

# Art Advisory Guide

## Attendance and Achievement, and College and Career Readiness

Grade Level: **High School**

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# **Disconnect: Why Kids Skip School**

## **Attendance and Achievement**

In America, it's estimated that about 4 million children miss school every day... one million drop out every year... 160,000 stay home because they're afraid. Countless additional students may be present at school but are indifferent and disengaged.

Over the next five lessons we will discuss what makes students want to stay and succeed in school as well as examine what promotes attendance and helps to create an emotional connection to school.

*Disconnect: Why Kids Skip School* is a video with five lessons to get you thinking about what makes school special for you.

We will watch the video segment, have a discussion about it, and then complete an activity that will get you to think about who and what is important to you.

# Disconnect: Why Kids Skip School, Part 1

## Attendance and Achievement

Grade Level: **High School**



### Link

<http://atap.connectwithkids.com/disconnect-why-kids-skip-school-cv/>

### Essential Question

How do you keep connected to school?

### Teacher

1. Begin by explaining that the next five (5) lessons will focus on what connects us to--or disconnects us from — school.
2. Part 1 focuses on the ways schools make students feel safe and help them succeed academically, emotionally, and socially.
3. Read the summary of the video: Explore trends in school drop out rates and the reasons that students are disengaged from their education.
4. Watch the video segment.

### Discussion Questions

1. What are your top reasons for coming to school each day? Is it a person? A class? A project? Explain.
2. Why do people say school is boring? Name at least three times you were not bored at school. What makes those times stand out in your mind?
3. Answer the questions the documentary poses:
  - Do you feel safe at school? Why or why not?
  - Do you have friends at school? Explain your answer.
  - Do teachers know you and care about you? Explain your answer.
  - Do you get support from your mom/dad/caregiver? Explain your answer.

### Notes

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# Activity: My Connecting Squares Worksheet

## Material

- My Connecting Squares Worksheet
- Pencil
- Internet to view website <http://worldquilts.quiltstudy.org/americanstory/> for information

## Teacher

Explain that over the next 5 lessons, students will be creating a paper “quilt” as an artistic representation about their connections in school. Use the World Quilts American Story Website for information.

1. Ask students: What is a quilt? Ask students to brainstorm the materials used to make quilts, the reasons quilts have been made through history, and how quilts have been used in America.
2. Read the section from the American Story section of the World Quilts website. Ask students to be ready to discuss what they consider to be the most important words in the excerpt and explain their answers.

Quilts are three layers of fabric stitched together. But beyond that simple definition, quilts also

- keep us warm and cozy in our beds
- make great gifts for weddings and births
- look amazing hanging on the wall
- serve as a versatile interior design element
- exhibit the creativity of their makers
- make a lot of businesses a lot of money
- bring communities together
- let others know we care

In addition to all this, quilts are good to think with; they help us contemplate many large and relevant topics, including politics, race, community, and economics. Quilts are tactile pages of our shared American story, each different, but part of a collective whole.

Quilts serve as a lens into American history and traditions — our memories and our myths. The study of quilts reveals important aspects of industrialization, consumer culture, community engagement, everyday creativity, utility, aesthetics, nostalgia, domesticity, and globalization.

This is a story of American quilts, but quilts are not American objects. Although the world has come to consider patchwork quilts as quintessentially American, the United States is just one stop in the long history of global quilt making.

3. Distribute or visually post the segment from the World Quilts website called “Engagement.” Using images from the website, have students comment on their observations about the quilts in the four categories:
  - War and Peace
  - Commemoration
  - Fundraising/Charity
  - Awareness and Activism



# My Connecting Squares Worksheet

<p><b>Academics</b> What are the things you love to learn that keeps you connected at school?</p>	<p><b>Subject</b></p>	<p><b>Class</b></p>	<p><b>Project</b></p>	<p><b>Book</b></p>	<p><b>Other</b></p>
<p><b>People</b> Who are the people that keep you connected at school?</p>	<p><b>Teacher</b></p>	<p><b>Classmate(s)</b></p>	<p><b>Staff</b></p>	<p><b>Secretary</b></p>	<p><b>Other</b></p>
<p><b>Facility</b> What is your favorite room or area that keeps you connected at school?</p>	<p><b>Classroom</b></p>	<p><b>Speciality Classroom</b></p>	<p><b>Activity Room</b></p>	<p><b>Outside Area</b></p>	<p><b>Other</b></p>
<p><b>Activity</b> What activity, before or after class, keeps you connected at school?</p>	<p><b>Sport</b></p>	<p><b>Arts</b></p>	<p><b>Club</b></p>	<p><b>Student Government</b></p>	<p><b>Other</b></p>

# Disconnect: Why Kids Skip School, Part 2

## Attendance and Achievement

Grade Level: **High School**



### Link

<http://atap.connectwithkids.com/disconnect-why-kids-skip-school-cv/>

### Essential Question

How do people help connect you to school?

### Teacher

Begin the lesson by asking students what they recall from the first lesson. Explain that the class will continue with the theme of feeling connected to school.

1. Read the summary of the video: Danielle Anzalone shares her story of not wanting to attend school because of the bullying and harassment that she experienced. Experts say that many students don't want to go to school because they are afraid of what might happen.
2. Watch the video.

### Discussion Questions

After viewing the second video segment, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

1. Describe Danielle's story. How did people treat Danielle at school?
2. Can you blame Danielle for not wanting to go to school? Explain your answer.
3. Have you ever been afraid to come to school? Why or why not?
4. Have you ever been concerned about having someone to sit with at lunch? What did you do about it?
5. If you need help during the school day — beyond just your school work — who do you talk to or go to for help? Who do you seek out to really listen and help you when things get rough?

# Activity: Personal Connections Quilt: People

## Materials

- Paper
- Markers
- Crayons
- Colored pencils

## Teacher

1. In a previous lesson, students brainstormed and determined what or who keeps them connected to school. They also learned about quilts as a creative symbol of connections: the layering of material and color as well as quilting in groups and finally, the creation of quilts to tell a story. Again, use the World Quilts the American Story website section on engagement, [www.worldquilts.quiltstudy.org/americanstory/engagement](http://www.worldquilts.quiltstudy.org/americanstory/engagement).
2. Review quotation from previous lesson:  
"According to this website, through quilts, Americans have done a very human thing: they have shared their lives, comfort, and convictions with their families, communities, and strangers. They have spoken to, engaged with, and related to other people – quilt makers and non-quilt makers alike – through the acts of planning, making, giving, and displaying quilts. Across the arc of American history quilt makers have engaged their worlds through quilts and the processes of making them."
3. Ask the students to take another look at the My Connecting Squares Worksheet and select one thing or one person from the list that stands out as their biggest connection to school. If a student is unable to identify one activity or person in school, have them identify someone or something outside of school that encourages them. Be prepared with some examples.
4. Ask the students to use the back of the page list three to five reasons that person and/or activity has the ability to keep them coming back to school.
5. Using a blank piece of paper and markers, crayons or colored pencils, have students create the first square of the Personal Connections Quilt. They can use color or images. After viewing the remaining three videos, each student will have four squares in their Personal Connections Quilt.

## Conclusion

Summarize the theme of the lesson as well as ask for responses from the group:

1. Were you able to identify one connection to school?
2. What was it like to represent this person/activity as a quilt square?
3. Explain that the next lesson will focus on what their hopes and dreams are for the future. The next square of their Personal Connections Quilt will represent what they want to do in the future.



# Disconnect: Why Kids Skip School, Part 3

## Attendance and Achievement

Grade Level: **High School**



### Link

<http://atap.connectwithkids.com/disconnect-why-kids-skip-school-cv/>

### Essential Question

How does school support and develop your skills, talents, and dreams for the future?

### Teacher

1. Explain that the class will continue with the theme of feeling connected to school. This lesson will focus on their talents, skills and future dreams.
2. Read the summary of the video: Karina and Gina both decided that getting good grades was less important than fitting in with their friends. They each found a teacher who was able to motivate them and guide them on the right path.
3. View the video.

### Discussion Questions

After viewing the third video segment, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

1. Have you ever been aware of your peers purposely performing poorly in school so that they will not stand out? What do you think about this attitude?
2. Is there anything wrong with getting good grades? Why or why not?
3. What is the formula for being popular in the school discussed in the documentary? What is the formula for popularity in your school? How do they compare and contrast?
4. What talents did Gena's teacher see in her? How did her teacher's encouragement keep her focused on staying in school?

# Activity: Personal Connections Quilt, Talents and Dreams Square

## Materials

- Paper
- Markers
- Crayons
- Colored pencils

## Teacher

1. Explain that in the previous lesson, the students created a quilt square that represented what keeps them connected to school. Today they will create a quilt square that represents their skills, talents and dreams.
2. Ask the students to think about the following questions and complete them prior to beginning their quilt square. **Write the following on the board:**
  - What are your best talents, skills, qualities and/or abilities?
  - What are two or three things you would like to do with your life in the future?Once students identify their talents and a dream for the future, they can begin their second quilt squares.
3. Using a blank piece of paper and markers, crayons or colored pencils, create the second square of the Personal Connections Quilt.

## Conclusion

Summarize the theme of the lesson and ask for responses from the group:

1. Were you able to identify your talents and dreams?
2. What was it like to represent this person/activity as a quilt square?
3. Explain that the next lesson will focus on something that changed their life: a tipping point that they feel impacted who they are today. The next square of their Personal Connections Quilt will represent this event or person.

