

# CHAMPION CREATIVELY ALIVE CHILDREN™



PARTNERSHIP FOR  
21ST CENTURY SKILLS



National Art Education Association



National Association of  
Elementary School  
**Principals**

**Barb Reinke**

*Crayola Central Region Education Manager*

**Sarah Danner Hebdo**

*Past OAEA President*

*Art Educator, Grades 6-8*



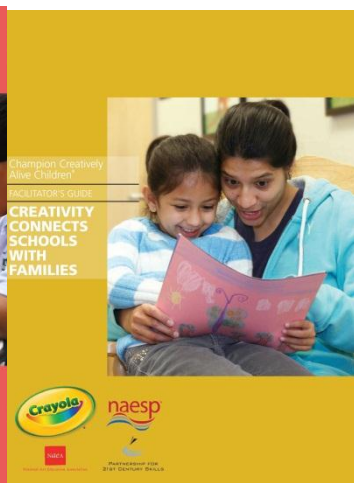
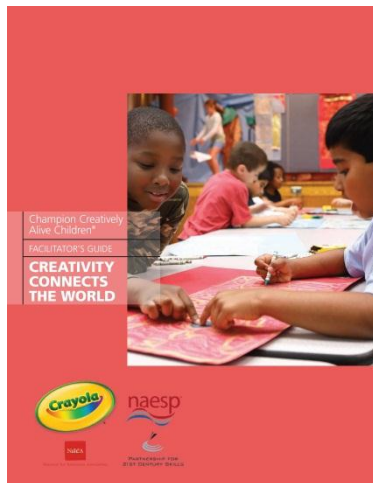
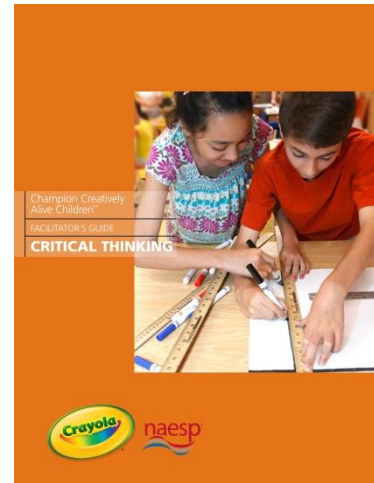
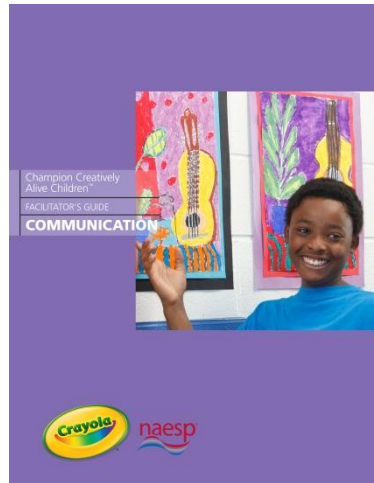
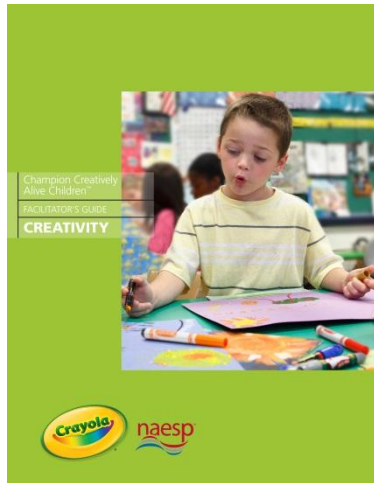
## Agenda:

- Background and overview of the CCAC program
- Experience a workshop
- Success Stories

