard the idea and if it inspired them.

Share the definition of Chief Creative Officer:

**Chief Creative Officers are education professionals who lead by applying their understanding of the creative process to nurture innovation, confidence, and the capabilities of others in their learning communities—including students, fellow educators, and parents.**

Ask participants to discuss the following points that outline what CCOs do.

Chief Creative Officers are school leaders who:

- Use education insights, research and creative capacities to help colleagues provide arts-integrated lessons
- Build strong collaborative relationships within the school and community and contribute to the school’s creative culture.
- Articulate the value of arts-infused education and impact on student outcomes. Deepen others’ understanding of creativity.

Ask participants what else they would add to that list….

Urge participants to visit Crayola.com/creativelyalive to find the Draft Chief Creative Officer Self-Assessment form.
Introduce the **4 Cs of Arts-Infused Education Advocacy**.

This will provide the framework for the workshop:

- **Concise Arts Advocacy Message**
- **Compelling Evidence**
- **Collaborative Advocacy Partnerships**
- **Change**—Plan the change you want to see.

Advocacy Begins with Belief and Results in Change.

Use the next few slides to delve more deeply into the 4Cs of Arts-Infused Education Advocacy.
Participants experienced first-hand what it means to translate a personal belief and deeply held passion about the power of art into a crisp, concise message during the “We Believe…” exercise.

Use them to engage colleagues in this exercise and work on articulating concise messages that convey the deeply rooted convictions towards art education.

Use the following exercise to demonstrate the importance of being concise. It helps to show participants that the audiences who hear their art advocacy messages can’t remember long lists of benefits. It is important to be concise so others hear the highlights of the advocacy message.
Enthusiasts of arts-infused education typically can cite too many benefits and rationales for people to remember. Use this exercise to demonstrate the importance of developing a concise message.

Explain the rules: They listen first and do not write. Then they try to remember the list and write the words down (in order.)

Read this list of words only (not the percentages beside them) to your audience. Remind them to only listen as you read and try to remember the words and their order, but they can’t write anything down until after you finish reading the list. Then give participants a few minutes to write as many words as they can remember. The percentages reflect how many people tend to remember the words from the list, in similar workshops.

After they finished writing, read the list again and have them raise their hand if they remembered that word and in the right order.

<table>
<thead>
<tr>
<th>List of Words:</th>
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<tbody>
<tr>
<td>Night</td>
<td>(90%)</td>
</tr>
<tr>
<td>Rest</td>
<td>(90%)</td>
</tr>
<tr>
<td>Quiet</td>
<td>(50%)</td>
</tr>
<tr>
<td>Slumber</td>
<td>(25%)</td>
</tr>
<tr>
<td>Deep</td>
<td>(2%)</td>
</tr>
<tr>
<td>Snooze</td>
<td>(0%)</td>
</tr>
<tr>
<td>Restful</td>
<td>(0%)</td>
</tr>
<tr>
<td>Snore</td>
<td>(2%)</td>
</tr>
<tr>
<td>Sound</td>
<td>(4%)</td>
</tr>
<tr>
<td>Tranquil</td>
<td>(50%)</td>
</tr>
<tr>
<td>Pillow</td>
<td>(70%)</td>
</tr>
</tbody>
</table>

(After you check the list that you had read—see if anyone wrote down the word “sleep” even though you didn’t say it. Often people think something was said, that wasn’t.)
Similar to the results your participants likely experienced with the list of words in the exercise, advocates have found that most people remember only the first few and the last few things they are told. This is particularly true with a random topic—like sleep—or a topic they don’t know much about—a message particularly important when you are sharing arts advocacy messages to an audience that is unfamiliar with the topic.

Help participants apply the lesson of word memory exercise to why they need to develop a CONCISE message to be effective arts advocates.

The human capacity to remember what is heard is limited—and people will hear things you didn’t even say. This is an important insight for advocates. Your audience will hear things you didn’t say or want them to hear, because they link what you are talking about to something else they associate with the topic.

Explain that advocacy is fundamentally different than education.

Educators want to help people learn to think for themselves and come to their own conclusions. Advocates need to deliver a concise message and beliefs so that people remember them.

