

MAKE ART

TEACHER TOOLKIT



The “I Belong” project is an opportunity for English-speaking youth to reflect upon and express their sense of belonging within Quebec society.

The primary goal of the **I Belong!** project is to capture the perspectives of Quebec’s English speaking youth: where do youth feel a strong sense of belonging? Why? Where do youth experience a poor sense of belonging? Why? How can we help one another to feel like we have a place in Quebec society?

The **MAKE ART** option invites teachers and students to consider the relationship between identity - the characteristics we are defined by - and our sense of belonging and acceptance in Quebec society.

Over the course of the school year, LEARN will document student art productions and perspectives. Highlights will be shared with the Secretariat for Relations with English-Speaking Quebecers .

The **I Belong - MAKE ART** Teacher Toolkit will support your work as a teacher leading critical discussions and arts and culture activities with students. It includes an overview of the steps involved in the project, suggested learning opportunities, curriculum connections as well as planning and classroom resources.

“It is during these uncertain times that creativity flourishes and artistic practices nourish our minds and spirits.”

– MAD2 DEEN SUB-COMMITTEE FOR THE ARTS

“Belonging is being part of a collective ‘we’. It’s about how much we believe we ‘fit’ in a place or group, but it’s also about how much that place or group welcomes and includes us.”

– COMMUNITY FOUNDATIONS OF CANADA, VITAL SIGNS (2015)



Project Requirements

1. Teachers participate in a 60 min webinar, highlighting performers, project resources and guidelines for supporting conversations about identity (language, sexuality, ethnicity and race) in relation to belonging.
2. Students are given an opportunity to reflect and discuss what it means to them to belong (examples of question prompts will be provided).
3. Students witness performances about identity and belonging by artists commissioned by LEARN.
 - a. Spoken word performances represent approximately 1hr of time (including time for discussion with students).
 - b. Artists will perform live using videoconferencing technology.
4. A local artist is identified through the English Language Arts Network (ELAN) to collaborate with students and their teacher to develop their own literary or visual arts piece(s).
 - a. Funding for this element of the project (1K) may be combined with ELAN's Artists Inspire grant (1.5K), allowing artists to work with students over a longer period of time.

*LEARN is developing a catalogue of project examples. We will reach out to select teachers (or CDAs) to document their project.

Timeline

This project must be completed by the end of March 2021.

Community Development Agents (CDAs)

Teachers can ask their school's CDA to help:

- Identify a local artist through ELAN and coordinate student workshop(s)
- Coordinate payment processes with LEARN
- Identify community venues or community members to showcase and celebrate student art pieces



Consultation with an Equity Education Advisor

You are entitled to a 1 hour consultation with Shanice Nicole, a Black feminist educator, facilitator, writer, and (out)spoken word artist.

You can use this time to discuss things like how to approach or support difficult conversations about identity with your students, how to make content more accessible to younger students or to obtain feedback on a plan you've developed.

To schedule a consultation, email Shanice at shanicenicoleyarde@gmail.com.

Associated fees will be paid by LEARN.



SHANICE NICOLE

Additional reading & resources

- [It's Complicated: Re-visioning Discomfort in the Classroom](#) by Linda Steward (2018)
- [The Role of Critical Reflection in Teacher Education](#) by Hibajene M. Shandomo (2010)
- [Why Empathy Matters in Classroom Storytelling](#) by Aakanksha Gupta (2016)

Coordinating with artists

1. Schedule the kick-off performance and discussion with students:
 - a. Reach out to Deanna Smith (deannassmithwrites@gmail.com) and/or Jason Selman (blackbjrd@hotmail.com)
2. Reach out to ELAN to identify a local artist to work with your class:
 - a. Find an artist online: <https://artistsinspire.ca/artists/> or
 - b. Connect with ArtEd Team members Christie Huff or Guillaume Jabbour at 439-979-1171 to discuss your interests and obtain referrals
3. Coordinate student workshops directly with the local artist identified through ELAN

*If you need additional support, you can reach out to LEARN's Provincial Resource Team at any time (prt@learnquebec.ca).



