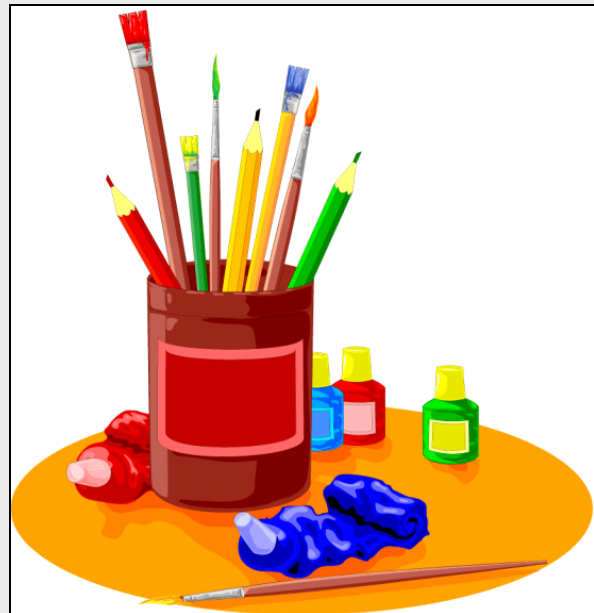


THE S.A.I.L. PROGRAM



Star's Art Intervention Lessons

Helping
Youth
Succeed



Robert E. Bear

S.A.I.L. Program

Star's Art Intervention Lessons

By

Robert E. Bear



Helping Troubled Youth Succeed

"Success means having the courage, the determination, and the will to become the person you believe you were meant to be."

George Sheehan

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You may make copies of lessons as needed to share, or use with your students.



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"We were
born to
succeed,
not to fail".

Henry David
Thoreau

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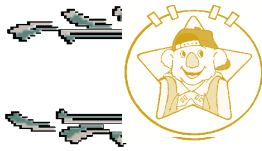
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S. A. I. L. Star's Art Intervention Lessons

Introduction

Imagination
is more
important
than
knowledge.
Knowledge
is limited.
Imagination
encircles
the world.

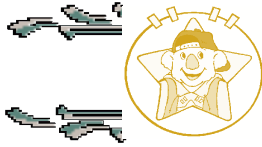
Albert Einstein

Star's Art Intervention Lessons (S.A.I.L.) curriculum is an amalgamation of tutelage in character development, instruction of visual art processes, and art therapy. It was designed for myriad purposes. Its goals are to positively influence participants toward the maturation of their self-esteem, self-discipline, responsible behaviors, and critical thinking skills to become effective cross cultural contributors in the ethos of their societies.

Art affects people. It communicates. It leads. The students in this program will explore visual art as a form of communication in delineating ideal ethical actions. It's an old adage, "a picture is worth a thousand words." When spoken expressions of reprimand or encouragement are silent and forgotten, the finished art projects of Star's Art Intervention Lessons will be continuous visual reminders to pursue positive principles and endeavors to improve oneself, as well as the immediate, local, and greater global societies.

Furthermore, the lessons presented are an aid for students to express themselves in connecting with an understanding of who they are, where they are going in life, and what they must do to be positive participants in public interactions. The nucleus of these lessons is also aspired to help students sustain their focus on specific character traits and taking ownership for their feelings and behaviors.

This *S.A.I.L.* program was created with the realization that people have multiple intelligences, some of which are not adequately influenced, addressed, or valued by traditional pedagogy. Students in alternative education and behavioral intervention programs are placed there for reasons of inappropriate social interactions or conduct which are some times the result of acting out because of inadequacies or incompetence in academic disciplines that do not address multiple intelligences. Others have been placed in such



S. A. I. L. Star's Art Intervention Lessons

Introduction

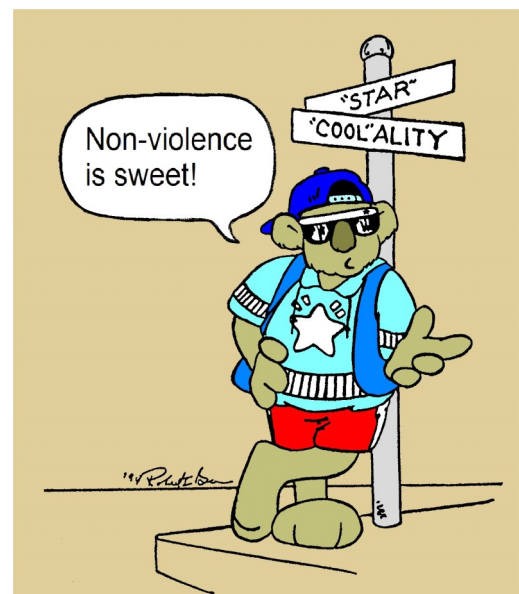
You draw nothing out of the bank of life except what you put in it.

environments because their social skills and actions are the result of emotional problems not associated with academics. Both of these circumstances need intervention to allow students to perform socially satisfactory in public and private citizenship. Additionally, success in the arts has been shown to influence academic improvement in other disciplines.

Clientele

These lessons may be used for the institutions and programs for youth in grades 6-12.

Public, private, and Charter Schools
All Behavioral Intervention or Positive Adjustment Classes
All Alternate Education Programs of a behavioral nature
Joint college and high school character development programs
All Juvenile Detention Centers
Camps centered on behavioral interventions
Art Therapy programs
Youth intervention organizations
Youth services organizations
All secondary visual art classes





Positive Change

Voyage Map

Sail the Seven "C's" to Positive Change

© Robert E. Bear 2006



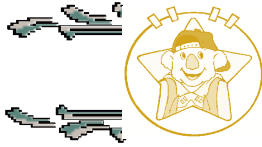
Chart
a course
for
your
future!

"Here a problem, there a problem, everywhere a problem, problem, oh McDonald had a problem, E, I, E, I, O, OH NO!" The world is full of problems, just ask any cynic. Perhaps, you're reading this because you want to be a problem solver, or hopefully, you are looking for ideas to serve as a lighthouse to guide you in making a constructive transformation of some sort in yourself, the microcosm of your locale, school, business, place of employment, or even the greater global community. If you are motivated to make a positive difference somehow, someday, you are invited to continue.

Margaret Mead said: *"Never doubt that a small group of thoughtful, devoted citizens can change the world; indeed it is the only thing that has."*

Here is the course these citizens have navigated to reach their destination and so can you.

1. Conviction
2. Courage
3. Counsel
4. Craft
5. Cooperation
6. Communication
7. Commitment



Positive Change

Voyage Map



Select
a cause
to focus
your
direction.

We all have at least one problem that we are passionate about solving. This passion is the Conviction. The issue could be improving your character, an unfair practice at work, increasing productivity, taking care of employee's interests, or filling a market niche and increasing exposure. There could be a need for a fence around a school campus for child safety or even an absurd zoning regulation that should experience extinction. It might even be a larger task of bringing peace to a civil war. Conviction is always the first and easiest part of the journey. It is also the closest to the harbor of non-involvement.

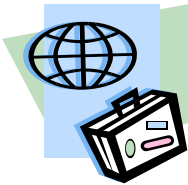
Courage is the fortitude to step forth and become involved. It also requires that we assess our attributes, attitude, and resources while looking forward at Commitment. The spark of Courage comes from within, but can be fanned into a formidable blaze with the winds of support and fueled with victories. Gain inner strength from meditation on positive words, inspirational experiences, and principles. Courage is the fortress of character that will sustain you through to the success of a positive change.

Counsel, the third "C", may involve more than just seeking advice from friends or others who have traversed a course similar to your undertaking. The gathering of as much information and ideas as possible is a large ocean of consideration. Here are just a few of its tides. What is the underlying cause? How did the problem arise? What could have prevented it? Who, what, and to what extent are the effects of the condition? Who, what, and to what extent will a solution produce effects? What have been or are the possible obstacles? What may be the physical, mental, emotional, spiritual, and



Positive Change

Voyage Map



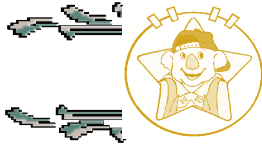
Memorize the seven C's to help you. on the journey.

expenses and liabilities? What are the rights and responsibilities of all involved? Who will be responsible for maintenance of the solution? The process of Counseling may necessitate the services of an attorney to look at the legal issues, required paperwork, and ramifications. Keep in mind that it's a mathematical certainty, the more data collected, the greater the possibilities for the next "C".

Once you've spent an impressive tour in the waters of Counsel, Craft a map of creative solutions. Transcribe in detail the prospective routes. This will be beneficial through the remaining "C's". You'll need to draft blueprints to pass the doldrums of apathy and indifference, as well as, strategies to affront the hurricanes of skepticisms and tsunamis of intolerance.

Next, network Cooperation from as many individuals, organizations, and businesses as you can that may possibly have a stake in the outcome of the resolved problem. There have been volumes written on techniques for networking, particularly in the realm of business. If you are not familiar with recent discussion on this topic, take the time and effort to do so. Within this "C" you may also need to allocate responsibility.

