

## The Earth and Spirit Council's Earth Arts,



gives a big Thank You to Metro!



March 31, 2004 Boise Eliot 2nd grade Environmental Artists



Earth & Spirit Council's Earth Arts  
**Final Report to METRO GREENSPACES GRANT PROGRAM**  
May 2004

**1. Please Note:** Following is a brief summary. Please see digital report for in-depth information.

We developed curriculum for, and offered environmental/art residencies in 4 NE Portland Schools.  
We served 275 children in 11 classrooms.  
We served another 550+ family members in Family Art Workshops linked to the program.

**Budget:** (attached budget has more detail)

Total actual program budget was:	\$63,100.00
Total cash income:	\$33,700.00
Total in-kind donations:	\$29,400.00
Total cash expenses:	\$33,057.92
<b>Artist Fees:</b>	<b>\$28,000.00*</b>
Administrative:	\$431.17
Equipment Purchase:	\$1,499.35
Printing/Documentation:	\$469.99
Art Materials:	\$1,069.12
Curriculum Materials:	\$788.29

**\*Grant Funded Item:**

Artist/Curriculum Development Specialist Judith Yeckel: (see attached invoices)	\$3,000
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Matching In-kind to Grant Funded Item: Artist/Program Director Robin Chilstrom: (see attached time sheet)	\$3,000
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Total Volunteer Hours:	approximately:	800
Time was donated by: Staff, Earth and Spirit Council Board, Curriculum Development Specialists & Teachers:PPS; Corporate sponsor employees from Hanna Andersson & Starbucks, Community Artists and Friends.		

**2. Please Note:** Following is a brief summary. Please see digital report for in-depth information.

We were able to serve 11 of the 12 classrooms originally planned for.  
We offered 5 rather than four family workshops.  
We were fiscally unable to include a paid naturalist in the program this year,  
but have included them as our first priority for funding next year.

**3. Please Note:** Answers to additional questions are in our digital report.

CONTRACT #:  
924580

# METRO/USFWS GREENSPACES PROGRAM REQUEST FOR RELEASE OF FUNDS

Grantee Name: THE EARTH AND SPIRIT COUNCIL

Grantee's Fiscal Agent: TERRY KEM

Contract Number: 924580 Project Name: PROCESSION OF THE SPECIES EDUCATION PROGRAM CALLED: EARTH ART (REVISED WITH PERMISSION ON MARCH 22, 2003)

In accordance with the terms of the Grant Agreement, I request funds as follows:

Payment Request Number \_\_\_\_\_ OR Final Request ☒

I understand that I will need to send receipts / invoices and spreadsheet to document expenses for funds previously received from METRO for this project, before any future Request for Release of Funds will be processed.

Note: All checks will be made payable to Grantee's Fiscal Agent. Grantee and Fiscal Agent are responsible for paying vendors directly with funds received for this project.

## Documentation Must Be Attached For All Costs

	description of services or materials purchased	cost or cash value (cash, in-kind materials & services; volunteer labor)	request for reimbursement from Metro*
PERSONNEL COSTS	EDUCATION COORDINATOR SERVICES ← ARTIST/Curriculum	3,000 75 hrs @ 40 hr.	\$3,000
MATERIALS	SPECIALIST JUDITH YECKER		
EQUIPMENT RENTAL & SERVICES			

Totals

\$ 3,000

\$ 3,000

I declare that this statement is, to the best of my knowledge, true, correct and complete.

Grantee's Authorized Signature: ROBIN CHRISTENSEN (program DIRECTOR) Date: MAY 28, 2004

Grantee Contact Phone Number on billing questions: (503) 284-9059

Grantee Contact E-mail Address: TRIBAL@SPIRITONE.COM

Forward This Request to Metro Grant Coordinator for Signature Below

I find this request to be consistent with the Grant Agreement and all funding conditions have been met.

Metro Grant Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

If you have any questions, please contact Rachel Fox, at 503-797-1856 (Fax # 503-797-1849)

m:alex/rpg/projects/admin/F&Wild/GrantBillingInstructions

# EARTH ARTS -

AN EDUCATION PROGRAM OF THE EARTH & SPIRIT COUNCIL

## Financial Report, 2003-4

**Total Income from Corporate and Foundation Grants:** **\$33,700.00**

Autzen Foundation:	\$2,000
Hanna Andersson Children's Foundation:	\$4,500
Juan Young Trust:	\$500
Leupold & Stevens:	\$6,500
McKenzie River Gathering	\$1,000
Metro:	\$3,000
Regional Arts & Culture Council:	\$4,300
Starbucks Foundation:	\$6,800
Private Donation (Leah Campanella)	\$5,100

**Total In-Kind Donations (volunteer and materials)** **\$29,400.00**

Artist Fees:	\$15,000
Administrative Costs:	\$8,000
Professional Curriculum Development	\$4,000
Supplies	\$1,200
C2F:	\$150 (materials)
Grand & Benedicts:	\$200 (materials)
Pratt & Larsen	\$175 (materials)
Fred Meyer	\$250 (materials)
Kinkos	\$250 (copying costs)
Arvey Paper	\$ 25 (materials)
Private Donations	\$150 (art materials)

**Workshop and Prep Volunteers:** **\$1,400**

**Total Cash Expenses:** **\$33,057.92**

Artist Fees:	\$28,800.00
Administrative Costs:	\$431.17
Equipment Purchase:	\$1,499.35
Copying/Printing/Documentation	469.99
Art Materials	\$1,069.12
Curriculum Materials:	\$788.29

**Total Actual Budget:** **\$63,100.00**

**Total Projected Budget:** **\$68,000.00**

Note: We made internal budget cuts to address the disparity between real and anticipated income, and added in-kind donations.