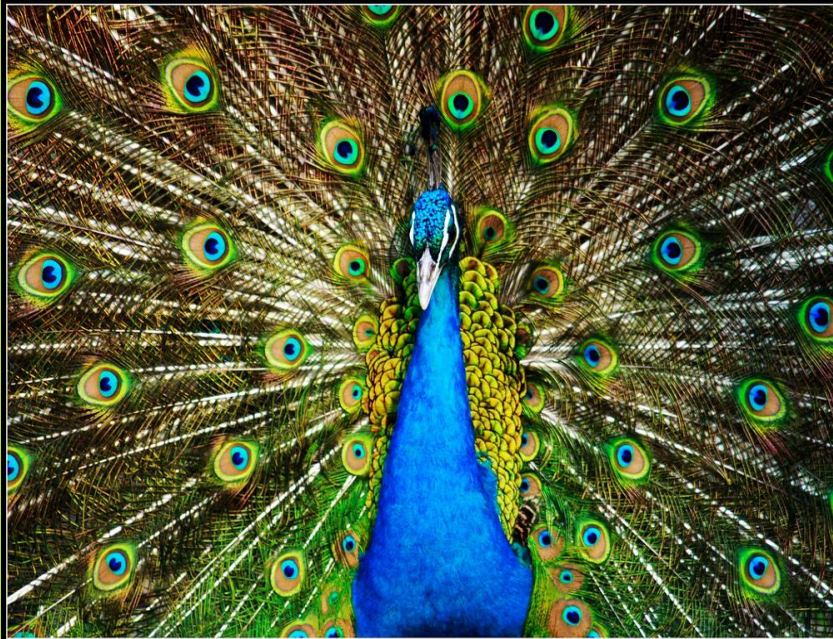


# CHAMPION CREATIVELY ALIVE CHILDREN™

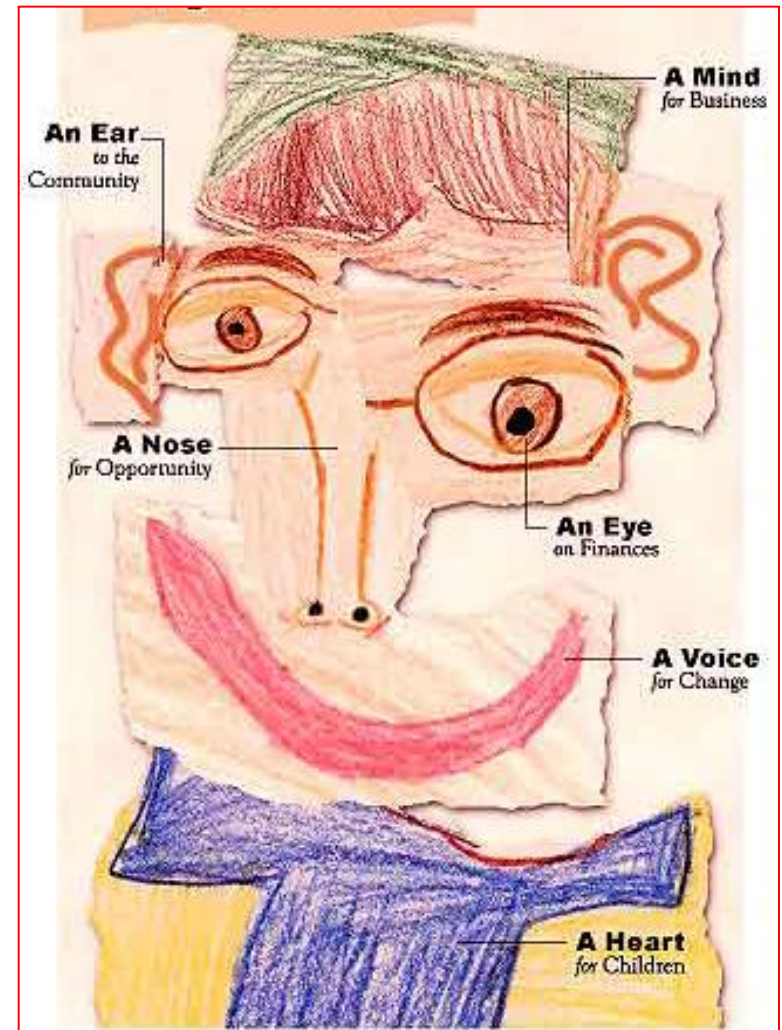
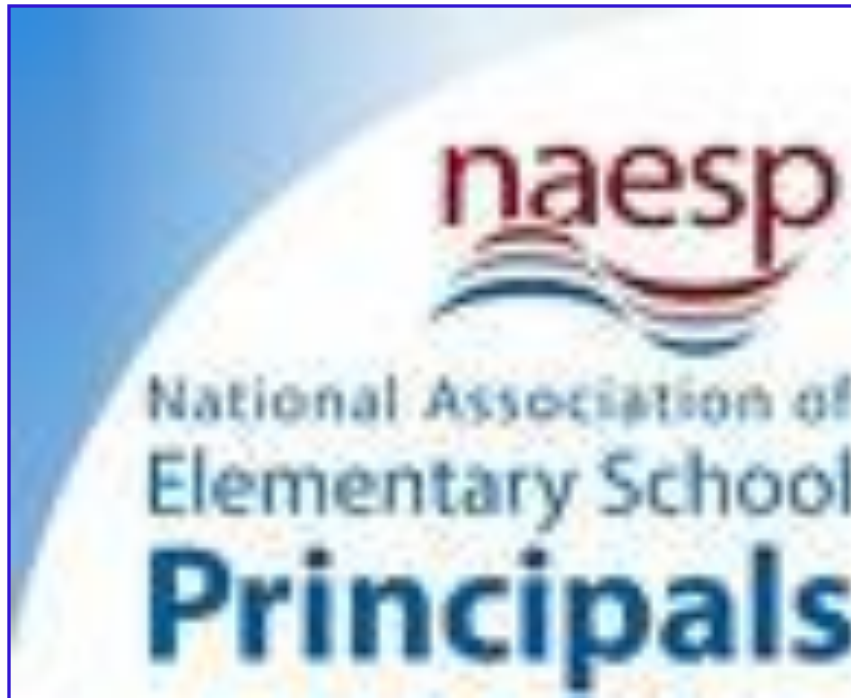
## Champion Creatively Alive Children Free Resources to Help Creative Leadership Teams Lead Professional Development



“Creative folks often feel like colorful peacocks among a sea of formal penguins.”



