



OWNING YOUR VOICE:

*An Intermodal
Approach to Becoming
an Agent of Change*

*EDEN Engagement: La Jolla
Root City Curriculum
Elizabeth Tobias*

JANUARY - FEBRUARY 2023



ABOUT

Three-time Grammy Award winning opera superstar Joyce DiDonato has created the global tour of EDEN, her major concert hall performance about environmentalism. Her personal commitment and partnership with ITAC has launched a re-imagining of the impact of a concert experience through teaching artist-led workshops in every city. The International Teaching Artists Collaborative (ITAC) is the world-wide network of artists who work in community and educational settings, who have the skills to bring change to communities. Together ITAC and EDEN Engagement will pilot a new approach to prove that touring can be a legitimate and powerful tool for change in communities.

Cities on the tour are designated either "Root Cities" or "Seed Cities". Root Cities are multiple day events (up to five days) that engage the youth with a specific environmental issue. The teaching artist selects a specific environmental issue they care about, which has a direct relevance for local concerns, and that has a direct link to something in the EDEN performance.

Teaching Artist: Elizabeth Tobias

Duration: Four workshops

Goals: The workshops aim to accomplish two things:

1. To creatively engage community participants in the themes and visions of EDEN with such force that it changes their understandings, behaviors, and sense of agency regarding a significant local environmental issue in ways that can be documented. Workshop activities connect with the EDEN performance to amplify the impact.
2. To document the impact of the workshop series in such a way that its effect is reliably evident to those who were not present. It is the goal of EDEN Engagement to demonstrate to the concert touring industry that producers and artists can reach for more ambitious positive community impact through touring. They can generate a larger social benefit from performances than just the good experiences of the lucky few who could afford tickets. Traditional views of "outreach" have been outgrown; EDEN Engagement pioneers a new and greater value proposition for touring.

WORKSHOP 1: WELCOME TO THE EDEN WORKSHOPS

Guiding Question: What is Climate Change?

Facility Need: 7 tables in classroom with 38 folding chairs. 5 students per table,

Greeting and Warm Up

- If you are excited to be part of the EDEN project, make some noise
- If you are nervous...
- If you are nervous and excited...
- If you are calm and relaxed...
- If you are like whatever...

Let's give yourselves a big, huge round of applause for being part of EDEN and for performing with World-famous Joyce DiDonato at The Baker Baum Concert Hall on the 18th!

Introduction

- Brief Introduction to me, why I'm here, blending art and science
- One of most exciting things about this project is you all get to come up with big, and tiny little ideas and think about ways you can all become part of a global movement to help reduce climate change.

Participatory Questions

- Does anybody here like to make things?
- Does anybody here not like to make things?
- What do you like to make?

House Rules

- One voice at a time- and we all listen
- This is an idea lab- There is no right or wrong way to do anything
- It takes courage to create, and we will be supportive and respectful of everyone and their ideas.
- Questions?

Project 1 - Selfie Made of Words

Materials: 8x10 black canvas panel, pencil, chalk markers

Directions

- Turn canvas horizontally
- With pencil, write name in block or bubble letters filling the space from left to right
- If name is long, write smaller
- Leave space inside letters to fill in with words
- With chalk marker, outline name
- With pencil or marker, fill in your name using words that describe everything about you. Not 5 words, not 12 words, like 20 or more words- EVERYTHING about you!
- Decorate panel

Stretch Break

Climate Change

- Who can remind us what the EDEN Project is about?
- Has anybody heard of Climate Change?
- What is Climate Change?

Brief Lecture

- What is Climate Change Handout Pages 1-2

Project 2 - EDEN Experience Collage

Materials: 8 x 10 primed canvas, glue, tape, scissors, affirmations, stickers

- Make a collage reflecting what you hope to get from this experience

Reflections

- Walk around the room and look at everyone's art work
- What did you see?
- What is something that you learned about someone else?
- What is something you learned about yourself?
- What did you like most about the first project
- What did you like most about the second project?
- What stood out for you most today?





"I feel powerful knowing that I can change people's perspectives by giving them hope, and that gives me hope."

—Ayannah, age 13

"Before the EDEN project, I was careless and unaware about the problems happening to earth. But I realized that if we don't stop the harmful things we do the earth will die soon."

—Nissy, age 12

WORKSHOP 2: WATER

Guiding Question: What are you learning from being part of EDEN?

