



Water of EDEN

EDEN Engagement: Essen
Seed City Curriculum
Patricia Cruz + Stepanie Breimann
JUNE 2023



International Teaching Artists Collaborative (ITAC)
and
Joyce DiDonato's

EDEN ENGAGEMENT

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". Seed Cities are a 1-4 day(s) event that engages the youth with one of three specific environmental issues; Urban Gardens, Urban Trees, Food Choices:

- Urban Gardens: They are youth-friendly. Among many social benefits, they bring these environmental benefits: reduce carbon use (reduced food transport); reduce water runoff; help pollinators; plants absorb CO₂ and pollutants and produce oxygen; health benefits in the food and the community building (reduced stress and blood pressure).
- Urban Trees: Trees are omnipresent and overlooked in cities—kid friendly. They can plant them, and the EDEN performance encourages that. Trees are powerful answers to heat mitigation (reduce temperatures by 8 to 10 degrees and need for air conditioning), carbon and pollution sequestration and oxygen production, water flow pollution reduction, biodiversity, and food insecurity. Health benefits include healthier air, psychological benefits, lowering blood pressure and stress.
- Food Choices: Scientists have proven that small choices make a big difference. Because many foods with a high health burden, including processed meats or red meats, also have high environmental costs, switching out 10 percent of a person's daily caloric intake can cut a person's food-based environmental footprint by over 30 percent. Between growing it, packaging it, moving it around, cooking it, and often wasting it, food production makes up about one-fifth to one-third of all annual greenhouse gas emissions globally. Eat less red and processed meats, eat more veggies and fruits, reduce food waste, and if you have a way...compost.

Teaching Artists: Patricia Joson Cruz and Stephanie Breimann
June 1, 2023

GOAL: Understand we all make an impact on our world.

Guiding Question: Can art inspire change?

Art form: Visual art. Students will work in teams to illustrate lyrics that they find meaningful and inspirational. Their goal is to inform and inspire their audience towards action. Student teams will work collaboratively to create: animal stick puppets, a paper cranky (What is a Cranky? They are an old storytelling art form. Start with a long illustrated scroll that is wound onto two spools. The spools are loaded into a box which has a viewing window. The scroll is then hand-cranked while the story is told, a song is sung or a tune is played.
<http://www.thecrankiefactory.com/>)

TEAMS WILL WORK ON:

- Background paper
- The animal puppets
- Song or music (if time allows)

SUPPLIES: goal -use as many recycled materials as possible

- Crepe paper
- Glue sticks? Fish Glue? Paper mache glue?
- Roll paper
- Paint brushes - Pat will bring bamboo brushes
- Bamboo sticks - Stephanie will bring
- Masking tape - 1 roll
- Black and white Gouache
- Rice paper?
- Brown paper - roll
- Printed photos of sea life for reference

Ask things students to bring:

- Single use plastics
- Brown packing paper/craft paper
- Glue sticks, tape
- Scissors

Workshop Overview

- Time: One session. Approximately 2-3 hours
- Students: Designed for 8-20 year olds (30 students)
- Environmental Focus: Ocean (pollution in the Sea)
- Art Forms: Visual Art/Music
- Impact measurement: Pre and Post questionnaire. Before the session starts, participants respond to these questions. How do our actions affect the ocean? What can we do to help the ocean and creatures in the ocean?



AGENDA

Key question: Can art inspire change?

5 minutes Arrival – Name tags given to all participants

5 minutes Welcome: Introduction of teaching artists: Ms Cruz and Ms Stephanie. Moment to Focus (2 minute guided meditation with singing bowl)

Introduction

Words of welcome. Minimize talking. Introduce the goals for the day.

5 minutes Learn about the Eden project and Ocean Pollution Eden project and Joyce DiDonato
Her video: https://drive.google.com/file/d/15Ur_NDOKgzHgGOaPMsuQVItc1GPYHmWu/view

5 minutes Visual Voting Activity

1. One side of the room has a sign that says “agree” the other a sign “disagree”
2. Make statements and ask students to move to agree or disagree or somewhere in the middle. (We will photograph the document results”

STATEMENTS:

1. Artists have the power to help save the environment.
2. I have the power to help save the environment.
3. I know how plastic gets into the ocean.