# Disconnect: Why Kids Skip School, Part 4

## Attendance and Achievement

Grade Level: **High School**



### Link

<http://atap.connectwithkids.com/disconnect-why-kids-skip-school-cv/>

### Essential Question

How do tipping points in our lives affect our connections to school?

### Teacher

1. Explain that the class will continue with the theme of feeling connected to school. This lesson will focus on something that changed or influenced their life to date.
2. Read the summary of the video: Dwayne Hamilton Frost describes how it took the help of his friend, mom, cousin and English teacher to turn his life around at a crucial time before he joined a gang.
3. View the video.

After viewing the fourth video segment, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

### Discussion Questions

1. Describe Dwayne's earlier school and home life. What was he like? Why do you think he was like that?
2. Who do you have in your life that supports you the way that Dwayne's mother, his cousin, and his teacher supported him? Why did you choose them?
3. Dwayne talks about a friend who wanted him to do the "right things." Do you have a friend who helps keep you focused or are you that friend to someone?
4. How did Dwayne's tipping point bring him back to a more focused, connected-to-school-and-success life?

# Activity: Personal Connections Quilt: “Tipping Point” Square

## Materials

- Paper
- Markers
- Crayons
- Colored pencils

## Teacher

1. Read the following quotation from the World Quilts website:

“Quilt making as an act of commemoration and expression of community has a long history in the United States. The mid-19th century development of the Album quilt – a collection of sewn fabric blocks either made by different women or signed by various friends and family – was an early and influential commemorative quilt-making fad. Often, these album quilts noted momentous family events, such as weddings, births, deaths, or a move westward, or celebrated the achievements of a noted family or community member.”
2. Review that in the previous lesson, the students created a quilt square that represented their talents and dreams. Today they will create a quilt square to commemorate an event/or person that changed their life or influenced who they are today.
3. Ask the students to think about the following questions and complete them prior to beginning their quilt square. Write the following on the board:
  - Think about an event or person that was a tipping point for you. (Although students are only teenagers, ask them to identify a moment that impacted them in a positive way. Maybe it was joining the basketball team, going out for the school play or meeting a new friend in elementary school.)
  - Write down this tipping point and list two reasons why this event/person changed your life.
4. Once students have identified the event, they can create a square that represents this event. Using a blank piece of paper and markers, crayons or colored pencils, create a square that represents this event for your Personal Connections Quilt.

## Conclusion

Summarize the theme of the lesson and ask for responses from the group:

1. How did you identify an event or person that impacted your life?
2. What was it like to represent this person/event as a quilt square?
3. Explain that the next lesson will focus on the importance of being involved in school. The last quilt square will represent activities at school.

# Disconnect: Why Kids Skip School, Part 5

## Attendance and Achievement

Grade Level: **High School**



### Link

<http://atap.connectwithkids.com/disconnect-why-kids-skip-school-cv/>

### Essential Question

How do school activities affect our connections to school?

### Teacher

1. Explain that the class will continue with the theme of feeling connected to school.
2. Read the summary of the video: Explore how keeping kids engaged at school requires the work of not only the entire school administration, but the parents as well.
3. View the video.

### Discussion Questions

After viewing the fifth video segment, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

1. Name something or someone in your school that “needs” you. How does that make you feel?
2. Do you think teens want their parents to be involved? Why or why not?
3. What are the positive and negatives about parents being involved in school? Explain your answers.
4. Why do you think it might be difficult for parents to be involved?
5. Are their activities in this school you’d like to be join? Which ones? What is your plan regarding these activities?

### Notes

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# Activity: Personal Connections Quilt: My School Activities Square

## Materials

- Paper
- Markers
- Crayons
- Colored pencils
- School Calendar
- Parent/Teacher Organization Calendar
- School website
- World Quilt: The American Story website section on identity: <http://worldquilts.quiltstudy.org/americanstory/identity>

## Procedure

1. Explain that quilts often represented the identity of the quilt maker. Sometimes quilts were a reflection of the gender, race and class ethnicity, or community.
2. Using the theme of identity, the students will create the last square of their Personal Connections Quilt to represent the identity of their school and what activities they are involved in or would like to join.
3. Ask the students to think about the following questions and complete them prior to beginning their quilt square. **Write the following on the board:**  
  
Review the school calendar, website and/or handbook. Identify events and activities that the school offers that you are in or would like to be involved in.
4. Using a blank piece of paper and markers, crayons or colored pencils, create the last square of the Personal Connections Quilt by creating a square that represents the school and the activities in which you would like to be involved.
5. Have students tape together the four squares of their Personal Connections Quilt.

## Conclusion

Summarize the video *Disconnect: Why Kids Skip School*. At the end of these five lessons, the students should have four (4) squares that represent what keeps them connected to school. Ask for volunteers to share their quilts. You may want to display these in the classroom.

*\*Some activities may take longer than a class period. Students can always complete their quilt squares for homework.*

# The Power of Expectations

## Attendance and Achievement

### Grade Level: High School

Much has been written about how we achieve our goals. Practice, perseverance and expectations are all part of a plan that can lead success. Expectations we have for ourselves and those others have for us also play an important role. Self-expectations are key in motivating ourselves to achieve our dreams. Expectations of parents, teachers, coaches and even our friends which convey a “you can do it” message can be a meaningful source of strength.

We will be looking at five videos which will look at both the positive and negative side of expectations. After viewing each video we will have a discussion about the video and your thoughts about the issues and feelings they raise. Finally you will participate in a music activity — looking at particular artists and their work to see how they faced challenges in their lives.

# The Power of Expectations, Part 1

## Attendance and Achievement

Grade Level: **High School**



### Link

<http://atap.connectwithkids.com/power-of-expectations-cv/>

### Essential Question

How do you define “the power of expectations”?

## Teacher

Begin by explaining how the next five (5) sessions will focus on positive and negative aspects of expectations.

1. Part 1 focuses on the expectations held by many for one young woman’s running.
2. Ask students to define expectations.
3. Read the summary of the video: Competitive runner Ali Traina discusses the people who influence her personal expectations: her parents, her coach and her teammates.
4. View the video.

After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

## Discussion Questions

1. How do your experiences with expectations compare to the research that says, “Kids who come from homes where the academic expectations are high get better grades than kids who don’t”?
2. Do your parents and teachers have expectations of you? Explain your answer.
3. Do you have expectations of your parents? Your teachers? Explain your answer.
4. Do you have expectations of your friends? What are they?
5. Do your friends have expectations of you? What are they?
6. Do you often think about these expectations? Why or why not?
7. Are expectations good for you, your friends, your parents, and your teachers? Why or why not?



# Activity: Perfection

## Materials

- Article, "Is Perfection Holding You Back?" by Brian Sherwin

## Teacher

1. In this activity, students will read an article by artist Brian Sherwin and discuss how even the most successful artists sometimes struggle with high expectations.
2. Have students read "Is Perfection Holding You Back?"  
<http://:faso.com/fineartviews/60229/is-perfection-holding-you-back>
3. Use the following discussion questions and/or have students create questions regarding the article.
4. What does the Salvador Dali quotation at the beginning of the article mean?
5. What does the author mean when he says, "The desire to create one masterpiece after another can hamper an artist"?
6. How do these statements apply to you when you think about something you feel you can't learn or cannot do?
7. What are the pro's and con's of having too high expectations for yourself?
8. With 10 being a lot of pressure and 1 being the lowest pressure, how would you rate the expectation of parents, teachers, coaches, friends, and yourself?

## Conclusion

Summarize the themes of the video. Ask students to consider how expectations have affected their lives.

## Notes

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# Is Perfection Holding You Back?

by Brian Sherwin on 5/20/2013 6:40:40 AM

This article is by Brian Sherwin, regular contributing writer for *FineArtViews*. Brian Sherwin is an art critic, blogger, curator, artist and writer based near Chicago, Illinois. He has been published in *Hi Fructose Magazine*, *Illinois Times*, and other publications, and linked to by publications such as *The Huffington Post*, *The Boston Globe*, *Juxtapoz Magazine*, *Deutsche Bank ArtMag*, *ARTLURKER*, *Myartspace*, *Blabbermouth*, *Milwaukee Journal Sentinel*, *Conservative Punk*, *Modern Art Obsession*, *Citizen LA*, *Shark Forum*, *Two Coats of Paint*, *Vandalog*, *COMPANY*, *artnet*, *WorldNetDaily* (WND) and *Art Fag City*. Sherwin graduated from Illinois College (Jacksonville, Illinois) in 2003 -- he studied art and psychology extensively. If you want your blog posts listed in the FineArtViews newsletter with the possibility of being republished to our 23,000+ subscribers, consider blogging with FASO Artist Websites. Disclaimer: This author's views are entirely his/her own and may not reflect the views of BoldBrush, Inc.. You should submit an article and share your views as a guest author by clicking here.

*"Have no fear of perfection, you'll never reach it."* -- Salvador Dali

The quote above should be read by EVERY artist in my opinion. Keith Bond and Mark Brockman, writing for FineArtViews, have both mentioned the trials artists face in regard to this goal -- the goal of creating 'perfect' artwork / 'successful' artwork. As they both point out, the desire to create one masterpiece after another can hamper an artist. This goal is simply not possible. In fact, clinging to this goal -- and the frustration it fuels -- may hold you back as an artist.

