

A RESOURCE PACKET FOR TRANSDISCIPLINARY LEARNING



Kid Culture

June 13-15, 2017



Brought to you by The Center for Integrated Arts Education
in the School of Art and Design
at the University of Northern Colorado
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Kid Culture

*“Kids like to put things together like syrup and catsup and adults think that is gross.”
Pearson Mann, Age 6*

*“Sometimes I like to listen to Taylor Swift in my room and cry about cats that have died.”
Hannah, Age 6*

http://www.huffingtonpost.com/2015/05/01/funny-kid-quotes-littlehoots_n_7190880.html

Institute Description:

The 2017 Center for Integrated Arts Education’s Arts Education Leadership Institute examined the ways our students’ cultural interests, assumptions, experiences, and values differ from the adult culture of their teachers and parents. Concepts often used to acknowledge global cultural difference and to implement multicultural practices in the classroom were applied to bridging gaps between adult teachers and the students they work with. Art Educator, Olivia Gude (2011) reflects on her teaching by saying “To be an effective teacher in a global society, teachers must be willing to decenter themselves by questioning their deepest beliefs, consciously examining the origin of their ideas and interrogating these ideas within the framework of other ways of experiencing and knowing.” (2011, pp. 28)

This packet is an extension of the 2017 CIAE Institute, *Kid Culture*. Lesson starters and ideas are provided. The packet includes questions and resources that encourage teachers to reflect on their own attitudes toward childhood and help them better understand the lived experiences of kids now. Please feel free to use these suggestions and to add your own. It is hoped that this packet will stimulate your own questions, lesson ideas, and connections with your own reading.

The focus on Kid Culture arose after the 2016 Interchange: The Arts and Contemporary and Traditional Culture Institute. The following categories used in 2016 are adapted as a framework for discussion of Kid Culture.:

Tradition:

- Family traditions within the classroom community
- Traditions and societal structures evidenced in play
- Traditions of classroom structures

Identity:

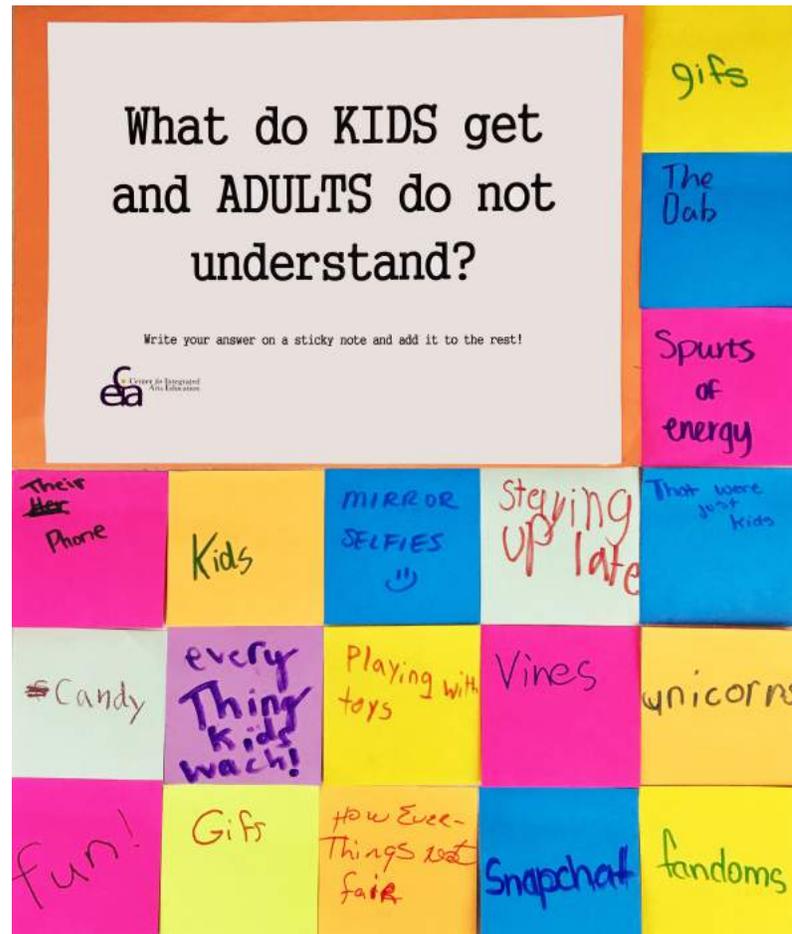
- Names as vehicles for individualization and heritage
- Comparison of ways that kids identify themselves vs the identities given to them by adults.

