

ARTS LEARNING LAB @ HOME

Scrooging for Kids



OVERVIEW

In this workshop participants awaken their hidden super powers, make player cards, construct a gadget belt, and co-build revolutionary worlds based in care, acceptance, and creativity. Let's learn how our embarrassment or anger can be tools for our superheroes/supervillains! You will workshop your superpowers into player cards and then build superhero/supervillain gadget belts or whatever gadget contraption you can imagine (a fanny pack, breast plate, crown, escape satchel, pocket book, etc.). These gadget devices with player cards can be worn whenever we need to activate our superhero/supervillain powers.

OBJECTIVES

1. Participants investigate their individual strengths and vulnerabilities through artmaking.
2. Participants creatively synthesize their reflections into player cards and gadget belts as tools for activating their newfound strengths.
3. Participants use new vocabulary to speak about personal thoughts and feelings.

RELEVANT CALIFORNIA ART STANDARDS SUGGESTED FOR GRADES 1-6, CAN BE MODIFIED FOR ANY GRADE LEVEL

1.2 Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.

3.VA:Cr1.2 Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.

8.VA:Cr1.2 Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.

10. Through art making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

K.VA:Cn10 Create art that tells a story about a life experience.

8.VA:Cn10 Make art collaboratively to reflect on and reinforce positive aspects of group identity.

MATERIALS

- Imagination
- Your superhero name
- Your supervillain name
- Paper
- Drawing materials (pencil, pen, marker, etc.)
- Scissors
- Tape
- Player card template (print out)
- Fanny pack template (print out)

VOCABULARY

- Superpower: an imagined superhuman ability often relating to a personal skill or attribute.
- Abundance: having your physical, emotional, and spiritual needs met or exceeded.
- Strength: a beneficial quality or attribute in a person or thing.
- Vulnerability: a seemingly negative attribute.
- Self-acceptance: to embrace one's entire being, including seemingly negative attributes.
- Revolutionary: change that serves to liberate; freedom from limits on thought or behavior.

INTRODUCTION

The Revolution School begins the workshop with an opening song introducing program facilitators, superhero/scrooger names, and each of their personal superpowers. Gradient, a member of the Revolution School, introduces terms and concepts such as BEI which are little creatures that help them balance their powers. Following introduction to terms the Revolution School provides participants with a list of shared beliefs that represent revolutionary potential:

1. We believe that we are enough just the way we are! We call this ABUNDANCE. Sometimes the world (friends, family, teachers, even people we don't know!) ask us to prove we are good, smart, fast, nice, strong, pretty, or healthy enough. Sometimes they don't know they are doing this. Maybe it's because they also don't know that they are enough! We believe we are all enough just the way we are.

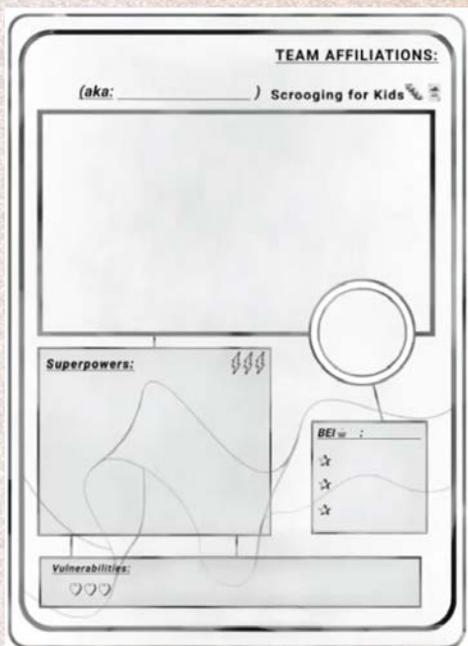
2. We believe that all feelings tell us how we are super! Having to prove we are not enough creates feelings, like sadness, anger, jealousy, frustration, or even numbness. These feelings can make us want to lash out, lie, throw a tantrum, steal, bully, be alone, or cry. These behaviors can be alarming but they happen for a reason and we are here to figure out what that reason is! If we learn to become friends with all our feelings-good, bad, alarming, exciting, scary (because they are all human feelings)-our feelings will tell us what we need. Then we can transform ALL our feelings into superpowers.

3. We believe when we are all super, we can change the world! Once we listen to our feelings that will teach us how we are super, we can make a world in which everyone always feels they're enough and knows that they are super too!

Workshop Description

STEP 1

You will now begin to explore your individual superpowers (strengths and vulnerabilities) and determine whether you are a superhero, supervillain, or just super. In order to help remind you of your superpowers the Revolution School has developed a tool they call player cards. These player cards hold information like our superpowers, vulnerabilities, and superhero names. In small groups, you will gather your player cards to write about your individual strengths and vulnerabilities and practice self-acceptance. Take at least 5-10 min to reflect and write, consider aspects of your life that may not be immediately obvious to you. Participants and facilitators are encouraged to help each other when stuck or do not know what to write. Take some time to draw your character or BEI on your player card when finished.



