

Arts For Transformation

A classroom resource for creating meaningful change through the arts. This resource is a part of the WE Schools WE Film For Change campaign.

Grades 4 to 6
American Edition

AN INITIATIVE OF



MADE POSSIBLE BY



Dear Educator,

Welcome to the WE movement. We are so glad you've joined us in our mission to inspire, educate and empower students to find their place and voice in the world. Throughout the last two decades, educators have stood by us. With over 16,000 schools thriving in WE Schools, we are delivering impressive results in academic engagement, life skills and civic engagement. Through experiential service-learning, students become more engaged in local and global issues.

We know the power of stories. As many of you know, our humble beginning was sparked by the story of the life and death of Iqbal Masih, a boy who stood up to fight child labor which he experienced firsthand. Twelve-year-old Craig read this story in the newspaper one morning and our lives have not been the same since. More than twenty years later, we continue our work, which in part is sharing the stories of child laborers like Iqbal, but also of children who are overcoming barriers that work to prevent them from attending school and of young people who are working to change their world locally and globally.

Arts for Transformation is designed to be a part of the process of creating and sharing stories. Students will learn about the power of a story and the mediums that stories can be told with, and have the opportunity to become storytellers—to share their stories or the story of another.

This is an exciting time to work in education. Together, we have the power to reignite the fundamental purpose of education: moving students to want to learn, and preparing them with the life skills to better the world and forge their own paths to success.

Thank you for having the passion to bring WE into your classroom. We are honored and encouraged to work with such a dedicated and enthusiastic group.

We are stronger together,



Craig and Marc Kielburger
Co-Founders, WE



Essential Question: What is experiential service-learning and how can I incorporate it into my classroom instruction with WE Schools curriculum resources?

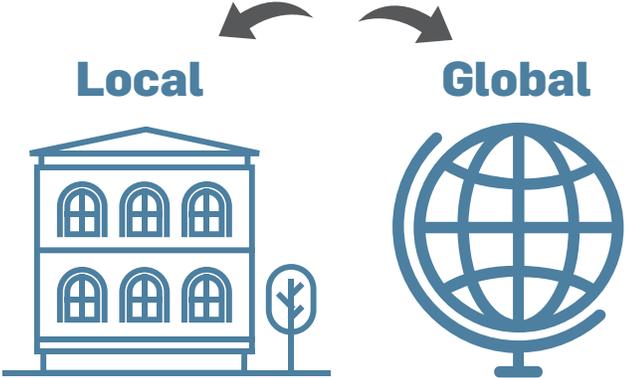
WE Schools

WE Schools is a unique, step-by-step program that challenges young people to identify the local and global issues that spark their passion and empowers them with the tools to take action. Educators and students work together to learn about the world and to take action to create meaningful change. Delivered in 16,000 schools and groups across North America and the UK, the program provides educators and students with curriculum, educational resources and a full calendar of campaign ideas.

What Is Experiential Learning?

Experiential service-learning is based on a structured academic foundation that goes beyond volunteering and community service. It's a practice that engages teachers and students with their communities in a structured way and allows students to meet their learning objectives while addressing their community's needs.

The Four Steps of WE Schools

- 1. Investigate and Learn**
Students explore topics related to a real-world challenge or opportunity.
- 2. Action Plan**
Students develop a plan to implement their service-learning project, including one **local** and one **global** action.
- 3. Take Action**
Students implement their action plan.

- 4. Report and Celebrate**
Students present the results of their service-learning initiatives.

Setting Students Up For Success: In School, the Workplace and Life

WE Schools Introduction: [WE.org/we-at-school/we-schools/](https://www.we.org/we-at-school/we-schools/)

Living WE is about improving our lives and our world by reaching out to others. It involves focusing less on “me” and more on “we”—our communities, our country and our world.

Social Emotional Learning: The WE Learning Framework is grounded in social emotional learning principles, helping students develop the skills to manage their emotions, resolve conflicts and make responsible decisions.

Global Mindset: The ability to operate comfortably across borders, cultures and languages is invaluable. WE Schools programming promotes global mindedness and cultural competency amongst student populations during their formative years.

Active Citizenship: Students act on their growing knowledge by connecting with others in their communities, thereby generating interest, further research and engagement in local and national causes.

Reflection is a key component of our experiential service-learning model. Our reflection activities direct students' attention to new interpretations of events and provide a lens through which service can be studied and interpreted.

Our Learning Skills Legend



Argument formation



Information literacy



Leadership skills



Organization



Action planning



Research and writing



Critical thinking



Reflection

Arts for Transformation Overview

We are all storytellers. Through our communication with others in-person and online, through the way we choose to spend our free time and through the way we express ourselves with the arts. With the right tools and a little courage, students will feel empowered to become the kind of storytellers that change the world.

Arts for Transformation is a classroom resource that identifies the power of film for telling stories that change the world. This resource includes detailed plans, blackline masters and appendices. The activities inform, engage and empower students to become storytellers. Students will learn the power of storytelling, how to use various mediums such as film and will have the opportunity to share a powerful story that they want to tell.

Subject(s): Visual and Performing Arts, English Language Arts, Social Studies

Grade Level:
Grades 4 to 6

WE Learning Framework Skills:



Essential Questions:

- ▶ What is the importance of storytelling?
- ▶ Why is film a good medium for sharing stories?
- ▶ How can film be used to create positive social change?

Word Bank

Medium—A means by which something is communicated or expressed.

Source: Oxford Dictionaries oxforddictionaries.com

Materials and Resources

- Chart paper and markers
- Appendix 1: Classroom Observation Forms
- Blackline Master 1: Storyboards

▶ Explore other resources and current campaign offerings at WE.org

Rationale

Participant Media and WE believe that telling inspirational stories enables us to create real world impact. Through the art of film, Participant Media and their digital entertainment division, SoulPancake, are raising awareness on the most important social issues affecting our local and global communities today.

Assessing the Learning

You know your students best—their learning styles and preferences, skill levels and knowledge. You are in the best position to anticipate the habits of mind that will make this classroom resource successful. We are mindful that students may be at different reading levels, including English Language Learners (ELL), and may have learning differences. In response, the Educator Notes throughout the resource make suggestions for differentiation along with extension and enrichment ideas that can be used.

Teaching strategies include film, storytelling, carousel, jigsaw and graffiti exercises. Assessment strategies include entry tickets, graphic organizers, think-pair-share, discussions, reflection and peer feedback.

Lesson 1:

The Power of Storytelling



Suggested Time:

45 minutes

Common Core Alignment (Grades 4–6)

- CCSS.ELA-LITERACY.RL.4.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- CCSS.ELA-LITERACY.RL.4.2 - Determine a theme of a story, drama or poem from details in the text; summarize the text.
- CCSS.ELA-LITERACY.RL.5.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- CCSS.ELA-LITERACY.RL.5.2 - Determine a theme of a story, drama or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- CCSS.ELA-LITERACY.RL.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-LITERACY.RL.6.2 - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Learning Goals:

Students will:

- Explore the power of storytelling

Investigate and Learn

1. Recommended Assessment For Learning: Ask students to recall the first story they heard as a child. Was this story a book, video or told orally? Invite students to share this story with a partner. Why do you remember this story?

2. Ask students when they think the first story was told? Explain to students that storytelling has long been a part of how people communicate. Before stories were written down, stories were told orally. These stories were to share information like weather patterns, how to grow food, who to trade with and more. Often these stories would motivate people to think differently about something or prompt them to take action. Stories were also used to entertain. Though storytelling has not changed since the early days, we continue to modify the ways we tell stories, such as film, social media, comics, photography and more. These methods are called the mediums. Mediums will be explored further in the next lesson.

- 3.** Share with students a fable or story that has a moral, such as *The Tortoise and the Hare*. After reading the story, ask students to identify the following:
- a. What is the story?
 - b. Whose story is it? (Consider, does the story belong to the main character or the narrator?)
 - c. How does it make you feel?
 - d. Could this story cause someone to change their behavior? How?
 - e. What makes this story powerful?

