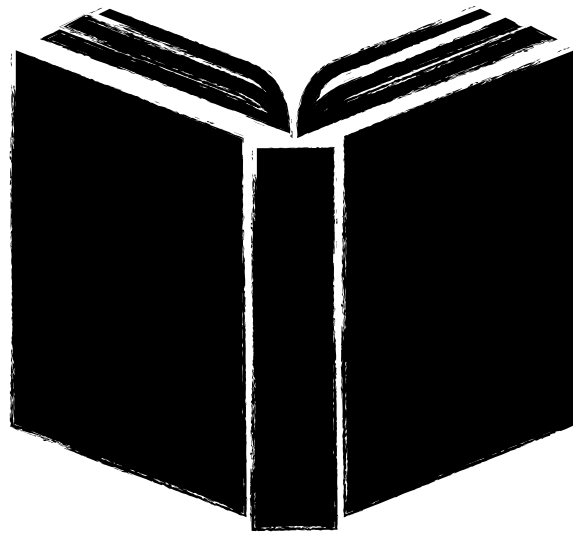


13 weeks of Journaling

Reflection during a time of turbulence

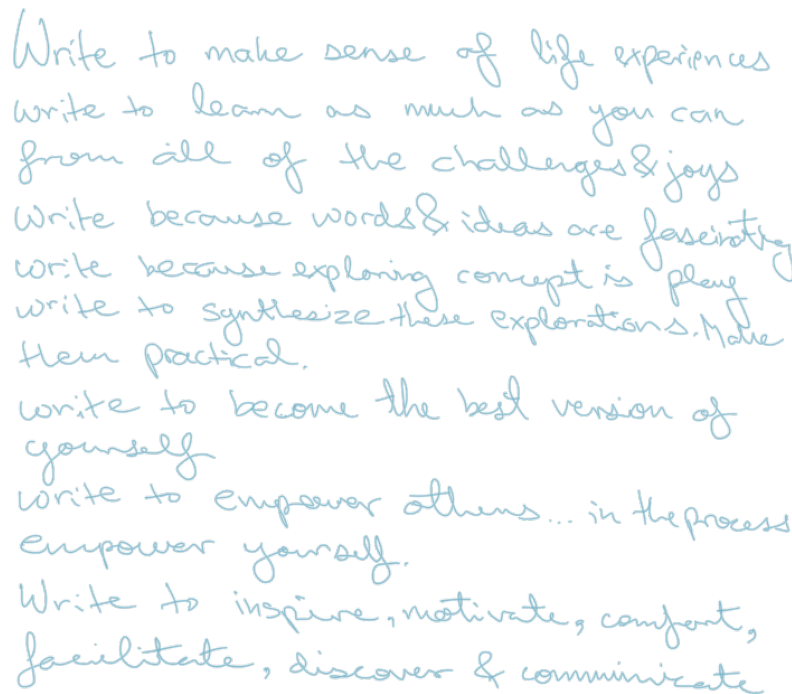


Compiled by Amy Leedham

Week 1

Asking Questions

During an unprecedented time like this, your students will have questions, which is more than natural. As educators, we should be prepared to answer these questions, and help guide strong inquiry and curiosity. Refer to **page 7 of “Journey into Journaling”**, for a reminder of Ray Dunbar’s method for asking questions



Write to make sense of life experiences
write to learn as much as you can
from all of the challenges & joys
Write because words & ideas are fascinating
write because exploring concept is play
write to synthesize these explorations. Make
them practical.
write to become the best version of
yourself
write to empower others... in the process
empower yourself.
Write to inspire, motivate, comfort,
facilitate, discover & communicate

Page 16, Journey into Journaling

Technique #1: Going beyond objects, tuning into the senses

Refer to **page 19 of “Journey into Journaling”**. Being at home, students will be surrounded by the very things that can often become distractions: objects. During this time, what a better way to improve skills of observation, then to conduct a daily “object study”. Start with any object that might be around you. Reflect on why you chose it. Was it for a certain reason? Write down 10 things about the object. draw/ sketch/ trace the object. If you have access to a camera and printer, you can also take a picture and print it off, adding it to your journal. Add 10 more observations, 2 for each of the 5 senses. You may want to leave out taste, and replace it with the question “what do you think your object tastes like?”.

This is a great way for students to practice statements such as: “I see..” “I hear...” “I smell...”

Week 2

Taking a closer look

One of the key tenants of journaling is learning to look closer. In short, how can we get students to learn more and willingly inquire about things they see everyday, or are “normal” parts of living in Calgary?