Communicate the objectives, articulate ideas, impart information, share feelings and feedback. This must be a multi-directional, fluid process throughout your network. Communication should be a haven where each feels safe from storms of emotions and treacherous reefs of self-centeredness. Communication needs inlets of openness where all the



Positive Change

Voyage Map



Share
the
treasures
you've
discovered.

the placid bays where tacit whispers of ideas can be heard, for here may be found a treasure chest of possibilities. How this "C" is crossed determines the success or failure of the voyage.

Commitment can be the most arduous "C" to navigate. It may entail a return to one or more of the previous "C's" for continued buoyancy and not sinking from the onslaught of the monsters of doubt and new problems that have surfaced. You may come across false successes as Sirens alluring you from the true goals. Undoubtedly, you will also experience the icebergs of setback, threatening to put a tragic end to your gallant journey. Consequently, select a theme, adopt a saying, a religious verse, a motto, or creed. Such a statement of belief will aid in keeping your sights focused on the new shore, the destination of resolution and the treasures to be achieved.

You could be a new seaman or an experienced captain, non-the-less, use this as your sextant for setting sail. When you have reached the territory of a successful resolution consider another adventure, a new exploration in discovering a problem to be conquered in the name of positive change.

"Bon Voyage"



Positive Change

Voyage Map

Activity

You will create a *Map of the Seven C's* as if you were the captain of a ship that just navigated your vessel and crew across new territories and want to leave behind a visual guide for future sailors.

You can make the piece either horizontal or vertical. Be sure you label each of the seven C's: Conviction, Courage, Counsel, Craft, Cooperation, Communication, and Commitment. Put in landmarks and other physical destinations mentioned in the article, *Sail the Seven C's to Arrive at Positive Change*. You can glue images and lettering you've collected from magazines, newspapers, or clipart from the internet or computer graphics programs.

Step 1: Draw rough drafts

Make 2 or more small, basic drawings on 8 1/2" X 11" or 9" X 12" paper to design the layout and placement of water, land, islands, bays, reefs, lettering and other parts of the map. Put each sketch on a separate sheet.

Step 2: Gather your materials to use on the map.

Step 3: Create Map

With pencil lightly draw in the areas and locations on the map on a large poster board. When this is done you can go over the areas with markers, colored pencils, crayons and/or pen. Gluing pictures and lettering onto the map can be done anytime during your process of cartography.

Considerations:

Put a "Legend" on the map and possibly a motto. You can also add a creative border.

Look at a variety of maps from several sources to get ideas; i.e., National Geographic, world history texts, world geography books, and atlases.

Materials

Required

poster board
pencil
marker
eraser

Optional

ruler colored pencils
scissors stencils
glue
clipart



Me, Myself, and I: All Heroes

Self-portrait



In 1548
Caterina
van
Hemesseen
made the
oldest known
self-portrait
in oil paints
by a woman.

Self-portraits have been made by artists for centuries, as drawings, paintings, etchings, and sculpture. By the time of the Renaissance, and the development of better mirrors, they had become a popular means for artists to show their technical skills and observation abilities. Some times they included themselves as the main subject, or as important people in the setting depicted. Famous portrait artists are Jan van Eyck, Albrecht Durer, Rembrandt, Vincent Van Gogh, Paul Gauguin, Pablo Picasso, and Frida Kahlo.



Rembrandt

Art historians and art critics have stated that there are several categories of portraits. Some artists have put their faces on their work as a type of signature to tell others who made it. Other artists have put themselves into a group. Artists have also depicted themselves as important figures or heroes. Self study is one of the uses of self-portraits. Fantasy pieces about dreams or stories also have portraits of the artist in them.



Vincent Van Gogh

Historically, most artists have shown themselves realistically, while others, like Picasso, have chosen to use a different style, in his case cubism.

Heroes come in all shapes, sizes, ages, and ethnic backgrounds, but all have one thing in common. They have been selfless and stepped up to help without asking, "What is in it for me?" Being a hero is not always a position of spotlight and recognition, like

saving someone from a burning building or from being hit by a car. A heroic act may often go unnoticed.

On the next page are instructions for you to create a self-portrait.



Me, Myself, and I: All Heroes

Self-portrait

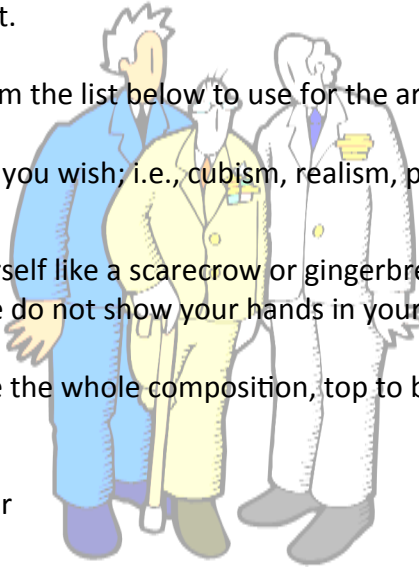
Activity

Draw yourself as a public historical, religious, or fantasy hero you admire. Show yourself doing something you think is important.

Select one or more materials from the list below to use for the art work.

You can use any art history style you wish; i.e., cubism, realism, pointillism.

- Please do not represent yourself like a scarecrow or gingerbread man with your arms and legs straight out. Also, please do not show your hands in your pockets or behind your back.
- Create a background and use the whole composition, top to bottom, side to side, and corner to corner.
- Use at least a 12" X 18" paper
- Use lots of details
- Show yourself at least from the waist up



Note: remember that when you are staring out with pencil to draw lightly first.

Materials

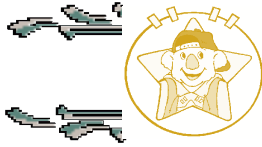
Required

12" X 18" white paper
pencil

Optional

colored pencils
pen and ink
pastels
charcoal
watercolors
watercolor paper
crayon
markers
poster board





S. A. I. L. Star's Art Intervention Lessons

Positive Projections

Positive/Negative Tile



Negative people are "whinos" trapped in the gutters of life's theatrical production.

We all have habits, some good, some bad. Some people have developed a habit of easily finding faults. It seems no matter what wonderful thing you tell them, they quickly express something wrong with it. They always have something to complain about. We all know people like this. They are no fun to be around. Criticism is a real "downer".

On the other hand, an advantageous trait to possess is to always look for the good in others, our situations, and ourselves. This is positive thinking. Medical specialists tell us that having a positive outlook can help our bodies heal quicker and more completely when we're hurt or have surgeries. In fact, people who continually have an upbeat perspective get sick less often than others. Also, looking for the good can keep us from emotional depression.

Other benefits of positive thinking include performing better in school, at work, and having better family relationships. Positive people are enjoyable to be around. They can help lift us up emotionally. Looking for the good can keep us out of trouble.

Some psychologists believe it takes 30 days to develop a good habit. Positive thinking can be cultivated by starting with noticing simple things, like a smile, the shapes of clouds, or sounds of laughter. Now is a good time to improve your skills in detecting positive things.

Negativism is the tragedy played out in the drama of our emotions. Learn to be positive and greater successes in life may seem to fall before your feet. On the following pages is an exercise to help you become more positive, a visual reminder to always look for the good in ourselves, others, and our situations. This will be an aid in projecting a healthier well-being.

Suggested Readings:

[The Power of Positive Thinking](#) by Norman Vincent Peale

[None of These Diseases](#) by S.I. McMillen, M.D. and David E. Stern, M.D.

Daily motivational quotes at www.motivationforyou.blogspot.com

Motivational quotes at www.positivethinkingquotes.com



Positive Projections

Positive/Negative Tile

Activity 1

To help you with ideas for your construction paper relief sculpture please write down at least 5 things for each category provided.

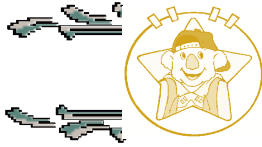
Good things about myself (*these could be physical, mental, or emotional*):



Good things I recognize in someone I know:

Good things I notice about what is going on in my life:

Continued on next page

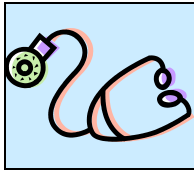


Positive Projections

Positive/Negative Tile

Activity 2

What visual images come to mind when you consider the things you wrote down in Activity 1? _____

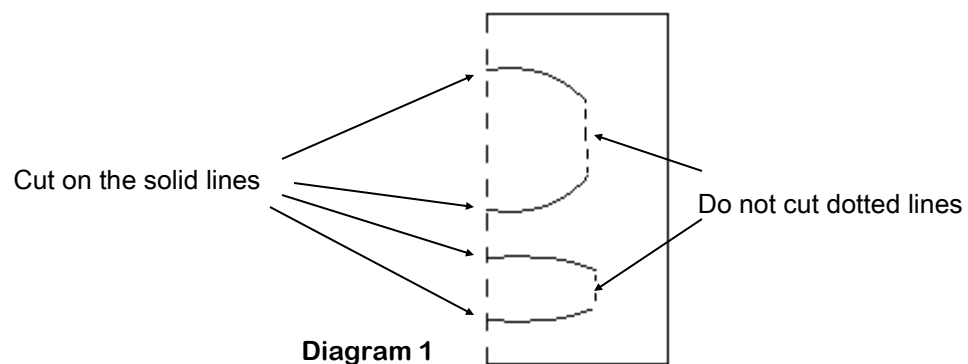


Note: This may seem like a complicated project, but it is really quite simple. Basically, you make two cuts on a fold, reverse the fold between the cuts and repeat as often as you wish to complete the images.

Practice on a couple of pieces of paper before you start your completed tile.

Step 1: Fold and draw on paper

Fold a piece of 6" X 9" construction paper vertically (*bring the two long sides together*) or horizontally (*two short sides together*). The center of the paper is the fold. This is the back of the paper. With the paper still folded, draw a half of an image so that the fold will be the center of the image. Leave at least a 1/2" area on the side nearest the open edge of the paper that will not be cut. Mark this with a dotted straight line to remind you not to cut. If you cut all the way around the image you will end up with a hole and the image will not be attached. (*see diagram 1*)



Step 2: Cut the lines of the drawing that are not dotted.



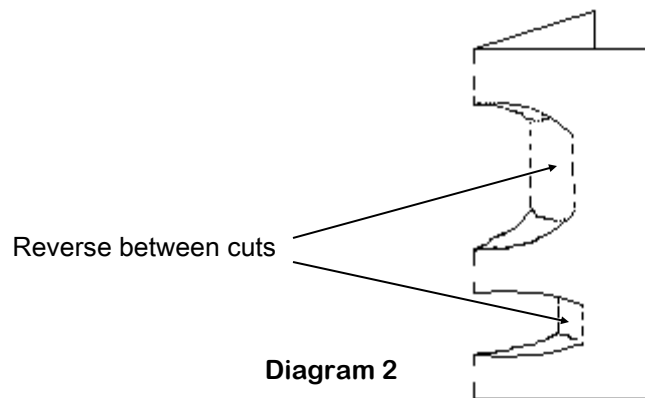
Positive Projections

Positive/Negative Tile

Activity 2 (continued)

Step 3: Reverse fold

Reverse the paper between the top and bottom cuts and crease on the dotted line. (see diagram 2)



Step 4: Continue processes

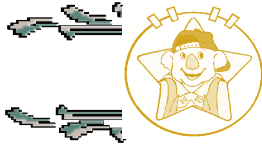
You may continue to reverse areas by making two cuts on any fold and then repeat Step 3. Be careful not to cut too far back into the area.

Step 5: Make 7 additional positive/negative papers

Prepare 7 more sheets of 6" X 9" paper by folding and cutting as in the previous steps. You may do variations of the same shapes or images. You may also make each paper with different shapes or images that correspond to this topic.

Step 6: Attach 6" X 9" papers to larger one

Arrange all eight papers so that they fit on the 12" X 18" paper. Make sure all the tops of these cut and folded pieces are pointing toward the same direction and glue the bottoms onto the large paper.



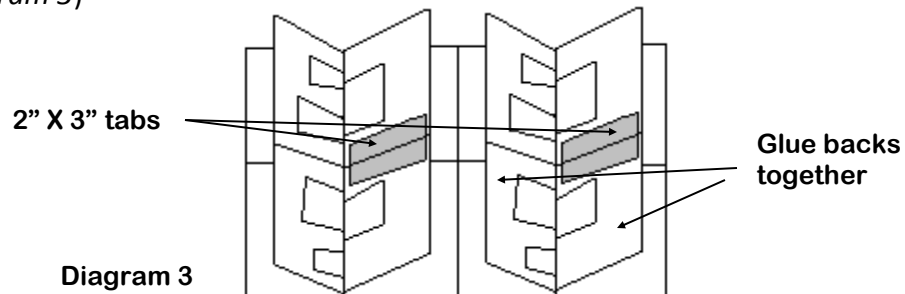
Positive Projections

Positive/Negative Tile

Activity 2 (continued)

Step 7: Attach tabs

Glue the small 2" X 3" papers onto the back of two 6" X 9" positive/negative pieces so that half of the paper is on the back of two vertically adjacent papers. Do the same for the set at the other end of the 12" X 18" paper. (see diagram 3)



Step 8: Glue the backs of the positive/negative pieces together.

Considerations:

You may select a couple of different colored pieces of 6" X 9" construction paper.

You can draw on the faces of the papers before or after you cut and fold them.

You may glue a different colored paper to the backs of the positive/negative cut and folded papers before attaching them to the 12" X 18" paper.

You may glue cut small pieces of paper onto the fronts of the tile pieces.

Materials

Required

construction paper pencil
1- 12" X 18"
8- 6" X 9" scissors
2- 2" X 3" glue

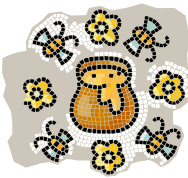
Optional

colored pencils
crayons
markers
colored paper scraps



Pieces of Life

Colored Paper Mosaic



Small pieces of glazed ceramics and colored glass used in mosaics are called tesserae.

For nearly two and a half millennia artisans have been arranging fragments of clay, pottery, and glass to create beautiful pieces of art. These works are known as mosaics. Historically, mosaics are witnessed in widespread use in the cultures of the Mediterranean Sea area. The ancient Greek, Roman, Sicilian, Christian, Islamic, and European peoples have enjoyed mosaics in homes, palaces, churches, and public places. Mosaics were not only used on walls, but also in floors and to decorate furniture. Over the centuries mosaic art has traveled to other parts of the world and gained popularity.

Life throws us into an existence of uncertainty. Things may seem to be going along fine and then we make poor choices, mistakes and things seem to fall apart. Other times sorrowful, unfortunate, and tragic experiences are not our fault. We can let disappointments, errors, broken dreams, and hurts turn our lives into a mass of messy muck. Life can seem like a pile of torn pieces of paper with no order whatsoever. We can choose to wallow in a mire of self pity, get into more trouble, have a constant “chip on your shoulder”, and subsist in a cloud of anger perpetuated by focusing on what seems to be wrong in our lives.

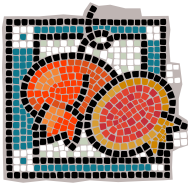
On the other hand, we can learn from these experiences to build better perspectives for our lives. The capacity to transform our lives into a beautiful work of art, a living mosaic constructed from life's tesserae is within our capabilities. We can find the positive, structure the unorganized and put our lives together into a collection of bits and pieces of experiences, knowledge, habits, training, and characteristics that is a masterpiece.

How we elect to create a better future for our lives depends on our motivation, conviction, beliefs, attitudes, and emotional well being. Take the positives from life's fragments of uncertainties, your disappointments, failures, mistakes, broken dreams and hurts and arrange this collection of bits and pieces of experiences, knowledge, and wisdom into a better, stronger, more beautiful you.

The exercise on the following page is meant to be a visual reminder for you to assert a conscience effort to make your life a living mosaic, a magnificent evolving work of art to be shared with others in the gallery of life.

Pieces of Life

Colored Paper Mosaic



Activity

Step 1: Prepare mosaic pieces

Cut colored paper scraps into pieces no larger than 1/2" on any side. These need to be any polygonal shapes; i.e., rectangular, triangular, parallelograms, or rhombuses.

Step 2: Create outline

Make an outline drawing of an arrangement of living things (*plants, animals, insects, people*) on a black or dark 12" X 18" sheet of construction paper.

Step 3: Glue paper tesserae

Glue the small pieces of paper inside the outline drawing. Be sure to leave spaces no larger than 1/8" between each piece and the edge of the outline drawing. Trim pieces as needed to fit in spaces.

Step 4: Complete mosaic

Cut out along the outlines and then glue this onto a different colored 12" X 18" sheet of construction paper to serve as the background.

Considerations:

Clippings from magazines may be used in combination with, or in place of, the colored paper scraps to cut the pieces for the mosaic.

The finished mosaic piece may be laminated when done.

Put a title on the artwork.

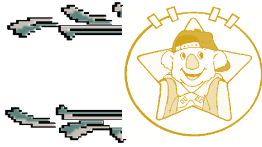
Materials

Required

glue pencil
scissors colored paper scraps
2 12" X 18" construction paper
1- black or dark
1- lighter color

Optional

Chalk
magazine clippings



Good Impressions

Triptych Foil Relief



A **triptych** is an art work made up of three pieces or panels.

You've heard it said that "you can't judge a book by its cover." This is certainly true to some extent. However, we judge people by first, as well as, continual impressions.

We are all parts of a society, culture and subcultures. Within each of these, people are always making evaluations of us. They consider what we say and how we say it. They notice how we dress and what we wear. Others observe what we do and how we do it, or in some cases, what we don't do. To make evaluations is not wrong, these quick and long term analyses help us determine who we accept as friends.

What we say and how we say it, what we wear and how we wear clothes, what we do and how we do things shows what we think of ourselves, how we choose to fit in, our habits, and general philosophies of interacting with others within our societies and subcultures.

Sometimes the judgments others make of us are inaccurate because we haven't made a good impression or they haven't had time to get to know us better. It's important to project good impressions. This makes it easier and more accurate for others to understand our behaviors and who we are inside.

Making good impressions is especially true when you are looking for employment and want to get a good job. If potential employers see you wearing baggy clothes, no belt, and pants hanging much lower than your waste, they see someone who is going to do sloppy work and have an "I don't care" attitude. Some believe that the lower the pants, the lower the intelligence level and poor working skills.

Do you think this appearance makes a good impression?

Do you think a person with this physical appearance is going to be high on an employer's list of selections for a job?

Do you think someone dressed this way will make a good impression on teachers?





Good Impressions

Triptych Foil Relief

Activity

Step 1:

Create a line drawing related to fashions/clothing on all three pieces of 8" X 10" piece of cardboard.

Step 2:

Go over the line drawings with a bead of white glue and let dry.

Step 3:

Wrap a sheet of heavy aluminum foil over each piece of cardboard and firmly tape to the back.

Step 4:

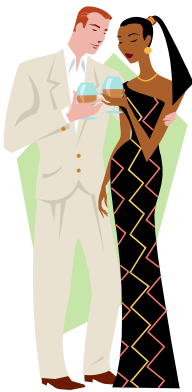
Rub the aluminum foil so that all the impressions of the glue ridges underneath stand out. This is called burnishing.

Step 5:

Go over the aluminum foil with a printers ink or makers and then wipe off some of the ink so that the relief areas stand out.

Step 6:

Tape the three pieces of cardboard together to form a brochure fold.

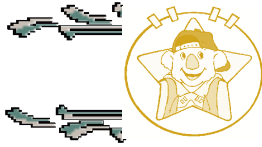


Required

8" X 10" cardboard
White glue
Heavy Duty aluminum foil
burnishing tool (popsicle stick will work)
Permanent marker

Optional

India ink
printers ink



Attitude Adjustments

Wax Resist



An "attitude" is our state of mind that influences how we behave.

Have you ever seen a small child, two or three years old, walk right into a moving swing? What do you think would happen to a person driving a car 100 miles per hour straight at a 50 ton boulder? Can the swing and the boulder be avoided? Duh, just change direction in each case, right?

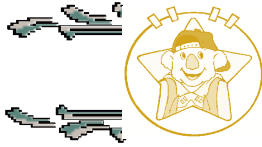
We live within the laws of physics, what happens in physical reality. You can't change the laws of physics. We also live within the laws of social reality. If we don't understand them we can end up just like the child getting hurt by the swing or the person being killed by smashing into the boulder.

The child hit by the swing is self-centered, only thinking about what they want to do, where they are going, and how they are going to get there. Some teens and adults are socially just like that two year old, thinking only of themselves. They think they can do what they want, when they want, and how they want. They are oblivious to the consequences



of their actions or don't care. Being able to see the bigger picture of what is going on around you and a basic understanding of the laws of physical reality can help you avoid being hit by a moving swing. Seeing the bigger picture of social reality, of what is going on around you and understanding why there are rules and laws, can help you not only survive socially, but be successful as well.

The person who thinks they can do whatever they want has an attitude problem beyond self-centeredness. Have you ever heard someone say "I can tell what's going to happen to you if you don't change your attitude" and you thought, "No, you don't." Well, the person who said they "can tell" understands the laws of social reality and sees the bigger picture.



Attitude Adjustments

Wax Resist



"Don't go around with a chip on your shoulder, people might think it came off your head."
Changing Times

You probably understand that "oil and water don't mix". Poor attitudes are the oil in the mix of social waters. Without an attitude adjustment you will have to face the consequences of your actions. This may come in the form of not being able to hold a steady job, getting fired, placed in an In School Suspension (ISS) program, or kicked off a team. It could also mean not being able to sustain long term personal relationships with others. Ending up in jail or prison are also obvious results.

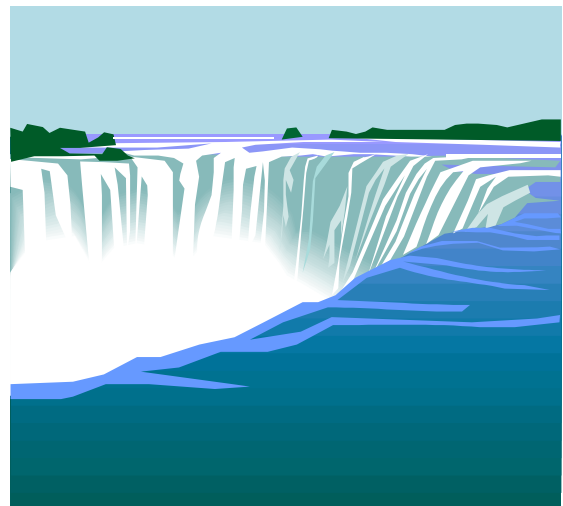
You determine your attitudes. You decide how you are going to act. You select what direction you are going to take in life. Are you going to be a social two year old or the person racing straight toward the 50 ton boulder?

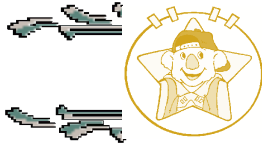
If a parent saw their small child drowning in a rushing river and just watched, not attempting to do any thing, or say any thing to try and save their child, do you think they are a loving, caring person?

Someone is having you do this art activity on attitude adjustment because they care about you. They want to help you to survive in the turbulent waters of society.

Attitudes help to influence our future They are the vehicles that assist in determining what directions you will take and where you will end up.

On the following page is an activity to help remind you to check your attitudes and decide if they need adjusting for you to succeed in life.





Attitude Adjustments

Wax Resist



Activity

Step 1:

Create a pencil drawing of a futuristic vehicle (train, car, truck, plane, or ship) on 12" X 18" paper. Put a label on the vehicle that says "Attitude". Include a background in the drawing. After this is done go over it with crayon, pressing hard.

Step 2:

Paint over the entire picture with watercolors.

Optional:

You can make scratches into the waxy areas before going over with watercolors.

After the picture is dry you can work some more on it with pencil or permanent markers.

Required

Crayons
Watercolor paint
12' x 18" white paper
watercolor brushes
Pencil

Optional

markers



S. A. I. L. Star's Art Intervention Lessons

Name: _____

Self-Control

Obelisk Sculpture

Free Association Brainstorming Exercise

Free association is a process used in psychology and in creative sessions by artists and writers. One is asked to continually relate anything that comes into their minds, regardless of how superficially unimportant or potentially embarrassing the memory or word threatens to be. This technique when used by psychologists assumes that all memories are arranged in a single associative network. It can be useful for understanding oneself. Additionally, for artists and writers this information presented is a good framework for developing creative images and situations.



Here is an example of free association: Potato.

baked, fried, French, eye, Head (*as in Mr. Potato*), skins, home fries, prints (*potatoes can be carved and used in printmaking*), stamp, tater, tots, plants, vegetable, eaters (*Vincent Van Gogh did a famous drawing called "The Potato Eaters"*), famine, Irish, red, white, Idaho, hash browns, curly fries, pancakes, mashed, lackey.

In the box below write any words that come to mind when you think of self control. Consider the term from several perspectives, like opposites, synonyms, antonyms. Use words that show you have self control or words that demonstrate that you've lost self control. You could look at each word separately. Also, what words would you use to tell someone what self control is? Use words to describe what happens to you physically when you lose control.



S. A. I. L. Star's Art Intervention Lessons

Name: _____

Self-Control

Obelisk Sculpture

Thoughtful Responses

Try to write at least 3 answers after each question on the lines provided.

1. What can cause you to lose control of your feelings, things that may frustrate you or make you angry?

2. What are some consequences from losing self control?

3. What can you do to keep or regain self control?

4. Why is it important to be in control of your feelings, words, and actions?

5. What do others think of someone that loses self control?



S. A. I. L. Star's Art Intervention Lessons

Self-Control

Obelisk Sculpture

An obelisk is a tall, square monument that tapers, or gets smaller, toward the top and is capped with a pyramid. Obelisks were made by the ancient Egyptians and Romans. They have been used in many cultures since. The most famous one in the United States is the Washington monument at the National Mall in Washington D.C.

A monument is a statue, building or other object that stands in honor of a historic event, person, or important concept. It's a testament to remind people of significant things.

One of the most significant things that you can possess is self control. You are going to create an obelisk sculpture using the information you provided on the previous pages. This will be a three-dimensional (3-D) collage.

Step 1: Form the Obelisk

Cut four pieces of cardboard: polygons approximately 12" X 24" X 10" X 24".

Cut four triangular pieces of cardboard: 10" X 12" X 12".

Cut one 12" square piece of cardboard.

Join the four polygons together with tape along their 24" sides, forming a tapered box.

Join the four triangles along the 12" sides to make a pyramid.

Attach the pyramid to the top of the tapered box.

Tape the square piece to the bottom of the obelisk.

Step 2: Cover the Obelisk

Gather enough newspaper sheets to cover the whole obelisk. Brush the entire surface of one side with diluted white glue or paper mache paste. Rub enough newspaper on the wet surface to completely cover, smooth the paper to get out air bubbles. Do the same with each flat surface of the obelisk, overlapping the edges.

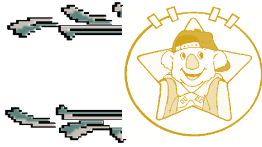
Step 3: Decorate Obelisk

Glue cutouts of letters, words, pictures.