## Champion Creatively Alive Children



# CHAMPION CREATIVELY ALIVE CHILDREN™

## Art is a Priority for Principals and Teachers...

Principals think art is a high priority



Classroom teachers think art is a high priority



Art teachers think art is a high priority

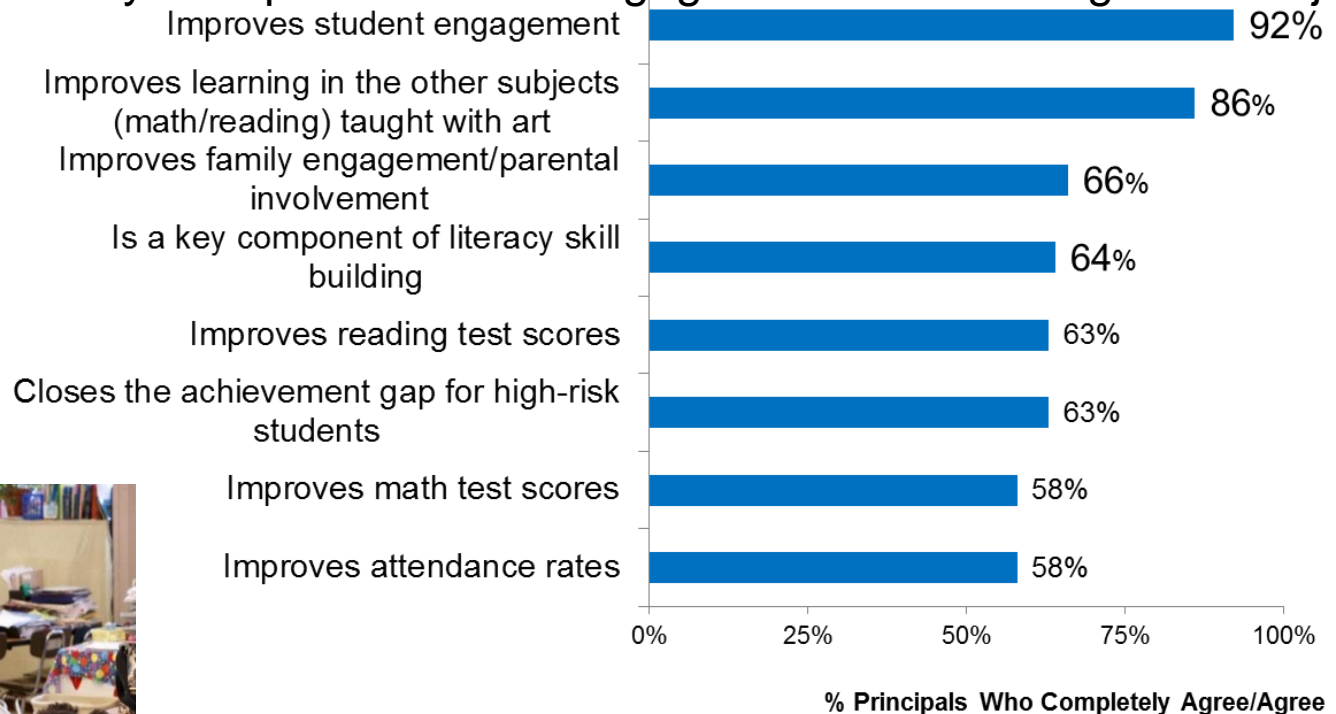


National Arts Infused Education Study, Crayola LLC, July 2012.

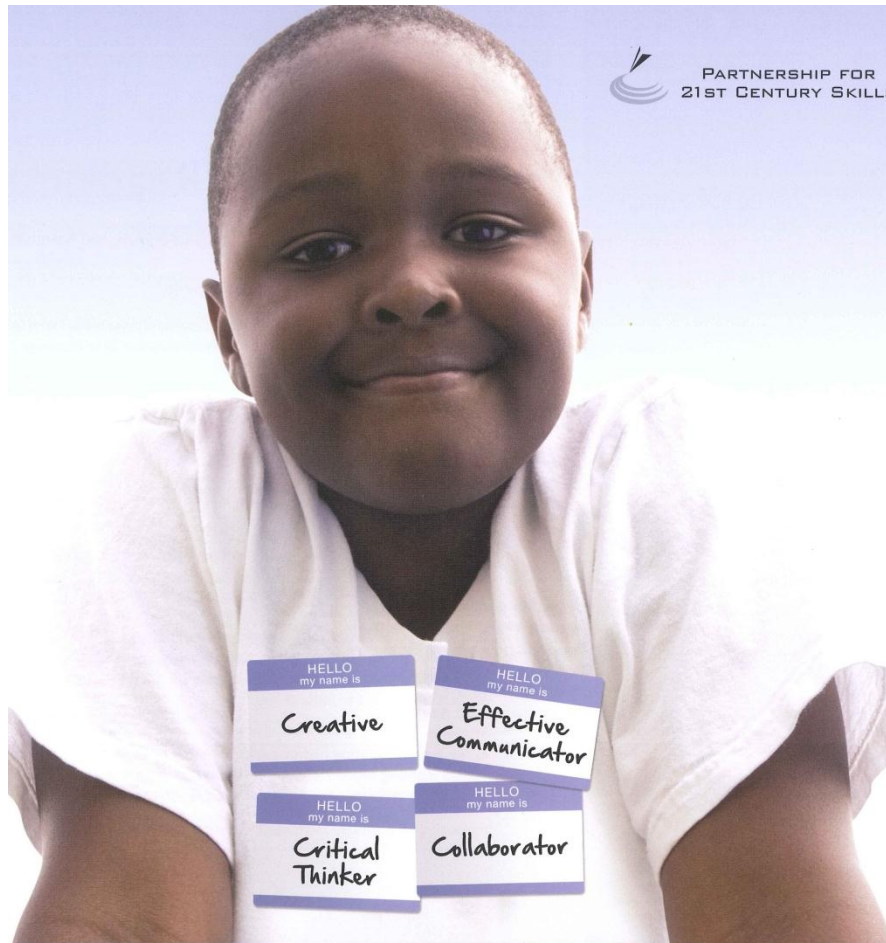


## Attitudes and Beliefs

**Principals believe in the power of art integrated education especially to improve student engagement and learning core subjects**

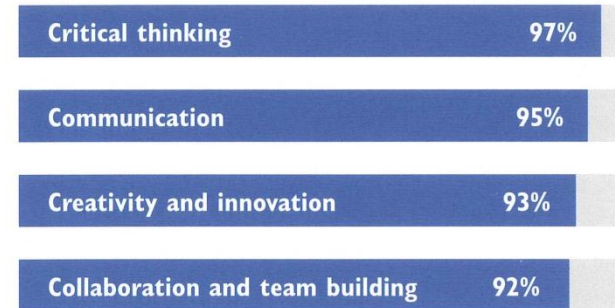


# CHAMPION CREATIVELY ALIVE CHILDREN™



21st Century Readiness for Every Student:

## For Economic Rebound, Employers Look for More Skilled Workers



Percentage of employers who rated these skills as “most important” or “somewhat important” in helping to grow their organizations as the economy improves

Source: AMA 2010 Critical Skills Survey

Increased emphasis on  
Creativity in Schools  
4Cs being “baked into”  
standards



## Partnership for 21<sup>st</sup> Century Skills



# CHAMPION CREATIVELY ALIVE CHILDREN™

## Arts Infused Education Builds

### The Four Cs

#### CRITICAL THINKING

Using original ideas to solve problems



#### CREATIVITY

Discovering novel ways to think, learn and do

Arts experiences create memorable, engaged learning.



