THE EDUCATION FUND

FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

2022-2023

Ideas with IMPACT

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ASSURANT

Worry Dolls: Strengthening Children's Emotional Wellness Through the Arts

Worry Dolls

Exploring Art-Making and Self-Discovery

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GOALS AND OBJECTIVES

This project is a bridge between subjects, allowing for collaboration between the art specialist, classroom teachers, and school counselors. I believe it's critical that we integrate mental wellness, and the emotional coping skills we teach students, into the core of our educational system. This project gives students a way to explore creative expression and self-discovery while learning about a traditional art form. It is a powerful thing for children to be self-aware and able to manage big emotions. Through art exploration students are given a coping mechanism to help manage fears and worries by creating their own trustworthy "listener".

Students will be able to:

- Explore art materials and processes.
- Develop fine motor skills.
- Transform and manipulate materials to create an artwork.
- Appreciate another culture through its tradition and practice.
- Explore ways to address fears and worries.

FLORIDA STANDARDS

LAFS.3.RL.1.3 – Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

VA.3.H.3 – Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

VA3.S.1.2 – Use diverse resources to inspire artistic expression and achieve varied results.

VA.3.C.1.1 – Use the art-making process to develop ideas for self-expression.

COURSE OUTLINE AND OVERVIEW

This unit is an introductory mixed media project for elementary students. The timeline is four to six weeks and this outline is written for classes that meet weekly for one hour. Students would benefit from a cross-disciplinary approach that allows them to explore different aspects of lessons in depth by involving the art specialist, classroom teacher, and school counselor. This workshop serves as an introduction to creating worry dolls with children. Participants will explore ways to; infuse the use of upcycled materials, variations for different age groups, and examine the impact of art-making as a vehicle for self-discovery.

I. Preparation
- Decide if you will work with coworkers and coordinate with them.
- Gather materials and supplies; invite parents and volunteers to assist in acquiring, organizing, and helping out in the classroom if you would like extra help.

II. Introduction (week 1)
- Read and discuss the book “Silly Billy”.
- Presentation of traditional Guatemalan worry dolls.

III. Implementation
- Creating the body, and attaching the head. (week 2)
- Centers for wrapping, beads, clothing, and accessories (weeks 3/4)
- Finishing touches and reflection. (week 4/5)

Lesson Plans

Art Lesson Plan

Grade 3

Ms. Rebouças

Start Date - week of

Time 4 hours

End Date - week of

Lesson Silly Billy - Worry dolls of Guatemala

Big Ideas

historical and global connections

critical thinking and reflection

skills, techniques, and processes

Benchmarks

VA.3.H.3.1 Discuss how knowledge gained in the visual art classroom can serve as prior knowledge in other classrooms.

VA.3.C.1.1 Use the art-making process to develop ideas for self-expression.

VA.3.S.1.2 Use diverse resources to inspire artistic expression and achieve varied results.

Objective

Students will id idea used for creating “worry dolls” and how they are used in Guatemalan culture. Students will use symbols, visual and written language to create their own work based on the folk art of Guatemala after reading the book “Silly Billy”. Students will identify ways that people deal with emotions.

Inclusion

ESOL

20. demo. use of materials

17. using pictures, charts and realia

SPED

11. personal assistance

83. repeat and simplify instruction

Related Testing Skills

Communication

id. author/arist's purpose

Math

describe /draw /analyze shapes and/or forms

***SPED/ESOL students listed under SPED/ESOL tabs - please refer to planning binder**

Visuals/Resources

Book - Silly Billy
reflection questions

Materials

fabric
yarn
beads
buttons
bottle caps
permanent markers
glue
scissors
pencils

Vocabulary

Guatemala
Folk Art
worry doll
emotions
coping skills
legend

home learning sketchbook/journal

Activities

Day 1- Read and discuss book - Silly Billy. Students will look at and discuss worry dolls and their meaning in Guatemalan culture. Complete discussion questions.

Optional - Students will write a list of worries for their dolls. Students may gather and bring in additional materials for creating their dolls.

Day 2- Students will create the body of the dolls after teacher models activity and will add hair, facial features and will sketch ideas for outfits.

Day 3 - Complete wrapping, adding clothing/accessories while working in different stations

Day 4 - Finishing touches, student reflection.