- **Question:** Why do some artists assume that every piece should be a masterpiece?
- **Answer:** They are conditioned (socially, culturally) to think that way.
- **Outcome:** Self-doubt.

In my opinion, the self-doubt artists face is spurred by the fact that art history-wise we tend to focus on the best of the best. For example, when you think of Picasso... you likely have one of twenty or so paintings pop into your head. Those paintings are highlighted whenever his work is discussed. The same images tend to be used in books about him, featured at exhibits, and so on. We are conditioned to think about those works... the 'best of the best'. We are conditioned to think that Picasso never made mistakes. We are conditioned to think that Picasso created one masterpiece after another. Unfortunately, this form of social / cultural conditioning dictates that an artist may be conditioned to think that he or she must be able to produce one masterpiece after another. It doesn't happen that way, folks.

**Remember:** Picasso created art for over 75 years. It is estimated that he created:

- 13,500 paintings
- 100,000 graphic prints or engravings
- 34,000 book illustrations
- 300 sculptures and ceramics

**Question:** Are ALL of these artworks considered masterpieces?

**Answer:** NO!



# The Power of Expectations, Part 2

## Attendance and Achievement

Grade Level: **High School**



### Link

<http://atap.connectwithkids.com/power-of-expectations-cv/>

### Essential Question

How do expectations impact our emotions and ability to function in our daily lives?

### Teacher

1. Begin by explaining that Part 2 of the video we will continue to talk about expectations and goal setting. We will look at the impact of expectations on their daily lives. Students will describe various inputs to expectations (voices and emotions) and outputs of expectations (goals and measures of success).
2. Read the summary of the video: Experts discuss the fine line between too much pressure and not enough.
3. View the video.
4. After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

### Discussion Questions

1. Describe how hard work and expectations go hand in hand.
2. According to Dr. Flannery, what won't happen if you don't have expectations for yourself? Do you agree or disagree? Why?
3. What are some unrealistic expectations parents might have for their kids? Why?

### Notes

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# Activity: Expressionistic Expectations #1

## Materials

- Images of Munch's *The Scream* and Klee's *The Twittering Machine*
- Expectations Work Sheet
- Paper, markers, paint

## Teacher

- 1. Expectations Work Sheet:** Have students take paper and fold into three sections. In the first section write on top Expectations (describe something they were trying to do). In the second section on top write Voices (who influenced). In the third section write Emotions ( how they felt about this experience). Then introduce the art activity.
- 2.** Begin by defining expressionism: a movement in which the artist is interested in expressing an emotional experience and less focused on depicting realism. The work could be a record of what the artist was feeling and their attempt to bring about an emotional reaction from the viewer. More information about Expressionism can be found on the website [theartstory.org](http://theartstory.org).
- 3.** Show the slide of Edvard Munch's *The Scream* and discuss how Munch wants you to experience and emotion rather than worry about the physics and logic of his painting. Discuss the colors used as well as the brush strokes--when are they thick? When are they thin? To what purpose? Discuss how the lines swirl, sway, and exaggerate the shapes, all in the name of emotions.
- 4.** Next show *The Twittering Machine* by Paul Klee and discuss how Klee often alludes to children's toys or games in his artwork. Ask students to comment on whether this is a happy or intimidating moment captured. Why? What emotions do you associate with this painting? How is this an expressionist painting? Discuss how the colors run into each other through Klee's use of black oil pigment on paper to blur lines and add black marks throughout. How does the use of black pigment elicit emotions from the viewer?
- 5.** Distribute paper, markers, and paint. Tell students to look at their Expectations, Voices, and Emotions worksheet and draw in the style of an Expressionist painter the emotions they listed on their work sheet.
- 6.** Explain how students will continue this activity in the next lesson.

## Conclusion

Review the theme of the video and the activity completed today. How does expressionism help depict emotions that can come with dealing with expectations?

## Notes

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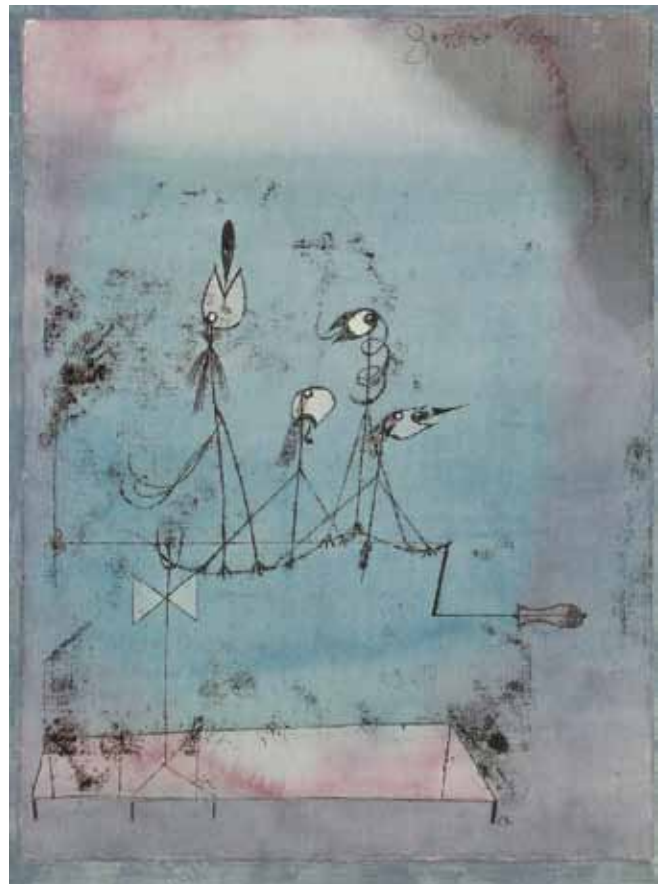
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*The Scream* by Edvard Munch



*The Twittering Machine* by Paul Klee

# The Power of Expectations, Part 3

## Attendance and Achievement

Grade Level: **High School**



### Link

<http://atap.connectwithkids.com/power-of-expectations-cv/>

### Essential Question

How do mentors help us set expectations for ourselves?

## Teacher

Explain how students will watch the third part of *The Power of Expectations* and discuss how expectations affect outcomes.

1. Review how the last three sessions talked about:
  - How having expectations influences how well we do
  - How expectations we have for ourselves and other have for us impact us
  - How goals are important to achieve success
  - How to use techniques of expressionism to create a depiction of the emotions we associate with expectations.
2. Read the summary of the video: After a mentor comes to her rescue, Tiffany Harris goes from a student getting F's in class to someone who sets goals and does what she can to meet the expectations around her. Experts explore the factors to help motivate kids to set goals and live up to them.
3. View the video. After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

## Discussion Questions

1. Describe Tiffany's behavior in her freshman year.
2. What was the impact of her family's expectations? Was it positive or negative? Explain your answer.
3. What was Dee Blassie's strategy with Tiffany? Why?
4. Describe the "outcome."





# The Power of Expectations, Part 4

## Attendance and Achievement

Grade Level: **High School**



### Link

<http://atap.connectwithkids.com/power-of-expectations-cv/>

### Essential Question

React to this statement: "Students are expected to succeed no matter what their personal circumstances are."

### Teacher

1. Begin by explaining that this section of the video will discuss how schools and families sometimes set high expectations for kids where only one's best is acceptable.
2. Read the summary of the video: Rigden Road Elementary School teachers and parents stress expectations for students to take advantage of opportunities, not have excuses, and be the best kids they can be. Experts say that kids sense expectations as early as a few months after birth.
3. View the video.
4. After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

### Discussion Questions

1. Describe the principal's "no excuses policy." Would this policy work in your school? Why or why not?
2. Are students expected to succeed no matter what their personal circumstances? Explain your answer.
3. How do these expectations influence how students see themselves and their ability to succeed?
4. How can adults help children realize that learning is important?

### Notes

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# Activity: Expressionism Expectations #3

## Materials

- Worksheets from previous sessions
- Student projects
- Paper, markers, paint

## Teacher

1. Students should use today's class to complete their Expressionism / Expectations creations.
2. Ask students to consider how this section of the video might influence their piece.

## Conclusion

1. Explain that in the next session students will exhibit their work.
2. Review the themes of today's video. How does your work of art express your feelings toward the statement about expectations for student success regardless of their personal circumstances?

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# The Power of Expectations, Part 5

## Attendance and Achievement

Grade Level: **High School**



### Link

<http://atap.connectwithkids.com/power-of-expectations-cv/>

### Essential Question

Should there be rewards for meeting expectations?  
Explain your answer.

### Teacher

1. Begin by explaining that this is the fifth and final video which looks at the path we need to take to reach our goals
2. Read the summary of the video: Meeting expectations and goals require hard work and concentration. Ali Traina's parents say although she may not reach her goal, she has already lived up to their expectations; as long as she works hard and does her best.
3. View the video.
4. After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

### Discussion Questions

1. Ali's parents claim their expectations are for her best effort. According to what you have heard and seen, does this strike you as true? Explain your answer.
2. Ali's parents reward and celebrate her moment of meeting her expectations. Is this appropriate? Why or why not?
3. Which weighs more: expectations of parents, teachers, teammates, coaches, or self? Explain your answer.