<b>Total Program Cash Match:</b>	<b>\$30,057.92</b>
<b>Total Metro Grant:</b>	<b>\$3,000.00</b>

# INVOICE

TO: Earth and Spirit Council  
FROM: Judith Yeckel, Arts Education Contractor  
3303 NE 14 Ave. Portland OR 97212  
503.249.8159  
SS # 488 56 3664

SUBJECT: Earth Arts Residency, Jan. 1 – Jan. 31, 2004

Materials and Activity Prep:	23 hours
Grant Writing and Research	35 hours
Classroom residencies:	5 hours
Admin. & planning:	20 hours

Total Hours Worked:	<hr/> 83
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**TOTAL HOURS BILLED AT \$35/hour      43 hours**

IN KIND HOURS: 40

**PAYMENT DUE: \$ 1,500.00**

Thank You.

# INVOICE

TO: Earth and Spirit Council  
FROM: Judith Yeckel, Arts Education Contractor  
3303 NE 14 Ave. Portland OR 97212  
503.249.8159  
SS # 488 56 3664  
SUBJECT: Earth Arts Residency, April 29 \_May 28, 2004

School Related and Events: 21.5 hours (Nike & HS Arts night from end of April)  
Grant Writing and Research 5.5 hours  
Admin. & planning: 19.5 hours

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**TOTAL HOURS: 46.5**

**TOTAL PAYMENT DUE: \$ 1,800.00**

Thank you

Employee: ROBIN CHILSTROM Phone: 284-9059

Total Hours: 115 <sup>+ 5 From</sup> LAST MONTH

Please include date, person's name and volunteer category.

Hours  
Job

Hours  
Job

~~Hours~~  
~~Job~~

Hours  
Job

Monday

**Tuesday**

Wednesday

Thursday

Friday

**Saturday**

**Sunday**

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CARS.  
DONOR AND  
SCHOOL OUTREACH

6 (6)  
CORRESPONDENCE  
C2F DOWNS PACKET  
SABIN PACKETS

8 (5.5)  
meeting w/  
justin  
program comm.

10 (2)  
program planning

11 (4)  
Hanna  
planning

12 (A)  
Hanna

B 10.5  
Budget meet  
Hanna Grant

14 (5)  
Budget/ Junior  
HANNA

15 (11)  
Riglee  
meeting  
Hanna

16

17

18

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20 (6)  
meetings  
prepare BOARD  
REPORT.

21 (1)  
PHONE CALLS

22

23 (2)  
meeting w  
Riguer Tennen  
meeting w. Tennen

24 (1)  
communications

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26 (2) Curriculum

27 (a)  
curriculum

28 (6.5)  
curriculum

29 (8)  
curriculum  
meeting w  
SABIN  
TEACHERS.

30 (9)  
curriculum

31 (9)  
meeting/  
curriculum

Hourly Rate: \$ 40

Monthly Hours Compensated 45

Monthly In-Kind Donation 75

In-Kind Hours Breakdown Fundraising: 40 / Admin: 30 / program + curriculum: 50 /  
DEVELOPMENT

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INTERNAL REVENUE SERVICE  
DISTRICT DIRECTOR  
P. O. BOX 2508  
CINCINNATI, OH 45201

Date: JAN 24 1987.

EARTH & SPIRIT COUNCIL  
PO BOX 230411  
PORTLAND, OR 97281

DEPARTMENT OF THE TREASURY

Employer Identification Number:  
93-1077251

DLN:  
317024677

Contact Person:  
D. A. DOWNING

Contact Telephone Number:  
(513) 684-3957

Addendum Applies:  
Yes

Dear Applicant:

Based on the information you recently submitted, we have classified your organization as one that is not a private foundation within the meaning of section 509(a) of the Internal Revenue Code because you are described in section 509(a)(2).

Your exempt status under section 501(a) of the Internal Revenue Code as an organization described in 501(c)(3) is still in effect.

This classification is based on the assumption that your operations will continue as you have stated. If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status.

This supersedes our letter dated (see addendum).

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(2) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(2) organization.

If we have indicated in the heading of this letter that an addendum applies, the addendum enclosed is an integral part of this letter.

Because this letter could help resolve any questions about your private foundation status, you should keep it in your permanent records.

Letter 1078 (DO/CG)



## Pilot Year Goals

- Develop environmental-arts curriculum that supports benchmark and literacy learning for grade 3.
- Serve 800 children and their family members in residency and family art workshops and community outreach.
- Develop plan for program growth and sustainability.



## Earth Arts 2003-2004

an education program of the Earth and Spirit Council

Pilot Year funded in part by:



## What is Earth Arts?

Earth Arts is an Art and Environmental Science enrichment program, designed to nurture self-esteem, peer support, creative expression, benchmark learning and community involvement in culturally diverse PPS K-5 children and their families.

During residencies, our artist-educators guide children through a multi-disciplinary art process, during which they learn about species and habitat in our bio-region.

In our pilot year, for example, young students created animal homes using a puppet stage and props we provided. Within this "habitat", they imagined and illustrated Folk Tales, while learning about the lives and needs of six neighborhood species.

Puppets were made from the children's artwork. They were given names and personal histories in the children's creative writing. These ideas were often shared in story circles, later integrated into our collaborative Folk Tale.

Families participated in the fun and learning, through special art workshops held at each school we served. These events offered parents the opportunity to honor both their children's learning and Earth Day.