Hour 1: Living Coast 1 Discovery Center

Hour 2: Workshop, 2 art projects

Living Coast Discovery Center: Hour 1

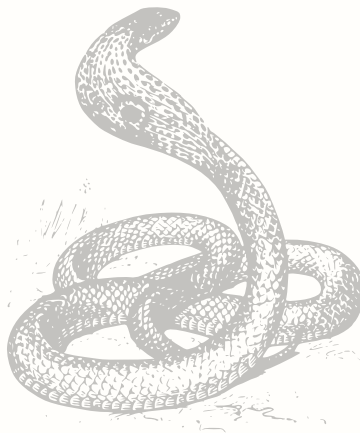
- Educator discussed the watershed, the food web and how man made pollution interrupts the food web of our plants and animals. Students participated in hands-on small group card activity demonstrating the ecosystem and how it can get damaged. They learned that ecosystems are resilient and can adapt, but only to a degree until the system loses key resources and collapses.
- Educator also brought a king snake and students learned about it and why it is at the top of the food chain. Students were all permitted to have an animal encounter and carefully pet the snake.

Elizabeth Expressive Art Workshop: Hour 2

- Reflection- What are you learning from being part of EDEN?
- WRITE REFLECTIONS ON INDEX CARDS
 - What did you learn from performing with Joyce?
 - How have you learned to connect with nature?
 - What have you learned about the man made climate crisis?

Activity 1: Using the reflections that you wrote on the index cards as a starting point, create a thank you card for Joyce including the three things you have learned.

Activity 2: Considering what you have learned about the climate crisis, create a decorative placard for your house sharing a message of conservation, a small step you and your family can take at home to be conserve resources.





WORKSHOP 3: OUR CARBON FOOTPRINT

Guiding Question: How can you help the world?

Warm up: What do you like and dislike most about the workshops?

- Likes- having time to make art
- Dislikes- getting behind on classwork due to attending workshops and learning about climate change and feeling anxious about it.

Activity 1

- In small groups, students explored mapping our large carbon footprint and then came up with ideas on how to conserve resources and reduce our carbon footprint. Each group made a poster with multi-colored sticky notes and shared it out with the class.

Activity 2

- Using what they learned from the carbon footprint activity, we created a maker space and invited each student to create an "invention" that could help the world.



"EDEN has inspired me to be more aware of the resources I use, like plastic wrappers and water."

—Criscilla, age 13



WORKSHOP 4: FOOD JUSTICE AT COASTAL ROOTS FARM

Guiding Question:

About Coastal Roots Farm: Coastal Roots Farm cultivates healthy, connected communities by integrating sustainable agriculture, food justice, and ancient Jewish wisdom.

VISION

We envision a world in which every community comes together to grow and share healthy food, care for the land, help their neighbors, and strengthen the connections they have with each other.

WHAT WE DO

Coastal Roots Farm is a nonprofit Jewish community farm and education center where we practice organic farming, share our harvest with those who lack access, deliver unique farm-based education, and foster inclusive spaces for people of all ages and backgrounds to come together to celebrate Jewish life and catalyze a healthier, more vibrant community and a more sustainable future for the region.

Find out more: <https://coastalrootsfarm.org>

Curriculum Summary:

Food is culture, family, health, and life. Students will engage in intentional conversations on how to promote fair access to fresh food for all on an individual, community, and global scale.

Warm up: Sociogram / Agree or Disagree

Students were asked questions about Food Access and Food Security. If they agreed they stepped to one side, if they disagreed, they stepped to another side.

Tour of the farm and farm stand:

Students had guided tour of the farm and learned about the organic farming methods, the Jewish roots of the farm, growing seasonally, tending the soil, and the farm stand where buyers pay what they can for food. Coastal Roots provides produce to many communities in need of all ages throughout the county.

Activity 1: Cooking Challenge- Tasting Fresh Veggies and Food Security

Students were tasked with a cooking competition where they made a cabbage slaw from provided ingredients and tools. Students then made dressing of their own design to finish it off. Group did taste tests and selected winners.

We learned after that there were 2 versions of instructions and 2 different selections of tools. One group was given an easier time. The other group was tasked with a harder time. This led to discussions of equity, access, food insecurity and the contrast between the two groups.

Activity 2: Drawing Your Food Access

This drawing activity invited students to draw their food access map and the distances they travel to get their food. From home to grocery stores to restaurants, students evaluated how hard or easy it was to get food. We learned about food deserts, where access to food is limited and great distances must be traveled to get food or eat. This can be a big cause of food insecurity.

