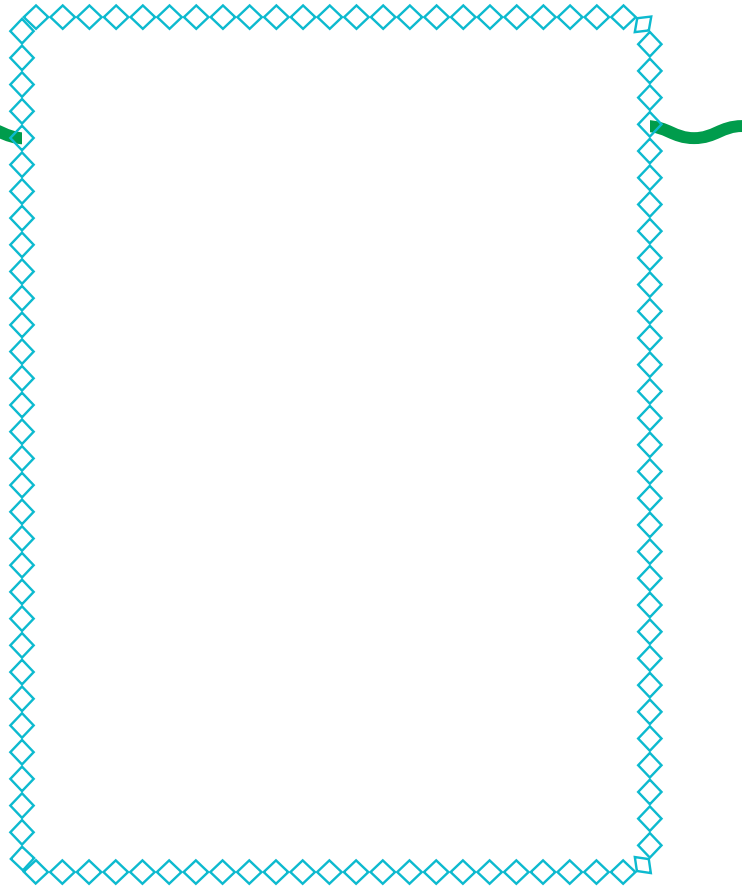




True Selfies!

Colors of the World™



CREATE a self-portrait that reveals your interests and shows something about your personality.

SEEK™

- SEE** What do you see?
Why do you say that?
What is the evidence?
- EVIDENCE** What decisions did the artist make? Why?
- EXPLAIN** What do you know?
What else do you want to know?
- KNOW**



PRESENT your portrait to others. Read everyone's portrait using SEEK. What do you see? Why do you say that? What is the evidence? What decisions did the artist make? Why? What do you know? What else do you want to know?



RESPOND to and build upon each others' portraits by creating stories that are imaginative and collaborative. Ask "What happened...?" and "What if...?" to spark the stories.



CONNECT the portraits to characters who are illustrated in books. How do illustrators reveal characters' personalities and the interactions between characters in their art? How can illustrations convey feelings and help children build social-emotional skills?