- 4. Recommended Assessment As Learning:** Ask students to identify a story that means something to them, that has made them think differently or has prompted them to act. The stories may be historical or modern and should be non-fiction or have real-world impact. Invite students to take turns sharing their selected story in groups of three to five students. Students should frame their presentation using the same questions as earlier in the lesson:
- a. What is the story?
 - b. Whose story is it?
 - c. What might be learned from the story?
 - d. What feelings does it, or did it, evoke in the people the story is shared with?
 - e. What makes this story powerful?
 - f. What are the elements in this story? (E.g., purposeful, memorable, enjoyable, clear and understandable.)

Educator's Note: Remind students, when examining stories and preparing to be storytellers, keep in mind that the power of a story is not always in the storyteller's control. Additionally, if you are telling someone else's story, you should consider the responsibility you have to them.



Enrichment: Storytellers often have an expectation of how their stories will be received, discussed and understood, but sometimes stories take on a life of their own. Sometimes the story becomes a legend and the truths surrounding it are blurred. Once a story is released, the storyteller no longer has control over its life. Social media proves this to be true every day. How stories are received can take negative turns. Check out Exploring Digital Citizenship ([WE.org/weriseabove](https://www.weriseabove.org)) to help students learn more about how to protect themselves and others while sharing stories online.

Lesson 2:

The Medium and the Message



Suggested Time:

45 minutes

Common Core Alignment (Grades 4–6)

- CCSS.ELA-LITERACY.RL.4.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- CCSS.ELA-LITERACY.RL.4.7 - Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- CCSS.ELA-LITERACY.RL.5.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- CCSS.ELA-LITERACY.RL.5.7 - Analyze how visual and multimedia elements contribute to the meaning, tone or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- CCSS.ELA-LITERACY.RL.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-LITERACY.RL.6.7 - Compare and contrast the experience of reading a story, drama or poem to listening to or viewing an audio, video or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

Learning Goals:

Students will:

- Explore various mediums and how they portray a message
- Identify the medium they believe is powerful for storytelling

1. Recommended Assessment For Learning: Using the strategy of think-pair-share, ask students to name three ways that a story can be told.

2. Help students become more comfortable with various storytelling mediums. Set up stations selecting from the following mediums:

- a. Comic strip
- b. Painting or sketching
- c. Clay sculpting
- d. Photography
- e. Musical (song creation)
- f. Film
- g. Performance (play)
- h. Dance

Educator's Note: Consider what materials and resources you have available in the classroom for this activity. Storytelling mediums can be changed depending on your classroom needs. Instead of using the same fable or story for all stations, assign each station a well-known fable or story. Explain to students that they should keep their story a secret, then—based on their rendition of it, encourage—the rest of the class to guess the story.

3. Based on how many stations are set up, divide students into the same number of groups; assign each group a station. Using the same fable or story that was shared in the previous lesson, ask students to retell *The Tortoise and the Hare* using the medium of the maker station.

4. Once students have completed their task, take turns allowing each group to share the fable in their assigned medium.

5. Recommended Assessment As Learning: Ask students to respond in writing by sharing with a partner how each story was a bit different based on the medium it was presented in. Which medium did you like best and why? Did the medium change the message? Circulate and record observations using forms from **Appendix 1**.

Educator's Note: In the next lesson, students will begin their own story-sharing process. Encourage students to begin the process with a reflection piece that will help them identify the story they want to tell. Students may choose to record their story through an art project such as photography, in writing, on film or another medium; however, to align with the WE Film For Change campaign, this resource will focus on film.

6. Recommended Assessment Of Learning: As a storyteller, what medium (print, photo, music, dance, sculpture, painting and film) holds the most power? What kind of medium would you tell stories in? Invite students to write or record their reflection by answering the questions.



Extension: Show students a video of Kid President using the Internet to share his video and help collect socks and other goods for homeless shelters with Socktober: “Hello Internet! It’s #SOCKTOBER! Love, Kid President,” www.youtube.com/watch?v=dFZGyUZ9YrM (4:39).

a. What is the medium?

b. What is the message?

Robbie Novak (Kid President) is using video shared on the Internet to criticize what people share and consume on the Internet. He is also attempting to use the power of the Internet to raise awareness of the issues of homelessness and collect socks and other goods shelters and organizations that work with people who are homeless have a need for.