1 Reflect and Respond

Students learn about belonging and identity as core to the human experience

TIME NEEDED

(includes preparation) :

60 minutes

RESOURCES

[I Belong Question Guide](#)

LEARNING OPPORTUNITIES

- Students watch Arts Option - [teaser video](#)
- Teacher consults the [I Belong question guide](#) and models reflective responses
- In small groups students review questions from Question Guide - and clarify meaning (ELA Elementary C4, Secondary C1)
- Students choose 1-3 questions from the [I Belong question guide](#) and journal (ELA Elementary C2 & Secondary C3, ERC C1)

2 Witness Performance and Discuss

Students appreciate the artists' exploration of identity and reflection on belonging and engage in dialogue

TIME NEEDED

(includes preparation) :

60 minutes

RESOURCES

- [Note taking template](#)
- [Drama Appreciation tool](#)

LEARNING OPPORTUNITIES

- Before performances - teacher reviews [Drama Appreciation tool](#) with students
- Watch the performances (Drama C3)
- Students take notes during performance
- Students participate in discussion with artists (ERC C3, ELA Elementary C4 & Secondary C1)

3 Make sense of performance

Students construct a personal understanding of identity and belonging and communicate it to classmates and wider school community

TIME NEEDED

(includes preparation):

60-90 minutes

RESOURCES

- [I Belong Question Guide](#)
- [Actor's statement tool](#)
- [Artist's statement tool](#)

LEARNING OPPORTUNITIES

- Students write a DRAFT blog post, social media post or create a meme that responds to a question in the "I Belong" question guide (ELA Elementary C3 & Secondary C2, FLS C2)
- Students engage in a [writing workshop process](#) to draft a spoken word piece that bridges personal connection to belonging and identity. Students reflect using the [Actor's statement tool](#) (ELA Elementary C2 & Secondary C3, Drama C1)
- Students create a visual art piece and reflect using [Artist's statement tool](#) (Visual Arts C1)

4 Create and Communicate

Working with an artist, students engage in a process to create a crafted artistic piece that communicates questions and reflections on identity and belonging

TIME NEEDED

(includes preparation):

Times vary depending on artist and scope of piece

LEARNING OPPORTUNITIES

- Students work with ELAN artist to develop their own literary, dramatic, musical or visual arts piece(s)
- Examples include:
 - Spoken Word (Drama C1)
 - Mural, visual or contemporary methods of expressing public opinion (Visual arts C1, C2)
 - Skit or theatrical performance (Drama C1)
 - Song (Music C1)

5 Share and Celebrate

Students present art and/or performance to a wider audience in the school or community. It is a chance to celebrate the expression of student voice and emergence into a world of active citizenship

TIME NEEDED

(includes preparation):

Time varies depending on scope of planning and celebration

LEARNING OPPORTUNITIES

Celebration of art through

- Public presentation and performance (ELA Elementary C4 & Secondary C3, Drama C3)
- Creation of an online gallery space (ELA Elementary C3, Secondary C2)
- Vernissage (Visual Arts C3)



Curriculum Connections

ENGLISH LANGUAGE ARTS

Elementary C1	Read and listen to literary, popular and information-based texts
Elementary C2	To write self-expressive, narrative and information-based texts
Elementary C3	To represent her/his literacy in different media
Elementary C4	To use language to communicate and learn
Secondary C1	Uses language/talk to communicate and to learn
Secondary C2	Represents her/his literacy in different media
Secondary C3	Produces texts for personal and social purposes

FRANÇAIS, LANGUE SECONDE

Elementary/Secondary C1	Interagir en français
Elementary/Secondary C2	Produire des textes variés en français

ETHICS AND RELIGIOUS CULTURE

Elementary/Secondary C1	Reflects on ethical questions
Elementary/Secondary C3	Engages in dialogue

ARTS EDUCATION

Drama

Elementary/Secondary C1	To invent short scenes
Elementary/Secondary C2	To interpret short scenes
Elementary/Secondary C3	To appreciate dramatic works, personal productions and those of classmates

Visual Arts

Elementary/Secondary C1	To produce individual works in the visual arts
Elementary/Secondary C2	To produce media works in the visual arts
Elementary/Secondary C3	To appreciate works of art, traditional artistic objects, media images, personal productions and those of classmates

Music

Elementary/Secondary C1	To invent vocal or instrumental pieces
Elementary/Secondary C2	To interpret musical pieces
Elementary/Secondary C3	To appreciate musical works, personal productions and those of classmates



Cross Curriculum Competencies

This project includes opportunities to integrate cross curricular competencies, broad areas of learning and the digital competency framework.

