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RESILIENCY

Using Fiber Arts to Reach the Heart

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Using Fiber Arts to Reach the Heart of Students

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Background

I have been teaching for the better part of 19 years. I am a special education teacher and a fiber artist and I love what I do! I received my Masters in special education as a Peace Corps fellow from the University of Central Florida and was also a S.C.I.S.S.O.R.S. fellowship scholar at Florida Memorial University where I earned my education specialist degree. I began my career in Miami Dade County Public schools as a temporary instructor in 2000 and subsequently moved to Kenya as a Peace Corps volunteer in 2004. I spent 2 years teaching at Ziwani School for the Deaf in Mombasa. Upon returning from Kenya, I began working at Carrie P. Meek/Westview Elementary school. In 2010, I joined the Peace Corps again and worked as a teacher trainer in The Gambia. I continued working in West Africa where I have also taught in Liberia and Ghana before moving back to Miami in 2017. I love infusing my love for culture into my teaching practices. This helps my students broaden their horizons.

Goals and Objectives

The purpose of this project is to use fabric and textiles across the curriculum, with STEAM principles, to tap into student's creativity to help build their decision making and problem-solving skills. Tapping into various modalities aids students in expanding their knowledge base and self-awareness. The majority of the fabrics I use are African fabrics. I want to expose students to the rich and varied history of Africa and the textiles she produces. Students projects are a work of art an object of pride. These projects help to build students' self-esteem and their self-worth.

- Students will be able to use various textiles to create art to express their emotions
- Students will be able to assess their own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills.
- Students will be able to demonstrate acceptable ways to express strong personal feelings, such as excitement, joy, frustration, fear, and anger throughout various fiber and art mediums.
- Students will learn the importance and value of multigenerational interactions.
- Students will learn to see themselves as artists, change makers, and advocates

Florida Standards

ELA.3.C.5.1	Use two or more multimedia elements to enhance oral or written tasks.
SS.3.C.2.1	Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues.
VA.3.C.2	Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.
SP.PK12.US.3.4	Apply skills that promote self-awareness and goal setting to meet educational and personal needs to increase self-determination, including use of accommodations and assistive tools, as appropriate.
SP.PK12.US.19.4	Demonstrate acceptable ways to express strong personal feelings, such as excitement, joy, frustration, fear, and anger.
SP.PK12.US.22.1	Use appropriate social and interpersonal skills and strategies to interact with peers and adults for various purposes across settings.
HE.3.R.1.1	Identify skills needed when working with others. Clarification: Listening, cooperating, taking turns, compromise
HE.3.R.2.3	Describe positive ways to deal with failure and learn from challenges.
HE.3.R.3.2.	Identify opportunities to volunteer or serve others in the school or community.
HE.3.R.2.4	Discuss how skills can be improved through hard work and perseverance.

7C'S OF RESILIENCE

How To Raise Resilient Kids

01 Competence

Kids become competent only by experience. They learn how to trust their judgments and make responsible choices by DOING (this includes succeeding AND failing)

02 Confidence

Kids develop confidence when they learn how to cope with challenges and try out new things on their own.

03 Connection

Close ties to family provide security and strong values. Kids also develop a sense of belonging through connections to civic, educational, religious, and athletic groups.

04 Character

Kids have a fundamental sense of right and wrong. With guidance, they can learn to make wise choices, contribute to the world, stick to their own values and become stable adults.

05 Contribution

When kids see the importance of their contributions, they gain a sense of purpose and they realize the world is a better place because they're in it.

06 Coping

Kids learn how to manage stress and overcome challenges with positive, adaptive coping strategies instead of dangerous negative behaviors.

07 Control

Kids know they have internal control when they realize that their choices and actions determine the results.

WWW.PATHFINDER.HEALTH/BLOG

Course Outline/Overview

Get ready for a hands on look at fusing fiber and content!