Activity 3: Impromptu Performance

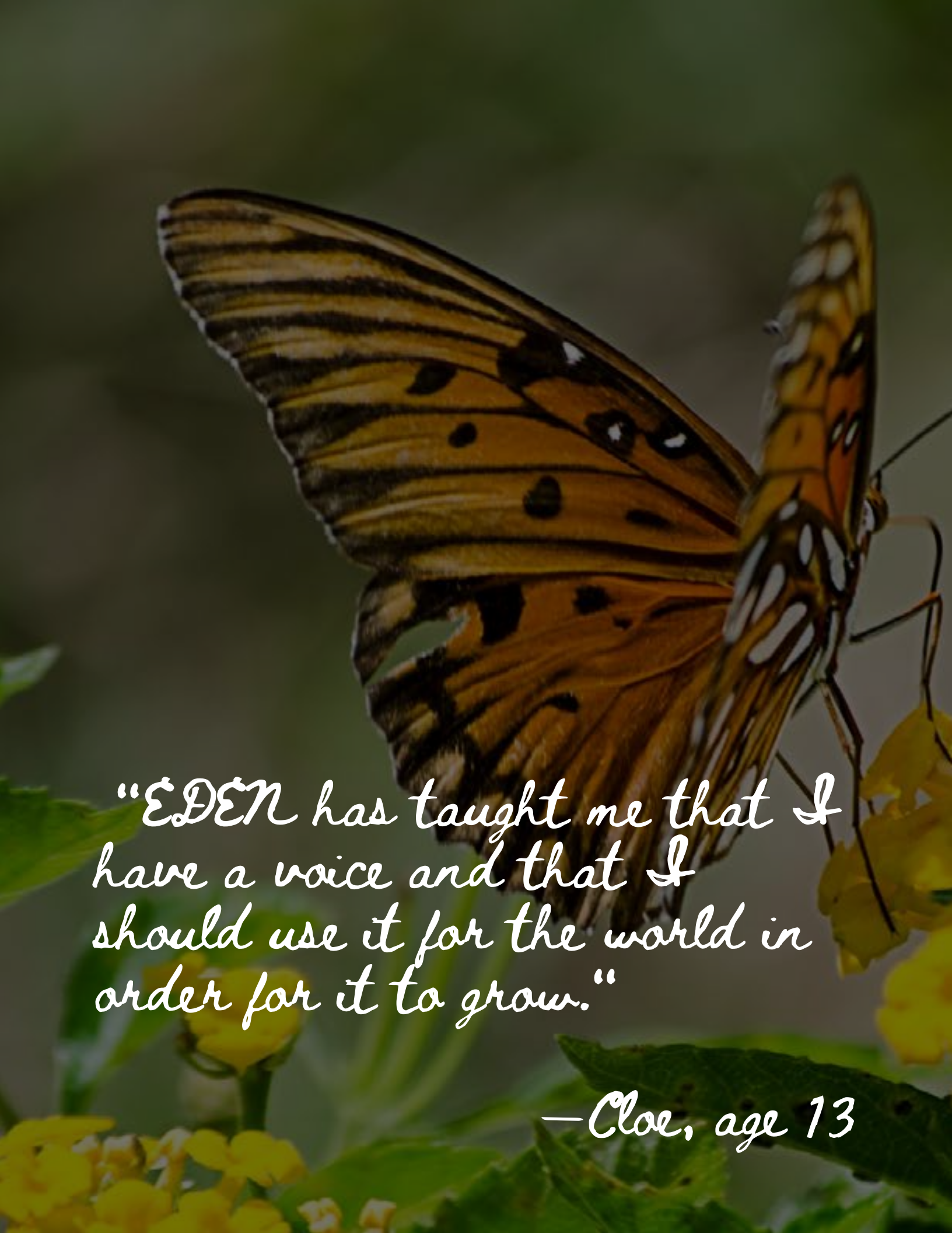
The students gave an impromptu performance in the fields as a thank you to the farm for such a great experience

Notes: The farm educators expressed how impressed they were with the students knowledge about climate issues.