Assessment

☒ Observation of final product
☐ Interview with student
☐ Group assessment (critique)
☒ Observation of process (students working)
☐ Self-assessment by student

Portfolio
C. Compiles a variety of processes,

Journals
C. Teacher-generated assignments

Base Assessment

RESOURCE LIST

Cultural appropriation vs. cultural appreciation – https://socialjusticeandeducation.org/2021/02/16/cultural-appropriation-vs-cultural-appreciation/

Animated adaptation of Silly Billy created by Columbia Primary School for the London's children film festival 2009 - https://www.youtube.com/watch?v=edIIcEI1rAs

Book - Silly Billy by Anthony Browne - https://www.amazon.com/SILLY-BILLY-ANGLAIS-BROWNE-ANTHONY/dp/1406305766

The Legend of the Guatemalan Worry Dolls - https://www.commonhope.org/the-legend-of-the-guatemalan-worry-doll/

Variations - https://animoto.com/play/9RPikcI12sQdOMuSy4VLlw

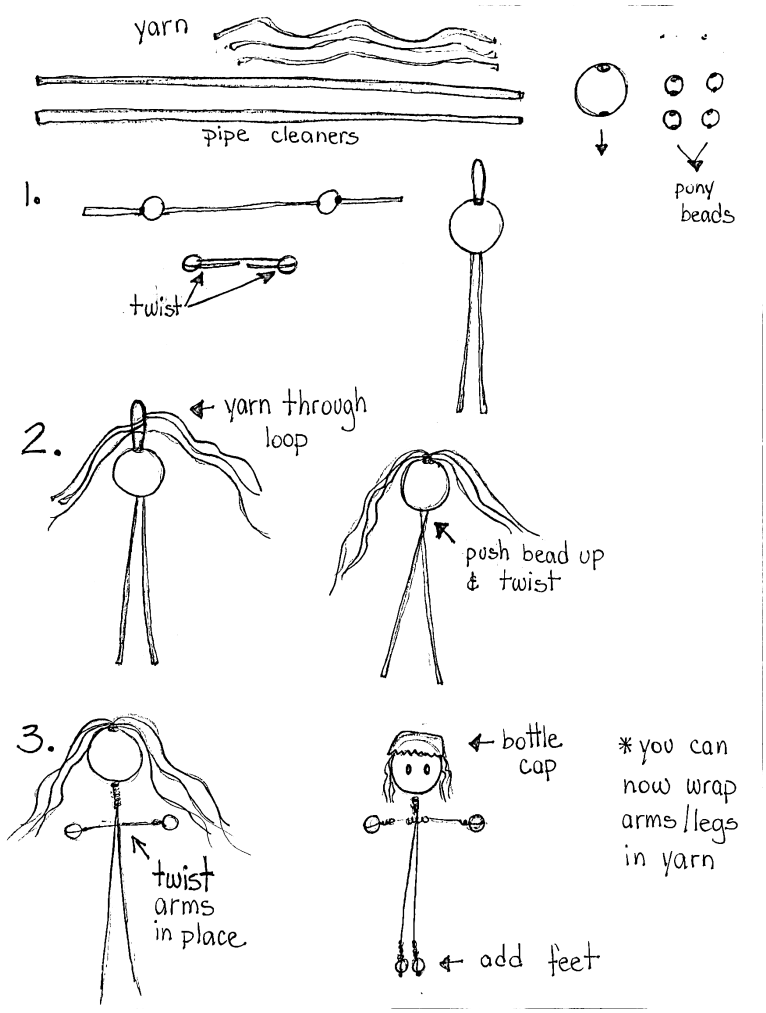
RECOMMENDED SUPPLIES

- Fabric scraps, buttons, bottle caps, pony beads, pipe cleaners, yarn, string – donations, EdFund warehouse, Amazon, craft stores
- 22mm wood beads for heads- https://www.amazon.com/Unfinished-Craft-Making-Supplies-Bracelet-Hand-Made/dp/B081PQLQ5Z/ref=sr_1_3?crid=3ODRP7AZB9OJQ&keywords=wood+beads+22mm&qid=1660061895&sprefix=wood+beads+22mm%2Caps%2C109&sr=8-3
- Scissors, glue, glue gun, colored pencils, black fine tip permanent markers

ESSENTIAL QUESTIONS

What are worry dolls?
How can we learn about another culture through its tradition and practice?
What is cultural appropriation?
What are some ways we can deal with worries?