Power:

- Cultural descriptors and curricula that privilege the viewpoints of a dominant adult culture
- Power structures in classroom traditions. What structures need to remain? (Adults are in charge after all.) What structures can be changed to facilitate student agency in learning?
- Physical or cultural mobility as a way for students to gain or lose personal power and agency.

How do these elements influence learning and artmaking in educational curricula?

Guiding Questions



“What do kids like and adults misunderstand?”

“Is the school day differently experienced by boys and by girls?”

“What is the role of social media in a kid’s life?”

“What music, art, fashions and fads are popular and why?”

“What stresses and tensions do our children experience that may be invisible to the adults in their lives?”

“How can the assumed joy and innocence of a child’s life be realized in everyday practices?”

The Rights of the Child

International research, resources, and web-links on the rights of the child.

The United Nations Convention on the Rights of the Child (CRC or UNCRC) is a human rights treaty adopted by the UN General Assembly and ratified in 1990.

For more information, see:

<https://www.unicef.org/crc/>

<https://www.unicef-irc.org/>

The Office of Research – Innocenti is UNICEF’s dedicated research center. Its core mandate is to undertake cutting-edge, policy-relevant research that equips the organization and the wider global community to deliver results for children.

https://www.unicef-irc.org/aboutIRC/HOW_WE_WORK.html

Four Rights of Childhood Lesson Outline

Based on the four rights of childhood written by the National Labor Committee and the artwork of Lewis Hine, Anne Thulson brings us this powerful lesson she developed for 4th and 5th grade students.

The Four Rights of Childhood

The right to normal sleep of the night season

The right of freedom of toil for daily bread

The right to play and dream

The right of an education

http://www.annethulson.com/annethulson_artistteacher/The_Four_Rights.html

Article 1
Everyone under 18 has these rights.



Article 2
All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, or whether they are rich or poor. No child should be treated unfairly on any basis.



Article 3
All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 4
The government has a responsibility to make sure your rights are protected. They must help your family protect your rights and create an environment where you can grow and reach your potential.



Article 5
Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.

Article 7
You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).

Article 8
You have the right to an identity – an official record of who you are. No one should take this away from you.



Article 9
You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.

Article 10
If you live in a different country than your parents, you have the right to be together in the same place.

Article 12
You have the right to give your opinion, and for adults to listen and take it seriously.



Article 13
You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

THE CONVENTION ON THE RIGHTS OF THE CHILD

in child friendly language

Every child in Canada and around the world from birth to 18 has rights. Rights are what you should have or be able to do to survive, thrive and meet your full potential. All rights are equally important and are connected to each other. You are born with these rights, and no one can take them away.

UNICEF Canada wants to support you and your school as you explore rights, respect and responsibility for yourself and others here and around the world. UNICEF Canada's Rights Respecting Schools (RRS) initiative uses the United Nations Convention on the Rights of the Child (the Convention) to make sure everyone feels included and respected. It includes giving you meaningful opportunities to voice opinions about your school, and to make it the best school it can be!

Article 16
You have the right to privacy.



Article 14
You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

Article 15
You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.



Article 18
You have the right to be raised by your parent(s) if possible.

Article 20
You have the right to special care and help if you cannot live with your parents.

Article 21
You have the right to care and protection if you are adopted or in foster care.

Article 22
You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.

Article 23
You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.



Article 19
You have the right to be protected from being hurt and mistreated, in body or mind.



Article 24
You have the right to the best healthcare possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

Article 25
If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.

Article 26
You have the right to help from the government if you are poor or in need.

Article 27
You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

Article 28
You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.



Article 29
Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 30
You have the right to practice your own culture, language and religion. Minority and indigenous groups need special protection of this right.

Article 31
You have the right to play and rest.

Article 33
You have the right to protection from harmful drugs and from the drug trade.



Article 34
You have the right to be free from sexual abuse.

Article 36
You have the right to protection from any kind of exploitation (being taken advantage of).

Article 38
You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.

Article 32
You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.