Bus ride back: Discussion about highlights of EDEN Workshops

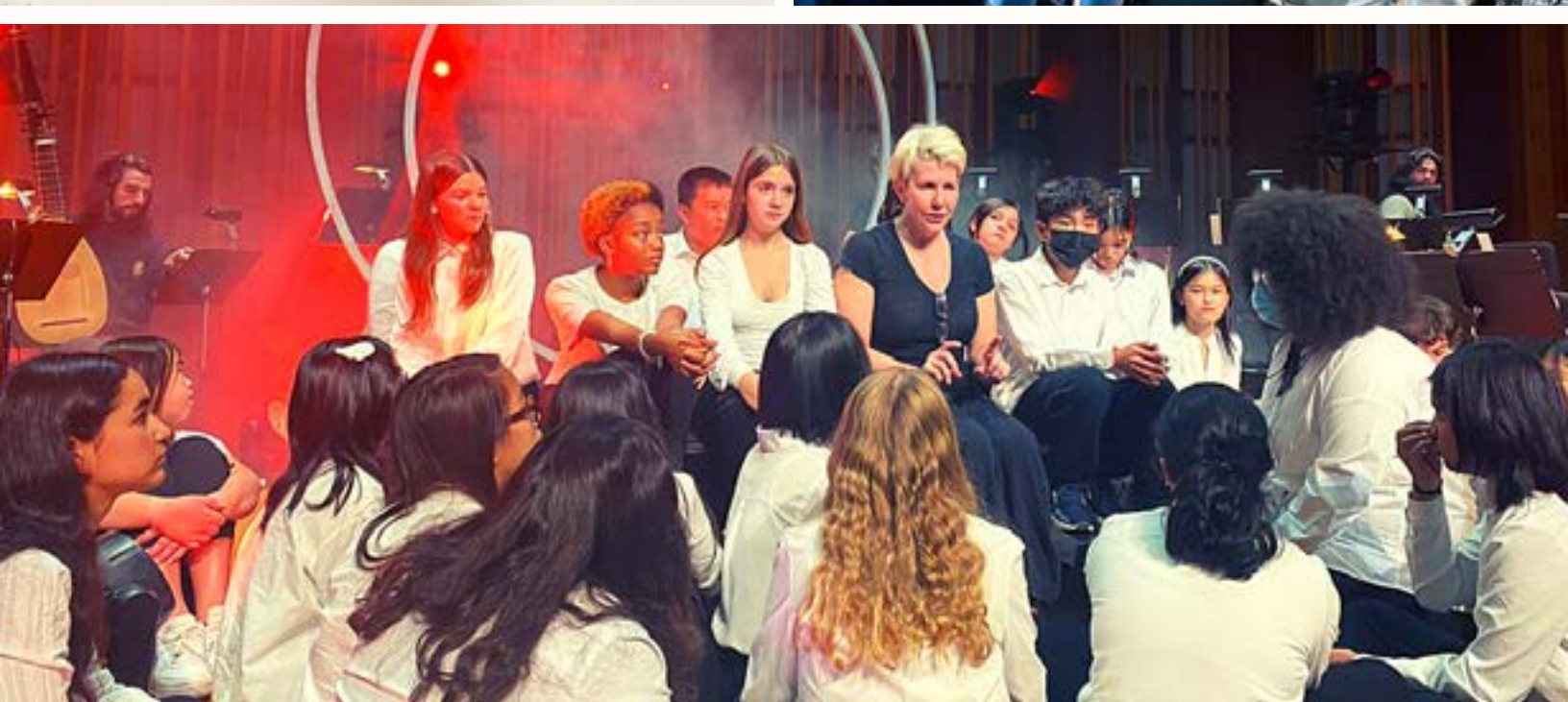
The students shared memorable moments and their take-aways from the experience. They enjoyed performing with Joyce, the field trip, making art and learning about the environment.



A close-up photograph of a butterfly with vibrant orange wings and black stripes and spots. The butterfly is perched on a yellow flower, with its wings spread. The background is a soft, out-of-focus green, suggesting foliage.

*"EDEN has taught me that I
have a voice and that I
should use it for the world in
order for it to grow."*

—Cloe, age 13





Love
Yourself
First

BELONG

If you get tired.
Learn to rest.
Not quit.