This workshop aims to tap into all the elements of STEAM to create artifacts that bring the curriculum to life. These activities help us become more resilient by helping us understand how to handle stressful situations as we manipulate and create. It puts us in a position to use learned problem solving skills when faced with difficult situations. You will be more confident because of this project. I strive to help us become stronger versions of ourselves because you know your worth.

The workshop will begin with the book “I Am Enough” as participants begin to explore who they are and how they see themselves. Participants will get a brief overview of various textiles and textures that are appropriate for use when creating. Be prepared to get your hands dirty as we dive into creating visual representations of ourselves. Participants will use canvases to create self-portraits of themselves. Discussion will continue as to how teachers can use this strategy across the curriculum.

Glossary of Terms

Ankara	Various West African fabrics are commonly referred to as Ankara
Mudcloth	Handwoven cotton fabric that is dyed using fermented mud. To make mudcloth, the cotton fabric is first woven on a loom. Then, the cloth is treated with a dye made from boiled leaves of the n'galama tree and left to dry in the sun.
Kente	Kente refers to a Ghanaian textile, made of handwoven cloth, strips of silk and cotton. Historically the fabric was worn in a toga-like fashion by royalty among the Akan. It originated from Bonwire in the Ashanti region of Ghana.
Batting	The layer of insulation between the quilt top and back of your quilt. This is the middle layer of your "quilt sandwich" that adds warmth to the quilt and can make your quilting design's puffy.
Basting	This is a technique to temporarily hold the three layers of your quilt together while you create designs using a sewing machine.
Quilt Sandwich	A quilt sandwich is what quilters call the three layers of a quilt. The 'sandwich' consists of the quilt top, the batting and the backing.
Indigo	Indigo, found between blue and violet in the color wheel, is a natural pigment that comes from plants. Many cultures in Africa use it to dye textiles.
Bazin fabric	This is a cotton damask or brocade fabric often found tie and dyed or accompanied by heavy embroidery.
Modpodge	Modpodge is a decoupage medium. It is a glue, sealer, and finish designed for craft and art projects.
Double Sided Fusible	A double-sided fusible web that works like glue. It fuses fabric to stick it to another piece of fabric or to a porous surface such as wood or cardboard.

Materials List

Textiles	Supplies	Tools	Equipment
*Ankara Fabric *Kente *Solid Cotton Fabric *Bazin *Indigo fabric *Mudcloth *Yarn *Beads	*Canvas *Cardstock *Modpodge *School glue *Mirror *Batting *Water *Double sided Fusible	*Paintbrush *plastic containers for water *Rulers *Pens *Pencils *Markers *Crayons *Paper *Needles *Thread *Needle Threader *Scissors	*Iron *Ironing board/Wool Mat *Sewing Machine

*The internet is needed to research various techniques for sewing or quilting if you are unfamiliar.

Lesson Plan

Title: Using Fiber Arts to Reach the Heart of Students	
Instructor: Linda Telfer	**Email:** l.lubin@dadeschools.net
Level of Lesson: Elementary/Middle/High	**Lesson Length:** 60 minutes
Essential Questions: 1. How do you see yourself? 2. What makes you enough? 3. How are scientists and artists similar?	
Objective: Participants will learn how to use fabric and textiles across the curriculum, with STEAM principles, to tap into student's creativity to help build their decision making and problem-solving skills.	
Procedures: 1. Read the book "I Am Enough" by Grace Byers 2. Discussion in groups-What makes me enough? 3. Gather mirrors and repeat affirmations 4. Retrieve drawing materials (paper, pencils, markers, crayons) 5. Using the mirror draw your self portrait 6. Retrieve textiles, canvas/cardstock, brushes, scissors, plastic container for water and Modpodge 7. Create self-portrait using textiles 8. Fuse textiles to canvas or cardstock	
Self-Assessment: Self-Assessment form	
ESOL Strategies: Hands-on Activities / Model Task / Visual Cues / Cooperative Learning/Realia	
Reflection:	

Self-Assessment

Three new facts I learned…		
1.	2.	3.