#### COLLABORATION

Working in partnership with others toward a common goal

#### COMMUNICATION

Expressing thoughts and feelings effectively



PRESIDENT'S COMMITTEE ON THE ARTS AND THE HUMANITIES



## Reinvesting in Arts Education

Winning America's Future Through Creative Schools

## What Is Arts-Infused Education?

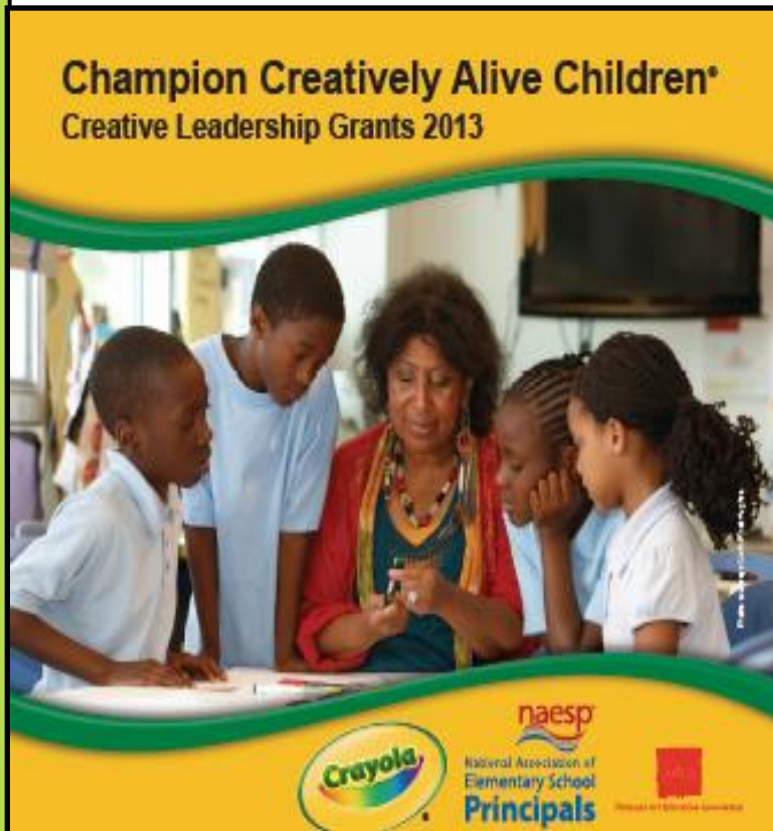
Arts-infused (or arts-integrated) education is the practice of teaching “through” and “with” the arts to build skills and teach classroom subjects across different disciplines, including reading, math, science and social studies.”

—The President’s Committee on the Arts and the Humanities, *Reinvesting in Arts Education*, 2011



# CHAMPION CREATIVELY ALIVE CHILDREN™

## Creative Leadership Grants



**Grant:** 20 grants nationally.

**Purpose** – Developing Creative Leadership Teams

**Grant Offers** : \$2,500 and \$1,000 worth of Crayola products

**Time Period:** RFP opens December 1<sup>st</sup> and is due in June. Grant implemented next academic year



# CHAMPION CREATIVELY ALIVE CHILDREN™

## Chief Creative Officers

are education professionals who lead by applying their understanding of the creative process to nurture innovation, confidence, and the capabilities of others in their learning communities—including students, fellow educators, and parents.

To access free professional development resources, videos, workshop guides, and a "Chief Creative Officer" self-assessment form, visit [Crayola.com/creativelyalive](http://Crayola.com/creativelyalive). For arts-infused lesson plans, visit [Crayola.com/educators](http://Crayola.com/educators).



*Championing not only children's creativity but colleagues' creativity as well.*





# Championing Creatively Alive Children™ Overview

What will you walk away with today?



# Workshop Components

**1. Discussion**

**2. Video**

**3. Hands on  
exercises**



# CHAMPION CREATIVELY ALIVE CHILDREN™

## CCAC Arts-Infused Education Leadership Facilitator Guide



# CHAMPION CREATIVELY ALIVE CHILDREN™



## Customize the Presentation

### Sample Outline and Schedule for a 90-Minute Workshop\*

20 minutes	Introductions, Presentation and Warm-Up Exercise
10 minutes	Hands-On Exercise: Be Concise—Too Many Benefits Are Hard to Remember
10 minutes	Presentation: A Compelling Message for Arts-Infused Education Advocacy
30 minutes	Hands-On Exercise: Plan the Change You Want to Create
10 minutes	Video and Brief Discussion
10 minutes	Summarize Key Points and Plan Next Steps
90 minutes	* To modify for a shorter session, select the components that fit your schedule and needs.



# Championing Creatively Alive Children™ Video DVD and Support CD



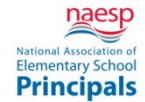
# CHAMPION CREATIVELY

## Power Point™ Presentations

Champion Creatively Alive Children™

### CREATIVITY

NTM



Arlington ISD Creativity.ppt [Compatibility]

File Home Insert Design Transitions Animations Slide Show Review View

Paste New Slide Section

Clipboard Slides

Font Paragraph

Drawing Editing



1



2



3



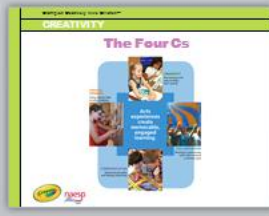
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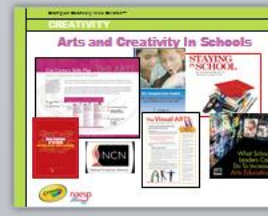
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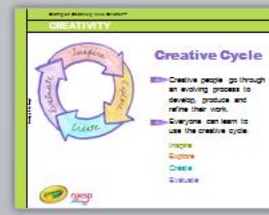
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9



10



# CHAMPION CREATIVELY ALIVE CHILDREN™

The arts build essential 21st century skills.