Technique #2: Looking at architecture

Refer to **page 21 of “Journey into Journaling”**. Like many journaling techniques, observation starts with looking with the eyes. Defining the physical features of objects. Where do the lines begin and end? Are there any objects that they recognize? Start with things they know and work outwards. Google Earth and Google maps are excellent resources to “get closer” to architecture without having to leave home. Take a look at how the building is constructed. What kind of clues are there for when the building might have been made? Materials? Location? What has helped a building stand for so long? Will it be there when they are an adult? Lastly, what does this building mean to you? To the city?

Technique #2 in action

Most students will have access to a window, and most students will have buildings outside of that window. Here's a trick from our 2School coordinator: start with a page protector or old CD cover taped to a window where there is architecture visible. Find a sharpie or thin whiteboard marker (depending on if you would like to reuse these objects). Trace the lines of the buildings.



Week 3

Taking a closer look; The nature of our city

One of the key tenants of journaling is learning to look closer. In short, how can we get students to learn more and willingly inquire about things they see everyday, or are “normal” parts of living in Calgary? This week, let’s look closer at nature, and the small pieces of it that make our world beautiful

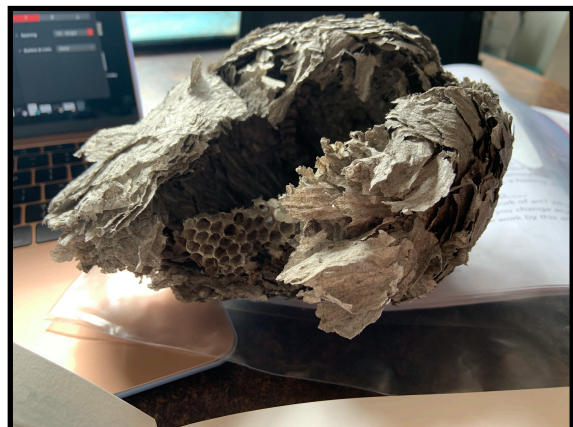
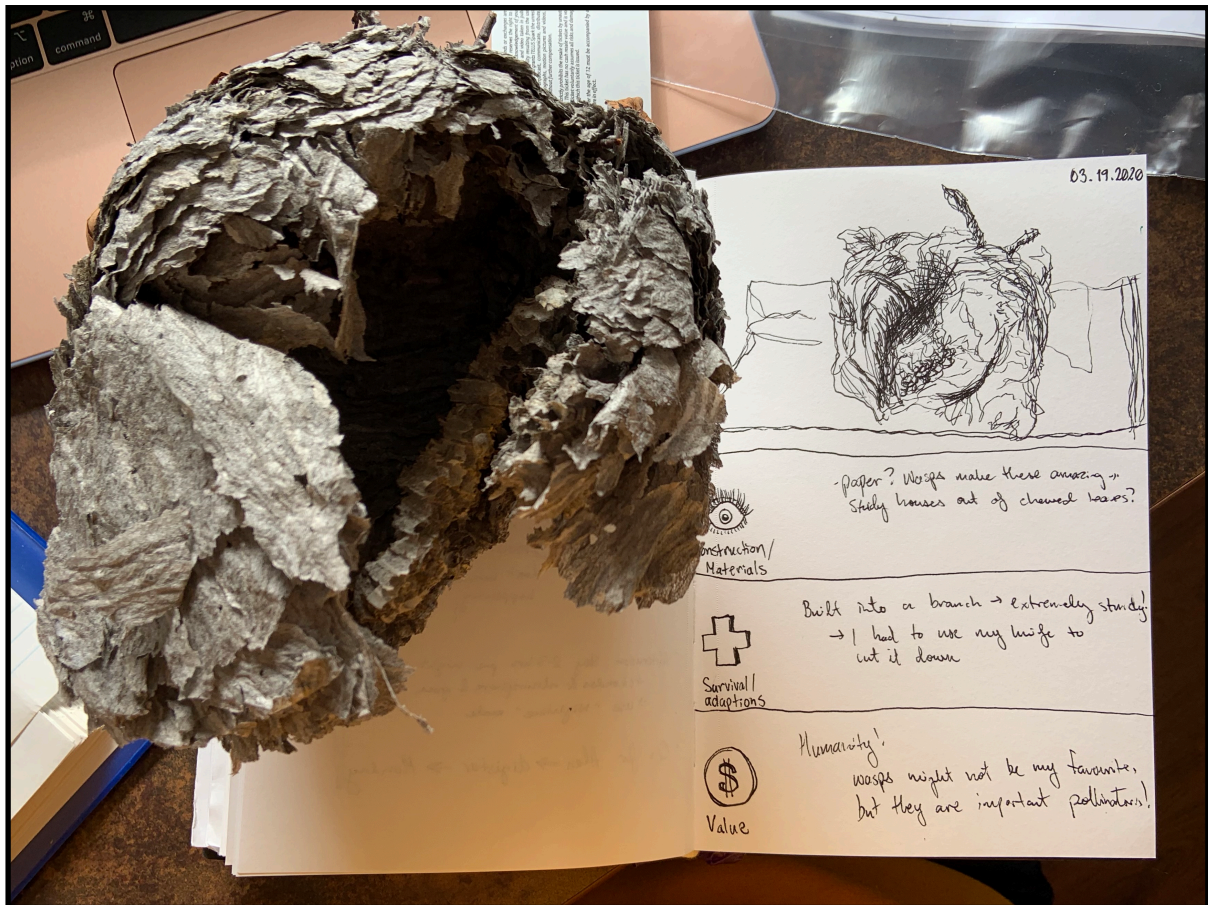