Draw on the obelisk

Each side, or face, can deal with a specific aspect of self control i.e.; causes, temperaments, emotions, actions, how to keep it, importance or benefits of self

Continued on next page



Self-Control

Obelisk Sculpture

Options:

You can use pre-pasted wallpaper or a wrapping paper instead of newspaper.
Paint the entire obelisk before you do collage work.
Attach shapes or forms to the faces of the obelisk to make it more 3-D.
Select articles on this topic to paste on the sculpture and/or write poems on it.
When you have finished the obelisk you may paint a clear coating of acrylic varnish or shellac on it.

Other Possibilities:

Be creative with the lettering you write on the sculpture.
Consider putting a motto or saying you like on it.

Examples:

Self-control leads to new heights.
Self-control can take you where you've never been before.
Self-control is never wrong.
Cage the temper within.

Materials

Required

Cardboard
4—12" X 24" X 10" X 24"
4—10" X 12" X 12"
1—12" square
newspapers
art paste or wheat paste
scissors
markers
masking tape
12" string or yarn

Optional

fabric
feathers
colored paper
leather
yarn or jute
wire
aluminum foil
tissue paper
magazines
paint—tempera, latex, or acrylic



Cross-Cultural Connections

Papier Mache Mask



A Sumerian mask is believed to be the oldest known example, 5,000 years.

A mask is an artwork that is generally intended to wear on a person's face. They have been used for centuries in cultures all over the world for a wide variety of reasons. Masks have been designed for ceremonial purposes and rituals for religious and magical performances. Masks may also be found as coverings for part of costume use in plays, at parties and festivals. Some masks have been created for disguises, others for decorative reasons to hang on a wall. Additionally, masks are also produced for protective purposes. Some that fall under this category include surgical masks, diving masks, filter masks, welding masks, and sports masks, such as in fencing, baseball, hockey, and skiing. Masks have also not escaped use as fashion accessories.

Masks are constructed from a variety of materials. Carved and painted wood and plant fibers have been handy substances for centuries to make masks. Attached to these are often animal components such as skins and bones, as well as bird feathers. More modern ingredients are papier mache, plastic, mirror fragments, rubber, aluminum, and wire.

One way we can understand other cultures, traditions, and ethnic groups is to study the masks produced in these societies. Better understanding of others helps us to keep from prejudicial judgments and improve cross ethnic relations.

Different cultures typically have distinctive styles from others. Tribal masks of societies in Africa differ from ones in Australia, plains areas of North America, South America, island areas, and the northwestern coast of North America. These masks may be basic representations of animals, spirits, or humans. While most are devised with exaggerations of facial features, some are rather realistic in nature.





Cross-Cultural Connections

Papier Mache Mask

Activity 1

Before you create a papier mache mask you need to complete the following information.

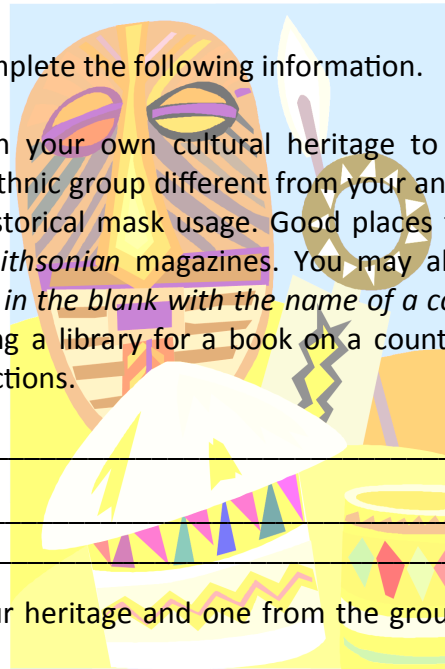
You will need to review traditional mask uses within your own cultural heritage to make comparisons with another one. You will also select an ethnic group different from your ancestry that originated on another continent to study their historical mask usage. Good places to get information may be the *National Geographic* and *Smithsonian* magazines. You may also do internet search on masks; i.e., "masks of _____ " (*fill in the blank with the name of a country or group of people*). Other possibilities include searching a library for a book on a country, an ethnic group, masks, or a specific museum and it's collections.

What is your ethnic affiliation? _____

What is the ethnic society you've selected to study? _____

Where do they primarily live? _____

In the boxes below draw a sample of a mask from your heritage and one from the group you chose to study.



Yours

Theirs



Cross-Cultural Connections

Papier Mache Mask

Activity 1 (continued)

On the lines below provide information about your heritage mask drawn on the previous page and facts about the one you drew of the group you chose to study.

Yours

Type of mask: _____

Construction materials: _____

Use of mask/purpose: _____

Theirs

Type of mask: _____

Construction materials: _____

Use of mask/purpose: _____

In what two ways is the group you studied similar to your ethnicity?

In what two ways they are different from yours?

What are three things you learned about this group?





Cross-Cultural Connections

Papier Mache Mask

Activity 2

You will create a mask with combined elements from the two cultures you studied. The following processes are very simple. It is suggested that you examine a variety of papier mache samples and look at books, videos, or internet articles on this topic to get ideas for more complicated procedures to add interest and character to your work.

Step 1: Collect materials for papier mache.

Prepare paper strips from at least one complete large town newspaper torn into pieces about 1 1/2" wide by approximately 6"-8" long.

Select a non porous form to put paper strips over for the mask. This can be a 3 liter plastic bottle or a 12" round balloon. Two people may work together on completely covering the balloon and cut it in half after 8 layers have dried so that each will have a mask base.

Prepare papier mache paste and use in a container with a cover to seal for future use.

Collect the materials, such as yarn, plastic pieces, tubes, or cardboard shapes you will use to give mask more 3-D characteristics.

Step 2: Cover the mask form with paper strips.

Dip a paper strip into the paste and gently squeeze off the excess between your index and middle fingers. Lay this onto your form and rub so that there are no air bubbles underneath. Repeat this until the form has been covered with at least eight

layers. Changing the direction of the paper for each layer will help make the piece stronger and assist you in keeping track of how many layers you've applied.

During this process you may add pieces of yarn, jute, cardboard, or plastic to create raised areas and parts like ears or horns. Make sure that these are completely covered with at least 3 layers of paper and that air bubbles are smoothed out.

Tear additional strips as needed.

After eight layers of strips are finished, if balloons were used as an armature for the mask base, the spherical form may be cut in half and shared. At this point you may also cut out holes or the edge of the mask. These edges need to be wrapped with a layer of pasted paper to make the art work neat and keep the layers from separating.

Continued on next page



Cross-Cultural Connections

Papier Mache Mask

Activity 2 (continued)

Step 3: Finish the mask.

Once the mask base has dried you may paint with tempera, acrylic, or latex paint. You may attach feathers, yarn, jute, fabric, feathers, and pieces of construction paper or other materials you wish.

When completed, you may hot glue a length of yarn or string on the back to hang the mask for displaying.

When the mask is done it must show characteristics from both the types of masks used in your cultural heritage and the one you researched to make a cross-cultural connection.

Considerations

Hair may be added by gluing jute, yarn, or construction paper strips.

You may wish to do a white gesso or primer on the mask before adding various colored paints.

If you painted the mask with tempera paint, the mask should be sealed with an acrylic varnish before gluing additional features.

Materials

Required

newspaper
art paste or wheat paste
tempera paint
scissors
3 liter plastic bottle or 12" balloon
12" string or yarn
white glue or hot glue

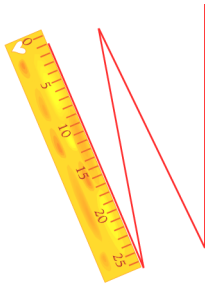
Optional

fabric acrylic paint
feathers latex paint
colored paper bone
leather cardboard
yarn or jute wood scraps
felt beads
wire pipe cleaners
aluminum foil stain



Rules of Gold

Poster Design



Physics is the science that studies matter and energy and how they interact. Sir Isaac Newton is one of the great historical figures of this field. You may be familiar with his third *Laws of Motion*: "For every action there is an equal and opposite reaction." If you have ever tried to step into a boat from the shore or a dock and the boat started to move away from you, you have experienced this. This law describes what causes rockets to lift off.

Interactions don't just apply to matter and energy. They are also abundant between and among people. Throughout history every culture in the world has had standards for the conduct of acceptable behaviors, for what is right and wrong. Even places of business and schools have rules to live by, what is appropriate and what is not. These belong to the area of interaction with others called "Ethics", creeds of behavior.

"Act the way you'd like to be and soon you'll be the way you act".

George Crane

The monetary systems of some governments economies are based on a fixed value of gold. We call this a "gold standard." This means that a specific coin or paper money is equal to a certain weight of gold. For all the currency in circulation for that country that there is, the government has in their bank an equal amount of gold to back it up.

Although it is known by various titles around the world in different cultures, one rule is customary among them. In English we call it the *Golden Rule*. The most common phrasing was spoken by Jesus in the book of Matthew from the *Bible*. You were probably taught it by your parents and know it well. It is the "Gold Standard" for behavior.

"Do unto others as you would have them do unto you."

This means we respect others.

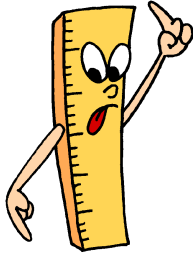
When we respect others we are courteous, polite, and reverent. We don't yell at them, don't call them names, are not mean, or try to cheat them. We don't say bad things about them. Respecting others reveals great personal character that people will notice and look up to.