10 minutes

1. Ask students to write down 2 or more things they know about plastic pollution. Share a few responses.
2. Ask students to watch video, “Plastik im Meer” and write down any new facts they heard about plastic. https://youtu.be/lJS9ivY_ung
3. Discuss new facts

5 minutes Artist Examples – see slideshow slides 9 to 12

5 minutes What is a “Crankie”? Show examples

5 minutes Show vertical “Crankie” and stick puppets example by Stephanie

10 minutes Creative Challenge

Students have 90 minutes to “Create Art to Inspire Change.”

1. Select a line from an EDEN song that inspires you.
2. Close your eyes and envision how this line of the song may be illustrated.
3. Use color to express emotion
4. You may work alone or in teams to create your vision.
5. Utilize recycled materials and be mindful of the waste you produce and how you dispose of it

90 minutes Work time: Students will work outside. Students may choose to:

- Create a traditional "Crankie"
- Create a vertical illustration
- Create puppets using recycled materials

Teaching Artists will rotate around to provide support and advice as needed.

20 minutes Student Teams present their work

Students give feedback to their classmates. Discuss the message and use of color to express emotion

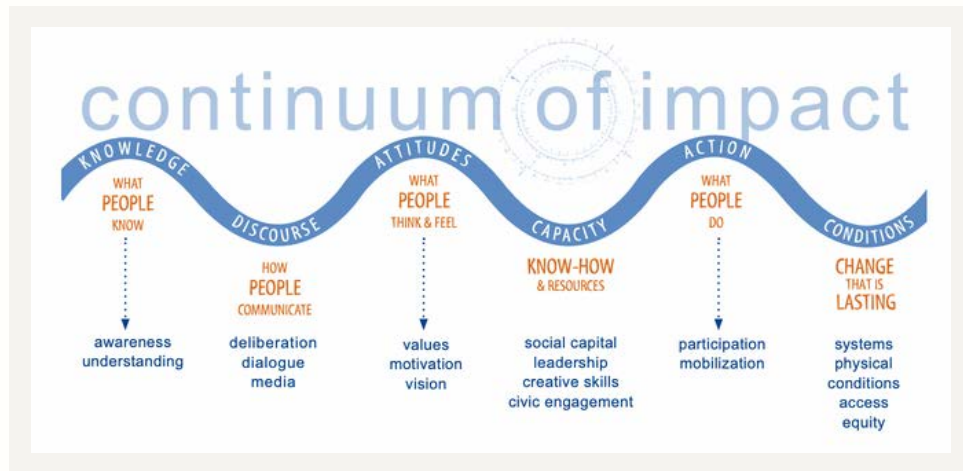
10 minutes Closing Circle Reflection:

Students stand in circle and say one word/a few words and pose to express how they feel about these past 4 sessions- holding the pose until everyone is in the circle - creating a whole group Tableau - then go out of the tableau in reverse order