NO BIRD SOARS
too high
WITH HIS

never
REGRET
ANYTHING
at MADE you
SMILE

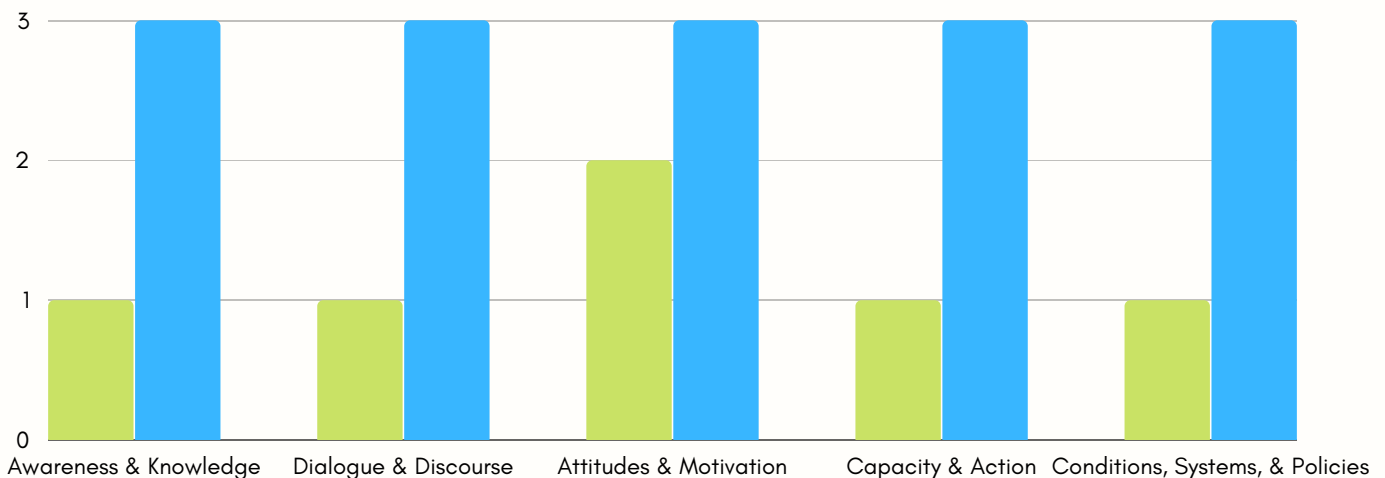
IMPACT & EVALUATION

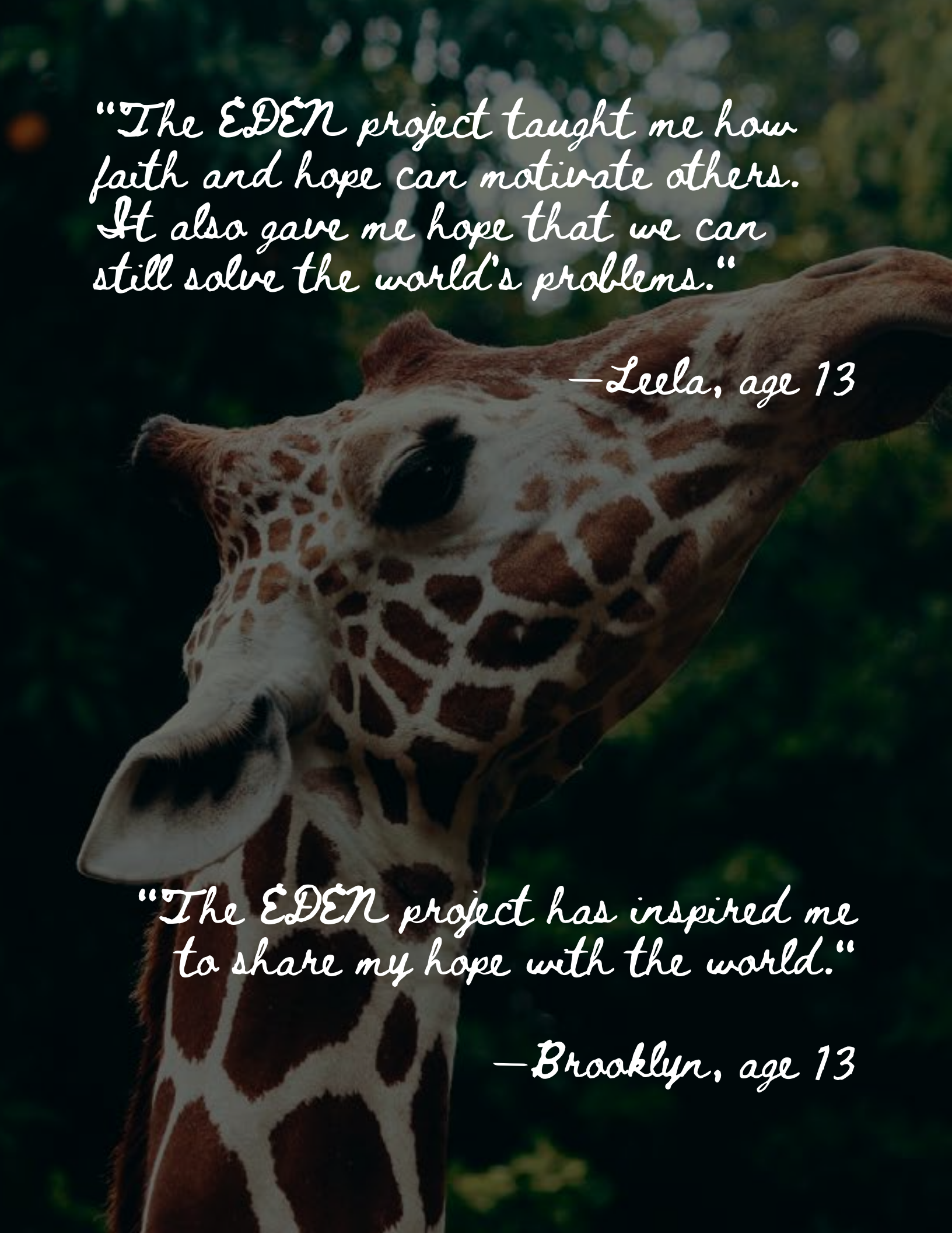


The goal of this effort is to learn about the impact that the activities have on participants. It is not gathered to impress funders, but to advance our own effectiveness in generating objective information about the power of our work. We are especially curious to learn if there is any evidence that they have the impulse to take action and/or feel they can make a difference—this is the high goal of the arts-for-climate field, and we believe teaching artists have a particularly strong contribution to the field. Teaching artists were encouraged to use the Continuum of Impact Guide as a model when thinking about impact and assessment in their workshops. We asked: Did participants demonstrate greater personal connection to this environmental issue and deepen their understanding of it? Did participants demonstrate a personal motivation to do something about this issue and show a sense that they could make a difference if they did? Did they actually take some action?

The following graph results come from the teaching artist's observations of the students before and after the workshop series. They were asked to give their sense of the impact they saw in their students on a scale of 1 (No Knowledge) to 4 (Extremely Knowledgeable).

Before the Workshop
After the Workshop





"The EDEN project taught me how faith and hope can motivate others. It also gave me hope that we can still solve the world's problems."