We plan for Earth Arts to grow sequentially over the next three years, expanding curriculum and classrooms served, to include grades 1-5.

## Our Core Intent

Following the tradition of our parent organization, the Earth and Spirit Council, we believe that wisdom from many cultures is needed now to restore environmental balance on earth. This will take time.

We are committed to nurturing our children to take leading roles in this restoration effort. In order to create a viable, just and inclusive vision for living together on the earth, our children need to know that each one of them is important, with a unique personal voice, and wondrous gifts to share.

Children from diverse ethnic and cultural backgrounds are at the creative heart of this program - dreaming, storytelling, and learning to manifest their visions.

Acknowledging that a healthy culture keeps growing, our activities are designed to honor diverse perspectives, while inviting children and their families to create new stories and community traditions that integrate wisdom and beauty from all.

*Together in this new century,  
may we find the way,  
to live in harmony,  
as One Family.*

## Biographies



- We developed six neighborhood species biographies, for both 2nd and 3rd grade reading levels.
- Biographies included habitat and species facts, native myths, and fun activities tied to art and science benchmarks.
- City animals like Crow, Squirrel and Butterfly were chosen so the children can enjoy and learn from their Earth Buddies by observing them through the seasons.
- Each child received a personal biography of their animal buddy.

## Sample Bio Activity Page - grade 2

**Draw a Habitat for Me Buddy!**

My Human Friend's name is: CARLIN MURRAY

A Map or a Picture Your Name

Where can I: (Sleep?) (Feel Safe?) (Get water?) (Eat?) (Play?)

Use more paper if you need to.

My CROW animal name is from my house

My friends say I am lovely and happy

My favorite thing in the world is: My family and friends

If I could talk to humans I would say: My name is Crow and I love to be with my family and friends

**Draw a Habitat for Me Buddy!**

My Human Friend's name is: RYAN

A Map or a Picture Your Name

Where can I: (Sleep?) (Feel Safe?) (Get water?) (Eat?) (Play?)

Use more paper if you need to.

My TURKIE animal name is MURPHY

My friends say I am the scariest and fun

My favorite thing in the world is: To be in the sun

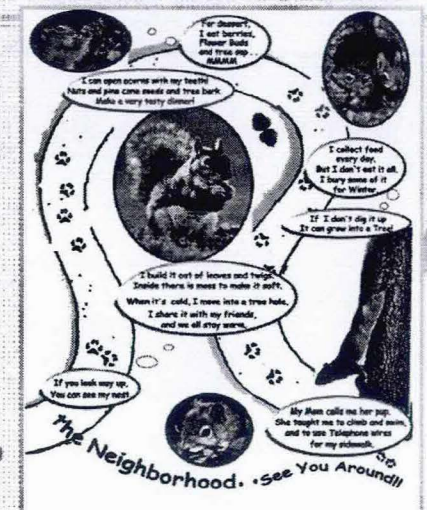
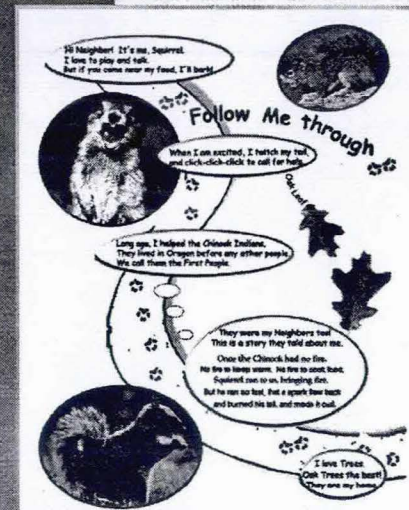
If I could talk to humans I would say: Hi my name is Murphy and I love to be with my friends

## Curriculum Development

- Species Biographies-Grades 2 and 3
- Supplemental Teaching Materials
- Habitat Awareness
- Oral Storytelling
- Visual Storytelling
- Making Species Puppets
- Puppet Plays
- Storybooks
- Storybook Readings
- Extended Learning



## Sample 3rd Grade Bio - Squirrel



## Habitat Awareness

In preparation for both oral and visual Storytelling, we discussed animal habits and environment:

- Q: Where does your animal live?  
 Q: What kind of a tree?  
 Q: Do you know it's name?  
 Q: Does it have another name?
- A: In a nest!  
 A: A Big Tree!  
 A: A Christmas Tree!  
 A: A Pine tree!

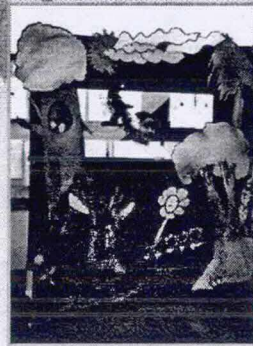
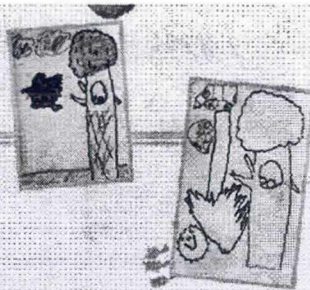
In the fall, images from children's drawings were enlarged, hand-colored and laminated by our artists, becoming habitat props. Making decisions together, the children composed environments for their stories, using our traveling puppet stage and artwork designed by their peers.

Images ranged from telephone poles to volcanoes. The Volcano inspired several children's stories through the year - a beautiful example of image as creative stimulus.