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# Activity: Expressionism/ Expectations Exhibit

## Teacher

1. Students should have finished their Expressionism / Expectations pieces in the last session, so give a few minutes to wrap up, title, and display their work.
2. Have students walk among the pieces and compare and contrast use of color, large and small strokes, lines, and any other elements of art they notice.
3. Discuss the emotions depicted in each piece and how the emotions match the concept of expectations.

## Conclusion

Gather the class back together and read the following quotation by the great Renaissance painter Michelangelo, "The greatest danger for most of us lies not in setting our aim too high and falling short: but in setting our aim too low, and achieving our mark."

Discuss using the following questions:

1. Apply Michelangelo's statement to the video in its entirety. Does it support or contradict the message of the video? Explain your answer.
2. How can you apply this quotation to any of your goals?
3. Is it okay to sometimes play it safe and not have too high expectations?
4. Explain your answer.

## Conclusion

Explain the importance of believing in yourself. Ask if they think people can succeed without believing in themselves. Being hopeful about your dreams and believing in yourself as well as having expectations has been a theme in many of the videos.

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## **Attendance and Achievement, and College and Career Readiness**

### **Grade Level: High School**

Whether we are talking about high school, college, or a job, the foundation of all success is attendance. We have to 'be there' to get the job done and move on to the next step in our education or in our career.

In the next several lessons, we will explore our thoughts and attitudes about attendance and college and career readiness through music. We will create music, perform music, move to music, and make musical lists, all in the name of 'being there.'

# Organizational Skills: Getting Organized 101

## College and Career Readiness

Grade Level: **High School**



### Organization Skills: Getting Organized 101

#### Link

<http://atap.connectwithkids.com/middle-high-college-career/>

#### Essential Question

How do organizational skills impact success?

### Teacher

Explain that being organized will help students succeed in high school and college. Some students are better at being organized, while others struggle with this. However, most of us can improve organizational skills. Today we are going to look at how to develop or improve organizational skills.

### Discussion Questions

These can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can write down answers individually before sharing with the large group.

1. What does it mean to be organized?
2. Do you consider yourself an organized person? If not, what is preventing you?
3. Why is it important to stay organized? What are some of the potential consequences of disorganization?

### Summary of Following Two Activities:

Students will demonstrate organizational skills that will help them succeed in high school and prepare them for the future. Using the elements of art as an example, students will understand the importance of organizational skills.

- Art: Getting Organized Activity 1
- Art: Elements of Art Activity 2

**For Additional Consideration: (Copy and paste the following URL into your browser.)**

[www.content.connectwithkids.com/files/2015/05/Organization\\_Skills\\_Getting\\_Organized\\_101.pdf](http://www.content.connectwithkids.com/files/2015/05/Organization_Skills_Getting_Organized_101.pdf)

# Activity 1: Getting Organized

## Material

- School Planner

## Teacher

1. Explain that while organizational skills can impact all aspects of life, being organized throughout their high school years will have a large impact on academic success. If students can remain organized, they will have more time to focus on the work that needs to be done. If they are not usually organized, now is the perfect time to start new habits.
2. With the class, brainstorm tasks they do to get organized. For example:
  - Review planner and daily agenda each evening
  - Pack backpack night before
  - Pick clothes out night before
  - Pack lunch/money night before
  - Keep bedroom, locker, backpack, etc. clean
  - Write down tests dates and homework in planner
3. Have students write down three (3) organizational goals in their planners and discuss the best way to put these goals into practice.
4. Tell them that at the end of the week they will discuss their experiences with their new organizational focus goals.

## Conclusion

At the end of the week, hold the discussion about their attempts at being more organized. Did they remember to implement their plan? Why or why not? If so, how did it work for them? What, if anything, does their success or lack thereof signal about their organization skills?

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# Activity 2: Elements of Art

## Material

- Elements of Art Worksheet  
[www.getty.edu/education/teachers/building\\_lessons/formal\\_analysis.html](http://www.getty.edu/education/teachers/building_lessons/formal_analysis.html)

## Teacher

1. Using the handout from the J Paul Getty Museum website, education section, explain the elements of art are components or parts of a work of art that can be isolated and defined. They are the building blocks used to create a work of art.
2. Read the elements of art handout. Although there is a great deal of information that can be taught, have students review all the elements that make up a piece of art.
3. Using artwork from the site, or one the teacher selects, have students identify how an artist might need organizational skills to prepare for creating a work of art.
4. Brainstorm a list with the class. Write the answers on the board.
5. Ask students if there is a connection between general organizational skills for school and organizational skills for creating art.
6. Ask students how knowing about the elements of art help them organize their thoughts and feelings about a work of art.

## Conclusion

Summarize the themes of the two organization activities. Review with students what it means to be organized. Ask students what is one thing they will do to be more organized.

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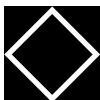


# Elements of Art: Understanding Formal Analysis

The elements of art are the building blocks used by artists to create a work of art.



**Line** is a mark with greater length than width. Lines can be horizontal, vertical, or diagonal; straight or curved; thick or thin.



**Shape** is a closed line. Shapes can be geometric, like squares and circles; or organic, like free-form or natural shapes. Shapes are flat and can express length and width.



**Forms** are three-dimensional shapes expressing length, width, and depth. Balls, cylinders, boxes, and pyramids are forms.



**Space** is the area between and around objects. The space around objects is often called negative space; negative space has shape. Space can also refer to the feeling of depth. Real space is three-dimensional; in visual art, when we create the feeling or illusion of depth, we call it space.



**Color** is light reflected off of objects. Color has three main characteristics: hue (the name of the color, such as red, green, blue, etc.), value (how light or dark it is), and intensity (how bright or dull it is).

- White is pure light; black is the absence of light.
- Primary colors are the only true colors (red, blue, and yellow). All other colors are mixes of primary colors.
- Secondary colors are two primary colors mixed together (green, orange, violet).
- Intermediate colors, sometimes called tertiary colors, are made by mixing a primary and secondary color together. Some examples of intermediate colors are yellow green, blue green, and blue violet.
- Complementary colors are located directly across from each other on the color wheel (an arrangement of colors along a circular diagram to show how they are related to one another). Complementary pairs contrast because they share no common colors. For example, red and green are complements, because green is made of blue and yellow. When complementary colors are mixed together, they neutralize each other to make brown.

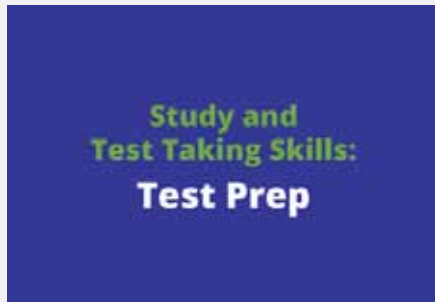


**Texture** is the surface quality that can be seen and felt. Textures can be rough or smooth, soft or hard. Textures do not always feel the way they look; for example, a drawing of a porcupine may look prickly, but if you touch the drawing, the paper is still smooth.

# Study and Test Taking Skills: Test Prep

## College and Career Readiness

Grade Level: **High School**



### Link

<http://atap.connectwithkids.com/middle-high-college-career/>

### Essential Question

Why is it important to study?

### Teacher

Explain that developing good study skills is important in high school and college. Some students find it easy to study and have a natural ability to organize what to study. Other students need to develop specific techniques to help move studying along. It is, however, a good idea to know how to improve your study skills.

### Discussion Questions

Have the students discuss the following in the large group. (5 minutes)

1. Why is it important to study? How do you study/prepare for tests?
2. What comes to mind when you hear the word "study"? What feelings do you associate with this word?
3. Do you think studying can be fun? Explain your answer.

### Summary of Following Activity

Students will demonstrate knowledge of different techniques used to study by creatively presenting information to their classmates.

**For Additional Consideration:** (Copy and paste the following URL into your browser.) [http://content.connectwithkids.com/files/2015/05/Study\\_and\\_Test\\_Taking\\_Skills\\_Studying\\_Techniques.pdf](http://content.connectwithkids.com/files/2015/05/Study_and_Test_Taking_Skills_Studying_Techniques.pdf)

# Activity: Thinking (and Studying) Outside the Box

## Teacher

1. Explain this activity by reviewing with students that each of us learns in different ways. There are visual learners who learn by seeing, auditory learners who learn by hearing, and tactile learners who learn by feel. You can ask, by a show of hands, who believes they fall into each category – or who believes that they are a combination of the three styles.
2. Knowing that there are different learning styles, remind students that there are infinite ways to study for a test and not all of them are traditional. In fact, some of them can be fun — each playing to the type of learning techniques discussed above.
3. As a class, create a list of study and memorization techniques on the board. Some suggestions include:
  - Create a poem
  - Write a song/rap
  - Create a comic
  - Draw out a story and leave descriptions for others to fill out
  - Make flashcards
  - Use hashtags to emphasize key words
  - Use mnemonics

Review each technique and provide examples.

4. Have students take out a book for another class and open to (relevant) chapter. Explain to students they will each choose a section of the chapter and create a fun way to organize (and learn and memorize) the information covered in that section.
5. Have students create a comic strip or poster.
6. Students can complete the above for homework if there is not enough class time. They can present their techniques to the class.

## Conclusion

Summarize the theme of the lesson and ask: Did you learn new ways to study? What was your favorite technique used today? Will you use any of these techniques in the future? Why or why not?