Article 39
You have the right to help if you've been hurt, neglected or badly treated.

Article 40
You have the right to legal help and fair treatment in the justice system that respects your rights.



Article 41
If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.

Article 42
You have the right to know your rights! Adults should know about these rights and help you learn about them, too.



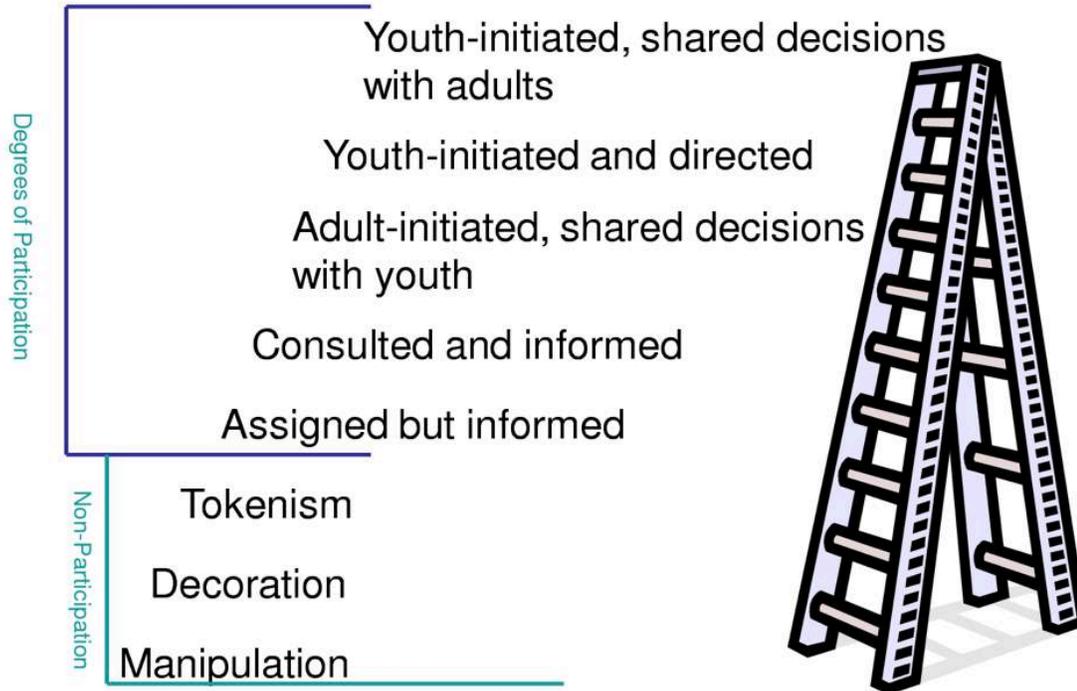
Article 43-54
These articles explain how governments and international organizations like UNICEF will work to ensure children are protected with their rights.



unicef.ca/schools

This text is not an official version of the UN Convention on the Rights of the Child. Access the official text at unicef.org/crc.

Ladder of Youth Participation



Adapted from Hart, R. (1992). *Children's Participation from Tokenism to Citizenship*
Florence: UNICEF Innocenti Research Centre.

“A nation is democratic to the extent that its citizens are involved, particularly at the community level. The confidence and competence to be involved must gradually be acquired through practice. It is for the reason that there should be gradually increasing opportunities for children to participate in an aspiring democracy and particularly in those nations already convinced that they are democratic. With the growth of children’s rights we are beginning to see an increasing recognition of children’s abilities to speak for themselves. Regrettably, while children’s and youths’ participation does occur in different degrees around the world it is often exploitative or frivolous.”

Hart, R. (1992) *Children's Participation from Tokenism to Citizenship*, Florence-Innocenti Research Center .pp. 4

**Full article available on the 2017 flash drive

Colorado Academic Standards Used

Colorado Dance Standards

1. Movement, Technique, and Performance
2. Create, Compose, and Choreograph
3. Historical and Cultural Context
4. Reflect, Connect, and Respond

Colorado Drama and Theatre Standards

1. Create
2. Perform
3. Critically Respond

Colorado Music Standards

1. Expression of Music
2. Creation of Music
3. Theory of Music
4. Aesthetic Valuation of Music

Colorado Reading, Writing, and Communicating

1. Oral Expression and Listening
4. Research and Reasoning

Colorado Visual Arts

1. Observe and Learn to Comprehend
2. Envision and Critique to Reflect
3. Invent and Discover to Create
4. Relate and Connect to Transfer