- To exercise critical judgement
- To adopt effective work methods
- To use information and communication technologies (ICT)
- To construct his/her identity
- To communicate appropriately
- Solves Problems
- Uses Creativity
- Cooperates with others
- Achieves his/her potential

Broad Areas of Learning

Media Literacy

Citizenship and Community Life

[Digital Competencies Framework](#) 



PROJECT PLANNING AND CLASSROOM RESOURCES

Question guide: I Belong!

This question guide is for teachers engaging in the *I Belong!* project. You may choose to explore some or all of the questions below with your students. You are also welcome to come up with some of your own.

BELONGING

What does it mean to 'belong'?

- To be accepted, wanted, needed, seen, to fit in, to experience a sense of connection to a place or group of people
- The desire to belong is innate
- Belonging offers people a sense of safety and security, wellbeing and identity

How is belonging expressed?

- Through acts of caring, recognition, acceptance, service and cooperation
- How do I know that I belong?
 - To a group of people?
 - To a place?

What communities or groups do I belong to in Quebec society?

- What are some of the benefits of belonging to multiple communities/groups?
- What are some of the challenges?

How does the language(s) I speak influence my sense of belonging in Quebec society?

- At home?
- At school?
- At work?
- In my community?
- In my province?

Where do I feel a strong sense of belonging? Why?

- At home?
- At school?
- At work?
- In my neighbourhood?
- In my community
- In my province?

Where do I feel as though I don't fit in/belong? Why?

- At home?
- At school?
- At work?
- In my neighbourhood?
- In my community
- In my province?

Where do I want to belong?

- How do I get there?

How do I (or can I) help others to feel like they belong in Quebec society?

How can others help me to feel like I belong in Quebec society?

SUGGESTED TIMING

DIGITAL STORYTELLING

- > During storyboarding process
(Hands on Media Education will integrate select questions)

PERFORMANCE & VISUAL ARTS

- > Prior to performance
- > In process with local artist

COMMUNITY SERVICE LEARNING (CSL)

- > Inventory and Investigation (Step 1)



Question guide: I Belong!

COMMUNITY, SERVICE & BELONGING

- A community is a group of people that....
- I feel like I belong to a community when...
- When people experience a strong sense of belonging to their community, it's because they share...
- I show the people in my community that I care about them by...
- I feel cared for by the members of my community when...
- I would like to serve my community by....
- I can help members of my community to feel like they belong by...

IDENTITY & BELONGING

What is 'identity'?

- "Characteristics or identifiers that make us unique or known, or that we are grouped by. These could include race, ethnicity, gender, disability, or sexual orientation." Edutopia

Who am I?

- What are some of my defining characteristics or identifiers?
- What makes something a 'defining' characteristic?
- What characteristics are visible? Which ones are invisible?
- What identifiers have I chosen?
- What identifiers have I inherited?

How has my upbringing influenced my sense of self?

- Family values
- Religion
- Languages spoken
- Societal influences & constructs
 - Cultural norms
 - Views on gender/sex, race, ethnicity

What is the relationship between symbols and identity (e.g., flags)?

- What symbols, if any, have a special meaning to me?
- Why?

Which aspects of my identity, if any, are often misunderstood in Quebec society (i.e., understood differently by 'insiders' and 'outsiders')?

- What are some of the stereotypes I encounter?
- What could be done to enhance people's understanding of this aspect of my identity?

What aspects of my identity, if any, are challenging to hold at the same time in Quebec society (e.g., identifying as both gay and Catholic, or both English and French)?

- How do I manage this tension?

How does my identity (languages spoken/ gender/sexuality/race/ethnicity/class/religion/ abilities or disabilities) influence my sense of belonging:

- At home?
- Within my larger family?
- At school?
- At work?
- In my community?
- In my province?

How do I (or can I) help others to feel seen or accepted in Quebec society?

How can others help me to feel seen or accepted in Quebec society?