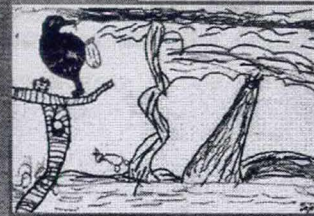
Through the year artists worked to achieve a balance between science and the arts. In the spring, an interview session was added.

In flower costume, a guest came to our classes. Students used their animal puppets to teach the flower about themselves and their habitat. Then they interviewed each other to share even more information.

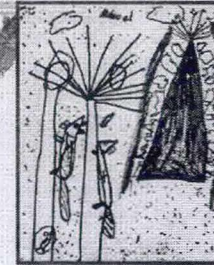
This session proved to be an excellent example of the power of children teaching children, and the effectiveness of orally reinforcing written information.



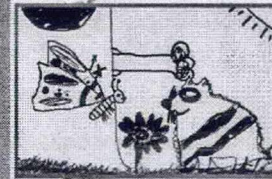
## Visual Storytelling



THIS IS THE VOLCANO



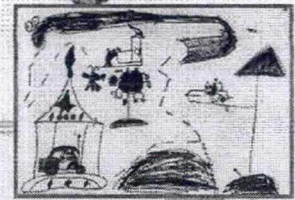
THE DREAMING FOREST



MY UNUSUAL NEW FRIENDS



THE UPSIDE DOWN WORLD



Full of ideas from storytelling, the children drew pictures of what they imagined.

To help with minimal details, we provided image sheets and discussed using basic shapes - long ovals, triangles, half circles, etc. - to define simple body parts, if kids got stuck.

We emphasized the surprise and beauty of originality, encouraging them to explore freely.

When finished, the children marked their puppet animal with an X, and we enlarged that image on sturdy board.

We included elements from each child's drawing in our finished Storybook.

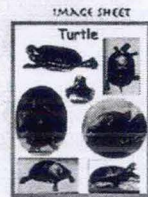


IMAGE SHEET

Turtle

## Teacher's Supplemental Material

### Raccoon Biography

Excerpts from Teacher's Version:

If I put my paw in your hand, it would feel just like a tiny human hand wearing a soft glove. That's because I have 5 long, flexible toes on each front paw. They work like your fingers. I can turn on a water faucet or a hose. I can unscrew jars and open doors and gates. And I can slip the lids off garbage cans. I can even eat corn on the cob the same way humans do.

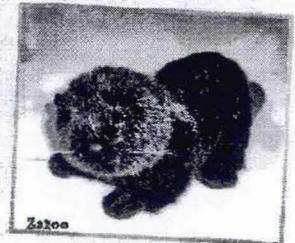
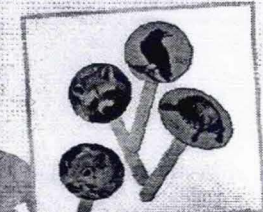
Corn is my favorite food. But I'm not particular. I eat veggies, nuts, fruit, slugs, worms, and honey from bees. Also mice and gophers. If you see my tracks on the edge of wetlands or water it means I'm looking for turtle or duck eggs or maybe a tasty frog or snake to eat...or fish. I'll try anything. I've been known to sample pet food, ice cream, popcorn and even ketchup! Whatever the men of fat for the wintertime, so I can sleep winter sleeping.

### Fun Facts & Questions

- Hummingbirds have many names: Flower Kissers, Fly-size bird, and Beams of the Sun. What name would you give hummingbird? Why?
- Pond turtles can only swallow under water. They can stay under for more than one hour at a time. What is something you can do for one whole hour?
- A new-born squirrel weighs less than your house key. Do you know how much you weighed when you were born?
- Butterflies can see the same colors humans can - plus ultraviolet, a color we can't see. What is your favorite color?
- Crows can tell the difference between a straw scarecrow and a person. What clues might help Crow figure this out?
- No one knows why raccoons dunk their food in water. Is Raccoon washing the food? Is Raccoon making the food soft? Is Raccoon just bored? What do you think?

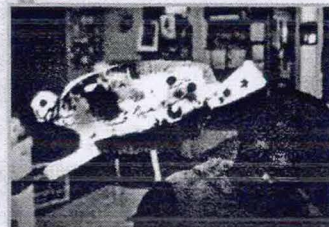
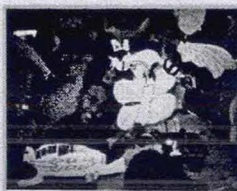
## Oral Storytelling

- The adventure began in our first session, when miniature puppets were pulled out of a basket - a simple but delightful way to initiate relationship between child and animal.
- Two sessions were devoted to creating a group story - featuring the animal buddies. Our artists first modeled a storytelling process, then initiated discussion about what makes a good story.
- Next we gathered in our story circle to imagine and collaborate. Our intent was to create a safe, fun space where children could participate easily as they felt ready.
- To encourage full participation, we used a stuffed utter named "Zazoo" who inspired ideas when a child got stuck. One by one each child added a new piece to the story, and at sessions end, we read the whole thing back to them.
- These stories were revisited in a second session to broaden understanding of story building, encourage cooperative decision making, adding depth and cohesion by weaving in more science knowledge, and developing characters and plot.
- Creative problem solving was a key element of this session, sparked by a flow of leading questions from the artists. This session provided the real foundation for the creation of the written storybook.



Zazoo

## Rigler School Puppets, November 2003 - grades 2 and 3



## Harvey Scott Puppets, March 2004 - grade 2



## Making Animal Puppets



TO STURDY CUTOUT...

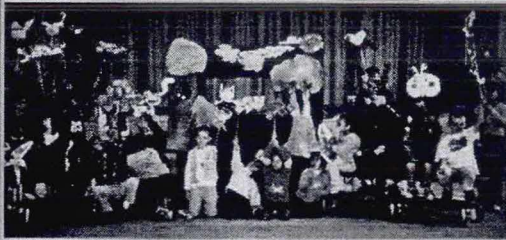


- After adding color to their puppets, children dove into the art materials we brought - feathers, sequins, seed pods, metallic paper, jewels, pipe cleaners, beads, recycled toy parts, etc. - and glued, tied, stapled and hole-punched their puppets together with abandon and delight.

## Sabin School Puppets, December 2003 - grade 3

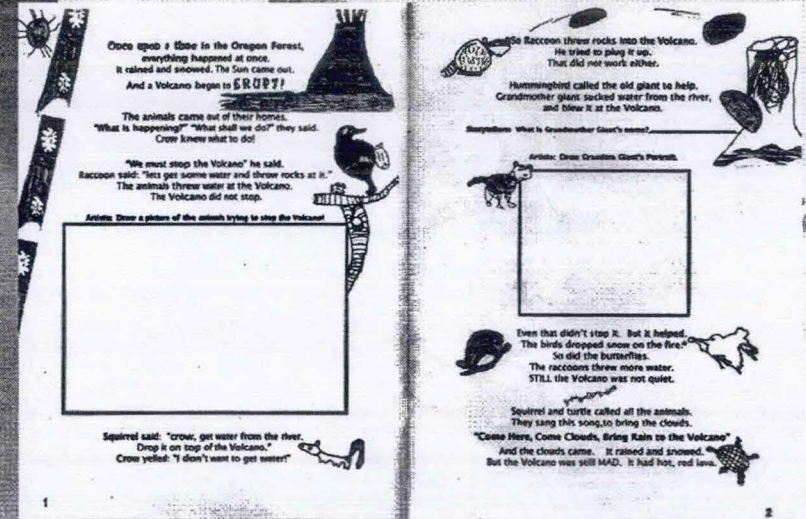


## Puppet Plays



- In most cases, our pilot classrooms were able to present their puppets and story in a public setting. Sharing their creative efforts with others gave them an opportunity to practice public presentation skills.
- At Rigler School in the fall of '03, stories were transformed into puppet plays – our original vision. The artists served as narrators while students manipulated animal puppets in the puppet stage and contributed dialogue, sound effects and action. They shared with family and classmates in both classroom and school auditorium settings.
- Because we wanted to enrich and broaden the storytelling focus of our work, we chose to create storybooks with our spring classes.

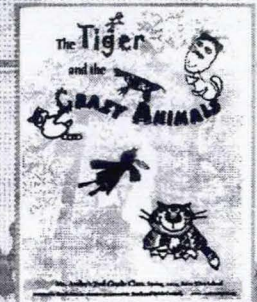
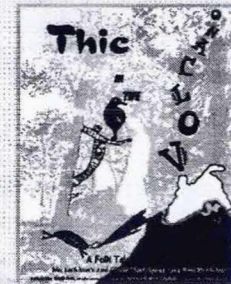
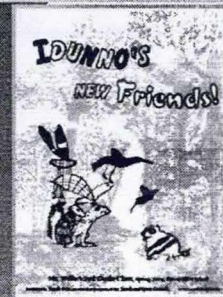
## Thic in the Volcano Sample Storybook



## Boise Eliot Puppets, April 2004- Grade 2

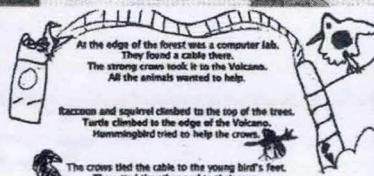


## Storybooks



- Prior to our last session together, artists shaped full group stories into a book format, illustrated with the children's drawings. The Storybooks included new writing, problem solving, music and illustration opportunities. These activities were designed to extend the creative process and stimulate individual ownership of the book.

## Thic in the Volcano - Sample Storybook



The crows tied the cable to the young bird's feet.  
They tied the other end to their own.  
They pulled and tugged and flapped their wings,  
but they could not free the young bird.

Storytellers: What else could they do to help Free Thic?

Butterfly said: "I will go grandma giant. She will help!"  
The animals waited a long time. Where is grandma?  
Why did it take grandma so long?

Squirrel thought:

Turtle thought:

Crow was sure that:

Then, they heard the giant's big feet go Bump ... Bump.

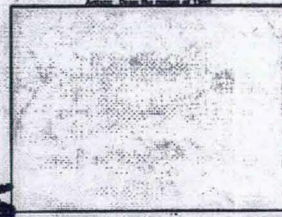
Bump ... Bump ... BUMP ... BUMPI!!

The trees were shaking. The earth was shaking.  
The animals all fell down.  
The crows dropped the cable,  
but the giant caught it.

Then they pulled very hard, all together.  
Thic was finally FREE. He was very happy!

It was his birthday.  
And what a birthday present!  
New friends who helped him ... Whoopie!

Artist: Draw the scene of Thic!



Everyone sang:

Happy Birthday to You, Happy Birthday to you,  
Happy Birthday dear Thic, we're glad to know you!

The End!

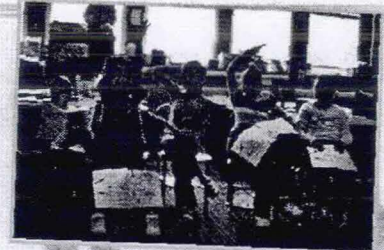
## Storybook Readings

At three of the four pilot schools, our final classroom session was devoted to reading the finished storybook.

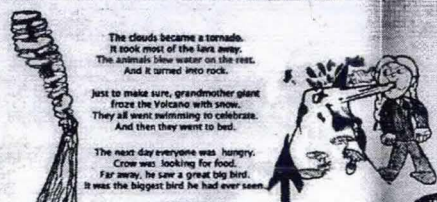
When each child received a personal copy of their Folk Tale, shouts of enthusiasm and pride filled the room, especially when they discovered their own illustrations.

Once again in a story circle, the children read their book aloud, bringing the now-familiar characters to life, adding animal voices and sound effects.

Though the language in the finished books was well above average grade level, the students were invested in the story they had created, and read with fluency and comprehension.



## Thic in the Volcano - Sample Storybook



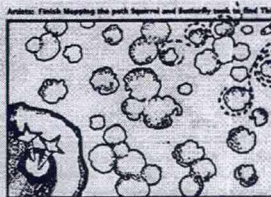
Artist: What does this big bird look like?

The baby bird called back to him: "thic, thic."  
Crow said: "that must be his name. I will call him Thic."  
Then crow said to turtle: "look at that big baby bird!"

Storytellers: What do YOU think baby bird was saying?

But turtle said: "What are you talking about?  
I don't see any big baby bird - only you!"  
The young bird was gone! Crow called for help.

Squirrel and butterfly came quickly.  
They went in circles looking for the baby bird.  
The wind pushed it into the Volcano.  
said a family of crows.



The crows flew off to find some rope.  
But the rope didn't work. It burned up in the Volcano.  
They went off to find metal rope ... a cable.



First reading of the Tiger and the crazy Animals

The crow is 11 inches long with wings  
that are 6 inches long. The raven,  
black bird, jay, dove, jackdaw of Europe,  
hooded raven, fish crow, and magpie  
are the crow relatives. The crow is  
a social, gregarious creature that occurs  
in flocks. The legend says the crow  
taught the Indians how to use a  
bow and arrow to hunt and a stick  
to plant.



Butterflies sip nectar from a mouth part that is kind of like a straw called a proboscis.

Butterflies love to sip on pink and purple and red flowers. Caterpillars are picky eaters. They sometimes only eat one kind of plant. They usually eat thistle, mustard, and lettuce plants but caterpillars don't sip nectar. Butterfly predators are frogs, lizards, snakes, birds, and other small mammals.

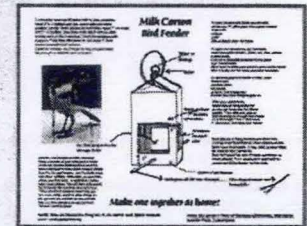
When I first started learning about women I thought they were pests. But now I think they're just trying to fit in with the rest of the world.

I think butterflies are amazing! Native Americans said that God made butterflies to make children happy. Do you think that's true? I think it's true because they make me happy.

## SABIN SCHOOL EARTHWEAVING



We hosted a resource table with outreach information for a variety of community organizations, and shared a really fun take-home activity for families to make together!



Individual teachers successfully used the residency as a springboard for these additional activities:

- |           | BIOMES  |  |  |
|-----------|---|--|--|
| Wetland   | Wetlands have<br>shallow water<br>and wet ground<br>all year long | Wetlands<br>are found<br>in marshes<br>and swamps  | Wetlands<br>are found in<br>marshes and swamps     |
| Forest    | Forest areas<br>are covered<br>with trees<br>and many<br>plants   | Forest areas<br>are found in<br>marshes and swamps | Forest areas<br>are found in<br>marshes and swamps |
| Grassland | Grasslands<br>are covered<br>with grass<br>and many<br>plants     | Grasslands<br>are found in<br>marshes and swamps   | Grasslands<br>are found in<br>marshes and swamps   |
| Desert    | Deserts have<br>very little<br>water and<br>many<br>plants        | Deserts are<br>found in<br>marshes and swamps      | Deserts are<br>found in<br>marshes and swamps      |
| Mountain  | Mountains<br>are covered<br>with trees<br>and many<br>plants      | Mountains<br>are found in<br>marshes and swamps    | Mountains<br>are found in<br>marshes and swamps    |
| Water     | Water bodies<br>are covered<br>with water<br>and many<br>plants   | Water bodies<br>are found in<br>marshes and swamps | Water bodies<br>are found in<br>marshes and swamps |

- Family Art Workshops
- Public Readings
- Art Shows
- Neighborhood Parade
- Rigler School Peace Garden

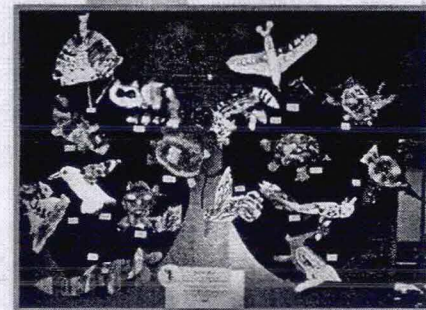


## Public Readings



## Art Shows

- The beauty of the children's work was appreciated by many outside their own families and classrooms.
- At Harvey Scott, puppets were on display in the auditorium during Art Week in May.
- An art show was held in the library at Sabin School, as a prelude to the all school Family Science event in February. The librarian noted how engaged other children were in the 3rd grade classes' work.
- Our corporate partner, Starbucks, hosted a month long showing of work by children from both Rigler and Sabin Schools, in March-April. A comment box beside the display was stuffed with thoughts of encouragement and appreciation for the children.



