Champion Creatively Alive Children®

FACILITATOR’S GUIDE

CREATIVITY CONNECTS THE WORLD
Welcome to Champion Creatively Alive Children, 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.

Crayola and the National Association of Elementary School Principals, in partnership with the National Art Education Association, have teamed up to help you champion creatively alive children. This flexible, customizable program will help you build support for arts-infused education in your school community.

**Champion Creatively Alive Children Series**

**Creativity Connects Us**
**Creativity Connects Schools with Families**
Leveraging creative experiences to engage parents and caregivers

**Creativity Connects the World**
Using the arts to build global awareness and understanding

**The 4 Cs: 21st Century Skills**
**Creativity**
Discovering novel ways to think, learn and do

**Critical Thinking**
Using original ideas to solve problems

**Communication**
Expressing thoughts and feelings effectively

**Collaboration**
Working in partnership with others toward a common goal

**Arts-Infused Education Advocacy**
Championing the integration of the arts across the curriculum and school-wide
Framing a Workshop or Presentation

Objectives
After completing this workshop or presentation, participants will:

- Demonstrate how arts-infused education builds global awareness and global understanding.
- Explore arts-rich strategies to engage others in learning about the world.
- Know the 4 Cs of the Creativity Connects the World program and plan how to use them with their learning community.

Customize the Presentation

Sample Outline and Schedule for a 90-Minute Workshop*

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* To modify for a shorter session, select the components that fit your schedule and needs.
**4 Cs OF GLOBAL UNDERSTANDING**

**Connections**
- Global awareness and understanding often begin with personal connections.
- Common geographic origins, heritages, interests and stories can forge powerful connections to people and to the world.

**Commonalities and Comparisons**
- There are patterns in the ways in which people draw upon family roots, traditions and cultures that help them to identify who they are and see commonalities with others.
- People have both unique and universal histories, memories and experiences that help them learn about the world.

**Citizenship and Communication**
- “Global citizens” understand other countries and human experiences that impact the way people live in a complex, interconnected world.
- Art is a universal language that helps people understand and communicate about the world.

**Cultural Insights**
- Curiosity and exploration of the familiar or the unknown help to develop global perspectives and enrich cultural insights.
- The arts are a powerful strategy for imagining and discovering people, places and cultures around the world.
Delivering a Workshop or Presentation

Use the PowerPoint presentation to support the workshop, introduce the exercises and discussion points, and keep participants focused. The PowerPoint is a framework enriched by information you will share as the facilitator.

Introductions and Warm-Up Exercise

Start your session by introducing the objective of this workshop: to inspire educators to use creative experiences to build global awareness and global understanding. Personalize this introduction so that it is relevant to participants and shows your commitment to using the arts to connect students to the world.

Warm-Up Exercise: Connections

Personal Global Connections

Use this exercise to get participants thinking about how global connections often start as personal (and sometimes emotional) connections grounded in common interests, backgrounds or stories.

- Ask participants to think about their personal ancestry or global connections they feel towards a particular country outside of the United States. What country did they, or their parents or grandparents, come from? Why did they leave their homeland? Or, what is it about that country that interests them? Why do they feel that connection?
- Give each participant small, colorful Post-it® notes. Ask them to jot down their name, the name of the country and a brief “why” statement that captures why that country is meaningful to them. (They can write multiple notes; each note should be about just one country.)
- Ask participants to post their notes on a map of the world or a flip chart with the continents sketched on it. Then have them read others’ notes to find someone with whom they “connect”—by way of a shared country or region of origin or interest or similar “why” statements. As they introduce themselves, have them share their global connection stories.
- As the facilitator, listen for patterns in these connections. Point out common geographic roots, interests and stories. Close this exercise by asking participants to briefly share what they learned about the other person and their global connections.
Hands-On Exercise: Commonalities and Comparisons

Our Garden—Unique and Universal

Use this exercise to help participants recognize that, while everyone has different memories and unique experiences, there are universal patterns in the way people draw on family roots, traditions and cultures. Exploring their heritage can illuminate the unique and the universal.

- Ask participants to work in groups of four to eight people to create a team “garden”—a visual expression of the ways in which their geographic or cultural heritage still impacts their lives today. Pose a few questions to get them thinking about this: Do they still savor a traditional food or enjoy a special dance? Is a family heirloom or celebration particularly valued? Does a certain musical genre, sport or other activity trigger strong memories?

- Distribute white paper and colored markers or crayons to each team and ask each person to draw a flower that has roots, stems/leaves, and petals. Explain that they will use these three parts of the flower to jot down key phrases or sketch their memories or experiences.

- Use the prompts on the PowerPoint to get them thinking about what is deeply rooted in their heritage, what supports and nourishes them like the stems and leaves of a flower, and what is the most visible expression of their heritage, like the colorful petals of the flower.

- As they create their flowers, encourage participants to share the common themes that emerge in their small groups. How do their stories compare? What is unique and universal in how their lineage shapes their lives today?