THIS QUESTION GUIDE WAS CREATED BY LEARN'S PROVINCIAL RESOURCE TEAM IN AUGUST, 2020.

- Sources consulted in the creation of this guide include:
1. *Vital Signs, Community Foundations of Canada* (2015, 2016, 2017)
 2. *Vital Signs: Arts & Belonging, Community Foundations of Canada* (2017)
 3. *Creating an Identity Safe Classroom*, Edutopia (2015)
 4. *Creating a Learning Environment Where all Kids Feel Valued*, Edutopia (2019)
 5. *Belonging as Pedagogical, Practical and Political*, J. McLeod (2018)
 6. *All Students Need Anti-racism Education*, C. Torres (2020)
 7. *Identity in Question*, OpenLearn (2020)
 8. *I Belong! Developing themselves as a member of a community*, Northern Ireland Curriculum (2020)



Name: Date:

Actor's Statement

My actor's manifesto to the world

My Work:

Analyze the dramatic piece or all your work using the framework provided below.
Use dramatic language whenever possible.

Personal Connection

Who am I as an actor?

What types of roles do I like to play?

What is my favourite kind of theatre?

In theatre, I feel best when I _____.

I act because _____.

What issues or themes are explored in this piece?

Is this piece like another dramatic piece you have seen?

What was going on in the world when this piece was written?

Connection to the World

Dramaturgy (performance, dramatic and theatrical structures)

I use my body and my voice to _____.

The dramatic elements in the play I wrote are _____.

The staging contributes to the message of the play because _____.

The theatrical conventions that can be/were used are _____.

The theatrical conventions used make it clear that _____.



Name: Date:

Artist's Statement

An artist's statement describes your connection to your work. It is your art manifesto to the World.

My Work:

Write your Artist's Statement using the prompts provided for inspiration.

Personal Connection

What kind of art do I like to make?

What connection do I have to this piece?

How do I feel about this piece?

When I made this, I _____.

Materials and Techniques

What materials or objects did I use?

What techniques did I use?

What is special about these materials or techniques?

How do I feel about working with these materials and techniques?



What issues or themes did I explore in this piece?

What do I want people to see when they look at my work?

How do I want them to feel? What do I want them to do?

This was made referencing _____.

Connection to the World

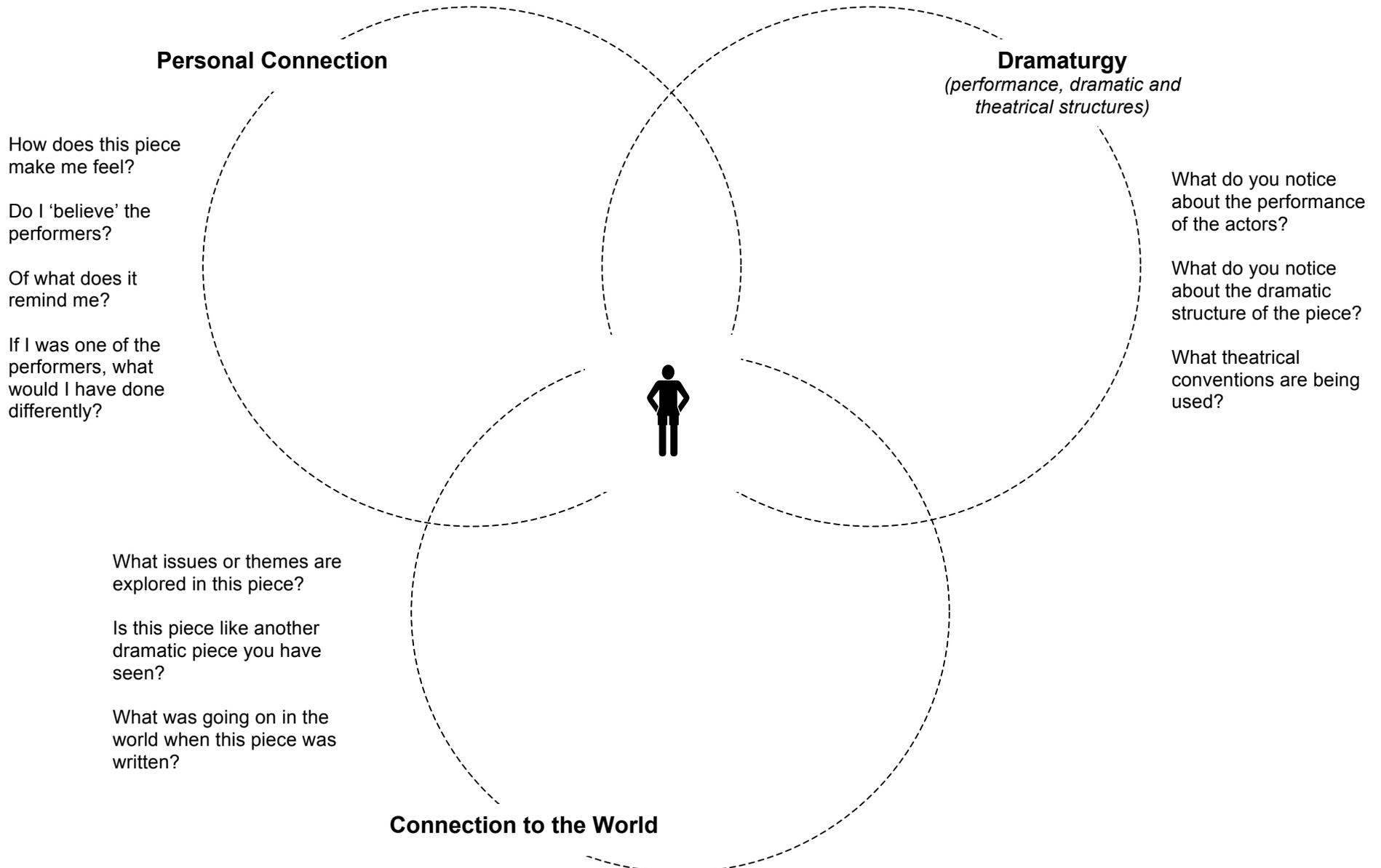
Name: Date:

