



RAISE PRACTICUM EXEMPLAR ACTIVITY TEMPLATE

Name: Born Shamir Walters
Affiliate Organization: Arts Ed Collaborative
Your Art Discipline: Music and Visual Arts

Title of Activity: Reflections on Mindfulness
Exemplar Focus (choose one or two): ☐ Warmup Activity ☒ Reflection Activity ☐ Teacher/Paraprofessional Engagement ☐ Classroom Management
RAISE Connections (choose one): ☐ Social-Emotional Learning ☐ Healing-Centered Education ☒ Culturally Responsive-Sustaining Pedagogy
RAISE Principles (choose one or two): ☐ Community Grounding & Routines ☒ Creative Choice & Voice ☐ Emotional & Somatic Engagement ☐ Interpersonal Belonging & Relationships ☒ Reflection & Radical Imagination
Summary: <i>Please give a 1-2 sentence summary of the activity here.</i> <i>In this excerpt I am leading a figure drawing exercise with students belonging to an affinity group of young grade school African students prompting them to draw what they see from their point of view. The projected outcome was to identify the level of their artistic ability, challenge their independence, and lead into conversation about building artistic observational skills and mindfulness to then recap their challenges and celebrate the successes.</i>
Rationale: <i>In what situation(s) would you use this activity?</i> My approach embedded the reflection activity to make reviewing and summarizing the lesson(s) more natural and linked directly to the students voicing their experience as afterthought. It serves as a way to connect the covered material and output in reflection and allows the student to utilize self-awareness and self-reliance to evaluate their own work and

their challenges along with what they are proud of.

Goals: *What are the goals for this activity? i.e., "Students will be able to..." or "Teachers will..."*

Students will be able to:

1. Work free of limitation and access creativity that is unhindered by specific given parameters.
2. Exercise how to explore and dig internally to interpret what they observe outside of themselves.
3. How to accept and internalize and use critical constructive criticism about their art from peer's input and instructor's input.
4. How to process and communicate in an artistic language that is connected to a protocol of LOVE.

Teachers will be able to then:

1. Observe the *artistic abilities* of the students to *identify* what can inform the lesson planning and approach.
2. Learn the *behavioral needs* of students and which may need more *guided* information and those that can work independent of instruction.
3. *Synthesize* what the intended lesson was and weigh it against how it was received with direct feedback in real-time from the students.

Materials and Supplies Needed:

Your lesson plan, your students, your sincere heart and desire. Bring healing-centered questions and empathy to the students' experience.

Outline: *Please share a step-by-step outline of the activity. Please include your prompts or questions you will use.*

Embedding Reflection in your Lessons

- I. Begin with the End in Mind
 - A. Be calculated with ways to embed reviews and debriefings in lessons.
 1. Seek opportunities to bring up challenges once tasks are complete.
 2. Be deliberate in celebration of wins.
- II. Deliver the Lesson
 - A. This would vary depending upon your curriculum.
 - B. Present with **vigor, optimism, and sincerity**.
- III. Model and Set the Expectation
 - A. Show and Prove.
 1. Demonstrate your proficiency in the task to build trust.

- IV. Designate Time for Students to Work on Project
 - A. Make space for discovery and wonderment
 - 1. Supply students with everything they need to work.
 - 2. Consider calming instrumental music or let them enjoy silence.
- V. Observe Students in Action and Encourage
 - A. Use this opportunity to Identify Strengths and Challenges.
 - 1. Offer support to those who give visual cues of having issues.
 - 2. Gentle assistance and support through positive encouragement.
- VI. Allow Them to “Color Outside the Lines” and Show Uniqueness
 - A. Monitor the progress of the participants and observe any unique approaches.
 - 1. The object is not to tell them they are wrong. Guide them to an end.
 - 2. The end can look different for each. Give artistic grace because you CAN.
- VII. Review, Questioning, Wonderment
 - A. Address the Elephant.
 - 1. Ask what went well for each student who wants to speak.
 - 2. Ask what brought frustrations or challenges.
 - 3. Ask what if to give lateral thought and identify blind spots.
- VIII. Make Room for Gallery Crawl or Showcasing Art
 - A. It's Showtime!
 - 1. Teach and advocate the LOVE protocol.
 - 2. *Infuse* your critiques into this place.
- IX. Time for Q&A
 - A. Let the students offer questions to their peers about their output.
 - B. Monitor time and relevancies.
 - C. Direct into closing.
- X. Exit with Encouraging Words and Preface the Next Lesson to Build Anticipation
 - A. End on a high note.
 - 1. Positively *reinforce* their creativity and bravery.
 - 2. Encourage the less engaged to speak up next time.
 - 3. Frame the next lesson as a continuation that builds upon the last.

Any Additional Comments:

Find your course and make your way through the classroom and around the students to add motion and give students a chance to see you in different proximity from where you start your lesson. Psychologically it is similar to them moving from the unknown to the known with their learning.