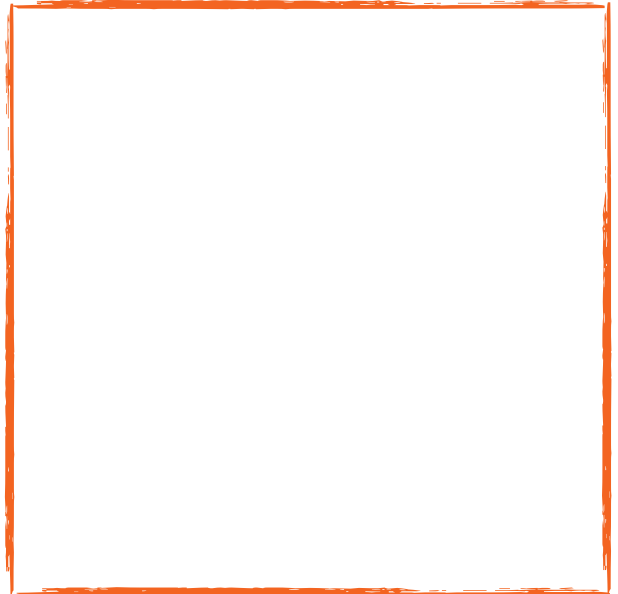


Change Poems

WRITING ART-INSPIRED STORIES™



CREATE a personal poem that explores identity. Start by writing a poem that describes how others see you. Then use art supplies to draw over or hide the parts that are not true, show bias or stereotypes, or generalize. Add new words that show how you have changed and what is inaccurate. Change the poem to describe how you see yourself and what reflects your personal identity. Sketch a portrait that fits with the poem.



PRESENT the illustrated poem. Read it aloud with expression. Discuss how changes to the poem mirror changes in your identity and how it feels to gain control of your story.



RESPOND to each other's poems. Use **SEEK** to discuss what is seen, cite evidence, and explain the decisions that were made. Ask questions to understand more deeply.

SEEK™

- SEE** What do you see?
- EVIDENCE** Why do you say that? What is the evidence?
- EXPLAIN** What decisions did the artist make? Why?
- KNOW** What do you know? What else do you want to know?



CONNECT the many ways in which people change as they grow, learn, and mature. Self-awareness involves understanding self and others and gaining control over personal identity narratives.



When Something Is Created Something Bigger Happens

RECALL SOMETHING YOU CREATED THAT MADE YOU FEEL VERY PROUD.

WHEN DID YOU FEEL REALLY PROUD OF SOMETHING YOU CREATED? WHAT WAS IT? WHAT INSPIRED YOU? WHY DID YOU FEEL PROUD?



Proud as a Peacock, Camila N., Grade 5

CREATIVE EXPERIENCES CAN INCLUDE:

- Visual art
- Dance
- Music
- Drama and improvisation
- Storytelling and puppetry
- Creative writing
- Crafts (knitting, woodworking, sewing, etc.)
- Decorating, fashion, and gardening
- Culinary arts
- Cultural traditions
- Problem finding and problem solving
- Design thinking

What else?



HOW CAN FAMILIES PROUDLY SHARE CULTURAL ARTS AND CREATIVE TRADITIONS?

WHAT ARE SOME WAYS THAT EDUCATORS AND FAMILIES CAN CHAMPION CREATIVITY?



Preparing Global Citizens and Respecting Diversity



CREATE a sketch of a global issue. Show how others from across the globe are caring for or doing something that also matters to you. What needs do humans have that are universal? What are some unique ways we meet those needs and celebrate diversity?



PRESENT your sketch and explain the global issue. Did you address access to clean water, enough nutritious food, preparing children for the future, and living without fear? How are the issues similar to and different from those that others who live across the globe are facing?



RESPOND to others' global issues and learn more about what inspired their sketches. Find patterns, similarities, and differences.



CONNECT the discussion to what you want children to learn about the world. How can students develop respect for diverse points of view, cultural experiences, and traditions that are followed in your local communities and across the globe?



The Future I See

WRITING ART-INSPIRED STORIES™



CREATE a sketch by pretending to look in a magic mirror that shows you or someone else in the future. Consider many possibilities the future may hold, personally or for a child. Think about how strengths and interests may shape dreams and enable people to reach their goals.

STRENGTHS

INTERESTS



PRESENT the sketch. Describe what you see as a crystal ball that shows this person in the future. What mindsets are needed to overcome challenges and achieve dreams?



RESPOND to each other's sketches, the lists of strengths and interests, and the discussion of mindsets. Discuss what challenges might be met and ways to overcome obstacles. What does it mean to build persistence and optimistic mindsets?



CONNECT the sketches and discussion with ways that public art and statues can honor people who have achieved goals or contributed to making their communities stronger.