Technique #3: Looking at nature

Refer to **page 23 of “Journey into Journaling”**. Continuing to use last week’s technique, apply similar questions and techniques to elements of nature. It can be a natural scene, or a piece of nature. Define the physical features: colour, size, textures, etc. Is the object a piece of something larger? How can you tell? Start with things they know and work outwards. How did the object come to be? did it grow? Did an animal change it? Did weather? How has the object survived? Does it have anything (adaptations) that have helped it survive? Location? Lastly, what does this object mean to you? To the city? To other plants and animals?

Technique #3 in action

Most students will have the ability to go outside during this time, or at the very least, have something organic in they household. Spilt the page into 4, leaving a section for a drawing/ sketch/ doodle of the chosen object. Each section can always done verbally as a whole-class exercise as well. The important skill is learning to observe slowly and carefully, and making connections as to how the object fits into the bigger picture



Week 4

Taking a closer look; Artistic expression

Using the two previous weeks as building capacity, it's time to move on to art. So many possibilities. A great place to begin is illustrations in children's books. A story that you and your students may be familiar with. Art that is in your school that you may have a photo of. It's always best to see art in person, but an image of the art is equally great.

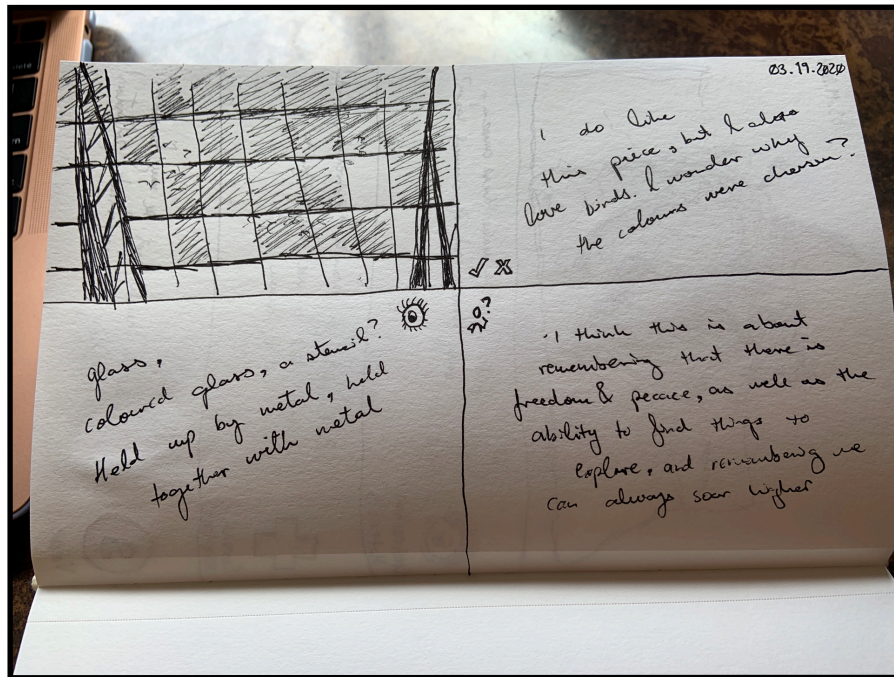


Technique #4: Looking at Art

Refer to **page 22 of “Journey into Journaling”**. Continuing to use previous week's techniques, apply similar questions and techniques to elements of art. Define the physical features: colour, size, textures, etc. How has the art work been put together? Why do you think the artist chose those materials? Are there any patterns that repeat? Why would these matter? What might this art piece be about? What makes you think this? Does the art work make you think of your sense of touch? Smell? Hearing? Memories? Do you think this is a “good” piece of art? Would you change anything? What would it be?