IMPACT & EVALUATION

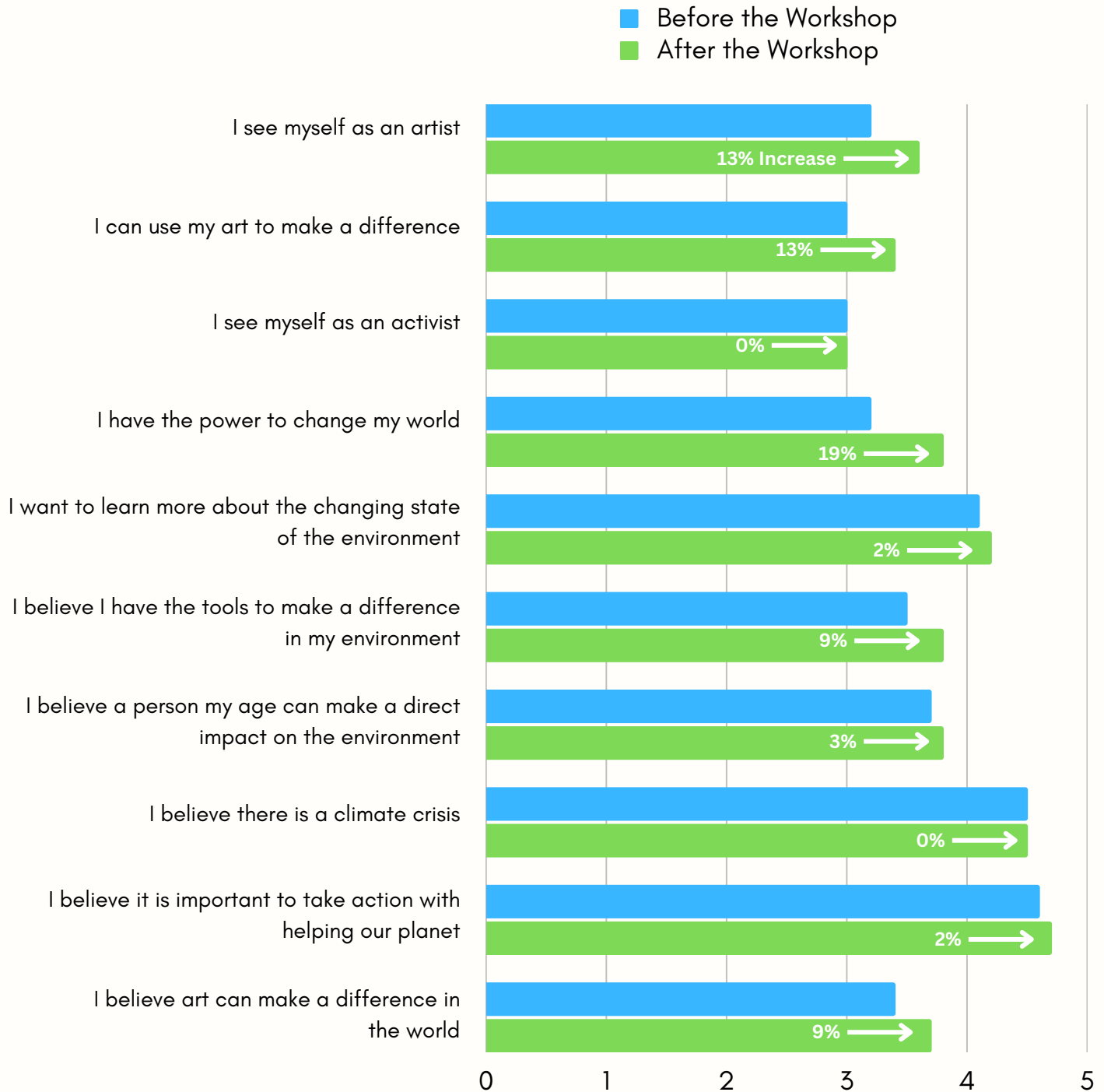


The goal of this effort is to learn about the impact that the activities have on participants. It is not gathered to impress funders, but to advance our own effectiveness in generating objective information about the power of our work. We are especially curious to learn if there is any evidence that 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?



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 1-Strongly Disagree, 2-Disagree, 3-Neither Agree or Disagree, 4-Agree, or 5-Strongly Agree with the following statements.



REFLECTIONS FROM THE TEACHING ARTISTS

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

"At the beginning of the day we asked students if they believed the arts can inspire people to change to help the environment. Less than 50% felt this was possible. At the end of the day we asked the same question, Approximately 90% felt the arts (artists) can inspire positive change for our climate."—Patricia Cruz

"The elder participants were well informed as they were, I didn't make out much improvement in these 90mins, the smaller children were diligently working on their arts project, but they were all pretty baffled by the impact that art can have on people"—Stephanie Breimann