Lesson 3:

The Story I Want to Tell



Suggested Time:

90 minutes

Common Core Alignment (Grades 4–6)

- CCSS.ELA-LITERACY.W.4.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.
- CCSS.ELA-LITERACY.SL.4.4 - Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- CCSS.ELA-LITERACY.W.5.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.
- CCSS.ELA-LITERACY.SL.5.4 - Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- CCSS.ELA-LITERACY.W.6.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.
- CCSS.ELA-LITERACY.SL.6.4 - Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume and clear pronunciation.

Learning Goals:

Students will:

- Reflect on the story they want to tell
- Identify the sequence for the story they want to tell

Action Planning

1. Ask students to reflect on what they have learned about storytelling so far. Ask students to consider the kind of storyteller they would like to be. Do they want to tell their own first-person story? Do they want to provide a way for someone else to tell their story? Or do they want to tell someone else's story for them?

2. **Recommended Assessment For Learning:** Invite students to write or record a reflection that explores the story they want to tell.

3. Using the reflection piece, ask students to sketch out the story they want to tell. When they are ready, students may use **Blackline Master 1: Storyboards** to sketch out the story they want to tell in sequence.

4.

5. **Recommended Assessment As Learning:** Ask students to share their storyboards and plans with a partner. Encourage students to provide constructive feedback using the following model:
6. In addition to the sequenced sketches, encourage students to include a brief descriptive text with their final storyboards.
 - a. I really like _____.
 - b. Have you ever thought of _____?
7. **Recommended Assessment Of Learning:** Ask students to submit their storyboards for assessment. Students may take turns privately presenting them to you. Record observations with forms from **Appendix 1**.
 - a. I think people will respond to the following elements in their final product:
 - a. Target Audience—Who will be watching the video?
 - b. Cause—What is the reason you are sharing this story?
 - c. Message—What is an effective story?
 - d. Music—This will set the tone of the video, so choose carefully.
 - e. Pictures—Positive or negative images? A mix of the two?
 - f. Call to Action—What do you want people to do after seeing the video? Share knowledge? Take action?

8.

Recommended Assessment Of Learning: Ask students to submit their storyboards for assessment. Students may take turns privately presenting them to you. Record observations with forms from **Appendix 1**.

Lesson 4:

WE Film For Change



Suggested Time:

60 minutes

Common Core Alignment (Grades 4–6)

- CCSS.ELA-LITERACY.SL.4.5 - Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- CCSS.ELA-LITERACY.SL.5.5 - Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- CCSS.ELA-LITERACY.SL.6.5 - Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Learning Goals:

Students will:

- Use the medium of film to tell and share a story

Take Action

Educator's Note: Students should now be ready to film or, if they cannot film, complete their stories using another medium. If students are telling someone else's story, they may need to complete this step outside of the classroom. Allow students to use personal devices for filming or use school equipment, if available.

1. Provide students with time to record their stories.
2. Share with students **WE Film For Change**, a WE Schools campaign that promotes action through an art project. Visit www.WE.org/wefilmforchange.
3. Keeping in mind what they have learned from the lessons, ask students the following questions:
 - a. What are the goals of this campaign?
 - b. How can I use my storytelling project to be a part of this campaign?
 - c. How would participating in this campaign benefit our local community?
4. Encourage students to sign up for the **WE Film For Change** campaign by registering at www.WE.org/wefilmforchange.
5. Before interacting on or using social media review classroom and school guidelines. Before interacting with members of the wider community, review classroom guidelines on etiquette and respect.
6. Ensure students are actively participating and collecting data throughout the Take Action phase by recording observations on the forms in **Appendix 1**.

Report and Celebrate

7. Film can be used to create positive change, but films need to be shared. Have students to share their films and art projects with the rest of the school and local community. Hold an event that displays art projects and screens the films.
8. Find ways to amplify the messages portrayed in the films and art projects through marketing beforehand. At the event provide information and ways for people to get involved in social justice issues raised in films and projects.

Appendix 1: Classroom Observation Forms

Classroom Observation Form 1

Lesson/Activity:

Appendix 1 : Classroom Observation Forms

Classroom Observation Form 2

Lesson/Activity:

Learning Outcomes			
Student Names			

Appendix 1: Classroom Observation Forms

Classroom Observation Form 3

Lesson/Activity:

Observations	Questions/Concerns	Next Steps

Blackline Master 1: Storyboards