Technique #4 in action

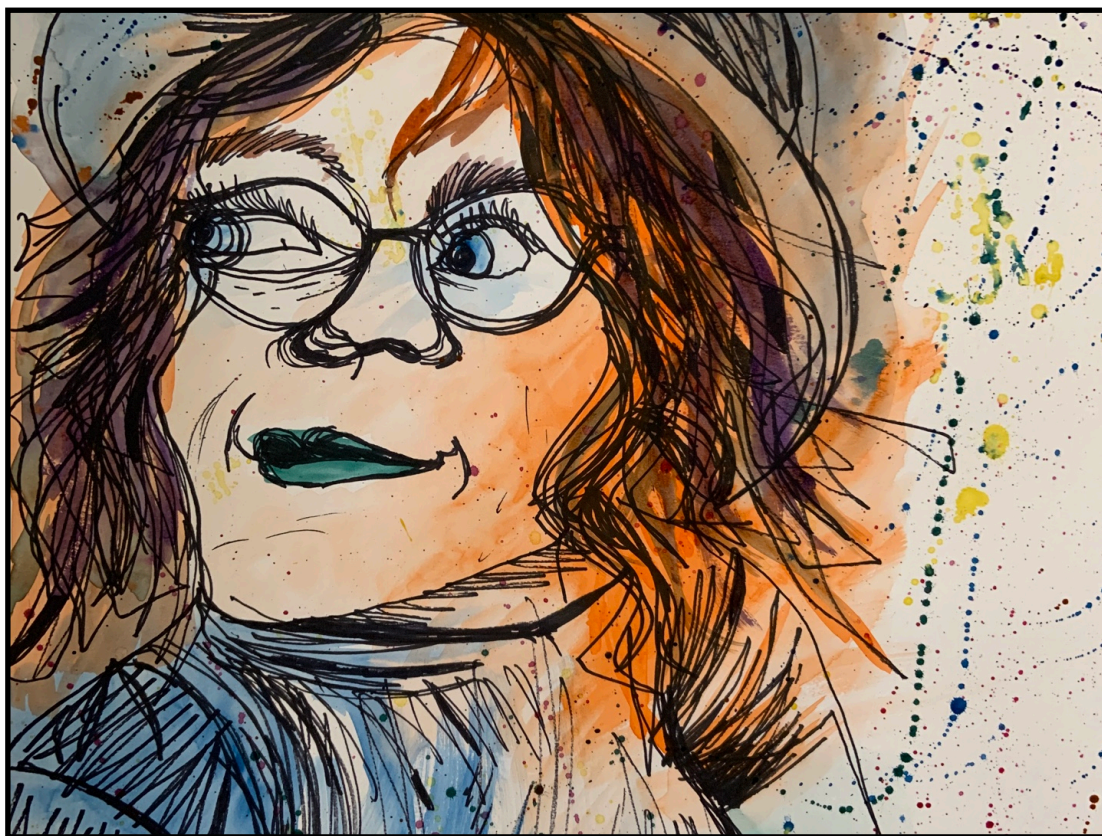
The City of Calgary has an excellent virtual guide of the art in the city. Split the page into 4, leaving a section for a drawing/ sketch/ doodle of the chosen art piece. Each section can always be done verbally as a whole-class exercise as well. The important skill is learning to observe slowly and carefully, and making connections as to how the object fits into the bigger picture. Unlike the previous 2 techniques, focusing on the emotions a piece addresses or brings out of students is worth exploring.



Week 5

Getting a little silly, building fine motor skills

Contour drawings are a great way to get a little silly, and get to know an object a little bit better. For students, focusing on one or 2 objects to practice on throughout the year can help showcase the progress a student has made.