## Notes

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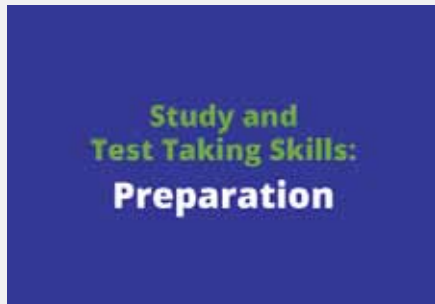
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# Study and Test Taking Skills: Preparation

## College and Career Readiness

Grade Level: **High School**



### Link

<http://atap.connectwithkids.com/middle-high-college-career/>

### Essential Question

Why is it important to establish test taking strategies?

### Teacher

Explain that developing good test taking skills is important in high school and college. While some students need to study, others seem to do well without studying.

It is a good idea to know specific strategies to use before, during, and after a test.

### Discussion Questions

Have the students discuss the following in the large group:

1. Why is it important to prepare for a test?
2. How soon before a test should you begin to prepare?
3. How do you usually feel before taking a test? During a test? After a test?

**For Additional Consideration:** (Copy and paste the following URL into your browser.) [http://content.connectwithkids.com/files/2015/05/Study\\_and\\_Test\\_Taking\\_Skills\\_Studying\\_Techniques.pdf](http://content.connectwithkids.com/files/2015/05/Study_and_Test_Taking_Skills_Studying_Techniques.pdf)

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# Activity: Preparation

## Material

- Test Prep Strategies Worksheet: Before, During, and After
- Paper
- Markers
- Crayons
- Pencils

## Teacher

1. Explain to the class that studying for a test is not the only way to prepare for it. There are strategies one can use while taking a test that will help improve performance as well as reflection strategies that will help prepare them for future tests.
2. Have the students read the *Test Prep Strategies Worksheet: Before, During, and After* and identify the things they already do to prepare for a test by checking it and making a plus sign next to things they need to work on.
3. Ask students to select the items they think are the most important and create a poster to remind others about these strategies.

## Conclusion

Remind students about the importance of studying. Ask them one skill they learned today that they will try this week. Ask them to use their worksheet and the poster as a reminder for when they study for the next test. It may be good to revisit this during advisory to see what helped and what did not.

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# Focus: Test Prep Strategies

## Worksheet: Strategies Before, During, and After

Students will learn strategies to use before, during, and after a test. Activities in music will enhance development of these strategies.

### Before

- Pay attention in class
- Take good notes
- Study when you receive notice of test
- Complete homework assignments/review corrected homework assignments
- Review study materials on a regular basis
- Manage your time; save enough room for studying so you aren't cramming
- Go to study review sessions
- Ask questions in class
- Ask instructor what areas of information will be emphasized on test
- Review all documents from class and look over textbook
- Always eat before a test; it gives you energy!
- DON'T pull an all-nighter
- Try to show up to class at least five minutes early so you are not flustered
- Try to use the restroom before taking a test

### During

- Bring at least two sharpened pencils with erasers/calculator if appropriate
- Make sure your name is on the test
- Wear a watch to help pace yourself
- Remain relaxed/take a few deep breaths
- Don't worry about how your classmates are doing, if they're moving along more quickly than you are
- When you first receive the test, look through it so you can manage your time and know which areas will take the most time to complete
- Do the easiest problems first, don't waste too much time stuck on a problem
- Do the problems with the greatest point values first if time allows
- Pace yourself, don't rush
- If you have a question, ask instructor for clarification
- Write neatly; you don't want the instructor to mark it wrong for not being able to read it
- If you have enough time, go back and review your answers

### After

- Always look over the test to make sure there are no grading errors
- Look over the test and make sure you now understand your mistakes. If not, look up the answer or ask a classmate for help
- If the teacher goes over the test as a class, be sure to take notes on how she/he would have liked it answered
- If you are not satisfied with your grade, ask the teacher if there will be chances to bring your grade up. (i.e., make up tests, extra credit, etc.)
- Save the test as material to study for future cumulative tests

# Managing Test Anxiety: Overview

## College and Career Readiness

Grade Level: **High School**



### Link

<http://atap.connectwithkids.com/middle-high-college-career/>

### Essential Question

Why is it important to manage test anxiety?

### Teacher (This lesson can take two periods)

Explain that most students feel some anxiety before taking a test. Sometimes it has to do with how important the test is, whether or not someone studied, or if the material is easy to understand. But in general, there is usually some anxiety about taking tests. Today we are going to review some ways to reduce test anxiety.

### Discussion Questions

Have the students discuss the following in the large group:

1. How do you usually handle stress that comes with preparing for or taking a test?
2. Do you feel your stress management techniques have been successful? Explain your answer.
3. Describe a time academics really “stressed you out” and how you handled the situation.

**For Additional Consideration:** (Copy and paste the following URL into your browser.) [http://content.connectwithkids.com/files/2015/05/Study\\_and\\_Test\\_Taking\\_Skills\\_Managing\\_Test\\_Anxiety.pdf](http://content.connectwithkids.com/files/2015/05/Study_and_Test_Taking_Skills_Managing_Test_Anxiety.pdf)

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# Activity 1: Relaxation Techniques Review

## Teacher

1. Ask students if they have ever had to present something in front of a group of people. This can include a performance, a speech, a sports challenge, or a task for a job. Have students compare this to the nervousness one might experience before a test or other academic challenge.
2. Explain to students that a little nervousness before a test is normal and may actually sharpen your mind and focus your attention. Yet feelings of anxiety and self-doubt can also interfere with your test-taking performance and abilities. Of course, the best approach is to study and be prepared for the exam at hand. That said, techniques can help us relax and re-focus.
3. Review the following:
  - **Positive Self-Talk:** This helps you tap your inner strength. Let's think of some examples of positive messages we can send: I am good at \_\_\_\_\_. I have prepared for this and will focus my attention. I can do this!
  - **Deep breathing:** Breathe in through the nose and let the air fill the bottom of your lungs first, breathe right down to your stomach, then breathe out slowly, concentrating on letting the muscles of your body relax.
  - **Focused breathing:** Breathe in through the nose and as you breathe out say a positive statement to yourself like "relax" or "calm down".
  - **Stretching:** Before an exam begins, take a moment to stretch out muscles, reach the arms above the head and stretch, or just stretch whatever part of the body you feel needs it. Let's give it a try, but remain quiet and focused.
  - **Visualization:** Picture a pleasant place, somewhere you like to be and where you feel comfortable and safe. Use slow breathing through your nose, shut your eyes and picture yourself in that place.
  - **Simple Meditation:** Start by getting comfortable and aware of your breathing. Breathe in, breathe out, breathe in, and breathe out. Start to count after each breath. Breath in, breath out, one, breath in, breath out, two, breath in, breath out, three — up to ten. Then start again. If you lose count, return to one. Do this just for a few minutes to calm yourself and focus your concentration.

## Conclusion

Conclude the discussion by asking if any of the techniques in particular resonated with the students. Does anyone feel more relaxed following the breathing exercises? Suggest that students try some of these techniques throughout the day, even when there is not a test looming.

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# Activity 2: Coloring for Stress!

## Purpose

Students will learn different techniques to manage test anxiety. Art/creative activities will be discussed as a tool to reduce anxiety.

## Material

- "Coloring isn't Just For Kids" article
- Crayons
- Do Your Best Coloring Sheet

## Teacher

1. Explain that the use of art as a stress management technique is well documented. Art therapy is based on the theory that artistic expression can help people heal emotionally and can assist with relieving stress. Sometimes, just taking a break from studying can help. Many people use art to relieve stress.
2. Distribute and consider the following article on how adults are using the simple act of coloring to relieve stress. Have students read article.
  - "Coloring Isn't Just For Kids. It Can Actually Help Adults Combat Stress." [www.huffingtonpost.com/2014/10/13/coloring-for-stress\\_n\\_5975832.html](http://www.huffingtonpost.com/2014/10/13/coloring-for-stress_n_5975832.html).
3. Ask for a show of hands to see who uses art as a way to relieve anxiety, boredom, or stress. Ask if anyone has ever doodled or scribbled during class. Ask the group that has experience with this to discuss why.
  - Do they think coloring can help relieve stress? Why or why not?
  - Do they do something artistic when they take a break from studying? Why or why not?
4. Have students color the worksheet. It is also a positive statement that reinforces positive self-talk. Students may need to complete the worksheet at home or the lesson can be completed next session.

## Conclusion

Summarize the lesson and have students identify one way to alleviate test anxiety. Ask students to try one of the stress relieving techniques the next time they study.

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# Combat Stress.

10/13/2014 07:33 am 07:33:00 | Updated Oct 14, 2014

## Elena Santos The Huffington Post

Coloring is an activity that we tend to associate with children. As we grow older, we put aside our crayons and colored pencils in favor of more respectable writing utensils like pens and highlighters. However, it turns out coloring can be beneficial for adults — namely for its de-stressing power.

The practice generates wellness, quietness and also stimulates brain areas related to motor skills, the senses and creativity. In fact, publishers have lately been launching coloring books specifically for adults. The trend is alive and well in countries in Europe and North America. Most recently, in Spain, the publication Espasa published *Coloréitor*, with illustrations by well-known cartoonist Forges.

## Does Coloring Really De-stress?

One of the first psychologists to apply coloring as a relaxation technique was Carl G. Jung in the early 20th century. He did this through mandalas: circular designs with concentric shapes similar to the Gothic churches' rose windows. They have their origin in India.