Strengthen your voice as an arts-infused education advocate.

Join us for a  
professional  
development  
session

Together we will:

- Turn our beliefs about arts-infused education into a concise message
- Tell compelling stories about the power of the arts to improve student learning
- Join voices with partners who will collaborate to support arts in education
- Picture what success looks like and plan that change

Don't come as you are.  
Come as you were,  
with a passion for  
creative experiences.  
Be ready to project your  
beliefs into the future  
and plan change.

Don't miss this arts-infused Workshop,  
featuring an inspiring video and hands-on activities!

Date \_\_\_\_\_ Time \_\_\_\_\_

Race \_\_\_\_\_

For questions or to sign up, contact \_\_\_\_\_

#### About This Workshop

This Workshop is part of the Champion Creatively Alive Children™ program, which is designed to empower school leaders, teachers, parents and communities with inspiration, knowledge and tools that can unleash the imagination and develop the originality in every child.

Advertise  
your event  
– a poster  
is  
provided!

# ARTS-INFUSED EDUCATION ADVOCACY



## What Is Arts-Infused (or Arts-Integrated) Education?

- Teaching "through" and "with" the arts, creating relationships between different arts disciplines and other academic skills and subjects
- Teaching cross-classroom subjects in tandem with the arts
- Using arts strategies to build skills and teach classroom subjects across different disciplines, including reading, math, science and social studies

## Arts-Infused Education Advocacy

Empowering the integration of the arts across curriculum and school-wide to build the 4 Cs

### 4 Cs— Essential Skills Students Need to Succeed

#### Activity

Exploring novel ways to think, learn and do

#### Critical Thinking

Generating original ideas to solve problems

#### Communication

Expressing thoughts and feelings effectively

#### Collaboration

Working in partnership with others toward a common goal

## Benefits of ARTS-INFUSED EDUCATION

- Increased student achievement
- Engaged and motivated students
- Powerful ways for students to learn academic skills and the 4 Cs of creativity, critical thinking, communication and collaboration



- More innovative and effective teaching strategies
- Creative, collaborative learning environments
- Reduced achievement gaps
- Less absenteeism
- Fewer discipline problems

To learn more about the benefits of arts-infused education, see

*Reinvesting in Arts Education:*

*Winning America's Future Through Creative Schools*, the 2011 report of the President's Committee on the Arts and the Humanities.

[http://www.pcah.gov/sites/default/files/photos/PCAH\\_Reinvesting\\_4web.pdf](http://www.pcah.gov/sites/default/files/photos/PCAH_Reinvesting_4web.pdf)



# Hand Outs



Champion Creatively Alive Children™

# ARTS-INFUSED EDUCATION ADVOCACY

Arts-Infused Education Advocacy Workshop Evaluation Workshop Date: \_\_\_\_\_

### Check your role:

- Art teacher—grades: \_\_\_\_\_  Parent
- Classroom teacher—grade(s): \_\_\_\_\_  School board member
- School administrator—grades: \_\_\_\_\_  Arts/community organization leader
- University/college educator  Other (please specify) \_\_\_\_\_

### Please share your thoughts to assist us in planning future workshops.

- How familiar were you with the 4 Cs (Creativity, Critical Thinking, Collaboration, Communication) before this experience?
  - Very familiar
  - Familiar
  - Somewhat familiar
  - Not at all familiar
- How do you champion the arts in your school or organization? How did this session help? \_\_\_\_\_
- Do you believe the 4 Cs of Arts-Infused Education Advocacy (Concise, Compelling, Collaborative, Change) will help you in your role as an educator, parent or community member?
  - Yes
  - No
  - Why? \_\_\_\_\_
- Which activity or information from this Workshop did you find most valuable and why? \_\_\_\_\_
- Did the video increase your understanding of the role arts-infused education plays in building 21st century skills?
  - Very much
  - Somewhat
  - A little
  - Not at all
- What was the most memorable part of this Workshop? \_\_\_\_\_
- How well did the presenter increase your understanding of the role arts-infused education plays in building 21st century skills? What advice do you have for future presentations? \_\_\_\_\_
- What would you tell colleagues or other parents/community leaders about this Workshop? \_\_\_\_\_

	Very Valuable	Valuable	Somewhat Valuable	Of Little Value
How valuable were the "hands-on" activities?				
How valuable was the exchange of ideas with other participants?				
How valuable were the handouts?				

Other comments? Please share them on the back of this evaluation. Thank you!

Champion Creatively Alive Children is a program sponsored by Crayola and the National Association of Elementary School Principals, in partnership with the National Art Education Association and the Partnership for 21st Century Skills. Crayola.com/CreativelyAlive

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# Evaluations

## Learn More About the Arts and 4 Cs

### Creativity

Gardner, Howard. (1984). *Art, Mind and Brain*. New York: Basic Books.  
Gardner, a leading cognitive psychologist, discusses how young children learn to draw, make music and tell stories. He explores all aspects of human creativity and cognition and makes recommendations for educators.

IBM. (2010). *Capitalizing on Complexity: Insights from the Global Chief Executive Officer Study*. Somers, NY: IBM Global Business Services.  
[http://public.dhe.ibm.com/common/ssi/wor/wor\\_03297usen/GBE08297USEN.PDF](http://public.dhe.ibm.com/common/ssi/wor/wor_03297usen/GBE08297USEN.PDF)

IBM. (2010). *Working Beyond Borders: Insights from the Global Chief Human Resource Officer Study*. Somers, NY: IBM Global Business Services.  
[http://public.dhe.ibm.com/common/ssi/wor/wor\\_03353usen/GBE03353USEN.PDF](http://public.dhe.ibm.com/common/ssi/wor/wor_03353usen/GBE03353USEN.PDF)  
IBM's global study of CEOs, general managers and senior public sector leaders in 60 countries and 33 industries revealed that creativity is the most important leadership skill for a complex world. Human resource officers worldwide are focusing on cultivating creative leaders with a flair for thinking about opportunities and challenges in completely different ways.