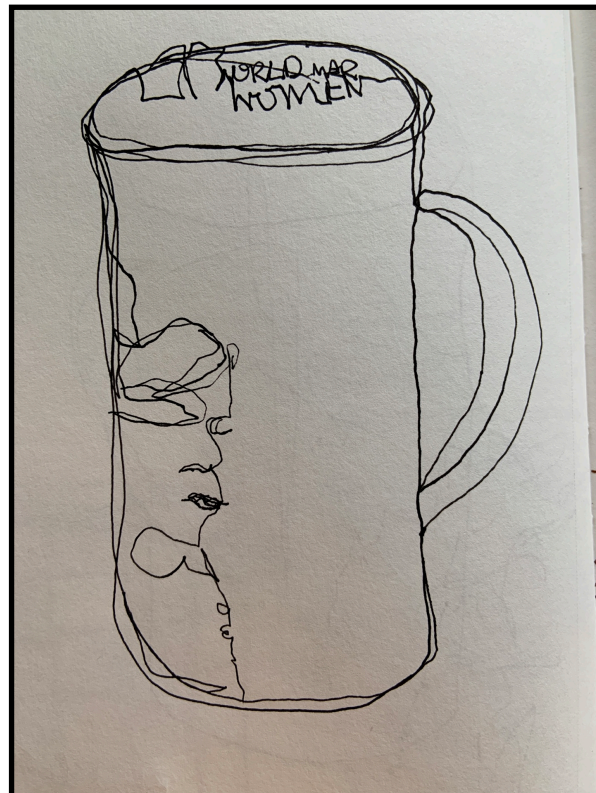
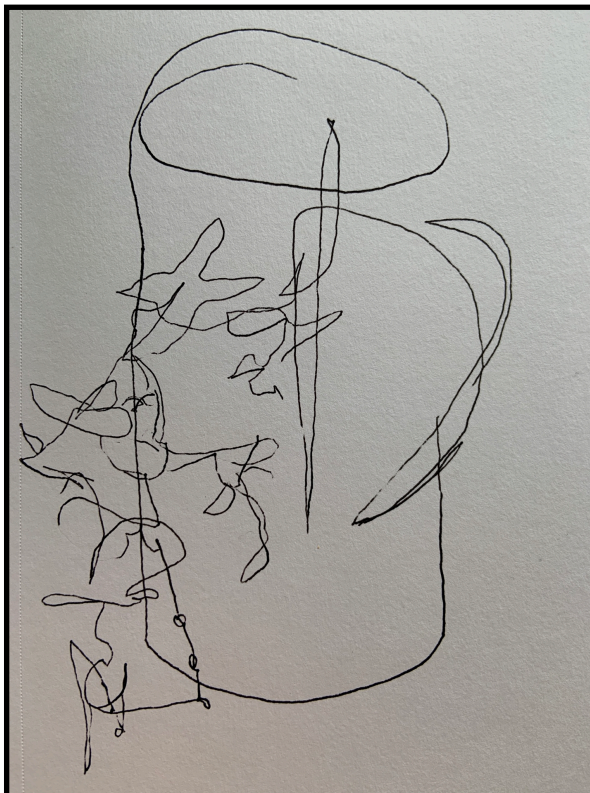


Technique #5: Blind and Peeking Contours

Refer to **page 25 of “Journey into Journaling”**. You will be drawing an object, person, hand, foot, etc. without lifting your pen or pencil. The goal is to look at the object, and not your page. In a blind contour, you will try your hardest to draw something without looking at your page. A peeking contour is done the same way- but with 30% of your time looking, 70% drawing. Best to start with 1-2 minutes, stretching the time as stamina is built. The goal you might want to work towards is not being finished your sketch when time is called- this indicates looking slowly and with great detail.

Technique #5 in action

Start with 1 object that everyone will draw. Some popular and more simple items to draw can be your own hand, cutlery, dishes, pencils, books and furniture. Below are a blind contour (left) and peeking contour (right), both given 2 minutes to draw. Remember, these likely will not resemble what the object truly looks like. That is okay. How do feelings of “expectations” play into this style of art?



Week 6

Mindfulness, and finding your “sit spot”

While journaling and reflective practice can be done anywhere, it can be nice to spend time with oneself, reflecting in the same space. For some, this may be a sanctuary that feels like “home”. The book “Coyote’s Guide too connecting with Nature” by Jon Young, Evan Haas and Evan McGown expands on this, and goes deeper into how stabilizing a sit spot can be for students.



Technique #6 in action: Grounding countdown

Refer to **page 27 of “Journey into Journaling”**. It’s never too early to talk to students about what mindfulness means to them. For some, this might include closed eyes and slow breaths, yoga, meditation, or something else you may typically think of. But, it can also be checking in with your surroundings. Counting backwards from 10, you can guide students on a mini “object hunt” in their space, at their “sit spot”. Some things you might have them look for can include:

- colours (ex. find 4 things that are red)
- numbers of objects (can you find 2 objects that are in pairs? Find 5 things with numbers)
- patterns (can you find 9 examples of smooth objects?)

Week 7

Juicy words, tuned in emotions and senses

On the outside, journaling can seem very introspective, but it's important to remember that journaling can also be used as an empathy building tool. In times of uncertainty, empathy building can help students understand more about the world and those living in it.

TITLE

If I were a _____

I would

I would

I would feel

If I were a _____

Technique #7 in action: Sandwich poem

Refer to **page 33 of “Journey into Journaling”**. Choose 1 person, place, or thing. brainstorm what the chosen subject might feel with their senses, emotions, as well as the environment they might be found in. I have chosen “mountains”

If I were a mountain
I would do yoga, stretching a little further each day
I would tell stories for those who choose to listen
I would feel the seasons changing in the winds blowing around me
If I were a mountain

Week 8

Seeing in all directions

Originating from Lynda Barry, it's worth digging into our memories. And if not our memories, the places that our memories live. More often than not, students will know to look around their spaces, getting to know their space. But how often do they look at the floor or ground? What about above their heads? The more aware you are of a space, the easier it is to recreate it and remember it. This is a great time to put GoogleEarth and GoogleMaps street view to great use.

