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EDAR 284
Final Portfolio S15

Internship Documentation King Street Center

For our Art Education class, Alternative Sites also known at EDAR 284, each student was required to complete an internship. My placement was in King Street Center and I spent 30.5 hours volunteering on Fridays throughout the spring of 2015. My mentor was Gabriella Tufo Strous, who is the Director of Community Outreach.

Overview of King Street Center:

King Street Center is a not-for-profit organization that provides a supportive community to children and families of Burlington, Vermont. King Street Center offers a full-day Head Start Pre-School, an Afterschool Excellence program, and a Teen Futures program. This organization was built to promote personal and social wellness. King Street Center's goal "is to give children, youth, and families the life-building skills necessary for a healthy and productive future."



King Street began in 1971 in a van parked next to the King Street Laundromat with a few dedicated parents who wanted to better the lives of the youth. Now King Street Center serves over 500 children and families every year and is considered home for many of the participants. When I began my internship after the New Year, there were a lot of new changes for King Street Center. King Street Center moved into a brand new building at the end of January and I had the wonderful experience of sharing in this transitional exciting time for the community.

The new building was full of opportunity for the children to grow in an environment conducive to not only learning, but also playing. Along with the new building, came a new art room. The art room was created with the Laura Kate Winterbottom Memorial Fund, a tragic story that was honored at King Street Center. The children now have a beautiful art room to create, express, and grow. I could not express my gratitude for being apart of such an inspiring organization.

Internship Experience:

Visit #1: January 23, 2015: 2:00pm to 5:30pm- 3.5 hours

My internship at King Street Center officially began on Friday, January 23, 2015. I went to King Street Center every Friday and was placed in the Afterschool Excellence program. I started off doing very little art education related projects, but I was given the opportunity to become familiar with the environment at King Street. My first day, I was able to spend time with the 4th and 5th graders. I became familiar with the routine of the Afterschool Excellence program consisting of snack/dinner, boost time, and choice time. When the new building first opened the children were served snack and after several weeks, snack was upgraded to dinner. After dinner, the children were required to participate in boost or time where students were to work on reading or writing. After boost the children were able to choose one choice out of three. During boost I read Diary of A Wimpy Kid to an English Language Learner. I personally am dyslexic so this reading session was slow and we definitely did not take the struggle of reading to a level of frustration, rather a lighthearted goofy place. One of the choices on my first day was yoga, and I was asked to teach yoga to the children ranging from K- 5th grade. I taught yoga to try and teach the importance of intention and mindfulness in a community setting. Teaching children yoga was much more difficult than teaching adults and I definitely would like to get formally trained in teaching yoga to children. After my first day, I met with a staff member and discussed starting a digital art program in the new building. This first day was rewarding and exciting. I loved getting to know the staff and children. This was the first week that the children had seen the new building and there was a lot of exploring and discovering of the space. The art room was still not finished yet so I mainly focused on getting to know everyone, rather than jumping into teaching art right away.

Visit #2: January 30, 2015: 1:30pm to 5:30pm- 4 hours

On my second visit I choose to explore the Teen Future program. I was given the chance to meet an entirely new set of staff and community members. I prepared bagels in the kitchen for the teens and explored the kitchen and dining area of King Street Center. It was rewarding being able to connect to the teens and seeing what was relevant in their lives. I forgot how socially awkward, uncomfortable, and complicated middle school can be. After the food was prepared and the teens ate, I was requested to play dodge ball in the gym with everyone. It was wonderful seeing the dynamic of teens playing and interacting. I loved getting to know this program. I am doing my student teaching in a middle school and the exposure to teens in this age range helped expose me to a taste of what I will be working with next spring.

Visit #3: February 6, 2015: 1:30pm to 5:30pm- 4 hours

On my third visit, I started the day with a meeting with my mentor, Gabe. Gabe and I talked about the goals of this internship and how my time at King Street Center has been going. I told her I had the goal of teaching a few art lessons and

beginning a small art program at King Street. I also learned a disturbing fact that I need to watch out for children snorting the candy *Smarties*. I was unaware of this trend happening among today's youth in Burlington. I spent the rest of the day exploring the rest of the Afterschool Excellence program. I split my time between all three classrooms. The first classroom consists of K-1st graders, the second classroom consists of 2nd- 3rd graders, and the third classroom consists of 4th-5th graders. I tried to have as many conversations as possible with all the children. I wanted to build a relationship with all the children and understand their needs and wants at King Street. I ended the day playing charades with the 4th graders. There was some bullying that took place, which included name-calling and ostracizing individuals. I tried my best to resolve the situation and it was my first time dealing with bullying. I told a staff member, in case the bullying continued.