Rules of Gold

Poster Design



It's hard to respect others when we don't respect ourselves. When we respect ourselves it is easy to act responsibly toward others. Look at what a wise early leader of our country said on this topic..

"The best thing to give your enemy is forgiveness; to an opponent, tolerance; to a friend, your heart; to a child, an example; to a father, difference; to your mother, conduct that will make her proud of you; to yourself, respect." Benjamin Franklin

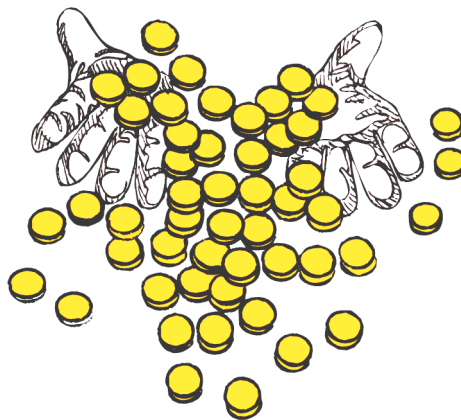
Set for yourself a "Gold Standard" and live by admirable principles. If there was more respect displayed, then there would be less crime, violence, wars, and hatred in the world. Simply, respect is sign of love.

"Great things are done by people who are not afraid to be great".

Fernando Flores

Even if you feel that others are not showing you respect, don't do the same to them. Let that be their problem. In retaliation don't show to them what you believe is the same disrespect they demonstrated to you. Doing so is to lower yourself to their standard. Maintain your respect and "Gold Standard" and you will not do anything that you will someday regret.

You are going to create a poster on the Golden Rule. This is to remind yourself and to teach others about following the Golden Rule. Refer to activity instructions on the next page for this assignment.





Rules of Gold

Poster Design



Activity 1

Refer to the lesson in the *Star Poster Program* on the Elements of Art and Creating Posters. After you have done that, think about what you want to succinctly say about respect and the Golden Rule. Then on a 9" X 12" piece of paper create a thumbnail sketch to layout your poster composition.

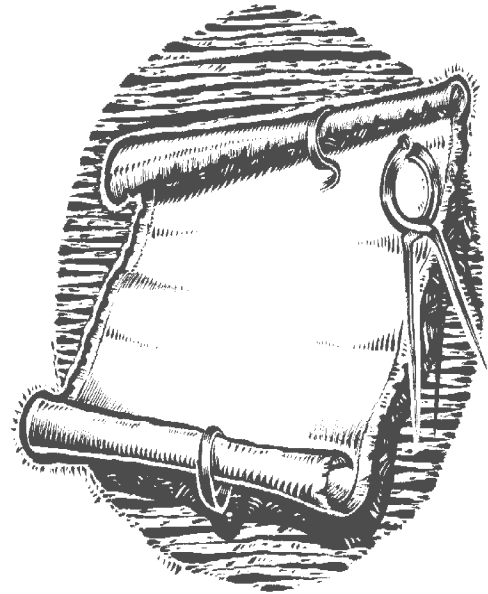
This can be a vertical or horizontal layout.

"Reputation is what the world thinks a person is; character is what they really are".

Activity 2

Lightly enlarge your thumbnail sketch on the 15" X 20" poster board. Next, complete it by using any or all of the following for your finished piece: colored pencils, markers, computer generated graphics, and/or crayons.

As the artist, don't forget to sign your name on the front.



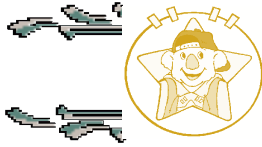
Materials

Required

9" X 12 " Paper
Pencil
Ruler
15" X 20" Poster Board
Eraser

Optional

Colored pencils
Colored pen
Markers
Clipart
Magazine clippings



Self-Significance

Currency Design

Symbolism on U.S. Currency

The Great Seal of the United States was originally adopted in 1782 and contains several interesting symbols.



On the right side of the back of the one dollar bill is the face of the seal and has the bald eagle holding thirteen olive branches, representing peace. The eagle also has thirteen arrows, denoting war. The head of the eagle is turned to the right, facing the olive branches, to show a desire for peace. On the eagle is a shield composed of thirteen stripes which stand for the thirteen original colonies. In the beak of the eagle is a ribbon with the Latin words *E Pluribus Unum*, meaning "Out of Many, One."

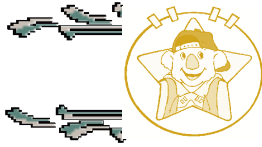
"Too many people overvalue what they are not and under value what they are".

Malcolm Forbes

The back of the seal (on the left side of the back of the one dollar) has an unfinished pyramid. The pyramid symbolizes material wealth and a solid base for the new nation. The "eye of God" above the pyramid is there to embody the early founders of this nation's concern for spiritual values above material wealth. Looking carefully you will undoubtedly notice the words *Annuit Coeptis*. This is Latin for "He Has Favored Our Undertakings" inscribed around the top of the pyramid. At the base of the pyramid are the Roman numerals MDCCLXXVI, which of course is the year the U.S. was officially founded, 1776. On the bill you can also find the phrase *Novus Ordo Seclorum*, which means "A New Order of the Ages."

Over the last two centuries United States monetary pieces have gone through numerous design changes. The motto "In God We Trust" first made its appearance on money in 1864, during the Civil War. You may remember the coin and paper bill revisions of the first part of this century. Many people like to collect monies for nostalgic reasons and because of time very outdated pieces become worth more to Numismatists. The study of coin and paper money, as well as the trading of currency notes is called Numismatics.

Suppose I had a freshly minted, crisp one hundred dollar bill to offer you, would take it? Sure, it's got value. Now suppose I crumpled it all up. Would you still take? Absolutely, it's still worth 100 bucks. What if I then threw it on the ground, stomped on it and it got dirty and oily? Do you want it now? Of course you would. Just because it has become crumpled and dirty doesn't

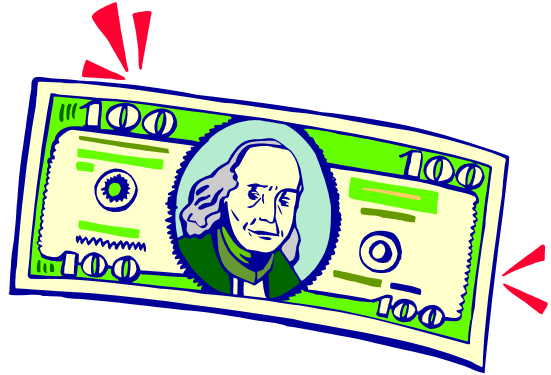


Self-Significance

Currency Design

diminish its denomination. It is still just as valuable as when it was brand new.

You are just like the bill! Others may have called you stupid, ugly, and useless and look upon you as if you're less than important, but you are not! You are valuable!



Why the background on symbolism on currency? This country's Founding Fathers selected images to put on money to keep citizens reminded of crucial ideals to focus on. To remind us of what is important.

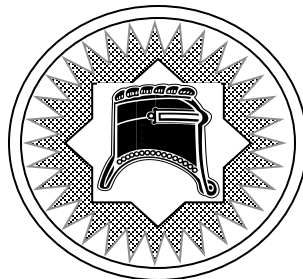
"Try not to become a person of success. Rather become a person of value".

Albert Einstein

On the following pages are instructions for creating a paper bill. You are going to do this as a reminder that you are important, valuable, of significant worth.

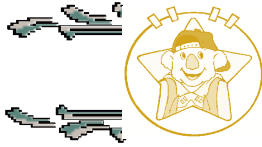
Words to Know

A *seal* is an emblem that certifies an authentic, official document.



A *motto* is generally a short expression of principles to live by. A synonym for this is "creed". For instance, on U.S. monies you can find the motto "In God We Trust."

Symbols are images that represents or stand for something else by way of close association. In the seal example above contains a knights helmet, representing honor, integrity, and virtues.



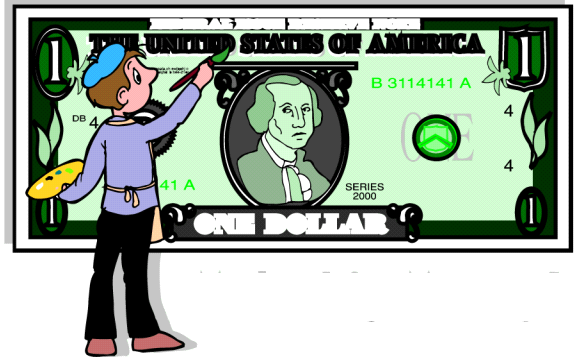
Self-Significance

Currency Design



What is important to you.? What symbols represent your interests and abilities? What would you include in a seal?

You are going to include answers to these questions by putting images, symbols representing things about you, things that are import to you.



What do you think is a good motto to live by?

“Whatever good things we build end up building us”.

John Rohn

Activity

You will design the front and back of piece of paper currency. Your money must meet the thirteen (13) requirements listed below. They are divided into categories for what should be on the front of the bill, what can be placed on the back and what needs to be on both sides.

Both the front and back can be done on one side of the same piece of paper.