Sample Goals

Teaching with **Kid Culture** in mind could have a variety of goals. Here are a few suggestions:

Pedagogical Goals:

- Value the unique culture of kids for its power on their daily lived experience
- Accept the validity of kids' perspectives and opinions
- Acknowledge the social dynamics occurring within the classroom in instructional planning, team formation, and cooperative learning
- Create classroom environments that reflect diversity, equity and justice
- Engage and include family and community wisdom
- Support students' identities and create a welcoming environment for learning
- Facilitate acquisition of the attitudes, skills, and knowledge to function in with people of various ages and various cultures.

Instructional Goals:

- Critically analyze products marketed toward kids
- Research and explore personal interests
- Utilize interests outside the classroom in personal artmaking
- Build and draw upon intergroup awareness, understanding, and skills
- Encourage students to speak out against bias and injustice

Sample Questions to get to know kids

Reflective questions can be used as creative stimuli for an artwork, as “story starters” for written assignments, or as small group discussion starters. These are a way to place adult expectations aside and listen to the younger voice.

Questions for all age levels

Do you get enough time to play?

What happens in our classroom that is boring?

What do adults think you like but you don't?

What do you wish the adults in your life knew about you?

When do you think you are smarter than the adults in your life?

Do you want to be treated more like a child or more like a grown-up?

What do you like to do that adults don't want you to?

Are you fascinated with things in life that are creepy/suspicious?

Should kids be allowed to vote?

What is the weirdest thing you have seen today?

What makes a good parent/ a good teacher?

Questions for Middle/High School youth

Do you enjoy social media or is it something you feel like you need to be a part of?

How prevalent is bullying in school? on social media?

How does corporate marketing and advertising affect your life?

Are high schoolers now more stressed than they ought to be?

Do adults take into account how their decisions will affect kids?

Contemporary Artists

Leandro Erlich

<http://www.leandroerlich.com.ar/>

Leandro Erlich is a conceptual artist who challenges his viewers' perspective and perception with his large-scale installations which defy all logic. Born in Buenos Aires, Erlich was chosen to represent Argentina in the 2001 Venice Biennale and again in 2005.



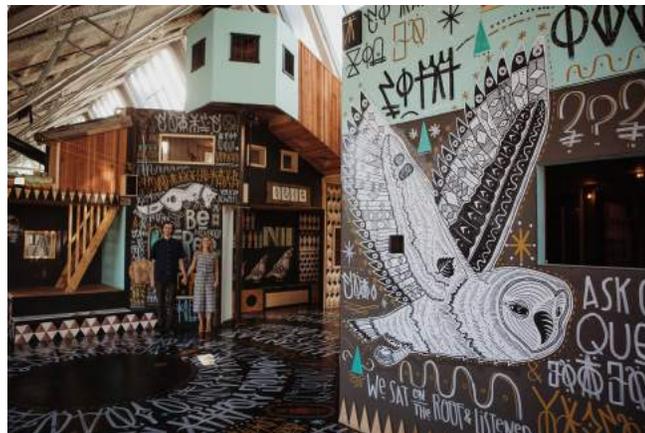
SWIMMING POOL (1999)

The 21 St. Century Museum of Art of Kanazawa
Permanent Collection (2004)

Wes Sam-Bruce

<https://thecuriouslife.squarespace.com/>

Colorado artist Wes Sam-Bruce builds worlds, creates languages, and “enchant(s) authentic and imaginative play in both adults and children.” His large scale exploratory installations produce spaces for reflection, and inspiration while his imagery of hands and homes hold a sense of nostalgia and wonder.



THE WONDER SOUND (2016)

The New Children's Museum, San Diego, CA.
Permanent Collection

Francis Alys

<http://francisalys.com/category/children-games/>

Originally from Belgium and currently living and working in Mexico City, Francis Alys began the video series *Children's Games* in 1999. These short films highlight the innocence, resilience, and imagination of children. As the children engage in a game of their choosing, Alys sits back and lets his camera capture the events that naturally unfold. The viewer becomes a participant, inspired by the way the children transform the resources around them into their playground.