When coloring, we activate different areas of our two cerebral hemispheres, says psychologist Gloria Martínez Ayala. "The action involves both logic, by which we color forms, and creativity, when mixing and matching colors. This incorporates the areas of the cerebral cortex involved in vision and fine motor skills [coordination necessary to make small, precise movements]. The relaxation that it provides lowers the activity of the amygdala, a basic part of our brain involved in controlling emotion that is affected by stress."

In simplest terms, coloring has a de-stressing effect because when we focus on a particular activity, we focus on it and not on our worries. But it also "brings out our imagination and takes us back to our childhood, a period in which we most certainly had a lot less stress." This leads us immediately and unconsciously to welfare, exposes the specialist.

"I recommend it as a relaxation technique," says psychologist Antoni Martínez. "We can use it to enter into a more creative, freer state," he assures. We can also use it to connect with how we feel, since depending on our mood we choose different colors or intensity. "I myself have practiced that. I recommend it in a quiet environment, even with chill music. Let the color and the lines flow."

## Coloring Books for Adults

In countries like France or the UK, coloring books for adults are bestsellers. The French publisher Hachette even has a collection called *Art-Thérapie* with twenty de-stress volumes including all kinds of drawings from books of butterflies and flowers to cupcakes, graffiti and psychedelic patterns. There's also the book *Secret Garden: An Inky Treasure Hunt and Coloring Book* (M & E Books) that has snuck into top selling lists.

In the United Kingdom the books of illustrator Mel Simone Elliot are popular. She lets you color celebrities like Ryan Gosling, Lady Gaga, Beyonce and Kate Moss in her series *Colour Me Good*. And we can't forget the aptly named *Coloring for Grown-Ups*, released by comedians Ryan Hunter and Taige Jensen in the U.S.

The trend has struck Spain too. The Spanish cartoonist Antonio Fraguas, or Forges, published *Coloréitor*, “a de-stress book,” its publishing house proclaims. The psychologist Luis Rojas Marcos says in the preface that “coloring comforts us, gives us peace, and lets us enjoy ourselves — it even temporarily frees us from daily pressures... Although coloring a couple of hours does not eliminate all problems and worries, it takes us away and relieves us from the stress that overwhelms us.”

If you’ve yet to try coloring as a relaxation technique, Forges has dedicated the drawing above to readers of *The Huffington Post*. He gave this tip for beginners: “Despite how highly stressed you may be, the most important thing is to not use pen markers with alcohol that go through the paper. The proper thing is to use crayons.”

You heard it here first.

This article originally appeared in *HuffPost Spain*. Translation by Isaura Camós Gibert.

CORRECTION: Due to a translation error, Mel Elliott was misidentified as male. Elliott is a woman.

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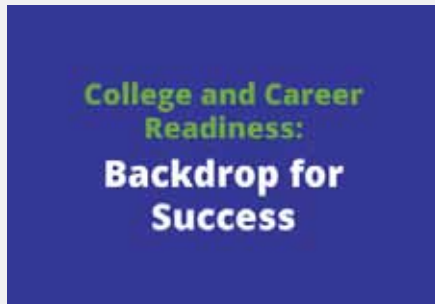
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DO Your  
BEST and  
Forget  
THE Rest

# Backdrop for Success

## College and Career Readiness

Grade Level: **High School**



### Link

<http://atap.connectwithkids.com/middle-high-college-career/>

### Essential Question

How does visualizing success support one's college application plans?

## Introduction

Begin session by explaining that there are no videos for the next few sessions, only art projects and discussions around an essential question. This lesson is about a different way of thinking about their preparation for college or job applications. In the lesson, students will create a "Backdrop" that depicts a place they feel most successful and discuss how that place might influence their thoughts about college/career. **This lesson will most likely take more than one session.**

## Material

- Manila folders
- Variety of paper to cut (construction paper, wrapping paper, scrapbooking paper, magazines, etc.)
- Scissors (one pair per person)
- Glue or other adhesive

## Teacher

1. Ask students about their plans for after high school. Discuss how they will be most likely filling out applications for college and/or job, and possibly being interviewed for those openings.
2. Many interviews ask potential students/employees to talk about their past successes. This activity is going have students make a visual representation of students' stories of success.
3. Set up an area for the art supplies, scissors, and glue you will use in this lesson, and give each student a manila folder.
4. Ask them to imagine a place where they feel successful or have experienced some kind of success. This might be at home, at work, at school, on the stage, on an athletic field, or just about anywhere. Give them a few minutes to brainstorm as a group or with partners.

5. Explain to students that they will “draw with scissors” to create a backdrop, the setting for the scene of their success, on the inside of the manila folder. They may use any of the paper on the table to cut what they need to create their backdrop, but no drawing, painting, coloring, or other writing implements may be used.
6. Set a time limit for their work.
7. At the end of the allotted time, set up each backdrop as if in an exhibit and conduct a gallery walk. Ask students to notice specific elements of the backdrops, but also to consider what they all have in common as well as how they differ from each other.
8. Ask for volunteers to describe their backdrops and tell the stories of their successes in those places. What happened? What made them successful in that place and time? How has that success influenced any of the choices in their lives?

## Conclusion

Discuss the idea of being able to tell the story of a success. Ask the following questions:

1. How might this success influence their choice of career or college? Why?
2. If they had to change their backdrop to show their hopes and dreams of future success in a career and/or college, what changes would they make? Why?

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# Collage Career

## College and Career Readiness

Grade Level: **High School**



### Link

<http://atap.connectwithkids.com/middle-high-college-career/>

### Essential Question

How does collage help us express our hopes and dreams for a career?

## Introduction

No video accompanies this lesson; the lesson will probably extend over more than one class session. In this session, students use the collage work of Romare Beardon to inspire original collages that depict their hopes and dreams for a career.

## Material

- Examples of Romare Beardon's collage works:
  - *The Dove, The Blues, The Calabash, Pittsburgh Memory, Rocket to the Moon, Summertime, Patchwork Quilt* etc.
  - **Note:** An excellent, brief biography of Romare Bearden, examples of his work, commentary, history of his artwork, lesson plans, and preparation can be found on the Romare Bearden Foundation website: [www.beardenfoundation.org](http://www.beardenfoundation.org). Use for background information and lesson support.
- Scissors, glue
- Mounting paper
- Variety of papers (magazines, wallpaper, newspaper, etc.)

## Teacher

1. Ask students to remember when they were very young and would draw pictures of what they wanted to be when they grew up. Survey the room to find out their answers. In a way, those were pictures of their hopes and dreams, and although those hopes and dreams may have changed, there is still a need to visualize them.
2. Many of Romare Bearden's collages were about himself or about what he saw in the African American neighborhoods in which he grew up. He packed many stories into each collage, not only showing what was happening at that moment, but often capturing the thoughts and dreams of the people in their faces and bodies.

3. Show examples of Romare Bearden’s collage works and ask students to discuss what they notice. What is the subject matter? What do you notice about the materials he used? What thoughts and feelings emerge as you look at the work? Why? What questions would you like to ask the artist?
4. How do the faces and bodies show us hopes and dreams? Are the dreams alive?  
How do you know?
5. Create a collage of your hopes and dreams for your future career. Create a place, what you might be doing, the possible other people involved – the door is open. Make it as detailed as possible, and be able to discuss your creation when done.
6. After the allotted amount of time, create an exhibit of the collages and do a gallery walk. Discuss the same questions from steps #3 and #4 about the student pieces.
7. Ask students to share their thoughts on their own creations, and allow others to ask respectful questions.

## Conclusion

Discuss how being able to visualize one’s hopes and dreams helps focus in on a goal. Ask: Where might you post your collage to help you pursue your hopes and dreams for your future career?

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# Continuous Line

## Attendance and Achievement

Grade Level: **High School**



### Link

<http://atap.connectwithkids.com/middle-high-college-career/>

### Essential Question

How is drawing with a continuous line a metaphor for school attendance?

## Introduction

No video accompanies this lesson. In this session, students create a contour drawing (drawing an object with one continuous line), always keeping the pencil on the paper, and discuss how this exercise is like continuous attendance at school.

## Material

- Pencils, preferably without erasers (one per person)
- Drawing/blank paper (one piece per person)
- Support surfaces (desks, clipboards, drawing boards, easels, etc.)
- Simple still life objects

## Teacher

1. Ask students: How is continuous attendance a process? How attendance a part of your final product of a high school diploma?
2. Set up a still life arrangement where each member of the group can see at least one object well.
3. Tell the group they will do contour drawings today. Contour drawing is drawing the outline of an object or person without lifting the pencil off the page, following the contours – the curves and bends – of the object or person without adding any shading. It is a very slow process that requires one to look at an object more than the drawing.
4. Explain that erasing is not allowed; one must keep the pencil tip to the paper at all times.
5. If possible, demonstrate a contour drawing, emphasizing that this is an exercise about a process and not about creating a perfect, final product.
6. Distribute pencils, paper, and drawing surfaces (if necessary), and have students arrange themselves so they can see the still life. Instruct them to pick one object in the still life to draw. Be sure to include a range of objects for the different levels of confidence and skill in your group.

7. Give them enough time to complete one object, then ask students to move to another position and either draw the same object or a different one.
8. At the end of the allotted time, ask students to share their drawings with each other.
9. Ask students to describe the experience. How did it make them feel? Was it a calming experience or did it cause them stress? Why? Was it challenging or easy? Why? How did they pick where to start their drawings? How did they know when they were finished? Were they surprised by their drawings? Why or why not? Did the drawings meet their expectations? Explain.