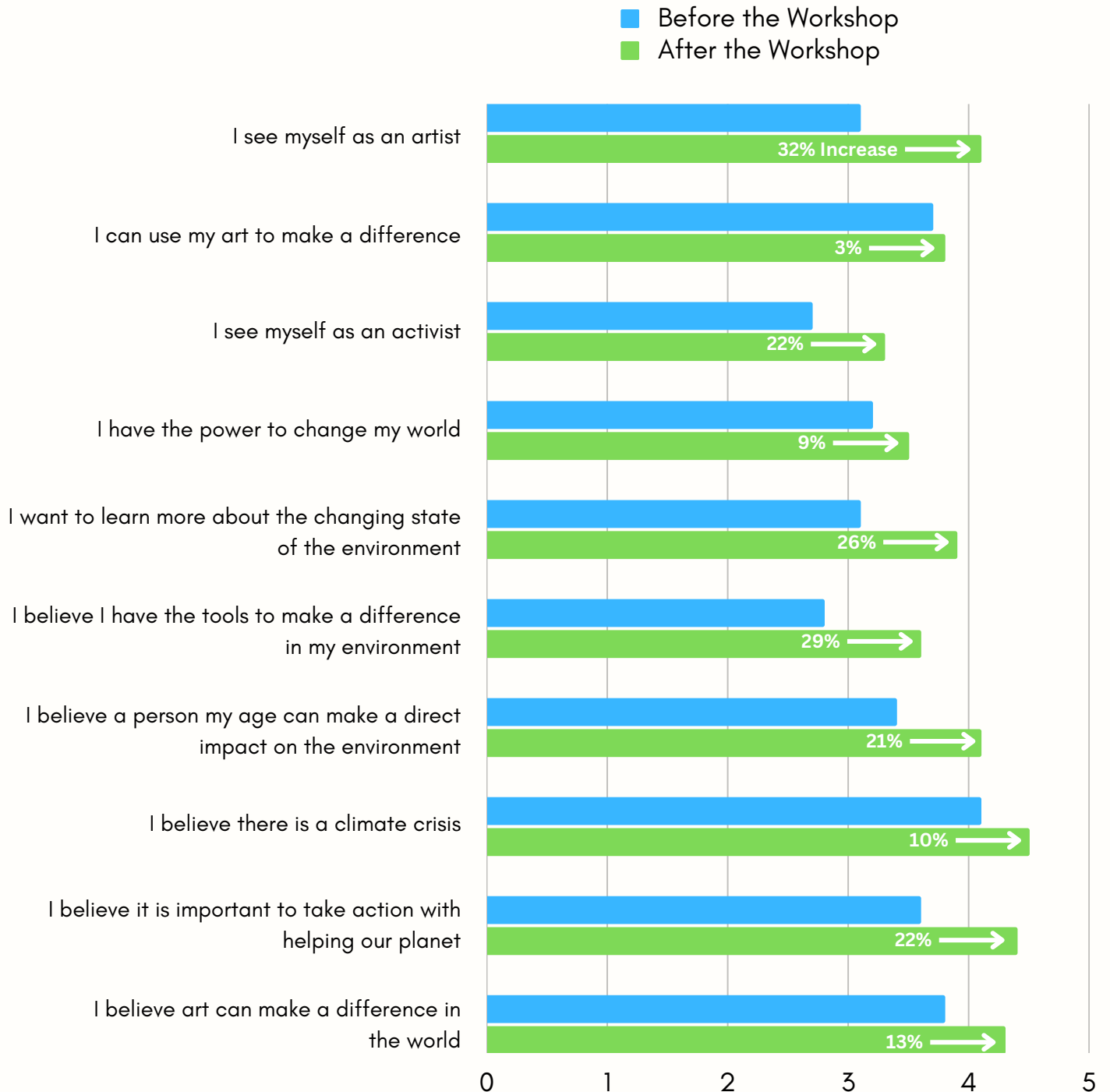
—Leela, age 13


"The EDEN project has inspired me to share my hope with the world."

—Brooklyn, age 13

STUDENT EVALUATIONS

During this round of EDEN, students were given a survey before and after the workshops. These surveys were designed according to the outcomes provided in the Continuum of Impact Guide. Students were asked if they Strongly Disagree, Disagree, Neither Agree or Disagree, Agree, or Strongly Agree with the following statements.



A close-up photograph of a bumblebee with black and yellow stripes, perched on a cluster of small purple flowers. The background is a soft-focus green and blue. The text is overlaid on the left side of the image.

"The EDEN project has inspired me to make a change in my life that would impact and help the environment!"

—Diya, age 13

REFLECTIONS FROM THE TEACHING ARTIST

In what ways did you observe change in your participants understanding and engagement of the environmental issue you chose?

"I designed the workshops around the Casel 5 Social-Emotional Learning (SEL) Competencies:

- self-awareness*
- self-management*
- social awareness*
- relationship skills*
- responsible decision making*

Session 1 - students learned about self-awareness, self management and their strengths,

Session 2 - they learned about ecosystems, interdependence and reflected on all they have learned so far

Session 3 - they were tasked with bringing all the skills together as we added social, awareness through public speaking, relationship skills by working in teams and making responsible decisions for the earth. On top of that, I gave them free rein to create "inventions" with very little direction. They engaged fully with this abstract project- meant to challenge and invite them to use their imaginations freely.

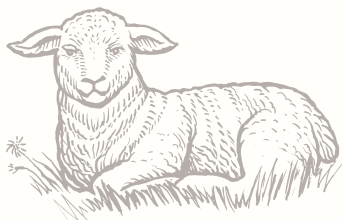
By following the SEL competencies, the students demonstrated a progression in their ability to express themselves, work together, and articulate a meaningful understanding of all the topics that we covered."

What challenges did you face in creating and facilitating your workshop?