Visit #4: February 20, 2015: 2:00pm to 5:30pm- 3.5 hours

On this visit, I was able to teach my first art lesson. I sent a lesson plan to my mentor earlier in the week so all the staff was aware that I was going to be teaching a choice. This was the first day that the new art room was ready, stools were on backorder and did not arrive until then. I was excited to explore the art room and prep for my lesson. I taught my first lesson on happiness to children K-5th grade. It was the children's first time seeing the art room and they were excited, the center table and the workspace were made out of countertops from the kitchen at the old King Street. Many children recognized this right away and were so excited to see pieces of the old King Street Center make their way into the new King Street Center. I began my lesson by having all the students go around one by one and answer the question, "What is happiness?" Students began to go around and share answers like, "puppies, sports, glitter, and friends". I asked children to explain why they said what they said. One-fourth grade answered, "A lantern is happiness." I asked her why. She responded, "A lantern represents light, and light is happiness." I then asked her why light is happiness and she responded because "light makes darkness less scary." After I asked every child what is happiness, I then asked them to create it in anyway way they could imagine. That same student created a lantern out of pipe cleaners and tissue paper. A student created a brightly colored clay puppy with modeling clay and lots of glitter. Another student painted a picture of his family. I have no visual documentation of this project. Overall this project was successful. The children were engaged and excited they could make anything they wanted, with whatever materials were available. The students for the most part cleaned up the materials they used, and the students that left early had their friend clean their workplace up. I wish I had more time to complete the project. The children only had an hour and several left early. My goal of this lesson was to get students to think of happiness as something they can create for themselves and is always with them.

Visit #5: March 13, 2015: 2:00pm to 5:30pm- 3.5 hours

I taught my second art lesson today. This art lesson was also taught in the art room and I taught different students from the Afterschool Excellence program. This art lesson consisted of creating dream catchers. I wanted to create dream catchers,

because the building was still so new and I wanted the students to think of goals and dreams they had for the new space and the new King Street. I told the students that all their dreams would be caught in the dream catcher. We made the dream catchers using medium sized metal rings. The children then wrapped cord, yarn, or string around the ring. They then made the webbing in the center using mostly yarn. After the yarn the students added feathers and beads to dangle from the bottom. Some of the younger students struggled with the procedure, so the older students helped them through each step. The students also struggled with finishing on time. They were all really excited about their final product and were engaged in creating it. This lesson was slightly disorganized and I ended up cleaning up after all the students left, so they could finish their dream catchers without worrying about cleaning up. I taught a couple students each step and had those students help me teach the rest of the group. I thought having a sample would be enough to teach the lesson but I could have been more prepared with written instructions. I still think the lesson was exciting and successful. I have no visual documentation of this lesson.

*I had no visual documentation of the lessons taught on 2/20 and 3/13 because my camera was malfunctioning during this time period.

Visit #6: March 20, 2015: 2:30pm to 5:30pm- 3 hours

Visit #7: March 27, 2015: 2:30pm to 5:30pm- 3 hours

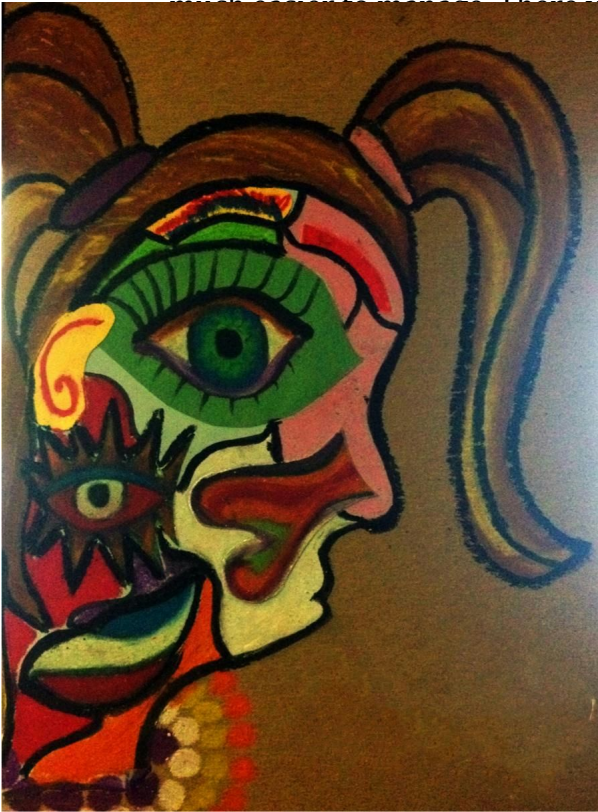
Both the 6th and 7th visit at King Street I did not teach an art lesson. On March 20th, I participated with everyday activities of the Afterschool Excellence program. During boost time I wrote out classroom rules for the 4th and 5th grade classroom. During choice I participated with children building communities with blocks and toy trains. I loved watching the children's imagination run free as they created entire towns before their eyes. On March 27th, the students were on their public school vacation and only a few of the children showed up at King Street Center for an all day camp. During this camp I participated in cooking. The children made quesadillas as a group and learned kitchen skills along with group skills, such as sharing and working together. These two visits were greatly appreciated because I was able to build my relationships with the children and learn how to monitor my behavior to not only be professional, but a calming and relatable individual for these students.