## Conclusion

Discuss how this exercise is like continuous attendance at school. Is your attendance a continuous line? Why or why not? Is continuous attendance challenging for you or easy? Why? Are you aware of your own attendance record? Why or why not? How do you track your own attendance? Does your attendance record surprise you? Why or why not?

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# Little Boxes

## Attendance and Achievement

Grade Level: **High School**



### Link

<http://atap.connectwithkids.com/middle-high-college-career/>

### Essential Question

What are the 'little moments' of the school day that make attending school worthwhile?

## Introduction

No video accompanies this lesson. Students draw very small pictures of the little moments that happen during a school day and discuss what they might miss by being absent.

## Material

- 8.5 x 11 inch paper (one per student)
- Pencils
- Colored pencils

## Procedure:

1. Have a quick discussion of things the students notice almost every day at school. What do they see? Why do those images stand out?
2. Give each student a piece of paper and a pencil.
3. Holding the paper in vertical position (8 ½" side on top), fold it in half folding the top down to the bottom. Turn the folded paper so it is once again vertical with short side on top, and fold the top down to the bottom. Repeat this process three more times.
4. Unfold the paper to reveal 32 'little boxes.'
5. Fill each box with a pencil drawing a moment or a person or an object that you see each day at school. Draw a different picture in each box — no repeating yourself or others. These do not have to be perfect products, but students should go beyond scribbling and dots. They should be able to describe what they have drawn in each box to the group.
6. Give each student a colored pencil. Ask them to add a small amount of color to at least four of the little box drawings.
7. At the end of the allotted time, have students share their little boxes.

8. Talking only about content, not the quality of the art, what do all the collections have in common? How are they different? What do these collections tell about your school?
9. Why did they choose to add colors to particular drawings? What is the significance of the subject of that little box drawing? Why is it important?
10. Ask students to swap their colored pencil with someone else so they have a different color. Ask them to select the most important little box picture on their page and add this new color to it.
11. Ask them about their choices. Why is that moment or item or person important enough to merit a new color?

## Conclusion

1. Write the following quotation where all can see: "Oh, if life were made of moments, even now and then a bad one! But if life were only moments, then you'd never know you'd had one!" (Moments, from the musical *Into the Woods* by Stephen Sondheim.)
2. Discuss the quotation with the group. What does it mean?
3. How does each picture represent a moment at school? How do small moments build up to something bigger? Which moment would you miss if you did not attend school?
4. Why is it important to recognize the moments in a day? Why is it necessary to be present for important moments? What moments of your school day or which 'little boxes' keep you coming to school? Why?

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# Foundations of Education

## Attendance and Achievement

Grade Level: **High School**



### Link

<http://atap.connectwithkids.com/middle-high-college-career/>

### Essential Question

How is attendance the foundation of education?

## Introduction

No video accompanies this lesson. In this session, students will explain the concept of school attendance as the foundation of learning by creating a foundation for a sculpture.

## Materials

- Part 1:**
  - Popsicle sticks (20-30 per pair)
  - Rubber bands (2-3 per pair)
- Part 2:** (add to Part 1 supplies)
  - Small amounts of clay or dough

## Teacher

### Part 1:

1. Break the group into pairs and give each pair 20-30 popsicle sticks and 2-3 rubber bands.
2. Tell the students they have 4-5 minutes to build a stick house using only the popsicle sticks and rubber bands. It must be freestanding — no leaning on other surfaces, and no more than two sticks may rest completely against each other (no stacking). Sticks must remain whole (no bending, breaking, shredding, etc.).
3. The stick house should be able to withstand shaking of the desk.
4. At the end of the time, go around and shake each desk and see if structures stand. (**Note:** most will fall over.)
5. Ask the group to describe the activity. What worked? Why did most of the structures fall? What is needed? Why?

**Part2:**

1. Distribute small amounts of clay to each pair and ask them to try building the stick house again. They may choose to use the rubber bands or not. Give them another 4-5 minutes.
2. Conduct the shake test again. (Note: most of the houses should stand.)
3. Ask the group to discuss the second part of the activity. What worked? Why?
4. Discuss the idea of a foundation for a structure. Why does a structure need a foundation?

**Conclusion**

1. Compare the foundation for the stick house to attendance for an education. How is attendance like a foundation? How does attendance support an education?
2. Ask each group to title its creation and create a display. Do a gallery walk and discuss the commonalities and differences among the sculptures as well as the group's attitudes regarding attendance.

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# Attendance and Achievement Against All Odds

We will watch 5 videos in this series called *Against All Odds* which looks into the lives of young people who face many challenges. Understanding why some succeed and others fail or what it takes to recover and bounce back from setbacks will all be part of the discussion after watching each video. You will have an opportunity to apply the information to your own life and learn ways to face obstacles that may prevent you from reaching your goals. In addition to the videos and discussion questions each session you will participate in a music activity related to the different topics presented in *Against All Odds*.

# Against All Odds, Part 1

## Attendance and Achievement

Grade Level: **High School**



### Link

<http://atap.connectwithkids.com/against-all-odds-kv/>

### Essential Question

Why are the words we choose to talk about adversity important?

### Teacher

1. Begin by explaining that the next five (5) lessons will be about how several students have overcome enormous challenges in their lives.
2. Read the summary of the video: Four kids tell their stories of overcoming adversity against all odds.
3. View the video. The video opens describing various challenges: neighborhoods filled with crime, drugs and poverty; family cultures that expect little from women; physical disabilities.
4. After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

### Discussion Questions

1. Ask students to define the three Ps: permanent, pervasive, and personal. Write the definitions on the board for students to use in their discussions.
2. Ask students to think about the challenges they face. Each challenge can be something they are concerned about now or something they anticipate in the future or a combination of the two.
3. Ask them to write them down and rate each challenge by difficulty with the #1 being the most difficult challenge.
4. Ask students to think about the three Ps, permanent, pervasive and personal, and write which of these apply to their list of challenges. Have them share with each other. Give students an opportunity to share with the class. Summarize on the board as each small group shares. Look for common themes and note them.



# Activity: Against All Odds Collage

## Teacher

Explain that in this session, each student will make a collage that reflects the themes of the video and discussions. As they develop their collages students will have an opportunity to express their feelings about their lives and how the lessons relate to them.

## Materials

- Oak tag
- Glue
- Pictures from newspapers and magazines
- Color paper
- Markers

## Teacher

1. In other sessions in the Attendance section, students create collages inspired by the work of Romare Beardon. In the next five (5) lessons, students will create their own unique styles.
2. **Define Collage:** Collage derives its name from the French verb coller, to glue. It is a technique where the work of art is made by assembling materials. It can include paint, words, numbers, parts of other works of art, images from magazines and newspapers, photographs and objects. The list is endless.
3. Explain that today they will include in their collage images, color paper, words that reflect their thoughts and feelings about the video and what they wrote about themselves. Have magazine and newspaper images, color paper, makers etc. available. Explain that each session they will be adding onto their collage.
4. Instruct students to think about what they would like to include in their collage- newspaper, pictures from magazine, something they draw, words, photographs.
5. Brainstorm a word list that can help students begin collecting materials that reflect the themes of *Against All Odds*.

**Possible words to consider:** Pervasive , permanent, personal, goals , challenges , strengths, resilience, future, obstacles, humor, independence, achievement, support , confidence, encouragement, brave, hopeful, worried, discouragement, opportunities, risks, expectations, dreams, self- worth, happiness, talent, skills, knowledge, courage, believe, career, accomplish.

## Conclusion

Why are the words we choose to talk about overcoming adversity as important as images?

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# Against All Odds, Part 2

## Attendance and Achievement

Grade Level: **High School**



### Link

<http://atap.connectwithkids.com/against-all-odds-kv/>

### Essential Question

What role does resilience play in dealing with obstacles?

### Teacher

1. Review that in the last segment of *Against All Odds* we met four teens who had to overcome many challenges to reach their goals. In this segment we see how these teens refuse to see their challenges as permanent.
2. Read the summary of the video: Clive Aden and Guadalupe Fonseca learn adversity does not have to be permanent.
3. View the video.
4. After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

### Discussion Questions

1. Define resilience. Would you say that you are a resilient person? Why or why not?
2. What challenges did the kids in this video face- in their families and in their communities?
3. How did they overcome the challenges?
4. In the video, Dr. Mark Katz, a clinical psychologist, says that resilience is really a “between person phenomenon. Because no one really travels from a difficult childhood to a successful adulthood alone.” Who supported the kids in the video? What did each person do to foster resilience in the young person?
5. Ask students: Who is travels with you on your road to adulthood?

# Activity: Collage Messages

## Materials

- Oak tag
- Glue
- Pictures from newspapers and magazines
- Color paper
- Markers

## Teacher

1. Remind students that they will use the word list and images they find to create a collage on the themes found in *Against All Odds*. Each collage must include words or phrases as well as images.
2. Give students the rest of the class period to work on their collages.

## Conclusion

Ask students to describe what they are using to communicate their messages in their collages. How do these communicate the theme of resiliency?

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# Against All Odds, Part 3

## Attendance and Achievement

Grade Level: **High School**



### Link

<http://atap.connectwithkids.com/against-all-odds-kv/>

### Essential Question

How does the layering in a collage compare/contrast with overcoming obstacles?