## Family Workshops



## Public Readings

Children gave public readings of their storybooks at two of our schools. As part of the Sabin Science fair, puppets were displayed in the library, and students read their stories to a packed house of family and friends.



The four classrooms at Boise Eliot invited family members and other classes to join them for a daytime event, followed by a reception. The large responsive audience was treated to four dramatic readings as well as puppet cameos on stage, as children shared facts about their animal friend. We improvised a Thank You song with children, teachers and audience to say goodbye.



## Rigler School Peace Garden

In May and June, 2004, our Program Director collaborated with Rigler School Children and Sm School staff to create mosaic stepping stones and a mural for the new Community Peace Garden on the school campus.

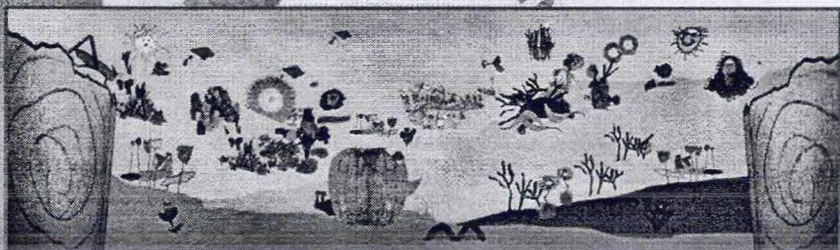
The Children imaged beneficial beings for the garden stepping stones: flowers, hummingbirds, worms, and even a dinosaur, to remember the ancients.

At the same time, we created a folk tale about Peace, and how it came to the Rigler Garden. From Illustrations of the story drawn by children and staff, a portable mural was created. During the summer it can hang in the garden, and in winter inside the school.

Stepping Stones



Portable Mural



## Fiscal Report 2003-4

- These donors invested in the pilot year of Earth Arts:

*The Autzen Foundation*

*Hanna Andersson Children's Foundation,*

*Leupold & Stevens,*

*Metro Greenspaces,*

*the Starbuck's Foundation,*

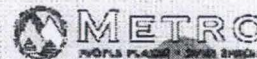
*Fred Meyer Foundation,*

*Juan Young Trust,*

*McKenzie River Gathering,*

*Regional Arts Council*

*Private Donors*



- Cash contributions totaled: \$33,700.
- The total projected cost of the program was \$68,000.
- Our income plan included in-kind donations of time and materials totaling \$29,000.
- To address the funding disparity we made internal budget cuts and increased our in-kind donations.
- Earth Arts Staff, and Earth & Spirit Council Board members, work together to shape and implement an on-going funding plan that, as the program grows, is designed to achieve a balance between earned and unearned income.



## Neighborhood Parade

- The Storybook Parade is a tradition at Boise Eliot School. All Students celebrate the power of literacy and imagination, in a costumed parade that winds through their neighborhood, preceding the Mississippi St. Multi-Cultural Fair.

- This year, all four second grade classrooms paraded the puppets they made - Folk Tale characters created during our Storytelling sessions. They proudly carried the banners of their favorite Storybooks this year:

*The Dreaming Forest*

*Thic in the Volcano*

*Idunno's New Friends*

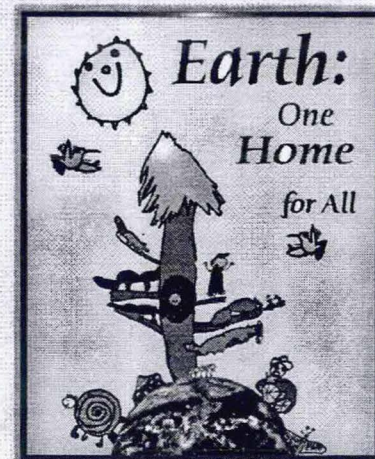
*The Tiger and the Crazy Animals*

Stories we made together



## Program Sustainability

- Fiscal Growth
- Program Achievements
- Recommendations
- Community Response



## Program Achievements

### More than 800 people were touched by Earth Arts:

Eleven classrooms in four NE Portland Schools  
Five Family Art Workshops

275 students and 600+ family and community members

We integrated our family workshops into established school-wide events in order to reach as many families as possible and introduce them to the fun of Earth Arts.

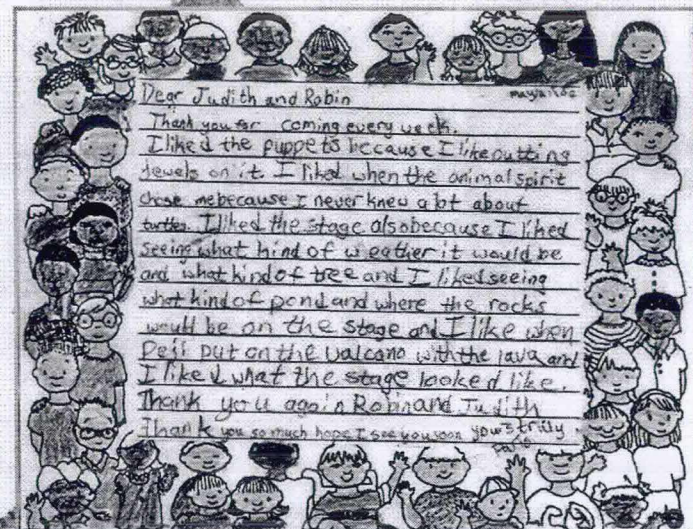
We established a process of ongoing teacher feedback and self-evaluation that enabled us to make critical improvements to curriculum throughout the year. For example, the evolution of puppet plays to storybooks.

