

Parts of a Whole (in-person activity)

In this activity your participants can express themselves with color and words and work individually to create a collective artwork. You can use this to team build across your organization or within your classes. This can be done with all ages.

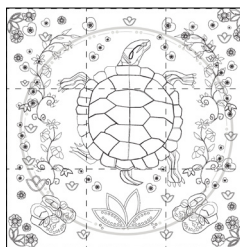
You will need an image of significance to your group. We have provided the image of the miskwaadesi, a painted turtle that is significant for the Ojibwe/Anishinaabe. "The support of a turtle creates foundation for each of our steps. The lessons and gifts for every day and every moon that passes are carried protectively on the back of the turtle. The turtle may move slowly but each move is deliberate, intentional, and focused toward the future. A painted turtle will only eat its food while in the water, a testament to the importance of the environment to support the ability to engage. The turtle is a timekeeper, a teacher, and a knowledge and foundation holder" (FDLTCC, 2020).

We offer this image of a Miskwaadesi as a gift to help you align your work with these values. We focus our work together on learning and prompt participants to reflect on how learning feels, how they hope to support it, what colors reflect learning, what marks. There are so many different feelings and expressions for learning. There are no wrong colors, marks, or feelings. Participants may add their own colors and words to their piece of turtle and see it together with others standing for their individual selves being part of a creative whole. This reflects how while we are individuals, we learn with others and as teachers our own learning processes color how we create and support learning in children and families.

Materials

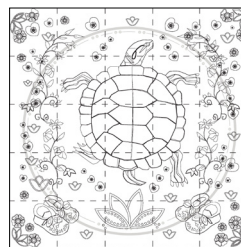
- When selecting your custom image, consider the size of your group and the available assembly and display space for the final product.
 - ▶ The small puzzle is 9 pieces (6"x6") and the finished product is 18" square.
 - ▶ The medium puzzle is 25 pieces (5"x5") and the finished product is 25".
 - ▶ The large puzzle is 100 pieces (10"x10") and the finished product is 30" square.

small



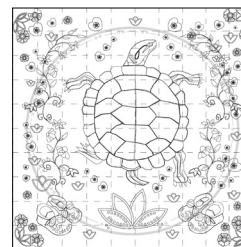
3	2	1
<u>6</u>	5	4
<u>9</u>	8	7

medium



5	4	3	2	1
10	9	8	7	6
15	14	13	12	11
20	19	18	17	16
25	24	23	22	21

large



10	9	8	7	6	5	4	3	2	1
20	19	18	17	16	15	14	13	12	11
30	29	28	27	26	25	24	23	22	21
40	39	38	37	36	35	34	33	32	31
50	49	48	47	46	45	44	43	42	41
60	59	58	57	56	55	54	53	52	51
70	69	68	67	66	65	64	63	62	61
80	79	78	77	76	75	74	73	72	71
90	89	88	87	86	85	84	83	82	81
100	99	98	97	96	95	94	93	92	91

Materials cont.

- Once you have chosen your size, download the high-resolution file and send it to your local print shop. When submitting the order, be sure to request that the puzzle be printed on plain, uncoated cardstock to ensure the pieces are easy to color and handle.
- Coloring tools
- First layer: We recommend water-color pencils or crayons for the first layer – this allows folks to have clear rich color and also use damp sponges or brushes to make color washes (don't use too much water the paper will buckle!). You could also use oil pastels.
- Second layer: Use stamps and stamp pads (the rubber tips of pencil erasers make great stamps. You can also use bingo markers). If you have used oil pastels, you can use scratching implements or pencils.
- Third layer: Sharpie or another permanent marker.

Procedure

1. Welcome participants and distribute first layer drawing tools and pieces of image.
2. Invite them to choose colors and make marks that make them feel good and energized and reflects what they want to bring to this class and their own learning. You can invite them to include any words or phrases that express who they are and how they feel about learning and belonging to this class or organization (or you can hold words to the end with Sharpies). Allow for challenging feelings (e.g., fear, anxiety) as well as feelings of interest and joy.
3. Encourage them to “drink up all the white” so the pieces are saturated with color and design. Let them know they can draw over the lines already there or use them to structure their expression – just like learning, it sometimes aligns with what is planned and presented and often expands or contracts in surprising ways.
4. When done with the first layer, invite participants to choose any piece (the ones they worked on or others) to do the second layer - stamping. Prompt them to consider the ways their learning has been ‘stamped’ by the influence of others and how they have had an impact on someone else’s learning.
5. Allow enough time for activity, at least 30 minutes including handing out and collecting materials. You may also work on over time (e.g., first layer at the start and second layer at the middle and final Sharpies at the end of training session, course work, or staff meetings). If you think they need more time than you have allowed, collect the pieces and bring them out again to finish in another session. Do not rush.
6. Once complete with layers one and two, collect the pieces and reassemble the image following the numbers on the back. Order them as shown in the picture (e.g., 1 in upper left, 25 in lower right). Tape with packing or duct tape or mount onto foam core for a more lasting “poster” you can hang.
7. When assembled, first use Visual Thinking Strategies to discuss “What’s going on here?” and “What do you see that tells you that?” If they don’t see the original image, that is okay. You can point it out to them and emphasize that this is what learning together can be like. A design – or scaffold for learning - created by the instructor or director to which each person brings their own colors and expression. When done discussing, invite participants to use the Sharpies to include words that reflect their feelings about learning and learning together. Remember you can adapt this process to whatever image, choice of art materials, and focus you want.