Two Ah-Ha's that popped into my mind…	
1.	2.

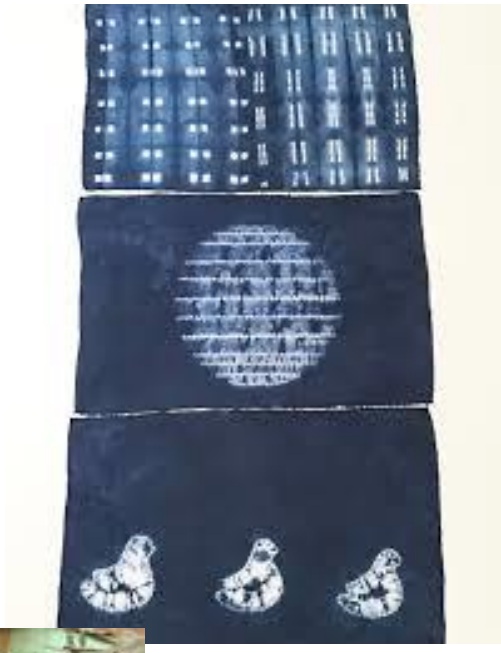
One big question I still have…
1.

Textiles
Mudcloth

Ankara

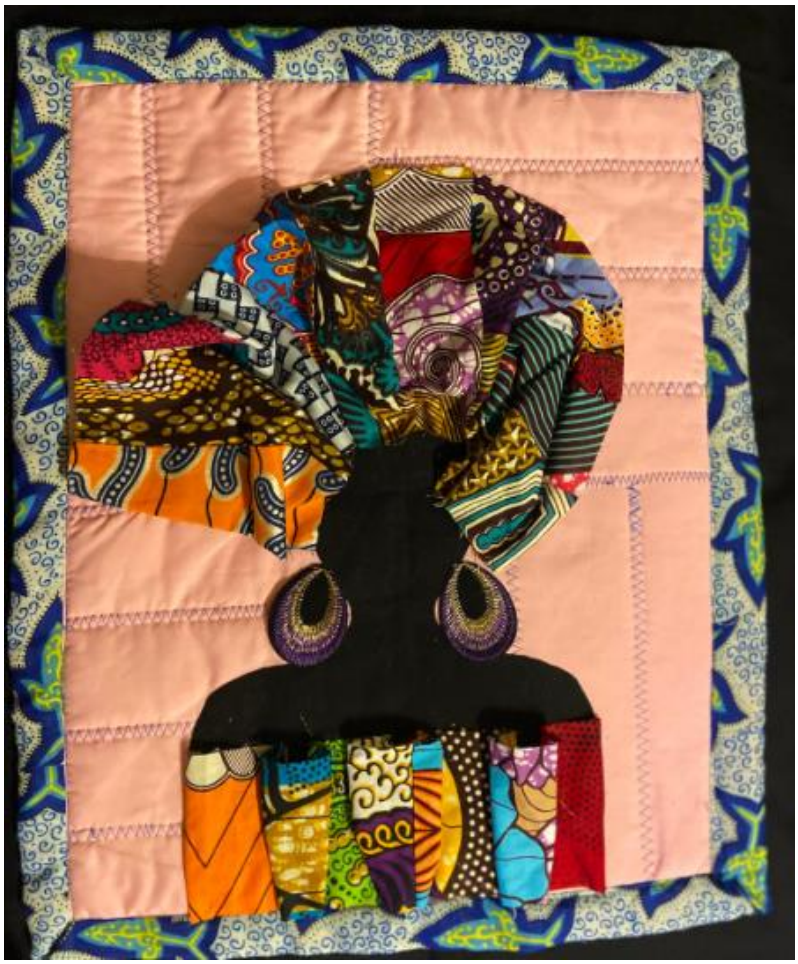
Kente

Indigo



Quilt Sandwich

Gallery



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Resiliency
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