Kaufman, James, Plucker, Jonathan A., & Baer, John. (2008). *Essentials of Creativity Assessment*. Hoboken, NJ: John D. Wiley & Sons, Inc.  
Kaufman and colleagues outline major creativity research and evaluate various creativity measures including divergent thinking tests, peer/teacher assessment and self-assessment.

Robinson, Ken. (2009). *The Element: How Finding Your Passion Changes Everything*. London: Penguin Books.  
Robinson refers to the "element" as that magical experience when a person's passion and creative talent are leveraged. People find their "element" when they are most "themselves" and follow their inspiration. They in turn achieve their greatest heights. Robinson draws upon the life stories of creative leaders in many fields to demonstrate how finding "your element" can fill a life with confidence and a accomplishment.

### Critical Thinking

Barill, John. (2003). *Developing More Curious Minds*. Alexandria, VA: ASCD.  
Barill explains the importance of fostering an atmosphere of inquiry. He provides practical examples of how to expand daily exploration and curiosities, encouraging students to exchange questions and thoughts and how to establish a classroom culture that is based in curiosity.

Darling-Hammond, Linda. (1995). *Authentic Assessment in Action: Studies of Schools and Students at Work*. New York: Teachers College Press.

Darling-Hammond, a renowned expert on performance-based assessments, presents case studies and promising practices that will inform and inspire educators and policy makers. She urges a paradigm shift from traditional, standardized testing to more robust forms of assessment that enable educators to evaluate how students master intellectual challenges and apply learning to life.

Hetland, Lois. (2007). *Studio Thinking: The Real Benefits of Visual Arts Education*. New York: Teachers College Press.

Hetland makes a strong case for arts education based on research that examines the Immersive Inquiry practices of experienced arts teachers. Educators from other disciplines are urged to adopt the best practices demonstrated by art teachers.



School of Performing Arts, at a work by six elementary students.

"Just imagine the impact if arts education was embraced fully and integrated wholly into every school's curriculum. It would unleash the talents of all children, helping them to succeed academically, giving them more self-confidence, teaching them to be open and tolerant, and keeping them engaged in school."

Gail Connelly,  
Executive Director,  
National Association of  
Elementary School Principals

# LIVE CHILDREN™

# Complete Bibliography available







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Photo by eMedia Works

## COLLABORATION

### 4 Kinds of Creative Collaboration for Schools

-  Creative collaboration **among students**
-  Creative collaboration **among faculty**
-  Creative collaboration **between educators and parents**
-  Creative collaboration **between the school and the broader community**



## Four Cornerstones of Collaboration



**Common Goal**



**Contributions**




**Compromise–Consensus**



**Creative, Collaborative Culture**









## Common Goal

-  Do collaborators understand the shared objectives and their roles when they work as a group or on a team?





## Contributions

-  Are the talents and skills of everyone in the group leveraged?
-  Is everyone given the opportunity to make contributions?
-  Do you assign roles that play to individual strengths?
-  Are diverse points of view solicited and welcome?
-  How is feedback used to improve collaboration?
-  How are individual contributions and abilities to work as a team assessed?

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## Compromise–Consensus



Can you reach consensus?



What about feedback?

## Creative, Collaborative Culture



Everyone contributes?



Culture of creative  
collaboration?



Conflicts?



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Photo courtesy of John D. Shaw Elementary School, Wasilla, AK

## Inspiration for Common, Everyday Experiences



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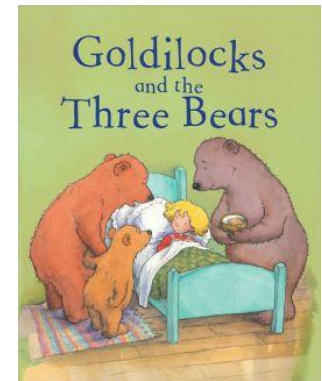
Hands-On Exercise

**Create  
Something  
New from  
Something  
Familiar**



## Choose from any of the following or choose your own:

- The Three Little Pigs
- Hansel and Gretel
- Cinderella
- Goldilocks and the Three Bears
- Jack and the Beanstalk
- Rumpelstilskin
- Little Red Riding Hood
- Three Billy Goats Gruff



# CHAMPION CREATIVELY ALIVE CHILDREN™

## Ohio Art Education Association, Ohio Alliance for Arts Education & Crayola Collaboration



*“Thank you so much for today! It was a fantastic experience and so fulfilling to work with other art educators. I am the lone ranger for my district and always crave interaction with my fellow artists! I really appreciate you for all your effort in the workshop. Thanks again!”*

*~Connie Luyster*



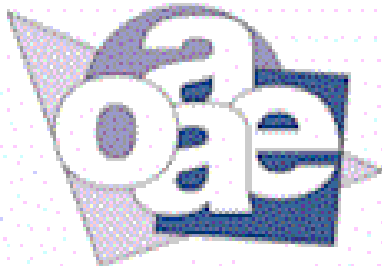
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## Value of forging partnerships



## VALUE of the Content



OHIO ALLIANCE *for*  
ARTS EDUCATION

## The Power of Engagement



## Strength and Purpose Beyond

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**Terry Toney,  
Art Teacher  
Ridgeway Elementary,  
Hamilton, Ohio**





