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February 3, 2013

CRITICAL ACTION: Plan a creative educational program that I would oversee/implement for the Sampson Arts Council and our community.

See-Do-Teach: Let's Recycle Learning and Sharing

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THE PREMISE: With three simple actions, See-Do-Teach, teachers and students can Learn and Share based on desires, needs, and hopes that revolve around The Human Element¹ (human being, being human and human experiences). See-Do-Teach cycles and consists of many sub-actions that connect and overlap. See-Do-Teach has grounded my teaching style as a parent, physician, and art educator, and may be applied to others who instructor (formally or informally) in education, businesses, sports, and other fields in life.

Here are the basics: if at the end of what I **teach** as "X" (how to scramble eggs, how to stay healthy, how to paint), the **student** (my daughter, an obese patient, a budding artist) **learns** (to make breakfast, lose weight, apply color theory), she is then able to **share** that new skill/knowledge "X" by recycling See-Do-Teach for someone else. Now, expand "X" to include how to think, how to reason, how to empathize, how to create, how to relate, how to serve, and many other "how to" actions. The result is a process with connections and overlaps that allow teachers to teach, learners to learn, learners to teach, teachers to learn, more learners to become teachers, and more teachers to continue learning. The cycle is able to recycle and propagate.

Therefore, I present the following plan as an advocate for art, art education, and community service as I try to create a win-win-win scenario with possible positive outcomes for educators, youth, learners, community, and our future.

THE PLAN: By working with the Sampson Arts Council (SAC) high school students, teachers, learners, and community will help "Recycle Learning and Sharing."

VENUE: SAC would act as headquarters (creative factory, think tank, point of contact).

PARTICIPANTS: Educators, Youth, Learners, and Community.

- **Educators** – formal or informal art educators (artists, school art teachers, private art instructors) with understanding and support of community-based art education.¹
- **Youth** – high school art students, with prior exposure to art education (formal or informal) and strong desire to participate.
- **Learners** – Youth (as noted above); citizens (artistic interest not necessary).
- **Community** - civic organizations, school systems, businesses, churches, individuals, etc.

HOW: See-Do-Teach (based on **THE PREMISE** and **THE PROGRAM** see details below)

WHY: Sampson County has a strong sense of community, with citizens who give back and contribute to its continued growth and successes. In 1998, my husband and I chose to put down roots in Clinton: we have fallen into the fabric of community service and enjoy the bounce-back affects of seeing our youth succeed and go on to be caring citizens. With this plan, I hope to share my passion for art, commitment to education, and continued support of our community and community service.

AUDIENCE: Community and more. When teachers, learners, youth, and community collaborate in order to pass-it-on, the benefits of recycling will spread within our community and ripple through further destinations and time.

KEY CONCEPTS: service learning; community-based art education.

MAIN COMPONENTS: youth involvement; mentor leadership; education with apprenticeship; community service and awareness; The Human Element (see above).

FOCUS: Why are youth not volunteering for community service? Perhaps, they are not sure how to get involved, or where to go to put in the effort, or understand why to participate. And perhaps they don't have extra time, or they simply don't want to. Perhaps good community services exist, but lack connections in order to provide opportunities for our youth. This plan will (1) use **community-based art education** resources to supplement and support existing practices; (2) provide a new access point for **service-learning**; (3) perpetuate the cycle of learning and sharing that will shape **today's community and tomorrow's learners**.

THE PROGRAM: See-Do-Teach: Let's Recycle Learning and Sharing

SEE – and sub-actions:

Observe - Watch - Review - Discuss -Share -Process - Assess - Relate -
React - Question -Think - Evaluate - Recall - Wonder -Yearn - Reflect -
Self-assess ... and other actions.

DO – and sub-actions:

Create -Make -Apply -Connect -Explore -Act -Perform -Invent –
Collaborate –Participate -Search –Research –Serve –Share –Find
answers -Prepare -Practice-Evaluate -Share -Re-assess -Review -Discuss
-Re-create -Work -Add -Subtract Incorporate –Self-assess ...and other
actions.

TEACH – and sub-actions:

Educate -Share -Invite -Review -Discuss -Encourage -Assess –Create -
Involve -Act -Re-act –React –Serve -Collaborate -Relate- Inform -Prepare
-Execute -Search –Empathize- Perform-Reform -Reshape -Revamp -Re-
assess -Re-search -Research –Self-assess ...and other actions.

GOALS & TASKS:

GOAL #1 - SAC as headquarters will act as liaison among Educators, Youth,
Learners, and Community for implementation of The Program.

TASK: SAC will work with Educators in coordinating needs of The Program (hosting site; support, marketing, and funding; participation and outreach, etc.).

GOAL #2 - Educator will work with SAC in formulating Lessons and Projects for Youth and Learners.

TASK: Educator will be familiar with community-based art education, service learning, and teach, guide, and coordinate efforts conducted by Youth and Learners.

TASK: Based on resources and possible goals of SAC, Educators will develop Lessons, Mini Projects, and The Project to be carried out by Youth with Learners participating.

- Lessons – regular (e.g. weekly 2 hour class) interactions during the year* between Educator and Youth using See-Do-Teach. Youth will learn skills, apply critical thinking, and become more aware of benefits to service learning and community awareness.
- Mini-Projects – short and sweet: art units led by Youth, made for Learners (e.g. monthly Art Club, 1-2 hours on Tuesday).
- The Project – longer and more in depth: art camp/workshop led by Youth, made for Learners (e.g. Art Camp, 3-4 days, 3 hours each day) to be taught at end of the year*.

Year* – September – June (approximate)

Formal: art courses in high school

Informal: private lessons with art instructor (not in school/formal)

TASK: Educator will work closely with SAC in coordinating needs of The Program.

TASK: Educator will work closely with SAC in implementing Lessons, Mini Projects, and The Project.

GOAL #3 - Youth will work with Educators as service learners.

TASK: Youth will meet regularly (e.g. weekly) with the Educator to learn, share ideas, and participate in developing Mini Projects and The Project.

TASK: Youth will keep a journal in order to record, reflect, and remember The Program.

TASK: Youth will commit for the year* in order to gain and provide maximum benefit from/to The Program.

GOAL #4 – All Participants will work together to “pass it on.”

TASK: Educators, Youth, and Learners will work with SAC in supporting and supplementing its existing programs.

TASK: create opportunities to promote community awareness (exhibitions, workshops).

Why now? Why art? Since 2010 “...Because art matters” has been the working motto for Ho Yang Fine Art³ (HYFA) in art production, art education, and art advocacy. The essence of HYFA is based on my experiences that may be viewed as the longest-running internship (1998-present day) in preparation for continued endeavors to support the arts, education, and community service. The hope is for citizens and community to keep an open mind in passing on the many reasons why art does, should, and will continue to matter.

Endnotes

¹ *The Human Element in Visual Culture-Oriented Art Education* was written by Grace W. Ho (January 27, 2013) for Contemporary Issues in Art Education, course ARE 6641 (Spring 2013), University of Florida's Master of Arts in Arts Education Program. <http://becauseartmatters.weebly.com/uploads/1/6/5/2/16529980/humanelementgwh.pdf>

²*Keeping an Open Mind: A Plan for Art Education* was written by Grace W. Ho (February 3, 2013) for Contemporary Issues in Art Education, course ARE 6641 (Spring 2013), University of Florida's Master of Arts in Arts Education Program. <http://becauseartmatters.weebly.com/uploads/1/6/5/2/16529980/kaomindqwh.pdf>

³ Ho Yang Fine Art was founded by Grace W. Ho in 2010. It is home to HYFA Academy (non-school-based art education) and artFACE (art **F**or **A**wareness, **C**ause, and **E**ffect) http://www.hoyangfineart.com/Home_Page.html , <http://www.hoyangfineart.com/Resume.html> .