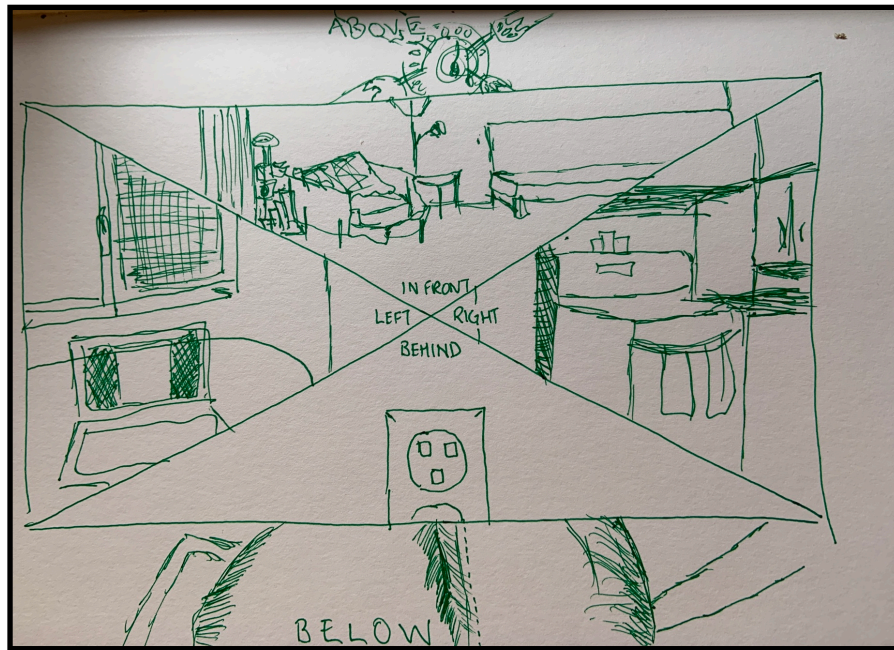


Technique #8: Up, down and all around

Refer to **page 36 of “Journey into Journaling”**. This technique can be a great one to help students understand their direction, or the cardinal directions, no matter where they are in the world. Students can also see why this would matter using a common tool like Google street view.

Technique #8 in action

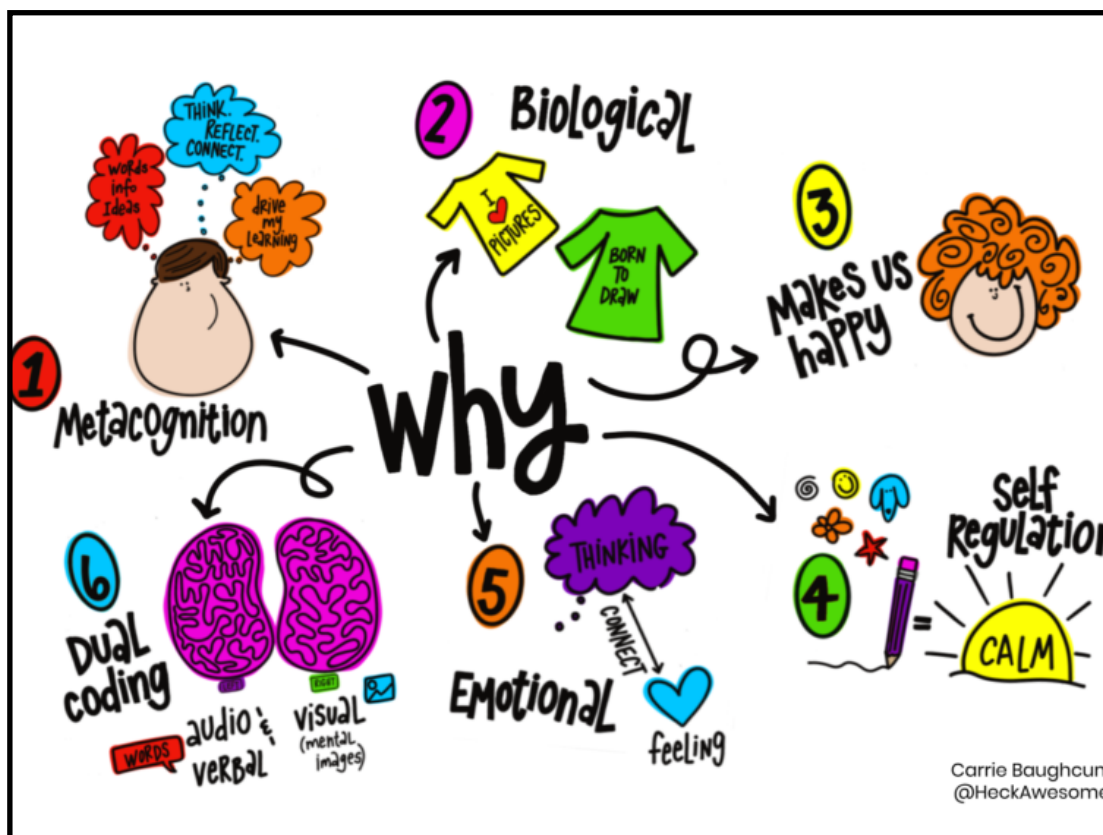
Taking a picture of each direction is one way to accomplish this exercise. Alternatively, once students have tried out this exercise, they can take it into the classroom by creating their own “360” images using the Google street view app. The little camera option (bottom right hand) will bring up the option “create photo sphere”. Voila! These created images can be made public, or kept private.