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

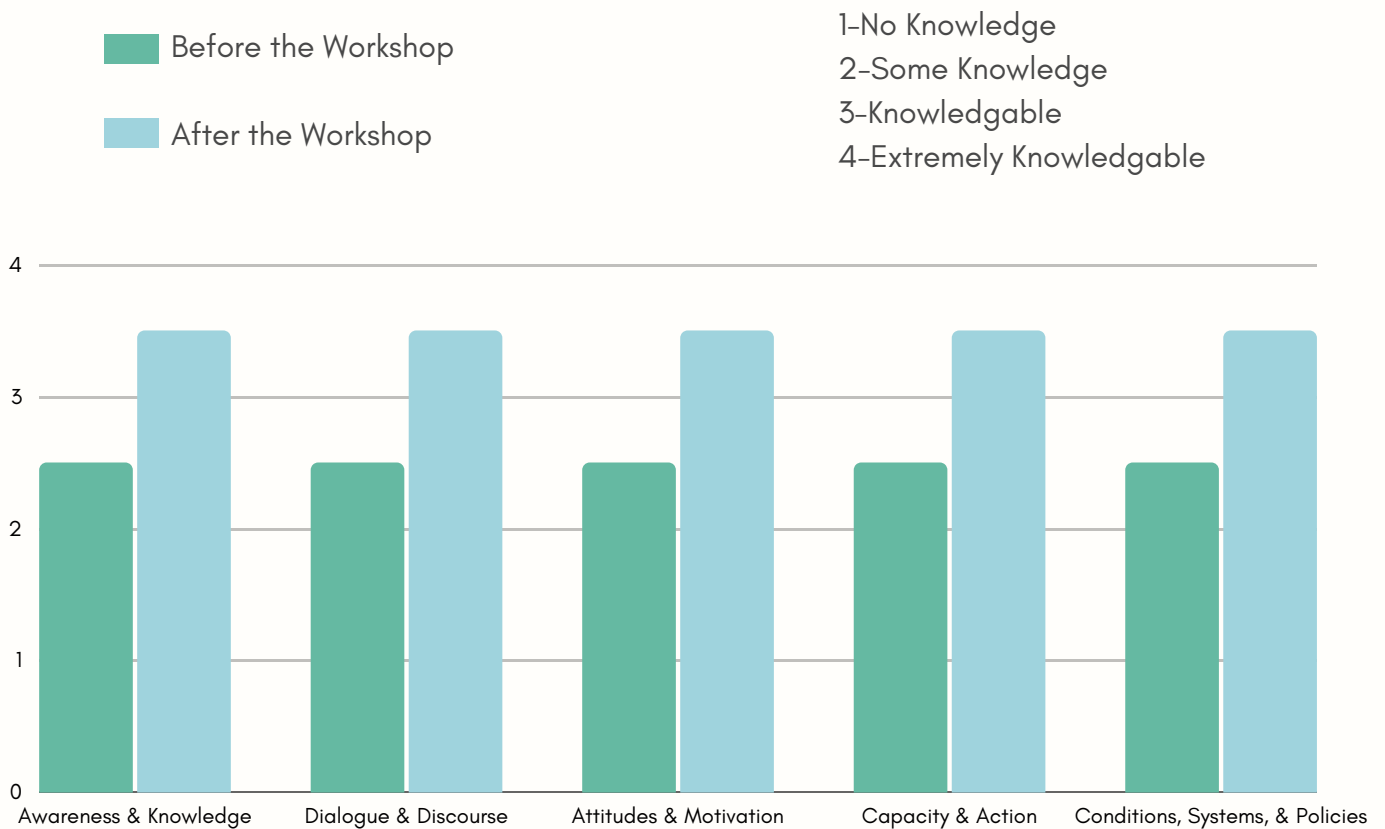
"Yes! I loved collaborating with other artists and enjoyed the challenge of planning a bilingual (english/german) workshop. I beleive this is a strong model for integration of the arts, environmental science, and language arts.."—Patricia Cruz

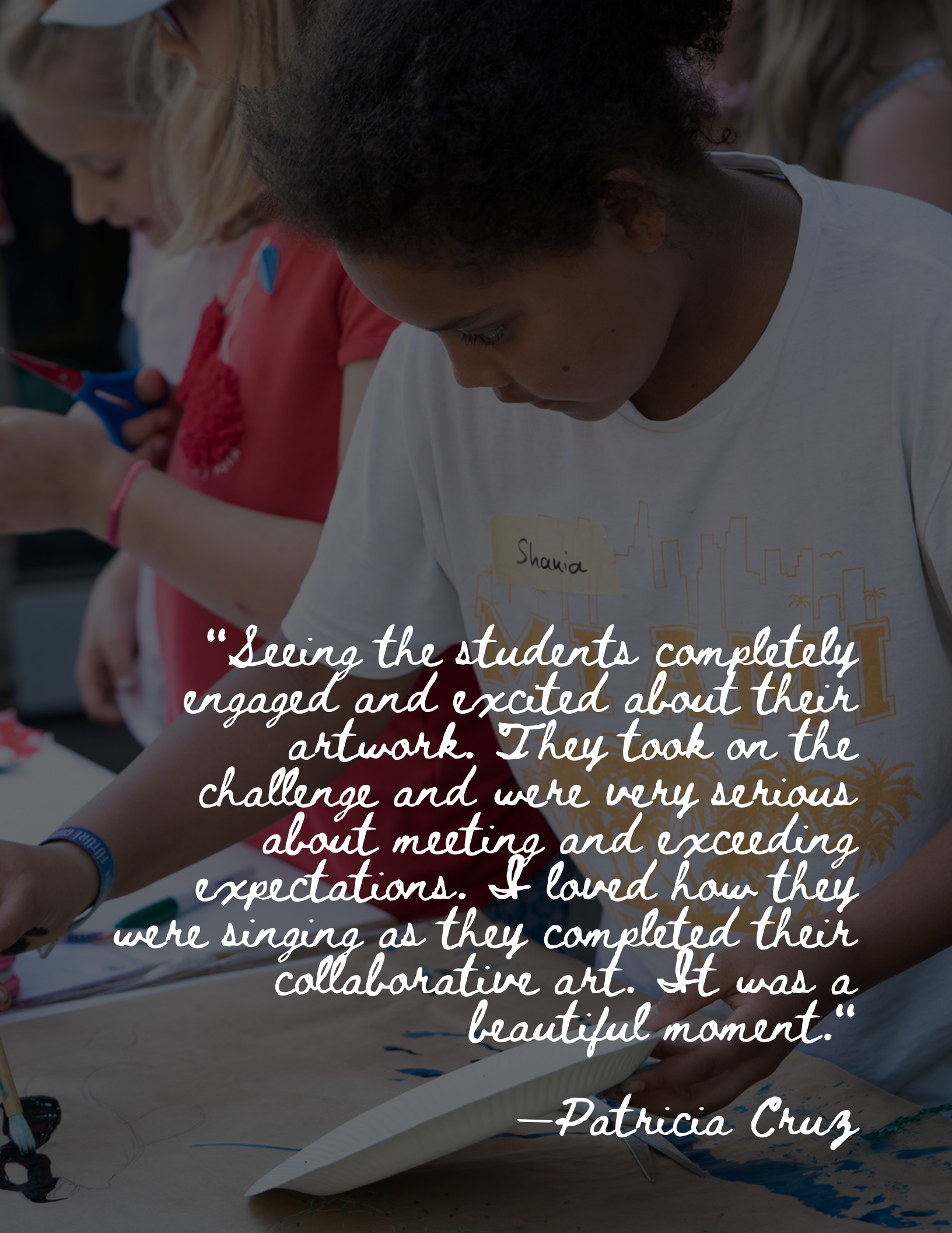
"It was nice to work with well behaved children for a change."—Stephanie Breimann






We tasked each teaching artist with evaluating their students based on the Continuum of Impact Guide. They rated their students on a scale from 1 (no knowledge of the subject) to 4 (extremely knowledgeable about the subject). The following graph reflects the teaching artists' observations of their students.