CHILDREN'S GAME 15 / ESPEJOS (2013)

Film still taken from original video.

Ciudad Juarez, Mexico.

Alexander Calder

<https://www.britannica.com/biography/Alexander-Calder>

American artist Alexander Calder (1898-1976) is best known for his mobile sculptures. Originally inspired to create three-dimensional line drawings, Calder was heavily influenced by the desire to create a sense of childlike joy in his artwork.



FISH MOBILE (1944)

Hirshhorn Museum and Sculpture Garden, Washington D.C.
Permanent Collection

Eric Lennartson

<https://www.facebook.com/TapeScape/>

TapeScape is a massive sculpture and indoor landscape, by artist Eric Lennartson that is inspired by installations by European design firm For Use/Numen. The installations are made completely out of packing tape. The landscape created is an indoor play area for children not just to explore and play, but also to spark a sense of wonder and thought about the unusual and unexpected use of materials and forms.



TAPESCAPE from Beyond Planet Earth (2015)

Liberty Science Center, Jersey City, NJ.
Temporary Exhibition

Yayoi Kusama

<http://www.yayoi-kusama.jp/e/information/index.html>

Yayoi Kusama is an internationally known Japanese artist. Her work is noted for her use of bold colors and geometric patterns, as well as being highly conceptual and interactive. The “Obliteration Room” is a cooperative installation where viewers influence the landscape by placing stickers on an entirely white room.



OBLITERATION ROOM (2016)

Dunedin Fine Arts Center, Dunedin, FL
Temporary Exhibition

Rachel Harper

<http://rachelharper.com/home.html>

<http://www.seen-and-heard.org/home/>

Rachel Harper is an artist and educator in Chicago Illinois. She is the founder of *Seen + Heard*, an artist project advocating for the cultural works of people age 0-12. Topics include art, philosophy, and sciences. The aim of *Seen + Heard* is to accumulate a solid platform to advocate for the importance of cultural works of children. The purpose of the project is to be sure that the wisdom of children is amply represented in our cultural world.



Seen + Heard (2017)

Hyde Park Art Center, Chicago

Nicole Banowetz

<http://www.nicolebanowetz.com/>

Nicole Banowetz is a Denver sculptor who makes sewn inflatable sculptures and delicate assembled forms. Her artwork addresses vulnerability and struggle. She empowers objects through embellishment, building up protective layers, which with time become destructive. Her forms move freely between growth and decay blurring the distinction between decoration and disease.



DISENDED DEFENSE

Lesson Starter Idea #1

The Monster Project

Summary

Younger students are paired up with older students to collaborate on creating and re-creating a work of art. One student creates a work of art based on a creature from their imagination, and then the other student applies his or her own artistic styles and techniques to create a new version of the image.

Students will:

Create a drawing of a monster or mythical creature

Work in pairs with another student to discuss the character

Use given knowledge plus individual inspiration to create and re-create the original character

Meet back up in pairs to compare, contrast, and learn from each other's choices

Other ideas:

Participate in the official Monster Project by applying through their website.

Create monsters in same-age partner teams.

Have students re-create one of their own drawings from when they were younger.

Create monsters in with a community member or family member.

Sources:

The Monster Project Official Website

About the Project can be found at:

<http://themonsterproject.org/faq>

Images from the Project can be found at:

<http://themonsterproject.org/monster-gallery>



Lesson Starter Idea #2

Very Important People

Summary

Students will become a VIP. They will reflect on what is important to them and develop their personal voice by sharing it with the world through the persona of a developed character.

Students will:

Decide what type of VIP they will be. Genres to consider can be: politicians, news anchors, athletes, academics, doctors, etc.

Research what this type of VIP does and how they contribute to their community.

Send a message. What do they want the world to know? How can they use this persona to deliver this message?

Play the part. Create a costume, backdrop, props, and anything else they may need.

Present and/or record their message.