DIRECTIONS, RUBRICS, AND STUDENT WORK SAMPLES



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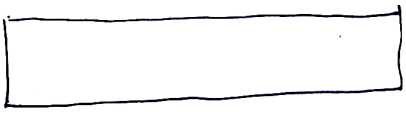
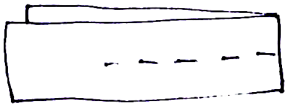


cloth strips

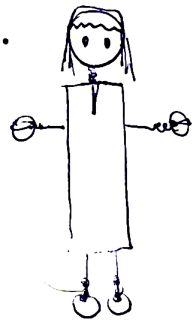
yarn / string

beads & buttons



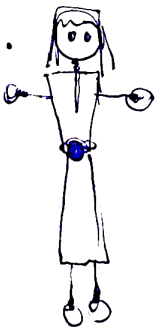
fold cloth
cut slit from
fold (about 1 inch

5.



pass doll's head
through slit

6.

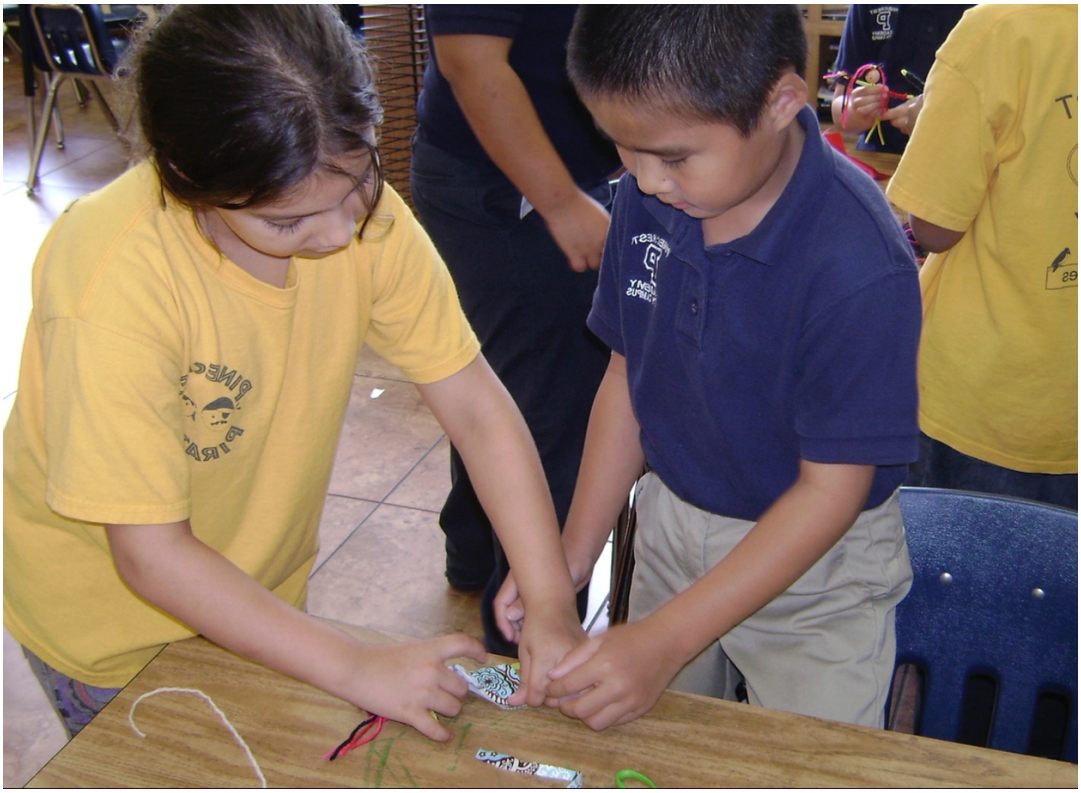


tie in place

Project - Worry Dolls

Name: _____ **Date _____**

Class _____

Criteria	**Goal**	**Mastery** **– 4 pts**	**Advancing** **–3 pts**	**Average** **– 2 pt**	**Novice** **– 1 pt**	**Not completed** **– 0 pt**
Theme –Worry Dolls	I respond fully in detail, demonstrating knowledge of the topic and comprehension.					
Technique	I produce high-quality work. I apply all art concepts, especially those stressed for the project. I solve problems myself. My work shows attention to detail.					
Interpretation/critical process	I can verbalize my choices for interpreting the theme. I always participate in class and my comments and responses are thoughtful and show critical and creative thought.					
Use and care of Materials	I use all materials appropriately. I always clean up my workspace. I am helpful during studio setup/clean-up and take good care of supplies.					

Teacher's comments: