

Thoughtful Warrior® (TW) Adapted Curriculum Summer 2015 Session

An arts for human development program of the *Cultural Arts Coalition (501c3 Arizona)* <http://artsCARE.org/cac.intro.shtml>

May 26-June 26, 2015, 11:30a – 2:30p (15 days includes graduation at 3 hrs a day equals 45 hrs of programming)

The curriculum adaptations are required to accommodate a change of conditions in Lower Buckeye Jail: youth restraint in the classroom and longer sessions due to Education Section schedule. The schedule is for 5 weeks rather than 6, comprising 6 units of 2-3 sessions, 3 hours per session (11:30 a.m. - 2:30 p.m.). The table below focuses on information unique to each session. A daily Materials/Resources list is provided upon request. **The daily schedule may need to be adjusted as the program progresses to accommodate the needs of the youth, events in the jail, and Thoughtful Warrior staffing.**

Overview: *The Thoughtful Warrior* supports **positive self-reflective action** with the goals of **developing individual human capacities for life and work, with a focus on preparing for life transitions** – including work, school and probation on the outside or passage to a correctional facility. These goals are met in part through the cultivation of personal knowledge and self-respect, and fostering skills such as self-monitoring, reflective thinking, decision-making, creativity and self-expression, communication and teamwork.

Overarching Goals for Youth Development:

- Self-awareness, awareness of others, using communication in multiple forms: written, verbal, body language, listening, art expression, considering choice of language, gesture, eye contact and personal space
- Pro-social behavior, building a sense of belonging and active contribution to a group, the relationship between choice and responsibility
- Techniques for thoughtfulness and self-reflection, including literature, art-making, writing
- Techniques for managing stress, including breathing, self-monitoring, communication, art-making
- Experience of critical thinking, decision-making, self-direction, problem-solving
- Cultural history lessons through literature, artifacts, dialogue and personal expression

Daily Activities:

- Opening check in
- Statement of Affirmation
- Breathing/meditative activity
- Lesson and/or group reading
- Discussion
- Art-making with music
- Journaling and/or sharing creative work
- Closing check out-Affirmation statement

Date	Unit/ Day	Topic	Youth Questions	Activities Unique to this Unit	Materials/Resources Unique to this session
May 26, 27 & 29	Unit 1 / 3 days	Outlining TW program, facilitators and explanation of process: Identifying students' Personal strengths and understanding Seeing Myself and Others with Respect	Why TW? How do arts/culture help me understand who I am? What does the word RESPECT mean to me and how do I communicate it? What do I want to leave behind? What do I want more of in my future? What does it mean to belong?	<ul style="list-style-type: none"> ▪ Discussion of art, culture and symbolism through cultural artifacts ▪ Angelou <i>Life Doesn't Frighten Me</i> ▪ Drawing on black paper ▪ Individual paintings on White paper 	Display of cultural artifacts for lessons – (see images) pouch of beads and animal skin (Apache); Yarn paintings (Mexico Huichol); Gao box (Nepalese canteen-size engraved tin) and Frida Kahlo; box of beaded strands, 3000 years old to modern day; Variety of masks,

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					gourd rattle, paintings, small sculptures of wood and beads, textiles. Books on a variety of themes and cultural perspectives. 28 CD's including 3 new ones for meditation. Black and white construction paper. Prisma colored pencils and paints with paint brushes and water containers: Journals, lead pencils, scissors and glue Cameras
June 1 & 3	Unit 2 / 2 days	Possibilities for recreating myself	How can I recreate my image, life? What does my body language say? Where do I want to work and what skills do I need? How can I shift between "worlds" to be successful? What qualities do I admire in others? What are my strengths and resources? What are my possibilities? Dialogue about gratitude...	<ul style="list-style-type: none"> ▪ Interpreting art (Frida Kahlo) ▪ Conversation about careers, income, skills ▪ Sitting photoshoot - career, job interview headshots (dress shirts will be modified to work around chains) ▪ Discussing strengths and resources (reading about <i>Cesar Chavez</i>) ▪ Photo collage reflecting on careers and personal strengths 	<ul style="list-style-type: none"> ▪ Day 1 of unit only: Clothing, counted and labeled –still needing to be photographed... Images of juveniles from photoshoot for their projects ▪ Collage materials noted in supplies document
June 5 & 8	Unit 3 / 2 days	Honoring others, Honors ourselves	What does it mean to honor someone? Who do I need to honor with my project – myself or someone else? How am I connected to the world around me? What is my purpose? What role do rituals and ceremonies mean in my life?	<ul style="list-style-type: none"> ▪ Read <i>The Antelope Woman by Michael LaCapa</i> together ▪ Lesson on interconnectedness ▪ Select materials and create honoring boxes ▪ Select beads and create a beaded object 	<ul style="list-style-type: none"> ▪ Cultural artifacts, specifically honoring boxes and beads ▪ Wooden boxes, materials (stickers, feathers and other nature objects, fabric, special papers) ▪ Beads with plastic stretchy ▪ All of the Apache artifacts and literature noted in supplies document
June 10, 12 & 15 Drumming on June 10	Unit 4 / 3 days	I create a vision of myself	What are fundamentals? Why are mastery of myself and skills valuable? How can I project an idea of myself to others? What is the story of my mask?	<ul style="list-style-type: none"> ▪ Drumming Circle with guest educator Dr. Dianne Anderson- Nickel ▪ Read <i>Jordan I Can't Accept Not Trying</i> together and discuss concept such as fundamentals teamwork, commitment... ▪ Conversation about purpose/use of masks ▪ Create a clay mask ▪ Name and write about the mask 	<ul style="list-style-type: none"> ▪ 8 African drums brought in along with beaded rattles ▪ Cultural artifacts, specifically masks ▪ Clay, clay tools, pattern makers, lengths of 3 PBS pipe and 6 pegboard boards (for rolling and transporting) plastic bags, newspaper,

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					water containers lots of hand lotion and cleaner
June 17 & 19	Unit 5 / 2 days	My circle of power and protection	What does it mean to contribute to a community? What are human rights, and what is my responsibility for them? How would I take action for the rights of others in my community?	<ul style="list-style-type: none"> ▪ Michael Jordan reading extends into this unit ▪ Discussion about United Nations Human Rights ▪ Define personal circles of support/power ▪ Create a dream catcher as a symbolic representation of Dreams and One's human rights 	<ul style="list-style-type: none"> ▪ Feathers, beads yarn ▪ Embroidery hoops & circular grape wines
June 22 & 24	Unit 6 / 2days	My bridge to a new beginning	What does my new beginning look like? What will empower me to achieve it? What do I want others to know about who I am?	<ul style="list-style-type: none"> ▪ Identify each other's strengths ▪ Prepare for graduation, program evaluation ▪ Create a small personal canvas, complete any unfinished projects ▪ Create a group collage – Bridge to my Future 	<ul style="list-style-type: none"> ▪ Any unfinished projects ▪ Small canvases ▪ Trifold board and magazines for collage
Graduation June 26 th in meeting room?	1 Day	GRADUATION – I present myself	Celebration!	<ul style="list-style-type: none"> ▪ Youth present themselves and their work ▪ They receive certificates and a symbol of power representing what they've accomplished ▪ Celebratory reception with time to talk with guests. 	<ul style="list-style-type: none"> ▪ All of the created artwork is in the room ▪ Pizza and sodas as arranged with staff, and paper products needed ▪ Set up for reception to include easels, book stands, posters, table cloths ▪ Journals ready to return to pods with juveniles ▪ Certificates ready

11:30-2:30 p.m. Sessions	Materials/Resources/Equipment
Once delivered to premises, most materials are locked in storage in the education section offices, and travel between sessions on carts. Some <u>cultural artifacts</u> will be moved off and on premises.	
All days - On premises every day	<ul style="list-style-type: none"> ▪ ***Cameras (with batteries) – used for documentation and evaluation of program progress ▪ journals ▪ Display of artifacts for lessons, such as pouch of beads and animal skin (Apache); Apache artifacts and literature and Yarn painting (Mexico Huichol); Gao box (Nepalese canteen-size engraved tin); box of beaded strands, 3000 years old to modern day; Variety of masks (wood, beads, paper maché, plastic); small rattles/instruments from different cultures, paintings, small sculptures of wood, textiles. ▪ CD/DVD Player (TV in room) ▪ Teaching books, videos/CDs, lesson materials and posters, facilitation pad ▪ Prisma colored pencils, acrylic paints, markers for facilitation, paint brushes and canvas, pencils, erasers, pastels, pencil sharpener (facilitator use only) ▪ Glue and child scissors, plastic rulers, tape

- Water jugs and paint containers, garbage bags, newspaper
- Paper towels, baggies, unscented wipes, hand sanitizer, unscented lotion
- The facilitators may also carry markers and facilitation paper.

Please see inventories for individual units and daily items attached.

Newly added artifacts for Girls TW programming