### Teacher

1. Read the summary of the video: Heather Bandy is blind, but doesn't let her disability keep her from succeeding in life.
2. View the video.
3. After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

### Discussion Questions:

1. Describe the challenge that Heather Brandy faces. How would you compare her physical challenges to those faced by the teens in an earlier segment?
2. Which of the three Ps (personal, pervasive, permanent) do you think apply to Heather's challenges? Which do you think was the biggest "P" for her to overcome?
3. When asked about her disability, Heather says, "I can't drive a car, but I can do just about anything else." She says that one day she wants to be an interpreter for the United Nations. Do you think that is a possibility? Why or why not?

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# Activity: Layers

## Material

- [www.mcoyle.com/learn/high-school/megan-coyle-boigraphy/](http://www.mcoyle.com/learn/high-school/megan-coyle-boigraphy/)
- [www.mcoyle.com/learn/high-school/scapes/benefit-of-the-collage-medium](http://www.mcoyle.com/learn/high-school/scapes/benefit-of-the-collage-medium)

## Teacher

1. Have students go into groups of four. Each should take turns answering the following questions.
  - What do you want to do “one day?”
  - What challenges might be in your way that you have to work to overcome?
2. Introduce students to the work of Megan Coyle to further their understanding of collage as an art form <http://mcoyle.com/learn/high-school/megan-coyle-boigraphy/>.
3. Have students read “Benefits Of The Collage Medium” – <http://mcoyle.com/learn/high-school/scapes/benefit-of-the-collage-medium>. A copy is provided at end of the lesson.
4. Discuss the article:
  - In her article, Megan Coyle says that collage art is “more flexible than paint” and “involves a lot of layering.” What do you think she means?
  - How does this article help students express themselves in their collages? Explain.
  - How is their experience of creating their collages similar to their setting goals, planning action steps to goals, and facing obstacles?

## Conclusion

Summarize the themes in the video and ask students to think about the themes they want to express in their collages. Have them continue working on their collages.

Ask students: how does the layering in a collage compare/contrast to overcoming obstacles in life?

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# Benefits of the Collage Medium

## Megan Coyle. *Sunset in the City.*

What can collage do that other mediums can't?

When you paint a picture, every brushstroke of acrylic, oil, or watercolor paint you put down is more or less permanent. It sticks to the page or canvas, and you're stuck with that mark until you can paint over it.

Collage is much more flexible than paint. It involves a lot of layering, and even if you use paint with your collage, you can always peel or cut back previous layers. It's almost like an "undo" button on your computer. You can easily "undo" previous layers or sections.

## Megan Coyle. *Street in Old Town.*

How flexible a collage is depends on the materials you use. Megan Coyle makes collages out of magazine strips with a pair of scissors and glue stick. Using an acid-free glue stick lets her peel back previous layers pretty easily. She can also pull up different sections and move them around if need be. The type of glue you use can determine this flexibility. If you use a strong glue, it will be more difficult to peel off other layers. A glue stick is a pretty temporary type of glue – it's not very permanent and doesn't strongly adhere to objects like superglue or craft glue would.

Since glue sticks are not very strong, Coyle waits until she's finished with a collage before she adheres the magazine strips with something more permanent. She takes a UV-protective varnish and paints a couple of coats on top of the artwork. This helps hold the pieces in place and also protects the work from the sun's UV-rays, which can damage paper.

## Megan Coyle. *The Masonic Temple.*

There are numerous ways to make a collage, which is why the medium is so interesting to work with. Some collagists gather various materials that they find discarded on the side of roads or walkways and assemble them to make mixed media art. There are all kinds of interesting found materials that can be used like discarded paper, cardboard, fragments of metal, and string. Other collagists work with natural materials like dried leaves while others collect elegant and patterned paper or fabric from art supply stores. Some even make and dye their own paper.

Megan Coyle enjoys recycling an ordinary object like a magazine and turning it into a work of art that looks a lot more like a painting than a paper collage. By manipulating the paper just so, she can make the paper resemble the brushstrokes in a painting. Take a look at her work.

Just imagine what other materials you could use to make original artwork – the possibilities are endless!

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# Against All Odds, Part 4

## Attendance and Achievement

Grade Level: **High School**



### Link

<http://atap.connectwithkids.com/against-all-odds-kv/>

### Essential Question

How do the Seven Resiliencies fit into your life?

### Teacher

1. Begin lesson by asking students if they what is meant by the expression, "Some people see a glass as half empty and other see it as half full"?
2. Read the summary of the video: Berhane Azage overcomes poverty and hardship by not measuring himself up with what he doesn't have. Instead he learned from his parents that adversity is not personal and can be overcome.
3. View the video.
4. After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

### Discussion Questions:

1. Describe the challenges faced by Berhane Azage. If you could have, what would you have told him to expect about life in America?
2. In the video, Bonnie Benard, author of the book *Resiliency: What We Have Learned*, says that when bad things happen, human beings have a tendency to say, "It's my fault." Do you agree with this statement? When might you have felt that a situation was "your fault," when, in fact, circumstances were beyond your control?
3. Berhane Azage says he believes that opportunities are available in the United States if you set your mind to it. Do you believe this is true or not? Explain your answer.

# Activity: The Very Hungry Collage

## Material

- *The Seven Resiliencies* handout
- [www.eric-carle.com/home.htm/](http://www.eric-carle.com/home.htm/)
- Eric Carle books: *The Very Busy Spider*; *Slowly, Slowly Said the Sloth*; *Pancakes, Pancakes*, etc.

## Teacher

1. Distribute and discuss *The Seven Resiliencies* handout. Ask students for examples of how a person shows any or all of the strengths on the list.
  - Ask students to list resiliencies they believe they have. Give examples.
  - Ask them to list those they would like to develop. Give reasons why.
2. Discuss the collage work of Eric Carle. Eric Carle’s art is distinctive and instantly recognizable. His art work is created in collage technique, using hand-painted papers, which he cuts and layers to form bright and colorful images. Many of his books have an added dimension — die-cut.
3. If possible, show end pages of Eric Carle story books and discuss what they see. How has he created the collages in the end pages? How do the end pages relate to the stories?
4. Have students continue with their collages using some of Eric Carle techniques.
  - Create hand-painted papers for your collage.
  - Use paint and experiment with different techniques such as drizzling, splattering, etc.
  - Punch holes in papers.
  - Trace around different items and shapes and cut them out.
  - Tear tissue paper and layer different colors.

## Conclusion

Ask students to discuss how Eric Carle’s collages exemplify resiliency. Review how the Seven Resiliencies fit into their lives.

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# The Seven Resiliencies

Adapted from *Project Resilience* by Steven and Sybil Wolen , the following words describe ways you can show resiliency when facing challenges. Keep in mind that you won't show all of these at the same time. Most people show some, but not all, of these attributes and strengths when they are faced with difficult situations.

## 1. Insight

Using insight means asking questions of yourself, even when the questions are difficult. If you answer honestly, you can learn and move forward. Having insight helps you understand the problem and how to best solve the problem.

## 2. Independence

Showing independence means keeping a healthy distance between yourself and other people so you can think things through. It also means knowing how to step away from people who cause trouble or make things worse by their actions or words.

## 3. Relationships

Building relationships means finding healthy connections with other good people and knowing how to keep those relationships growing.

## 4. Initiative

Taking initiative means taking control of the problem and solving it. Sometimes people who take initiative lead others in activities and teamwork.

## 5. Creativity

Using creativity requires that you use your imagination to express your feelings, thoughts and plans in some unique way. Remember that when you make something happen, that is a work of art.

## 6. Humor

Humor gives you the ability to find something funny in a situation, even when things seem REALLY BAD. It helps relieve tension and make a situation better. Being able to laugh at yourself is the ultimate level of a sense of humor.

## 7. Morality

Being a person of morality means knowing the difference between right and wrong and being willing to stand up for what is right.

# Against All Odds, Part 5

## Attendance and Achievement

Grade Level: **High School**



### Link

<http://atap.connectwithkids.com/against-all-odds-kv/>

### Essential Question

How are you an agent of motivation?

### Teacher

1. Begin the lesson by saying that this is the last video in this series. We have looked at the challenges and successes of young people like you. In this video we will witness the power of inner strength and how it can change someone's life.
2. Read the summary of the video: Kids need to be educated through real life examples that adversity does not have to be permanent, pervasive, or personal.
3. View the video.
4. After viewing the video, write the following on the board and discuss the questions with students. These questions can be discussed as a large group, or students can be divided into pairs to discuss with each other. Students can also write down answers individually before sharing with the large group.

### Discussion Questions

1. The video states that experts believe most children are naturally strong and resilient. Do you agree? Explain your answer.
2. Do you feel more or less resilient as you get older? To what do you attribute your answer?
3. In the video, 17-year-old Christine says that "at some point, everybody needs someone to motivate them and tell them you can do this." Who motivates you?
4. What about that person encourages you to try harder? List words to describe that person.

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# Activity: The Whole Story

## Material

- Student collages
- Collage materials

## Teacher

1. Have students complete their collages based on themes from the video and their discussions. Have them think about the words they listed to describe the person or persons who motivate them.
2. Students can show their work to the class. Ask them what thoughts and feelings they were trying to express. Which video had the most impact on them? How did this art form help them tell their stories?

## Conclusion

How are you an agent of motivation for yourself and/or for others? Why is motivation important in life?

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