Further Resources:

Kid President Videos

Making Tough Choices with Kid President found at:

https://www.youtube.com/watch?v=gdsCUEXLE-Y&list=PLzvRx_johoA-YabI6FWcU-jL6nKA1Um-t&index=2

3 Questions That Could Change the World from Kid President found at:

https://www.youtube.com/watch?v=OsBG-172e_Y&index=45&list=PLzvRx_johoA-YabI6FWcU-jL6nKA1Um-t

Lesson Starter Idea #3

Fashion Runway Show

Summary

Students will design their own latest fashions based on their interests, aesthetics, and innovation. As a collaboration of designers, makers, and models, students will perform a runway show. Don't be afraid to invite friends, family, and other faculty and staff for this epic event!

Students will:

Examine different types of fashion from historical periods, traditional clothes, and avant-garde pieces.

Collaborate with a team to design a unique wearable fashion.

Use unconventional and found materials to create the garment. Materials could be paper or plastics and embellished with anything they can find.

Model their fashion during a runway show with student chosen theme and/or music.

Showcase their artistic voice by developing an innovative design.

Further Resources:

Project Runway "Unconventional Materials Challenge" Episodes, various seasons

Lesson Starter Idea #4

“TASK” Party

Summary

Artist Oliver Herring believes that everyone wants to enjoy and participate in art, but may not have the external resources to do so. In creating *TASK* Parties, people of all ages and backgrounds are brought together to interact, problem solve, and unleash their inner creativity. Social boundaries are broken down and new bonds are formed as the participants work together to make their tasks a reality. The tasks are written down on pieces of paper and submitted to a pool for blind drawing. As tasks are completed, the participant writes their task down and adds it back into the mix so that the cycle can continue. A variety of supplies are made readily available so that participants can have free choice over what media they choose to create with. When it comes to *TASK* parties, the more the merrier!

Students will:

Collaborate with one another to accomplish tasks

Step out of their comfort zone through interacting with a large group of peers

Problem solve to create objects that fulfill the task requirements

Below are some sample tasks to get you started:

- Become invisible.
- Find at least 5 people to play your favorite game with.
- Create a giant box fort and recruit people to help build it.
- Cover your hands in paint and give people high-fives.
- Find a partner and become living statues for five minutes.
- Point to the sky and count how many people look up. Have these people join you.
- Become your favorite animal for five minutes.
- Create an obstacle course and get 10 people to play. Whoever gets this task next can add on to the existing course or create their own.

Other ideas:

Collaborate with another class

Implement a *TASK* party at a school carnival, field day, pep rallies, or back to school night

Sources:

Oliver Herring for Art:21

<https://art21.org/watch/exclusive/oliver-herring-task-short/>

Lesson Starter Idea #5

Desire and Loss in Fairy Tale

Adapted from unit plan by Nancy Erekson

Summary

Fairy Tales remain relevant because the themes connect to current human experience, such as desire and loss. Fairy tales have been used in popular culture for various agendas. Recognizing the motifs can empower students to reject damaging stereotypes and manipulation.

Students Will:

Students will create alternate realities for fairy tale characters by imagining new dialog or thoughts for them.

Students will work together to identify symbols in fairy tales.

Students will relate their own life to a fairy tale and express themes of desire and loss in the artwork they produce.

Essential Questions:

- What makes a story a fairy tale?
- Do fairy tales have a place in contemporary culture?
- How do fairy tales support stereotypes?
- Do any fairy tales reject stereotypes?
- Why do we remember fairy tales?
- How do fairy tales influence our thinking about desire and loss?
- What do visual interpretations of fairy tales say about gender, class and age?

Lesson Starter Idea #6

WORDS: Graffiti and Advertisements

Adapted from unit plan by Alli Marino

Summary

Words are everywhere. They are in our books, our mouths, our phones, our clothes and our streets. It would only make sense that they shape the world in which we inhabit. They allow us to decode our surroundings and to make sense of it all. They also allow us to communicate with one another and to express our thoughts and feelings. Students will understand that their name is super influential to the way people will treat them and their surroundings.

This lesson will introduce students to the study of semiotics. Students will experiment with using words in their artwork and monitor how those words impact their environment and identity.