The slide shows a simple framework for outlining key messages. Communications specialists recommend writing the key point in the center and supporting the key point with no more than 4 concise messages. Have the group practice writing their own messages in this type of framework.
Here is an example of using the 4 Box framework to explain how Art experiences build 21st Century skills.
Compelling

The next point in being an effective advocate is to gather and share the most compelling research and support for arts education.

It is important to understand your audience and find evidence that would be compelling for them. Case studies and stories of how art impacted students is the most convincing.

Most audiences find the research that speaks to Arts-Infused Education resulting in increased student engagement and improved academic outcomes very compelling. The data on how low income schools are “turned around” by strong arts education is also noted as being highly compelling.
Use this slide to point out a variety of resources that arts advocates can use to find compelling evidence and craft into a concise message.

Ask participants if they are familiar with some of these resources and which have they used. Encourage a brief discussion about how they have used these resources and others that they have found helpful in gathering compelling evidence.
One report in particular has a strong explanation of Arts-Infused Education.
The President’s Committee on the Arts and Humanities report “Reinvesting in Arts Education” is available as a PDF in the Champion Creatively Alive Children (CCAC) program, so it is easy for you to access the full report.

Encourage your participants to review the PCAH definition of “Arts-Infused (or Arts-Integrated) Education”

*(…teaching “through” and “with” the arts, creating relationships between different arts disciplines and other academic skills and subjects), and ask them if this is a definition they use in their schools and if it helps others understand that we are advocating for teaching cross-classroom subjects in tandem with the arts.*

Ask participants how they have been helpful in developing colleagues capabilities in “using arts strategies to build students’ skills and in teaching subjects across various disciplines.”
Use this slide to prompt discussion about the benefits of Arts-Infused Education.

Avoid reading the slide aloud. Instead ask participants to review the list of benefits and to identify one that is most compelling to them, or to contribute another benefit to add to the list and explain to someone sitting near them why they have found this benefit to be compelling when they advocate for increased art in schools.
As participants wrap up their discussions, share this slide and give them time to reflect on the quote and consider how they might use this in their advocacy work.

“Studies have now documented significant links between arts integration models and academic and social outcomes for students, efficacy for teachers, and school-wide improvements in culture and climate.

“Arts integration is efficient, addressing a number of outcomes at the same time. Most important, the greatest gains in schools with arts integration are often seen school-wide and also with the most hard-to-reach and economically disadvantaged students.”

—The President’s Committee on the Arts and the Humanities, Reinvesting in Arts Education, 2011
And share these quotes to see if these messages are aligned with the conversations they had about what is compelling in advocacy discussions.

93 percent of Americans believe the arts are vital to providing a well-rounded education
—Americans for the Arts, 2005

But …
There is a “growing disparity between those who are able to take advantage of the benefits of arts education, and those who are not.”
—The President’s Committee on the Arts and the Humanities, Reinvesting in Arts Education, 2011
Share additional resources with participants to help them gather compelling evidence. Several reports are included in the CCAC program and are available for you to email to participants or print copies to share.
Use this slide to remind participants of the 4Cs of Arts Advocacy: Concise. Compelling. Collaborative. Change.

Avoid reading the points aloud. Instead urge participants to review the points on the slide and share with the group some strong, collaborative partners they have worked with in support of art education. If their past success stories are not flowing into conversation, urge them to consider who they might approach in the future to help advocate for art education.
Point out that these companies have been members of P21 and would be great potential partners. As they review the logos on the slide urge them to consider if they know anyone within the organizations or if a contact comes to mind so they can begin the conversation about how Art Builds 21st Century Skills and the opportunities to work together to increase community or statewide support for art in schools.
Ask participants if they are familiar with the President’s Committee on the Arts and the Humanities TurnAround Arts Initiative.

If some participants are familiar, ask them to help you explain it to others.

You can show the TurnAround Arts included in the CCAC program. It runs less than 2 minutes and explains the goals of the program and who is involved.