# CHAMPION CREATIVELY ALIVE CHILDREN™



Terry's story at  
Ridgeway



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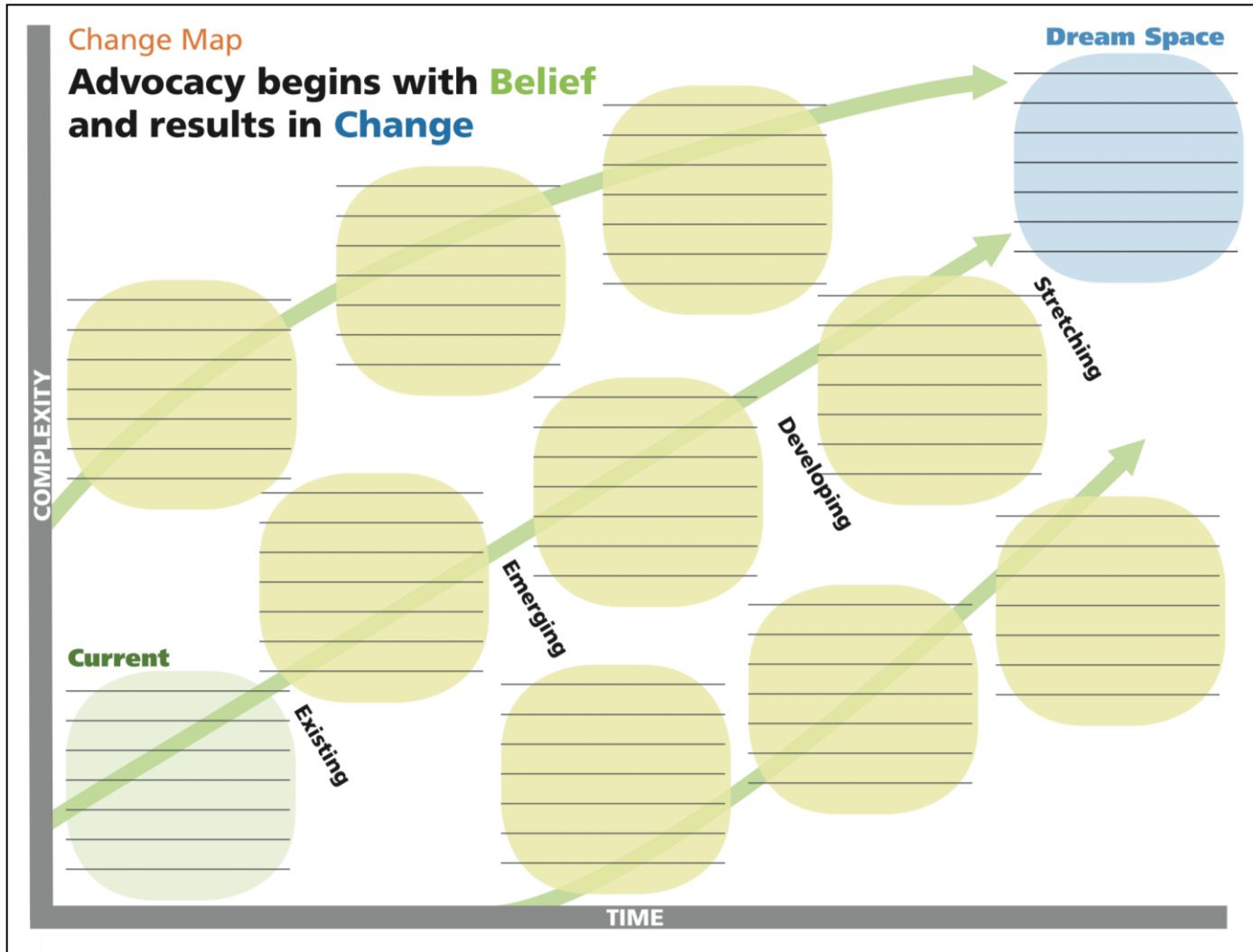
Transforming School Culture  
Ridgeway Elementary School  
Hamilton, Ohio



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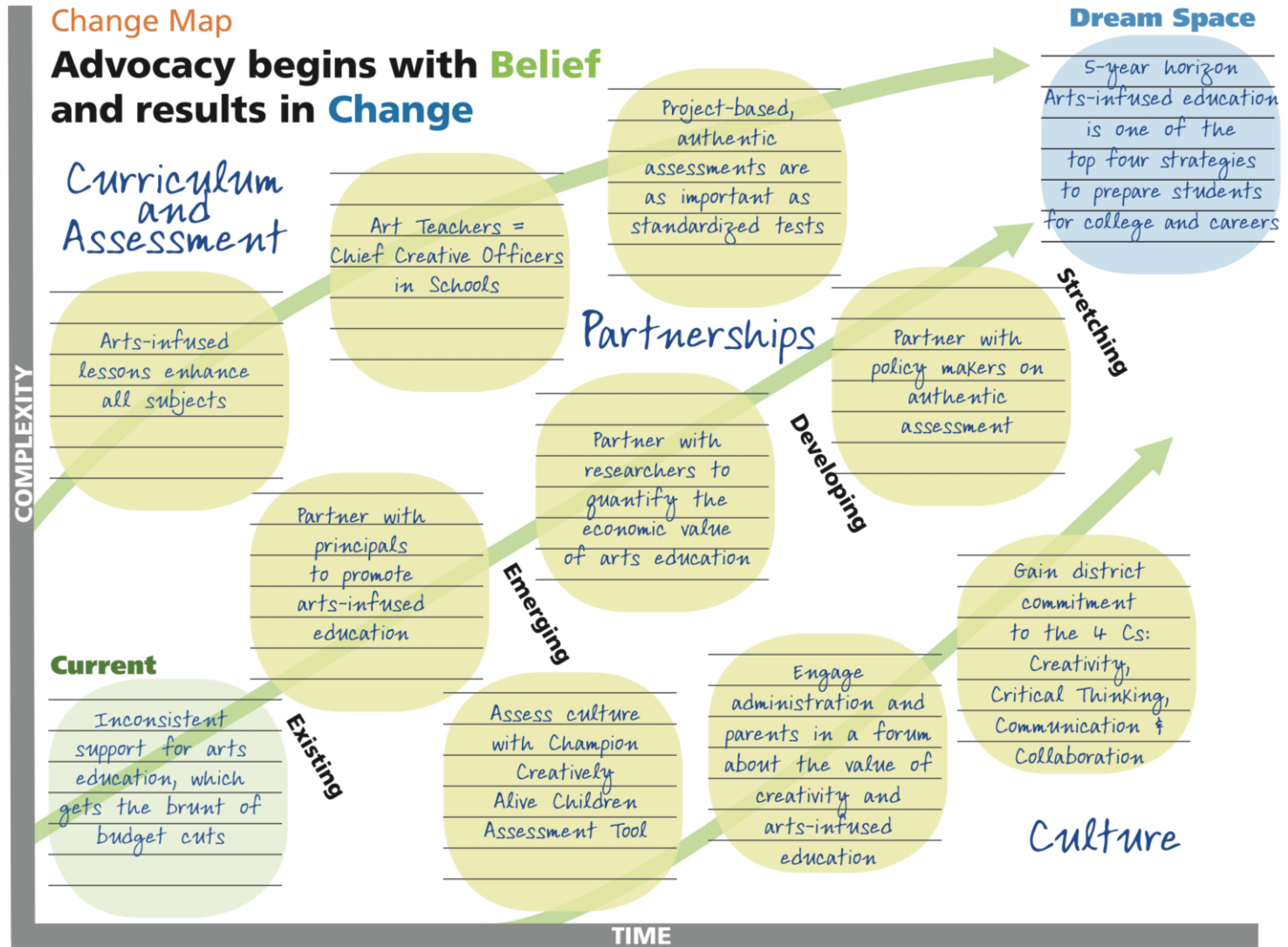