- Ask participants to display their flowers as a “team garden” on a garden mural. Use a roll of solid colored wrapping paper or flip chart paper. Ask each group to name their garden playfully based on their common themes—perhaps the “Dancing Feasters,” “Nimble Nomads” or “Grandpa’s Guide Us.”
Video and Brief Discussion

Show the Creativity Connects the World video. Ask for reactions and questions. Use this opportunity to introduce some common myths about global connections.

Dispelling Myths

Ask participants if they feel any of these myths are an issue in their school and, if so, they can articulate the reality and start planning ways to dispel the myths in their school.

Myth: Children are too young to learn about other countries and cultures. Plus, they have too much to learn about reading, math and the United States—and global education takes time away from that.

Reality: Learning about other countries and cultures increases students’ understanding of school subjects and of their own world. Global and cross-cultural perspectives help children understand and respect others, in their communities and around the world.

Myth: The social studies curriculum covers global perspectives—and that’s where this topic belongs.

Reality: Global perspectives are relevant to—and enrich—every subject, from reading international fairy tales to learning about global environmental issues in science to studying the master works of great artists.

Myth: Teachers must be experts in global education—geography, cultures, languages—to teach it well.

Reality: The scale and scope of global education should not be intimidating barriers. No teacher can be an expert on every nation or culture. Teachers can start with what they know, stretch themselves and serve as role models for students by being curious learners and exploring the world with them. Ask parents, colleagues and community members to help.
Hands-On Exercise: Citizenship and Communication

Global Citizens Explore Global Issues

Use this exercise to help participants understand what it means to be a “global citizen”—and how art is the universal language that helps us understand and communicate about the world.

Set up this exercise by asking participants to think about what being a “global citizen” means to them. Show the PowerPoint slide for this exercise that presents some definitions that other teachers generated for this exercise. Ask participants to pick their favorite or add a new one, then turn to someone sitting near them and share why that definition resonates with them. For the exercise:

- Ask participants to think of an issue of global significance, such as a contemporary or historic issue they are familiar with from personal experience, reading or the news. Offer a few examples—such as poverty, freedom of speech, social justice, health care, obesity, malnutrition or food insecurity, climate change or access to clean water—but don’t limit their choices.
- Ask participants to think about a message that they want to communicate about this issue. What makes this issue relevant to people around the world? What can global citizens do about it? Who needs to hear their message?
- Use the PowerPoint slide for this exercise to share Visual Communication Tips that will help them create artwork to deliver their messages effectively.
- Ask participants to sketch an image or scene that communicates a global perspective about their issue, using construction paper and colored markers, Crayola Color Sticks or Slick Stix to create vibrant images. As they work, ask participants to think about how their artwork communicates how this issue impacts people globally and what it means to be a global citizen.
- Ask participants to show their completed drawings to a partner. Ask them to discuss the intended messages of their artwork, and check to see if the messages were communicated in ways that others can understand.

Extension Exercise (Optional): Global Citizens Web

To extend this exercise, and connect it powerfully to the school's curriculum, have participants work in small groups to connect the global citizen lens to what is currently taught at various grade levels.

- Provide each group with flip chart paper and markers. Ask someone in each group to draw a circle in the center of the paper and label it “Global Citizens.”
- Ask the groups to create webs that show how current curricular topics link to the global citizen lens. For example, for classes studying water cycles, the challenge of clean water access could lead to exploration of tropical climates, waterborne diseases, sanitation and hygiene, equity of health care and management of water resources. Challenge the teams to show how interconnected their current lessons are to the global perspective.
- Have each group draw a “Global Citizens Web” that shows the many topics that students, as global citizens, could pursue within their current course of study.
Hands-On Exercise: Cultural Insights

Intrigue. Imagine. Inquire.

This exercise can bring your workshop full circle: from asking participants to reflect on their personal roots, memories and experiences to inspiring them to be curious about the world and explore new and unknown territory. Creative experiences help people develop cultural insights, whether they begin with the familiar or the unknown.

• Ask participants to close their eyes and think about a culture that intrigues them, a place they have not visited and a group of people they have never met. Offer some prompts: “Imagine you could immerse yourself in that culture. Think of a scene that represents that place and people. Is it an outdoor market in Delhi, India or Istanbul? Is it the nomadic tribes in yurts crossing the Gobi Desert?”

• Ask participants to create a watercolor resist painting that captures the scene in their imaginations. First, ask them to use a crayon and press firmly as they sketch on watercolor paper. Then, have them paint in the scene with a watercolor wash over the sketch. Show them some finishing techniques to add sparkle to their artwork.

• As they work, ask them to bring to life what they would expect to see in the everyday lifestyle of their culture, not a tourist attraction. Offer some prompts: “What do you want to learn about the people, place and culture? How would you learn about their beliefs, fears, traditions and aspirations?”

• When they are finished, have participants use masking tape to affix their artwork to a larger piece of colored paper, creating a border. In that border, have them use bold markers to jot down questions they would ask or “I wonder” statements about the culture that intrigues them.