Front

1. A serial number containing a combination of at least 6 numbers and letters.
2. Important leaders in U.S. history are placed on the front of our currency, both paper and coins. Because you are an important, and to remind you and other of this, you will put a self-portrait on the bill.
3. A date the bill is printed (called minted).
4. Both the printed title “Secretary of Treasury” and then underneath it a signature . (This can be an imaginary person.).



Self-Significance

Currency Design



Activity (continued)

Back

5. A motto.
6. A seal.

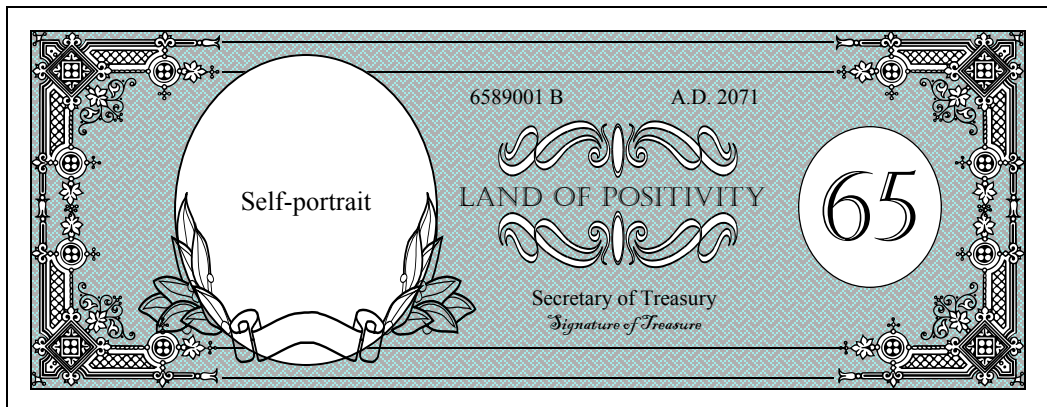
Both Sides

7. One or more symbols.
8. The denomination (the number value of the bill)
9. A country (real or imaginary).
10. Intricate line designs. (They are used to decorate and make it harder to create a forgery.)
11. It must be at least 15 square inches in area.
12. Use no more than three colors.
13. Leave a blank 1/4 inch perimeter around the edge of the bill.

"Deeds, not stones, are the true moments of the great".

John L. Motley

Sample Front



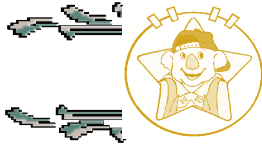
Materials

Required

9" X 12 " Paper
Pencil
Ruler

Optional

Colored pencils
Colored pen
Markers



Respect

Cartouche



Two Diamonds

What makes a diamond so special? It is highly prized by many people, collected, traded, employed by industrial manufacturers, and polished to perfection to make it shimmer with reflected light rays.

A diamond is concrete substance that can be held in your hand. It is composed of carbon, the hardest natural substance known. Some say that a diamond is a lump of coal that made good under pressure. Diamonds are like people; they come in many colors, shapes and sizes. These crystals can be clear, white, yellow, blue, green, orange, red, or black. The assessment of a diamonds worth looks at several things, like weight, clarity, hardness, sparkle, and imperfections.

"If one does not respect oneself one can have neither love nor respect for others".

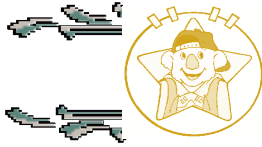
Ayn Rand

These precious stones have numerous uses or applications and have been important in the studies of mineralogy, geology, material science, mathematics, anthropology, art, history, and economics. Diamonds are the birthstone of April. They are known to represent purity, invincibility, a symbol for royalty, and romantically as a mark of everlasting love. Certainly, diamonds have gained the esteem of many.

There is a second type of diamond. It cannot be studied under a microscope or intricately fastened to a jewelry setting. Humanity has a sometimes elusive, ethereal social diamond, an item that conveys a brilliant gem of character. Although this entity cannot be touched with your fingers it can be seen in ones' actions. Possession of this article of distinguished value is witnessed as a tenet of our interaction with others, especially ones we disagree with. This is the esteemed diamond of respect.

These are all astonishing facets, beautiful parts that make up the whole of the interpersonal diamond of respect: charity, patience, kindness, others first, appreciation, understanding, perception, calmness, judgment, helpful, agreeably disagree, listening, acceptance, peace, love, and goodness.





Respect

Cartouche



As noted earlier, the diamond is as stone that stands out as a symbol of respect from numerous individuals and societies. In ancient Egypt there as another symbol that commanded respect. That was a rulers' cartouche.

Cartouche

A Cartouche is an oval character surrounding the name of an ancient Egyptian god or a person of royalty in hieroglyphics, a form of writing with symbols. When historians were trying to learn to read the antiquated hieroglyphics they realized that some images seemed more important than others. A few archeologists understood a number of hieroglyphic names for rulers of distant eras. These regal designations, with along with the Rosetta Stone, were a key to learning to decipher Egyptian writing. These hieroglyphic symbols are read from top to bottom.

Cartouches were included on papyrus inscriptions and stone surfaces. The oval of the cartouche is thought of as a magical rope surrounding the person's name with the intent of protecting it. The cartouche was a powerful safeguarding image and commanded respect. You could also think of it as being similar to a ruler's seal. A seal is a symbol that serves as visual evidence of an assurance, confidence, or bond by a ruler or organization. It is where we get the terms "Seal of Approval", "signet", and "brand". In European history signet rings were used to stamp hot wax on significant correspondence to actually seal a document. Thus, it represented importance and respect.

Now days cartouches are often used as a form of pendants for jewelry that you can have made with a variety of words or names.

"When you judge another, you do not define them, you define yourself." *Wayne Dyer*

"The most important trip you can take in life is meeting people halfway." *Henry Boyle*

"Respect for ourselves guides our morals; respect for others guides our manners".

Laurence Stern



Respect

Cartouche



Activity

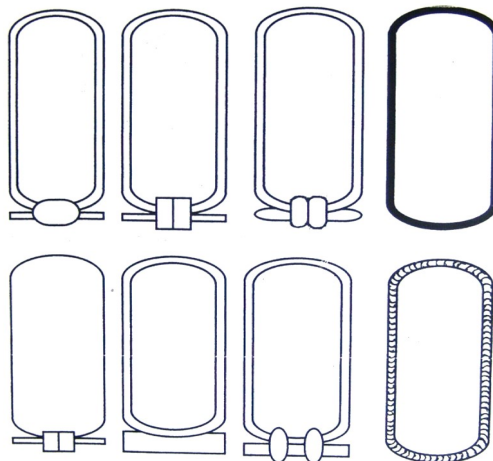
This assignment is to help remind you to always be respectful to others. You are going to create a cartouche with four (4) or more letters that spell a word relative to the term respect or the name of someone you highly respect and admire.

This will be a vertical design. Use the hieroglyphics reference sheet and rope samples for assistance. Be creative and add lots of details! You can put designs in the background, cut the paper, tear and/or crumple and paste.

In European history and among the Native Americans the bear was regarded with respect as a symbol of strength. The bear is the national animal of Finland. On the next page are some samples of the name "Bear" done with unusual "ropes".

"There is no respect for others without humility in one's self".
Henri F. Amiel

Rope Samples



Materials

Required

6" X 18 " Paper
Pencil
Ruler

Optional

Colored pencils
Colored pen
Markers
Compass/Protractor
Watercolors
Scissors
Glue



Respect

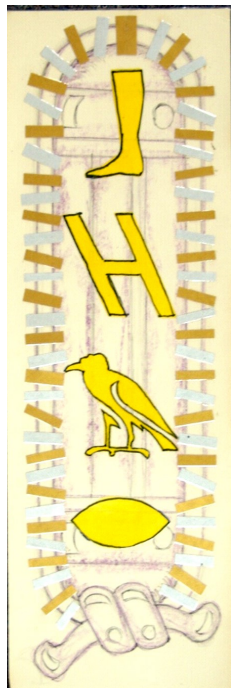
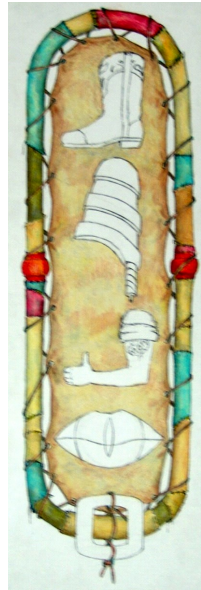
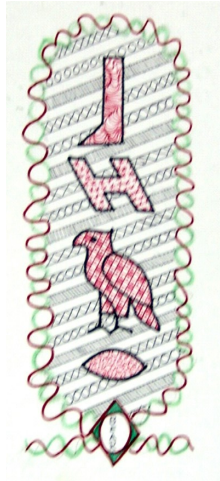
Cartouche

Cartouche Samples



"Deep listening is miraculous for both the listener and speaker. When someone receives us with open-hearted, non-judging, intensely interested listening, our spirits soar."