Students Will:

The artists recognize and debate diverse approaches to creating art across time and culture

The artists interpret how meaning in works of art is related to the materials and processes chosen by the artist

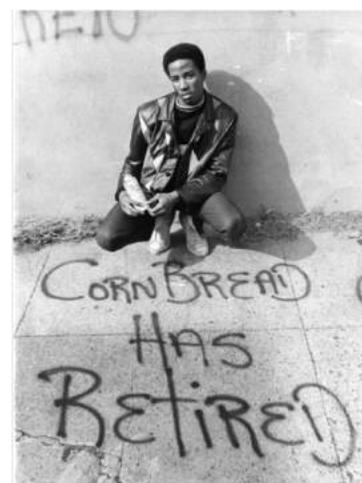
The artists interpret similarities and differences in artistic decision making

The artists create works of art that speak to personal artistic opinion in response to cultural contexts



Essential Questions:

- How can words affect our environment?
- How can we change our environment using words?
- How can adopting a new name change our identity?
- How do people see us based on our name?
- How do advertisements use words to convince us to buy?
- How can pairing an image with words change the way we see that image?
- How can the shape of the words change their meaning?
- How can the color of a word change the way its read?
- How can the placement of a word change the way its read?



Additional Resources and Websites

Arts and Integration Lessons and More:

CDE District Sample Arts Integrated Curriculum:

These teacher-authored units include standards aligned integrated learning experiences, teacher and student resources, assessment ideas, and differentiation options.

<http://www.cde.state.co.us/standardsandinstruction/instructionalunits-integrated>

Social Action:

“**Sit with Us**” **App** was developed by a 16-year-old girl who was tired of the bullying and harassment she faced during her middle school years, primarily in the lunch room. This mobile app, which is available for download at the App Store, allows students to declare their table in their school cafeteria as safe place for anyone to eat lunch. The app is designed to promote a kinder and more inclusive school community, one lunch table at a time.

<http://www.sitwithus.io/>

Standing Rock and Beyond is a story that looks at the youth affected by the Dakota Access Pipeline protests. This hour long story focuses on how the protests put at-risk teens on a healthier path.

<https://www.revealnews.org/episodes/standing-rock-and-beyond/>

Popular Culture:

Video Game Art Gallery is based in Chicago. This not-for-profit gallery seeks to increase education and cultural appreciation of the art of video games. They provide programs for students and the general public to critique, study, and further understand video games as well as house a gallery space where viewers can appreciate video games as a fine arts medium. <http://www.videogameartgallery.com/>

Pop Culture Classroom, paired with Denver Comic Con, is a Colorado-based organization which focuses on enhancing and improving student learning experience through the use of comic book media. They offer classroom resources, curriculum, workshops, and professional development aimed at promoting literacy through popular culture.

<http://popcultureclassroom.org/classroom/>

Videos:

Caine's Arcade is a short film about a 9-year-old boy who spent his summer vacation creating a cardboard arcade. This film highlights the ingenuity, entrepreneurship, and sheer imagination that comes from play with unstructured materials. <http://cainesarcade.com/>

Short: Mark Bradford: Super 8 Movies comes from season four of Art 21: Art in the 21st Century. Through this brief interview with Bradford, we travel into the mind of a child making a movie to be projected on clouds. <http://www.art21.org/videos/short-mark-bradford-super-8-movies>

Alix Generous: How I learned to communicate my inner life with Asperger's is both heartfelt and humorous. In this ten-minute TED Talk, Generous describes her experiences growing up with Asperger's. She discusses the numerous misdiagnosis and medications she dealt with as a child and advocates for caring and accepting environments for all people. https://www.ted.com/talks/alix_generous_how_i_learned_to_communicate_my_inner_life_with_asperger_s

In Their Words: How Children Are Affected by Gender Issues is a story from National Geographic's January 2017 issue *The Gender Revolution*. This video is a compelling documentation of how nine-year-olds around the world view how gender affects their lives. <http://www.nationalgeographic.com/magazine/2017/01/children-explain-how-gender-affects-their-lives/>

Personalized Hand Shakes for each student in a 5th grade class can be seen in this video. Teacher Barry White Jr. builds an environment of community and trust with his young students through these individualized handshakes. <https://www.youtube.com/watch?v=tUQ48jDN9pc>

Jake Parker videos entitled *Creative Bank Account* and *Finished Not Perfect*. <https://www.youtube.com/watch?v=46OCXFVqRg4>
<https://www.youtube.com/watch?v=lRtV-ugITok>

Additional Web Resources:

Minecraft Education Edition is an educational website featuring lesson idea and classroom resources based on the hit video game. <https://education.minecraft.net/>