Workshop Description

STEP 2

Once you have spent time reflecting and filling out your player cards you will come back together as a large group to discuss what everyone discovered. Take turns carefully listening to each superpower and consider how they might relate to your own. Likewise share each vulnerability and how you can reframe it into a strength. If you have had time to consider your BEI, share your creature and how it helps you in your daily life.

STEP 3

Now that you have captured your strengths and vulnerabilities in a player card it's time to give the card a home. To create a container to hold your player card you can use the fanny pack template or alternatively work with other found objects and material. Follow along with the instructions provided by Ricochet of the Revolution School and build your container. Consider where your container, fanny pack, or gadget belt will go. The placement of your pouch or container can relate to when and how you will need your superpowers. Once you have built your fanny pack or container and found a place to put it, take some time to share each other's unique creation.



DISCUSSION QUESTIONS

- How can throwing a tantrum, crying, or lying be a superpower?
- Where do we get strength from?
- Who or what helps us when we feel vulnerable?
- How does it feel to be not enough?
- How does listening to our feelings make us feel empowered?
- How can sharing our feelings help others feel empowered?

SUGGESTED FOLLOW UP ACTIVITIES

Now that you have reflected and shared your strengths and vulnerabilities, spend some time exploring the larger ideas the Revolution School has presented. Have a discussion with others connecting the activity of writing down our collective strengths and vulnerabilities to the list of beliefs the Revolution School has provided. Each belief carries strong potential for achievable change in the society and world around us. Relate these to contemporary topics and concerns such as climate change, social inequality, and other material conditions. Here are some questions that you can discuss together:

- How can we use our identified strengths to help others?
- How can we change society so that all our needs are met?
- Who benefits from us not feeling like we are enough?

RELATED RESOURCES

- Curricula for Art and Social Justice provided by Los Angeles County Museum of Art:
- https://www.lacma.org/sites/default/files/module-uploads/E4E_Art-Social-Justice_Consolidated.pdf
- Curricula for Art and Activism provided by the Southern Poverty Law Center:
- <https://www.learningforjustice.org/classroom-resources/lessons/art-and-activism>

ACCESS AND EQUITY

Teachers and parents can consider their role in modifying workshop instructions in the following ways:

- Spend some time describing to younger participants abstract concepts like superpowers (strengths) and vulnerabilities. Provide analogies and context about communication, language, definitions, and the process of reflection. Explain that sometimes things that seem negative can actually be reframed into a positive. Such as the act of crying. When someone cries it can be a sign that they actually care a lot about the well being of others which is a major strength. Provide examples from your own life experiences that students and participants can identify with.
- Use discussion questions to check for understanding and comprehension of complex ideas. Modify questions as you see fit or add to the list of questions based on the particular needs and interests of participants. Consider the age level and cognitive development of each participant. Some participants think in literal terms while others think in abstract terms.
- Provide examples of expected technical and physical workshop outcomes. For example when creating player cards show participants a variety of options. Provide examples of BEIs and drawings of your superhero self. Provide participants with a list of strengths they can choose from. Likewise provide a list of common vulnerabilities. These lists will help participants with language acquisition.

ABOUT THE ARTIST

The Revolution Deck: Scroogers and Superheroes player cards, designed by Devin Alejandro-Wilder, inspired by Jessie Closson's Superheroes/Scroogers Trello cards. Each active member of Rev School builds one of these player cards, adding to the expansion of The Revolution Deck, as either a Scrooger or Superhero or a hybrid of both. This spread are the members of the Scrooging for Kids team: Devin Alejandro-Wilder, Sara Barnett, Dan/i Bustillo, Jessie Closson, Rino Kodama, Kristen Mitchell, Jennifer Moon, Nikki Luna Paz, Clara Philbrick, Cedric Tai. The Revolution is a way of being, a commitment to hyper-awareness guided by principles of abundance and continuous expansion for all on this earth and beyond! The Revolution is currently devoted to creating venues that foster intra-actions beyond binaries, hierarchies, and capital.

ABOUT ARTS LEARNING LAB AND 18TH STREET ARTS CENTER

Arts Learning Lab @ Home is a series of live online arts classes for kids and families schooling from home. These hands-on artmaking workshops (which are posted as on-demand videos after each workshop) are led by professional artists in residence at 18th Street as well as members of our national and international artist community. The workshops are taught in both English and Spanish for those teachers that are bilingual, and are live translated in both English and Spanish. The workshops cover a range of fun, hands-on, and participatory ideas that connect with larger social issues.

You can visit more lessons at <http://18thstreet.org/allathome>

Founded in 1988, 18th Street Arts Center is one of the top artist residency programs in the US, and the largest in Southern California. Conceived as a radical think tank in the shape of an artist community, 18th Street supports artists from around the globe to imagine, research, and develop significant, meaningful new artworks and share them with the public to foster radical imagination, empathy, and positive social change.