Sue P. Thoele










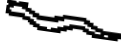














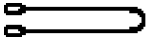




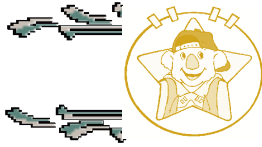
S. A. I. L. Star's Art Intervention Lessons

Respect

Hieroglyphic Symbols

Cartouche

Hieroglyph	Symbol	Sound	Hieroglyph	Symbol	Sound
	Vulture	Ah /father		Reed	I (filled)
	Two reeds	Y /long e		Arm	A (car)
	Chick	OO (too)		Foot	B (boot)
	Mat	P (pedestal)		Horned Viper	F (feel)
	Owl	M (moon)		Water	N (noon)
	Mouth	R (right)		Reed Shelter	H (hat)
	Twisted Flax	H! (ha!)		Placenta	Kh (in "loch")
	Animal Belly	Ch (ich)		Folded Cloth	S (saw)
	Door Bolt	S (saw)		Pool	Sh (show)
	Hill	K (key)		Basket	K (basket)
	Jar Stand	G (go)		Loaf	T (tap)
	Tether Rope	Tj (church)		Hand	D (dog)
	Snake	Dj (adjust)			



S. A. I. L. Star's Art Intervention Lessons

Service

Crest Design



"We can't help everyone, but everyone can help someone".

Dr. Loretta Scott

Knighthood was a sign of social status and often aligned with nobility. It started in Europe during the eleventh century. Before men became knights they spent several years as Pages and Squires in preparation to become professional soldiers on horseback. Their tutelage lasted from the time they were about 13 until the ages of 18 to 21. Among the things they were instructed in included the fine arts, reading, writing, and reverence for God. Throughout this training period they were required to run errands and do humble service such as cleaning equipment, stables and armor.

Knights were expected to live by a code of "Chivalry". To be chivalrous meant that one was courageous, courteous, loyal to a cause, ruler, and country, as well as having a strong concern for the welfare and safety of others; they were to be self-sacrificial. As a knight, one was still a servant of others. Remember, they were taught to be helpful. A knight was considered to be remarkable because of his abilities and accomplishments on the battlefield. They were also thought of as greater than others due to their demonstrated service to the ideal of helping those in need.

Remember the terrible earthquake in Haiti on January 12, 2010? Remember how individuals, organizations and nations gave of themselves and immediately came to the aid of Haitians? This is an example of the modern practice of chivalry.

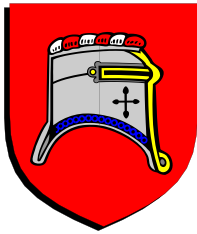
Although the practice of knights wearing armor mounted upon horses is an image of the past, in some places of the world knighthood is still bestowed on individuals for their outstanding service to one's country. You don't have to be a knight or a religious person to be a servant and helpful to others. Martin Luther King Jr. said, "Everybody can be great. Because anybody can serve. You don't have to have a college degree to serve. You don't have to make your subject and your verb agree to serve...You only need a heart full of grace. A soul generated by Love."

Assisting others also has side benefits for the helpful. Being helpful can give one a sense of inner satisfaction. Albert Schweitzer put it this way, "I don't know what our destiny will be, but one thing I do know: the only ones among you who will be really happy are those who have sought and found how to serve."



Service

Crest Design



Knights eventually had adopted the use of crests to be easily recognized to their followers and others. These also helped to demonstrate their heritage. Crests often had the shape of a shield with images and colors that had specific meanings of identity. For instance, gold stood for generosity, silver meant peace and sincerity, while blue showed truth and red represented a warrior spirit. You can find a large listing of heraldic information and imagery at fleurdelis.com.

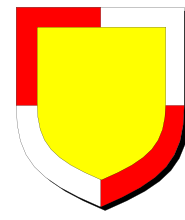
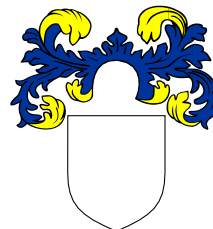
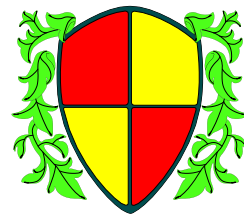
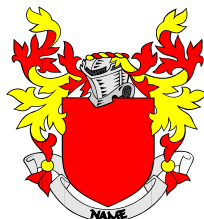
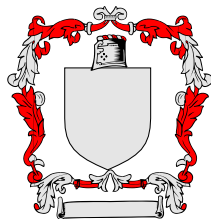
Activity

You are going to design a crest that has to do with service, helping others. You can check out the website listed above to assist you in deciding on a symbol and color selections to use. You can use the 12" X 18" paper as a flag with the crest in the center.

"There is no better exercise for the heart than reaching down and helping people up".

John A. Holmes

Crest Sample Shapes



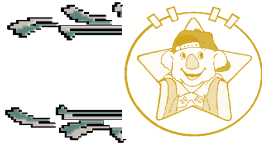
Materials

Required

12" X 18 " Paper
Pencil
Ruler
Reference Materials

Optional

Colored pencils
Colored pen
Markers
Compass/Protractor



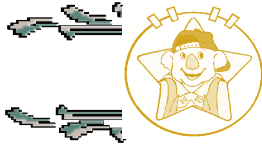
S. A. I. L. Star's Art Intervention Lessons

Record of Participants

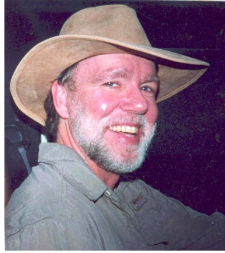
12 Personal Reforms

Participant Number	Apostle Names Levels Completes 1-4 = Apprentice Completes 5-8 = Journeyman Completes 9-12 = Master	Positive Change	Me, Myself & I	Positive Projections	Pieces of Life	Good Impressions	Attitude Adjustments	Self-Control	Cross-Cultural Connections	Self-Significance	Rules of Gold	Respect	Service
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
12													
13													
14													
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18													
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20													

An "Apostle" is some who initiates and advocates reform.
 In the box relative to the S.A.I.L. Program title the participant completes write the date it was finished.
 There is a certificate that can be printed and given to the participants after they have completed each Apostle level.



S. A. I. L. Star's Art Intervention Lessons



Robert is more than just a professional educator. He has been drawing and painting nature art since a teenager growing up in Redwood Falls, Minnesota. As a practicing artist, Robert Bear has been active in a myriad of group and one-man shows, receiving numerous accolades and awards, including Best-of-Show and People's Choice selections in national juried competitions. In 1986, the Leigh Yawkey Woodson Art Museum extended to him a scholarship to study with world-renowned artist/naturalist Robert Bateman. Bear's paintings and drawings are part of private collections in Germany, Japan, Alaska, and across the United States.

When you accept mediocrity it becomes your standard for excellence.

Robert E. Bear
Creator of the
S.A.I.L. Program

Recently Mr. Bear produced the S.A.I.L. Program as art intervention lessons to help troubled youth be successful. Robert Bear also created the Star Poster Program to help teach youth how to create posters in light of social responsibility and the Coolality Kid characters while he was an Art Specialist at the Bryan Academy for Visual Performing Arts (BAVPA) in the Bryan Independent School District of Bryan, Texas. At the same time, Mr. Bear was also a doctoral student in the department of Curriculum and Instruction at Texas A&M University. He holds a Master of Science degree in Studio Art from Texas A&I University and received a Bachelor of Science degree in Art Education from Bemidji State University. Before receiving these degrees, Robert graduated from Art Instruction Schools of Minneapolis, having studied Commercial Art and Illustration. Mr. Bear has been recognized in Who's Who in America, Who's Who in American Education, National Honor Society Outstanding American Teachers, and the President's Who's Who Among Business and Professional Achievers.

He has taught in public schools for almost 30 years, grades K-12. Eight of these years included working in Special Education. He has also taught a course in photography for three years. As an educator, not only has he been called upon to act as a judge for several art competitions, he has also served as a district, regional, and state judge for Odyssey of the Mind. For over two years he was employed full-time as an Exhibit Specialist for the John E. Conner Museum in Kingsville, Texas (Here he designed and built exhibits, labored as a photographer, and did freeze-dry taxidermy.) Robert has also acted as a Supervisor of a Graphic Art Department for the U.S. Air Force in Grand Forks, North Dakota, an Art Director of a print shop in Lubbock, Texas, and as an Education Services Specialist for the 123rd Army Reserve Command in Indianapolis, Indiana. Mr. Bear is a veteran of the U.S. Army (1972-74) and honor graduate of two military training programs.

From 1991-1993, Robert was the president of the Bravos Valley Art Educator's Association and has been a member of the National and Texas Art Education Associations. The summer of 1992 saw Robert participate in the Improving Visual Art Education conference in Cincinnati, Ohio which was sponsored by the Getty Center for Education in the Arts and the Cincinnati Art Museum. He was a presenter at two state conferences for the Texas Art Education Association. Robert has also given workshops on elementary art education for various organizations and been a guest lecturer for university art students. Additionally, he has been a visiting artist for several galleries.

Mr. Bear has also created the game of Gig'l® and the team sport Bearball®.

Robert is available for workshops and may be contacted at rbear100@yahoo.com.

He can also be reached at:

2900 Government Way #146 Coeur d'Alene, ID 83815
Ph: 208.449.6249



S. A. I. L. Star's Art Intervention Lessons