# ARTS-INFUSED EDUCATION ADVOCACY



**Advocacy Begins with Belief  
and Results in Change**

# ARTS-INFUSED EDUCATION ADVOCACY

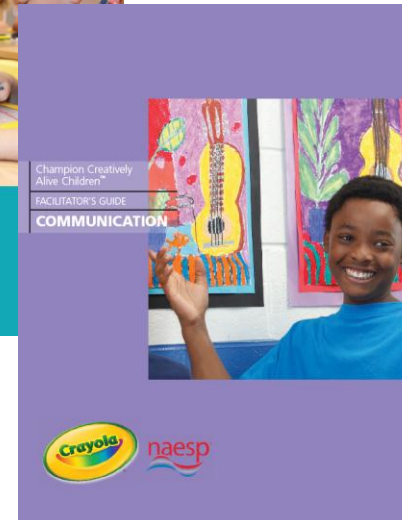
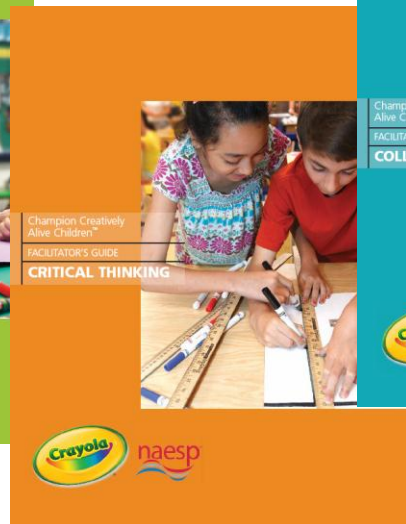
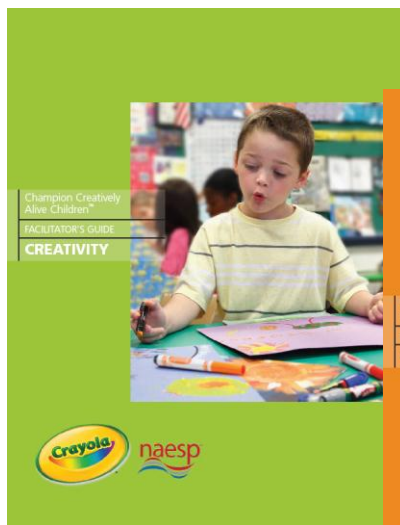


**Advocacy Begins with Belief and Results in Change**

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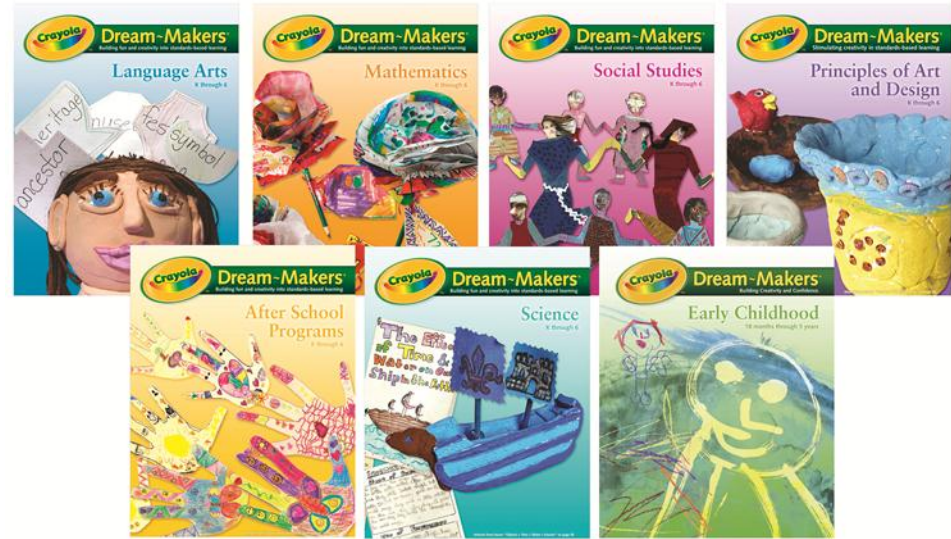
## Leveraging the Resources

- **How** to use in your school?
- **Where** else in community might you use the videos/exercises?



# CHAMPION CREATIVELY ALIVE CHILDREN™

Thank you for your work as you  
**Champion Creatively Alive Children**



For additional resources including arts-infused lesson plans visit

[Crayola.com/educators](http://Crayola.com/educators)