Week 9

The new normal (of note taking)

Doodles while the teacher is listening. For a long time, this has been seen as a sign that students are disengaged. However, sketch going has proven other wise. Ever popularized by Sylvia Duckworth and Verbal to Visual, sketch noting has become a tool for remembering information in a fun way, with lots of potential.

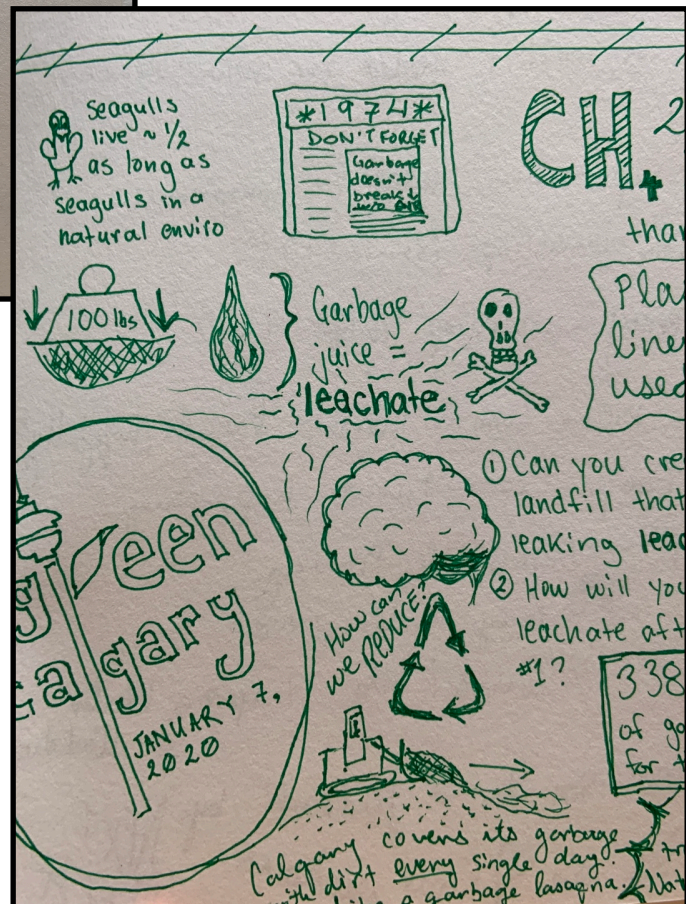
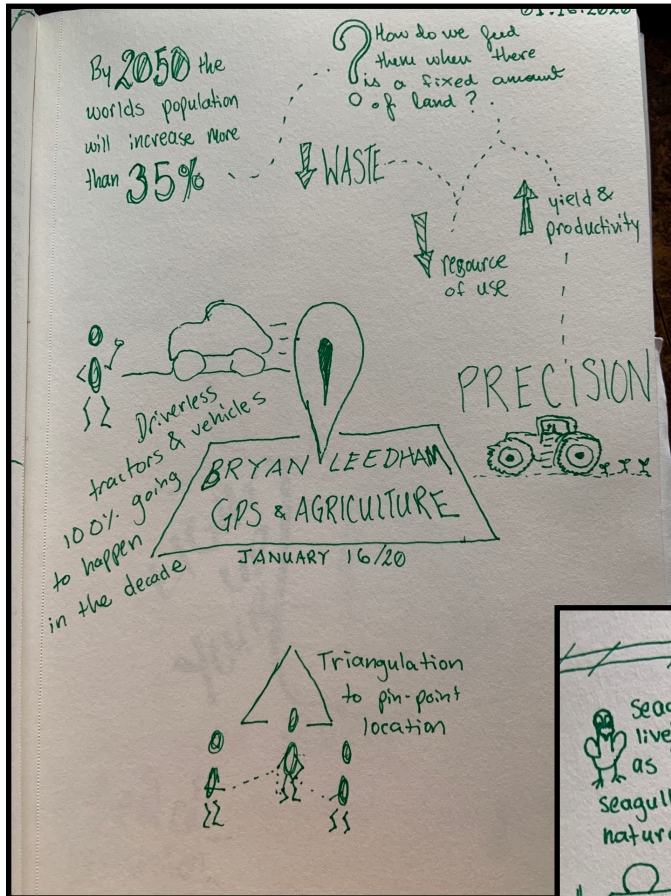