Drama Appreciation

Analyzing a work, interpreting its meaning and making a critical and aesthetic judgement.

The Work:

Analyze the dramatic piece using the framework provided below. Use dramatic language whenever possible.



Checklist for Teachers & CDAs

Purpose: To be used in communications with artists to prepare for workshops. Please adapt according to discipline and needs.

To ensure the success of the project, please provide the following information to the artist.

Contact Info

Name of Teacher:

Teacher Contact Info:

Name of Other Important Contact Person (e.g. CDA, admin):

Other Important Contact Person's Info:

School Address:

Additional Info (e.g. entrance protocol):

Organization

- Schedule: date, start and end time of each class the Artist will facilitate
- Number of students in each class (maximum of ____ students)
- List of equipment available (e.g. Orff instruments, found objects, types of digital devices) and how this equipment is used by students (i.e. one instrument per student, one recording device for a whole class to be handled by one person etc.)

In-Person Facilitation

Tech

- Is there a Smarboard, internet access and sound system that the Artist can use in the classroom?

Art Materials

- What art materials are available to students?

Virtual Facilitation

Tech

* **IMPORTANT:** The Artist shares audio and video via screenshare to animate this workshop.

1. What video conferencing platform do you use?
 - Zoom
 - Google Meet
 - Microsoft Teams
 - Other _____
2. How comfortable are you using videoconferencing platforms in the classroom as a teaching tool?
 - Not comfortable at all
 - Somewhat comfortable
 - Very comfortable
3. Who at the school is responsible for the video conferencing during each class the Artist will facilitate? Can you share the person's contact info with the Artist?
4. Who will manage sharing audio and video?
 - The person responsible for video conferencing in the school
 - The Artist
5. Who will monitor the chat?
 - The person responsible for video conferencing in the school
 - The Artist
6. If the Artist is managing sharing audio and video, can the video conferencing account be accessed to verify settings and troubleshoot one week before the beginning of the project?
7. How many cameras (i.e. computer webcam and/or phone/tablet) can you set up in the classroom?
8. How will students communicate with the Artist...
 - during the workshop? (e.g. one student is reporter and goes around taking questions, students step up to the camera)
 - after the workshop? (e.g. individual email, email only with teacher who will compile student communications)

Art Materials

- What art materials are available to students?