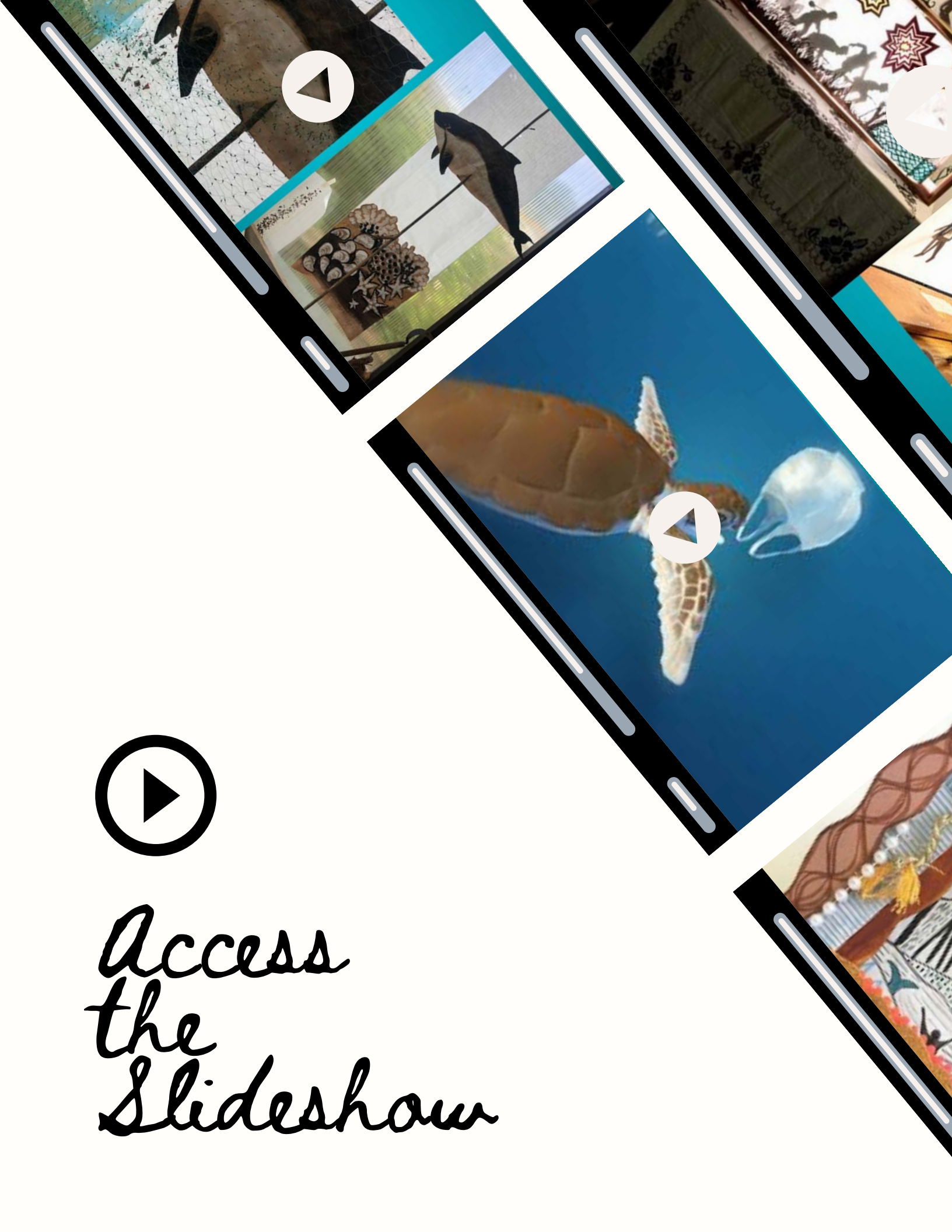
"Seeing the students completely engaged and excited about their artwork. They took on the challenge and were very serious about meeting and exceeding expectations. I loved how they were singing as they completed their collaborative art. It was a beautiful moment."

—Patricia Cruz

A photograph of three women in a bright, indoor setting. The woman on the left has long red hair and is smiling. The woman in the center is wearing a black and white checkered dress and has her right arm raised, pointing her index finger upwards. The woman on the right is wearing a red dress with a white floral pattern and glasses, also smiling. The background is bright and slightly out of focus, showing green foliage and a window.

"We had a break for a little rehearsal of the Eden song, and after that the children were so loosened up and sang away while working, it was so beautiful."

—Stephanie Breimann



Access
the
Slideshow

ABOUT THE TEACHING ARTISTS

Pat Cruz is founder of the Transcontinental Educator Artist Collective for Humanity (TEACH). Pat has been a lifelong activist for environmental issues and served two terms as chair of the Maryland Green Party. As a teacher, Pat helped to pilot a "Reading through the Arts" program that significantly raised student achievement at two high poverty schools. In 2005 Pat joined Arts for Learning Maryland (A4L). As Chief Innovation Officer, Pat designed and directed Teaching Artist PD programs and school district partnerships for over 13 years. She has been recognized as an "Outstanding Arts Educator" and "Visionary Leader" by the Maryland Association of Art Educators and recently received an award for Distinguished Service to the Field from the Teaching Artist Guild (TAG). As director of TEACH her goal is to connect educators and teaching artists to create grassroots climate action.



PATRICIA CRUZ

<https://www.linkedin.com/in/pat-cruz/>
<https://www.instagram.com/techartist/>
<https://www.facebook.com/TeachArtsIntegration>
<https://twitter.com/ChachungHussein>
<https://www.youtube.com/eTEACH-ARTS>



**STEPHANIE
BREIMANN**

born 1966 in Waltrop
since 2003 freelance artist with a studio in Waltrop,
focus on commissioned work, e.g. B.

- Portraits based on photos and nature
- Illusion painting (landscapes, life-size people, animals)
- Wall design in living rooms (e.g. Mediterranean, marble effect, wall tattoos)
- Lettering painting for commercial needs
- Website: <https://buntfuersleben.de/>

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Church Choir

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