**TD 351T: Teaching Artists in Schools and Communities** Development Lab Workshop Plan (20-25 minutes)

**Teaching Artist’s/s’ Name(s): Eleanor Webster, Meredith Fisler, Bekah Urban, Ken Wei**

**Sharing: Fieldwork Session OR Fieldwork Sequence** *(underline one)*

1. *Share part/all of your first fieldwork session. Ask your colleagues to offer specific feedback*
2. *Share your ideas for a three-session sequence for your fieldwork. Ask your colleague to offer specific feedback)*

**Objective/s:**

*(What are your goals for this session with your colleagues? What do you hope to try or discover? Write 1-3 objectives!)*

* **Does the structure work?**
* **Do the exercises serve our purpose well/get participants to think about usefulness and relevance of art?**

**Materials Needed:** *(What teaching materials do you need, if any, for your lab time?)*

*Butcher paper*

**What will you do in your session:** (*Use this space to write our you plan for what you will share. Feel free to use the format that works best for your site and needs. Be sure to write down how much time you think each part of what you will do will take.)*

*• The plan is to split the class in two like we would in the actual facilitation.*

* *- Ken and Rebekah will be taking half the class outside to that area by the creek for ten minutes, and go through the ideas and plan for the C.J. Walker combs piece. They will engage in a discussion involving pros/cons and feedback for 10 minutes.*
* *- At the same time, Meredith and Ellie will be using the classroom to work with the other half of the class. They will go through our ideas with the groups and have a feedback conversation for 10 minutes.*
* *- After the first ten minutes of our time, the two groups will switch, mimicking the*
* *facilitation planned for the kids in Blanton, but also to maximize the feedback and so the whole class can hear about each piece and both pairs of facilitators. This will be the next ten minutes of our time, so, at this point, the 20 minute mark has passed.*
* *- For the last ten minutes, we will gather their ideas about our two facilitation plans by mimicking the conclusion activity we have planned for the kids at the Blanton. We will put down two different pieces of butcher paper and markers. Whichever piece and facilitation, whether it’s Ken and Rebekah’s or Meredith and Ellie’s, that they feel they have the most connection or ideas toward, they will venture to that butcher paper and write down the reasons they liked it (found it efficient, a connection to it, or potentially successful) and/or, in the other column of the paper improvements for the process will use.*

**Feedback: ESTIMATED TIME (10 mins, part of activity)**

*What kind of feedback are you looking for? What questions do you have for your colleagues? What final reflection is useful for you to have so you can remember ideas/suggestions offered from the group?)*

We are looking for verbal and written feedback about both the successes and improvements. One of the questions we had was about the concluding activity was to have the kids choose which piece went into storage. Do you think we should keep this idea? Is comparing the pieces/prioritising them conducive to our goals to show art has relevance and is useful. We will be keeping the butcher paper which will be helpful to us as we have a written record of the feedback.