By testing curriculum at grade levels 2 and 3, we exceeded original expectations. We designed seven classroom sessions that interface best with 2<sup>nd</sup> grade benchmarks, and support the development of 3<sup>rd</sup> grade curriculum.

Through innovative means, Earth Arts adapted multiple art forms to support science and literacy learning. Feedback from participants overwhelmingly indicates that teacher objectives and student learning experience were both enriched.

We have strengthened our partnerships with Portland Public Schools curriculum specialists, Sun Schools, Cascadia Wild, the Community Peace Garden, Deerdance, Scrap and CoF.

## Children's Response



## Fiscal Growth 2004-5

- Our primary fiscal goal in 2004-5 is to diversify and increase program income.
- As of June 1, 2004, we have received \$14,000 from new sources for the 2004-5 program. We strive to maintain long-term relationships with existing funders, as we continue to invite new partnerships.
- We collaborate with other community artists to create environmental art - stepping stones, banners and festive masks made from recycled materials. They will be sold to help support the naturalist position added to the program in 2004-5.
- Professional development workshops conducted by the Earth Arts team will be sold to regional school districts.
- A limited number of in-school residencies will be marketed to schools districts within the metropolitan area.

## Recommendations

Our year end evaluation process, which includes input from teachers, PPS Curriculum Specialists and Earth and Spirit Council Members, led us to target the following improvements for next year:

- Work with Earth and Spirit Board members to secure the services of a Naturalist Educator as a fully integrated member of the Earth Arts team. This person will be actively engaged in the program for the 04-05 school year, providing each classroom with a hands-on science activity that extends into the community.
- Consider Earth Arts a research project that extends beyond the normal scope of artist-in-schools residencies. Work deeply with one or two schools to develop and test the full multi-year curriculum over the next three years. This will enable artists to establish on-going relationships with staff, students and the surrounding community. We will be able to track the same students through several grade levels and measure the cumulative effect of the program to support and enrich traditional curriculum. Our goal is to grow the program through the creation of a template that can be taught to other artists and teachers.
- Expand our advisory committee into an active body that assists with volunteer coordination, administrative tasks, fundraising and promotion. Increase regular volunteer support to assist with materials preparation and family/community events.
- Market professional development workshop for teachers conducted by the Earth Arts Team. Sell a limited number of school residencies.

## Teacher's Response

Quotes from the Boise Eliot 2nd grade teaching team:

"You provided a nurturing environment in which each child's authentic work was accepted and recognized. As one student observed, 'I found out things about me I didn't even know before!' From a teacher's point of view, we know that a comment like this reflects the balance your program provided to our current benchmark-weighted curriculum."

"As teachers, we loved having outside professionals come in to work with us. From the outset, you asked us for feedback so you could align your program with curriculum requirements in language, science, and even behavior."

"In science, you provided a well thought-out and researched theme aligned with the second-grade Habitats strand. ... we were wowed by the colorful folders containing accurate, high-quality pictures and text for each student's research."

"An outstanding part of Earth Arts is how the children each came away with a strong sense of identification with the animals they studied. On a field trip to a nature park soon after, students immediately related to the wildlife there in a personal way."

"We appreciated the infusion of Native American legends and traditions into the learning."

"Perhaps more than anything, we valued the strength of the 'living language' component of your program. ... it served to bolster self-esteem and confidence like no other. You showed the students the value and purpose of language in personable and pertinent ways that could not be obtained through any text books."

"As you can see, you inspired us! You reminded us all how to value each other and our creative and imaginative lives, not solely our ability to achieve benchmarks."

## Who We Are

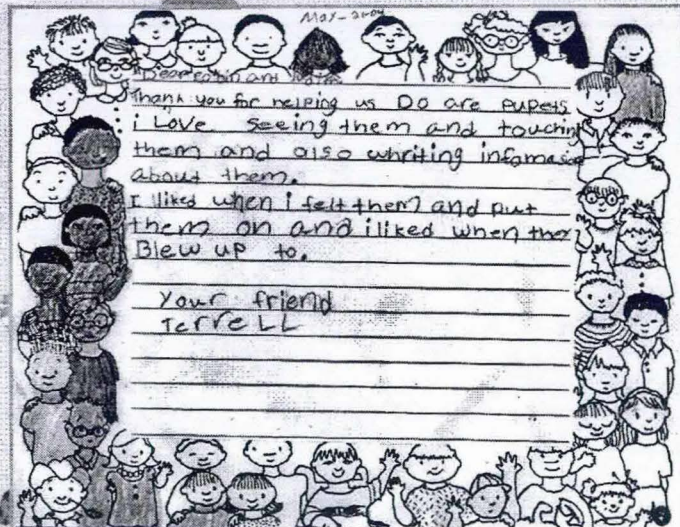


- Earth Arts is an education program of: The Earth and Spirit Council.  
To learn more about us, visit our website at: [www.earthandspirit.org](http://www.earthandspirit.org)  
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## Children's Response



## Teacher's Response:

Questions from the Boise Eliot 2nd grade teaching team:

- > How can we learn more about developing oral language?
- > How did you learn to model working deeply and spontaneously as an integrated team?
- > How did you learn to infuse so much community-building into your teaching?
- > How did you keep track of so many eager children's ideas enough to construct and weave an authentic story thread from beginning to end?
- > How did you make editing decisions which shaped a next presentation to provide more opportunities for students to develop language?
- > Finally, do you teach workshops touching on any of these skills?  
Does PPS know what a valuable resource you are?