Imagination Foundation was born out of the global success of the short film, 'Caine's Arcade'. The film launched a movement to celebrate the natural creative talents of every child, and the Imagination Foundation was created to grow and sustain this movement. The mission of the Imagination Foundation is to find, foster and fund creativity and entrepreneurship in children around the world to raise a new generation of innovators and problem solvers who have the tools they need to build the world they imagine. <http://imagination.is/>

YouthTruth Student Surveys is a national nonprofit dedicated to hearing and listening to student voice. This program allows schools to generate and disseminate Student Perception Surveys. YouthTruth is based on the simple but powerful premise that when you get timely feedback from those you're trying to serve, and really listen to that feedback to make changes, you get better. <http://www.youthtruthsurvey.org/>

Children's Museum of Denver launched an Artist-in-Residence Program, bringing in a local professional artist each quarter to hold open studio hours and workshops with Museum guests. Artists make original artwork, inspired by and created in collaboration with Museum guests. Their blog documents these artists and their interactions with kids through this program. <https://childrensmuseumartists.wordpress.com/>

Books:

Portis, A. (2006) *Not a Box*. New York: HarperCollins.

Szekely, G. (2015) *Play and creativity in art teaching*. New York: Routledge.

Szekely, G & Bucknam, J. A. (2012). *Art teaching: Elementary through middle school*. New York: Routledge.

Szekely, G. E. (2006). *How children make art: Lessons in creativity from home to school*. Reston, VA; New York, NY: Teachers College Press.

Youth Graphic Novels Exploring Conflict and/or Violence:

Bell, C. (2014). *El Deafo*. New York: Amulet Books.

Lewis, J. & Aydin, A. (2016). *March Trilogy*. Marietta, GA: Top Shelf Productions.

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Online Articles and News Stories

80,000 Kids Just Replied to a Survey About Bullying. Here's What Surprised Their Educators Most found at: <https://www.the74million.org/article/80000-kids-just-replied-to-a-survey-about-bullying-heres-what-surprised-their-educators-most>

How Middle School Kids Rejected Stereotypes found at: <https://www.middleweb.com/7776/students-reject-stereotypes/>

Teacher spends two days as a student and is shocked at what she learns found at: <https://www.washingtonpost.com/news/answer-sheet/wp/2014/10/24/teacher-spends-two-days-as-a-student-and-is-shocked-at-what-she-learned/>

A Few Places to find Arts Research:

ArtsEdSearch – find research about arts education
<http://www.artsedsearch.org/about/about-artsearch>

National Art Education Association (NAEA) – find research about arts education
<http://www.arteducators.org/research>

Current Event:

Denver Comic Con

June 30 – July 2, 2017

Colorado Convention Center

<http://popcultureclassroom.org/denvercomiccon>



EDUCATION
@ DENVER COMIC CON

JUNE 30 - JULY 2
COLORADO CONVENTION CENTER

Denver Comic Con is a 3-day, family-friendly pop culture fan extravaganza, featuring the best in pop culture entertainment. It is a program of the Colorado nonprofit Pop Culture Classroom, whose mission is to inspire a love of learning, increase literacy, celebrate diversity and build community through pop culture education. The proceeds from this annual event benefit Pop Culture Classroom's Overall Educational endeavors. Learn more at www.denvercomiccon.com.

*If you plan to take ED 589, Please do not sign up for Educators Day. All Ed 589 participants will be required to purchase a discounted 3-day badge to Denver Comic Con.

KID CULTURE Institute Speakers and Workshop Leaders Websites and Resources

Desmond Patton <https://www.youtube.com/watch?v=BmlvOGh7Spo>

<http://www.npr.org/sections/alltechconsidered/2016/09/09/493319076/in-effort-to-curb-violence-in-chicago-a-professor-mines-social-media>

George Szekely <http://www.georgeszekely.org/>

Barth Quenzer <http://www.bquenzer.com/>

Youth on Record <http://www.youthonrecord.org/>

Illya Kowalchuk <http://popcultureclassroom.org/classroom/>

Almost, Maine <https://www.almostmaineband.com/>

Jared Butler <http://www.arthausceramics.com/>

Gregg Deal <http://greggdeal.com/>

CIAE <http://arts.unco.edu/ciae>