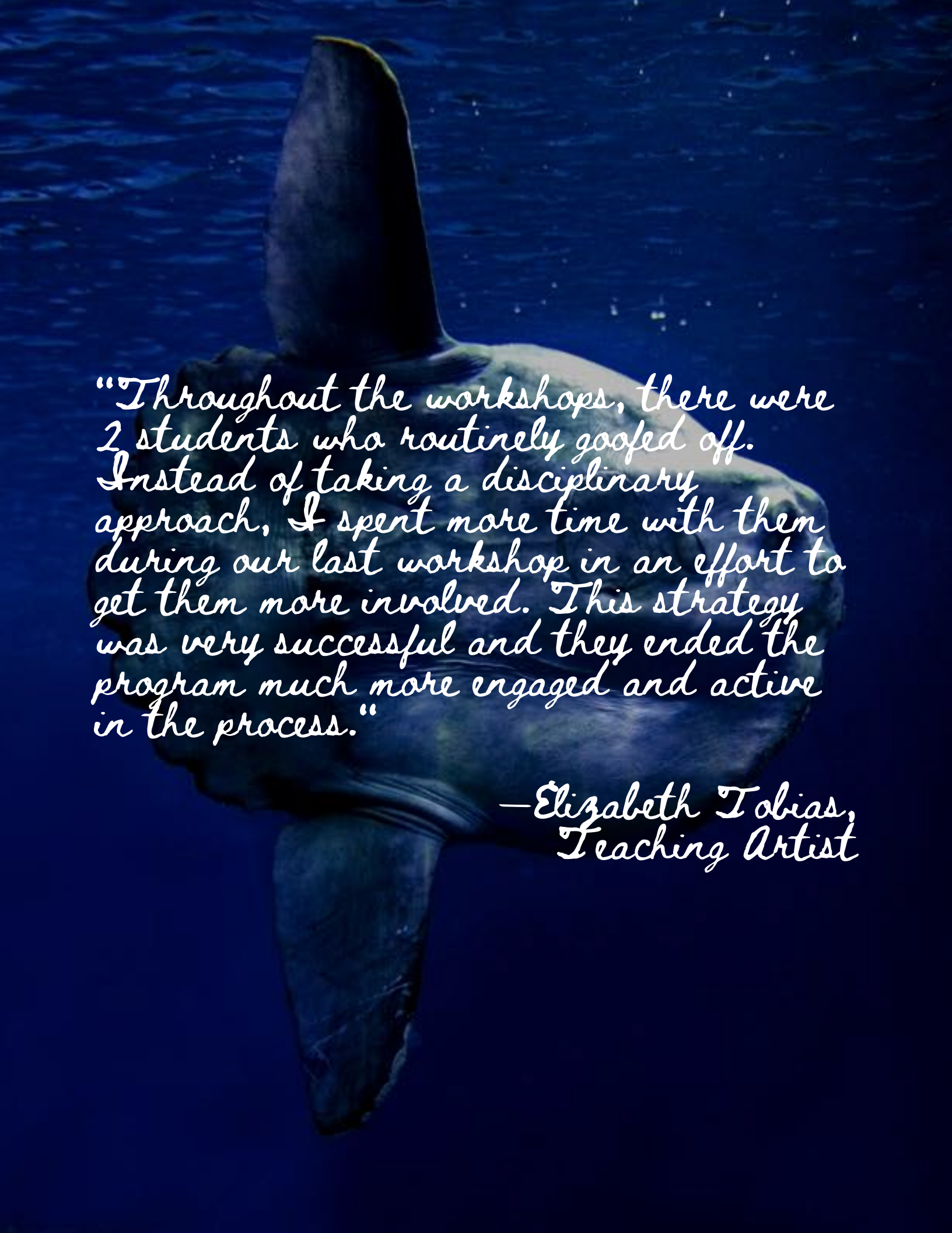
"We did not have any significant challenges."

Did your EDEN experience expand your work or skills as a teaching artist in any specific ways?

"Facilitating the EDEN workshops was a great opportunity for me to combine Expressive Arts and STEAM in a way that I don't normally get to do. With 35 students, I had to be very intentional in designing the curriculum and activities and to prepare the materials so they were easy to pass out, use and clean up in a short amount of time."





A sea turtle is swimming in deep blue water, viewed from above. The turtle's head is at the top, and its tail is at the bottom. The text is overlaid on the turtle's shell.

"Throughout the workshops, there were 2 students who routinely goofed off. Instead of taking a disciplinary approach, I spent more time with them during our last workshop in an effort to get them more involved. This strategy was very successful and they ended the program much more engaged and active in the process."

—Elizabeth Tobias,
Teaching Artist

ABOUT THE TEACHING ARTIST



ELIZABETH TOBIAS

Elizabeth Tobias, MA (She/Her/Hers) is an Expressive Arts Therapist, Interdisciplinary Artist, Facilitator, Educator and Community Organizer.

As an artist, Elizabeth draws upon multiple disciplines to create socially engaged immersive installations. She has exhibited her work at galleries and museums internationally, including Carpenter Center for the Visual Arts at Harvard University, Utah MOCA and Projektraum M54 at Art Basel. She is the recipient of numerous awards including a Learning Innovation Fellowship from The National Science Foundation, a Durfee ARC Grant and awards for her short documentary, *Survivor! 98 Second Stories*.

As an Expressive Arts Therapist, Facilitator and Educator, Elizabeth has over 15 years of experience working in private, organizational and K-12 school settings. She is currently in private practice.

As a community organizer, Elizabeth served on the steering committee of Rising Arts Leaders, San Diego as well as The Arts+Culture San Diego Community Advisory Council.

Elizabeth holds a bachelor's degree in French Studies, a master's in Spiritual Psychology and a post graduate professional diploma in Expressive Arts Therapy. She also holds certificates in Mindfulness and Yoga.

She has worked with organizations including La Jolla Music Society, International Teaching Artist Collaborative, Vista Hill Parent Care, The Los Angeles Gay and Lesbian Center, Aspiring Families Center for Mental Health and Wellness, Tufts University, Teralta Arts and Los Angeles Art Association.

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