Summarize this conversation by explaining that Turn Around Arts is a special partnership that involves PCAH, the US Department of Education (they are providing School Improvement Grants (SIG), some visual and performing arts celebrities who are paired with the schools, and several private companies and foundations, including Crayola.

Explain that it is a 2-year program that includes Professional Development. It is focused on 8 high risk, significantly underachieving schools. In addition to the positive outcomes expected for the children in these schools, the field will benefit from the:

- Research impact of high quality arts education on student achievement
- PR on why art is critical in schools
Hands-On Exercise: Plan the Change You Want to Create

Remind participants that the 4th C in Advocacy is Change.

Plan the Change You Want to Create.

Point out the note on bottom of slide, “Advocacy begins with belief and results in change.”

Remind them that the workshop started with articulating their beliefs, then translating those beliefs into a Concise message, then gathering Compelling evidence to support that message, considering partners for a Collaborative advocacy effort and now… working with those beliefs and partners to map the Change.

Distribute and discuss the Change Map worksheet. Explain that the Change Map can be used to plan for short-term, mid-range and long-term goals.
Use this exercise to introduce participants to a Change Map, a practical tool they can use to plan for the change that they want to create—greater integration of arts strategies throughout education.

Advocacy teams usually write a brief description of the current situation in the lower left box. The “Dream Space” is described in the upper right box. The path leading from the current situation to the Dream Space moves from short-term, easier goals to long-term, more complex “stretch” goals. Schools can take several different paths to get to the Dream Space, or create unique paths to fit their situation and dream.
Use this slide to show an example. Ask how many of them have a similar “Current” situation and how many of them would outline their “Dream Space” similarly to this example.

Show how in this example, one path involves changes with the curriculum. Another path could address changes planned with partnerships with parents and the broader community. Other paths could deal with faculty and professional development. Within each path, the Change Map could articulate the action steps that would lead to the Dream Space.
Here is another way a school approached their Change Map. They have some different paths and action steps.

Ask participants to look at the action steps outlined in this example and find something on the map that resonates with them as being a priority they would want to be sure to include in their school’s change map.
This example has some open action steps, a good prompt for some small group discuss or pairs who are sitting near each other.

How would the participants outline the action steps if this was their school’s Change Map?

They can jot their ideas on the Change Map worksheet.

As they think about their school, remind them to put the ideas that would take the least amount of time and energy in the lower portion of the paths, closer to current. And for ideas that are more complex, will take time and be a “stretch,” write them closer to the long-term or Dream Space.
Video and Brief Discussion
Show the video on arts-infused education advocacy as a summary of the content.
The video runs about 4 minutes.
Facilitate a brief discussion.
Ask for reactions and questions. Ask what resonates and how they might use this video in other venues.
Next steps
Ask your participants what they plan to do next and how they might leverage the CCAC resources more broadly in their school or community.

How could they use this information to expand arts-infused education in the school?

How could the creative process and video be used with parents and students?

To begin or strengthen an arts-infused education initiative discuss objectives. Before the participants leave ask them to sign up for follow up tasks and leadership roles.

Evaluate
Remember to distribute evaluation forms to collect feedback that will help you plan your next workshop.

Explain to participants how this Creativity workshop fits into the whole series.

Discuss how your school plans to leverage the series and ask for their suggestions on how this could be shared more broadly.
Use this slide to wrap up the workshop. Avoid reading the bullet points to participants. Instead give them a few minutes to review the slide and reflect on what was most meaningful to them.

Ask several participants to share what key points were particularly meaningful to them and what they plan on doing to build on the insights they gained from this session. Build on their ideas and help them plan **Next Steps:**

- Identify what Changes participants would like to address
- Consider how together they can strengthen the schools’ arts-infused education programs
- Discuss objectives
- Assign tasks and deadlines

Remember to distribute the Evaluation handout and urge participants to be honest in their feedback so you can continuously improve how you present this workshop.

As you present this session and collect participant feedback, please email any suggestions for updates and improvements to CreativelyAlive@crayola.com
Thank participants for attending and urge them to participate in the other workshops in the Champion Creatively Alive Children Series.

Remind participants that Crayola.com provides more than 1,000 arts-infused lesson plans that are aligned with Common Core.