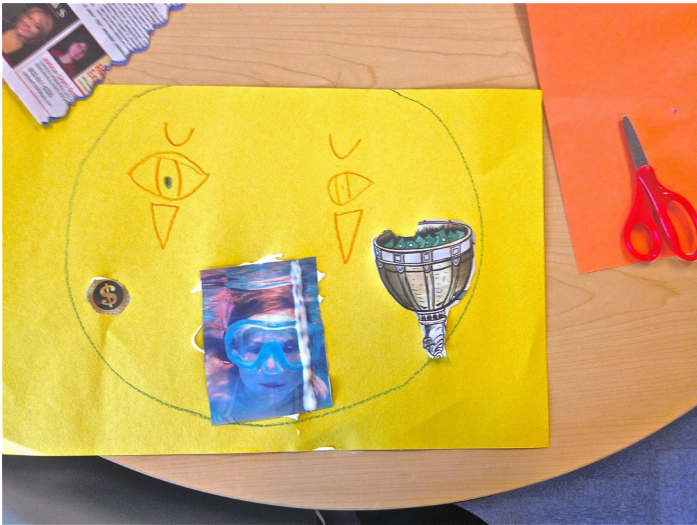
Visit #8: April 10, 2015: 2:30pm to 5:30pm- 3 hours

I taught my third and final art lesson during this visit. I taught this art lesson up in the Afterschool Excellence 4th and 5th grade classroom because a lot of staff members were absent, so we could not do the art lesson in the art room. This lesson consisted of creating Picasso Faces. The goal of this lesson was to express your identity in any weird and wacky way in efforts to better understand yourself. I showed the students a book of Picassos' portraits and their only instructions were to make a portrait of themselves using a similar style. I showed them an example of a portrait I had made of myself. The materials available to me were colored paper, scissors, glue, markers, color pencils, and crayons. I made all of these materials available to the students and told them to use what they pleased. This lesson was

There were fewer materials and less time required, so clean students were less engaged in this lesson than the photos of the artwork produced...

→ This was the sample I made and showed the children. I explained how I made pigtails to show how being silly and goofy is important. I made my lips red, white, and blue to symbolize that I am an American citizen with the freedom of speech. I put a large eye in the center to express my desire to see the world. My hopes were that my students would intentionally create self-portraits.







Visit #9: April 17, 2015: 2:30pm to 5:30pm- 3 hours

This was my last visit at King Street Center. I focused on saying goodbye to the staff and the children. I spent my time with the Afterschool Excellence program and played outside in the warm weather during choice. It was an enjoyable day of fun to end my internship where I got to spend time with the children. When I told the children it was my last day they asked me to draw something I like and give it to them. They said they wanted to remember me and asked me to sign my artwork. They then asked me to draw pictures of them and myself doing something that we would both enjoy. I thought these two requests were very thoughtful. I ended up making a lot of little drawings for everyone during boost time. Some of the children even made me drawings in return. It was a nice way to end my time at King Street Center.

Overall Reflection:

My time at King Street was overall a very positive experience. I wish I were able to engage in more art related activities. Even though my site did not have an art focus I learned valuable skills. I learned classroom management skills, as well as how to talk to students of various different ages. I was apart of a greater community and was grateful to meet new people and emerge myself in a different culture of Burlington, than UVM.