• Ask participants to create a quick “art gallery” display on the tables. Urge them to walk around and see the art. As the facilitator, highlight patterns in the cultural questions or statements for the group. Ask them to discuss the cultural insights that help people understand one another or that challenge any preconceived perceptions.

Art Technique:

Watercolor Resist

• Sketching with crayons on watercolor paper can provide a thick waxy surface that resists watercolor. Try using white crayons on white paper and see how textures emerge. The more crayon used, the more striking the resist effects will be.

• Painting a watercolor wash over the sketch adds a layered look or depth to the sketch.

• (Optional) Finishing technique. A salt sprinkle enhances the effects of the watercolor resist. Simply sprinkle kosher salt on the wet watercolor, which results in a crystallized, textured effect when it is dry.
Summarize Key Points and Plan Next Steps

Key Points

- The 4 Cs of global understanding—Connections, Commonalities and Comparisons, Citizenship and Communication, and Cultural Insights—are touchstones for fostering global citizenship.
- Creative experiences can unleash personal-to-global and global-to-local connections and perspectives.
- The arts offer powerful ways for schools to awaken curiosity, encourage exploration and improve students’ understanding of the world.

Next Steps

- What do you plan on doing differently based on ideas this workshop sparked?
- Some groups plan a follow-up session to further explore ways to apply the global understanding lens to their current curriculum or to introduce parents to these exercises.
- Urge participants to work together to use the arts to build students’ global awareness and understanding.
- Begin by discussing objectives and tactics for accomplishing them.
- Assign tasks and deadlines.
- How will success be measured?

“... two thoughts on global connections. You never leave your heritage or your culture. Both your community and your family are always going to be there to support that. I have another thought I share with my students too: ‘You’re going out into the big, broad world. You have to be prepared to compete with any other child in the world, to work with people from other cultures and display your talents. I don’t want you to be sheltered.’”

—Patricia Kannengeiser, Principal, Public School (PS) 245, Brooklyn, NY
Evaluate

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

Facilitator’s Tools
- Creativity Connects the World video
- Creativity Connects the World PowerPoint

Handouts for Printing or Photocopying
- Creativity Connects the World
- Evaluation Form

Art Supplies
Help participants explore global connections in hands-on exercises with an assortment of art supplies. Choose colorful, tactile supplies that make group activities memorable. Try these Crayola products:
- Markers
- Color Sticks or Slick Stix® (for the Citizenship and Communication exercise)
- Crayons (an assortment of many colors, including white for the watercolor resist in the Cultural Insights exercise)
- Watercolors and paint brushes (for the Cultural Insights exercise)

Find these supplies at an office supply store or retail store:
- Post-it® notes (for the Warm-Up exercise)
- Map of the world or flip chart paper with continents sketched (for the Warm-Up exercise)
- White paper (~9” x 12” for the Commonalities and Comparisons exercise)
- Colored construction paper (~9” x 12” for the Citizenship and Communication exercise and ~12” x 18” for framing borders for the Cultural Insights exercise)
- Watercolor paper (~9” x 12” for the Cultural Insights exercise)
- Roll of mural paper or solid colored wrapping paper (optional, for creating a garden mural for the Commonalities and Comparisons exercise)
- Scissors
- Masking tape
- Flip chart paper
- Cups or containers for water for watercolor painting (for the Cultural Insights exercise)
- Recycled newspaper to cover tables for watercolor painting (for the Cultural Insights exercise)
- Paper towels for cleanup for watercolor painting (for the Cultural Insights exercise)
- Kosher salt (optional, for the Cultural Insights exercise)

Waverly Park Elementary School in East Rockaway, NY, engaged parents in school with arts-infused projects to foster “global classrooms.” Parents contributed to students’ research into their personal heritage and the cultural similarities and uniqueness in their community, which has become a “micro United Nations.” By studying the visual and performing arts, students learned that there are universal themes, motifs and origins that bind their community together. Based on their research, each student in the school created a page about his or her heritage and culture to contribute to age-appropriate books for future students. In other class projects, parents were invited into classrooms to help students present their research and special artifacts of their cultures. Each grade level engaged in age-appropriate heritage explorations that increased family involvement.
North Street Elementary School in Windsor Locks, CT, held an end-of-year International Art Night for families to culminate an arts-infused exploration of the visual arts, fairy tales and fables of Islamic and Eastern cultures—a theme that honors a growing population in the school community. A heroic parent effort helped to stage this school-wide event. Hallways and classrooms came alive with extraordinary, curriculum-based student artwork and activities that included skits, performances and theatrical sets. Parents and extended families came dressed in traditional attire, bearing food from their native lands. The celebratory event gave them opportunities to champion their children and experience first-hand how the arts ignite global awareness and learning for the school’s K–2 student population.

About the Sponsors
The Champion Creatively Alive Children program is a collaboration between Crayola and the National Association of Elementary School Principals, with support from the National Art Education Association and the Partnership for 21st Century Skills.

http://www.crayola.com/
http://www.naesp.org/
http://www.arteducators.org/