Technique #9: Sketch noting

Refer to **page 39 of "Journey into Journaling"**. During this time, podcasts, pre-recorded lectures, expert webinars, documentaries, museum tours, and illustrated lessons are plentiful, and an invaluable teaching tool. Prepping students for this style of note taking can take some time, but I have yet to see poor results with some perseverance. [Sylvia Duckworth](#) and the YouTube channel [Verbal to Visual](#) have many resources to guide you and introduce the concept to your class. As with any technique, start slowly, build stamina, and have the courage o keep trying.

Technique #9 in action

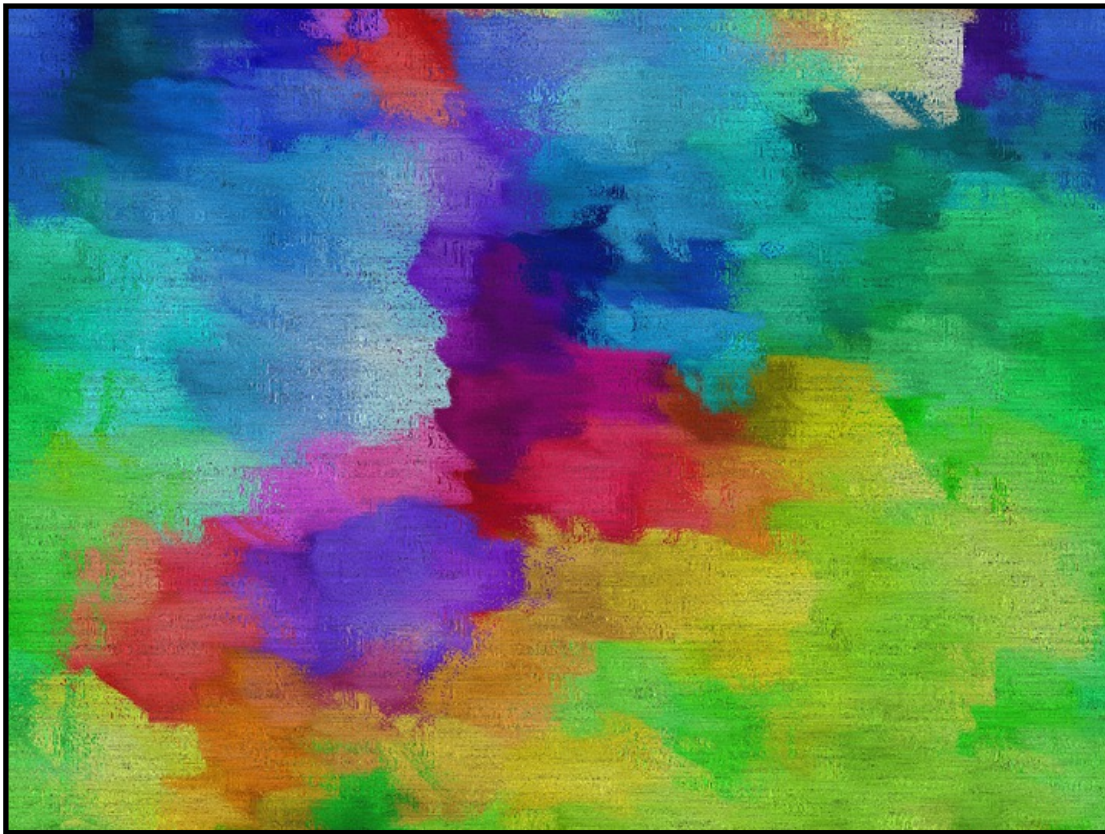
These are only 2 examples of what I sketch note might look like. The catch-22 of sketch noting is that there are many possibilities, which can be overwhelming to some. Begin with a simple layout style, and introduce customization options after. If you can't think of a symbol for something, "the Noun Project" is a great resource with plenty of options.



Week 10

Finding the colours in a scary time

It can be really hard to focus on the positives when there is a lot of negative messages being spread around the globe. Students pay attend to adults, and are often mirrors of the uncertainty and fear. This technique focus on change in a positive way: through colours

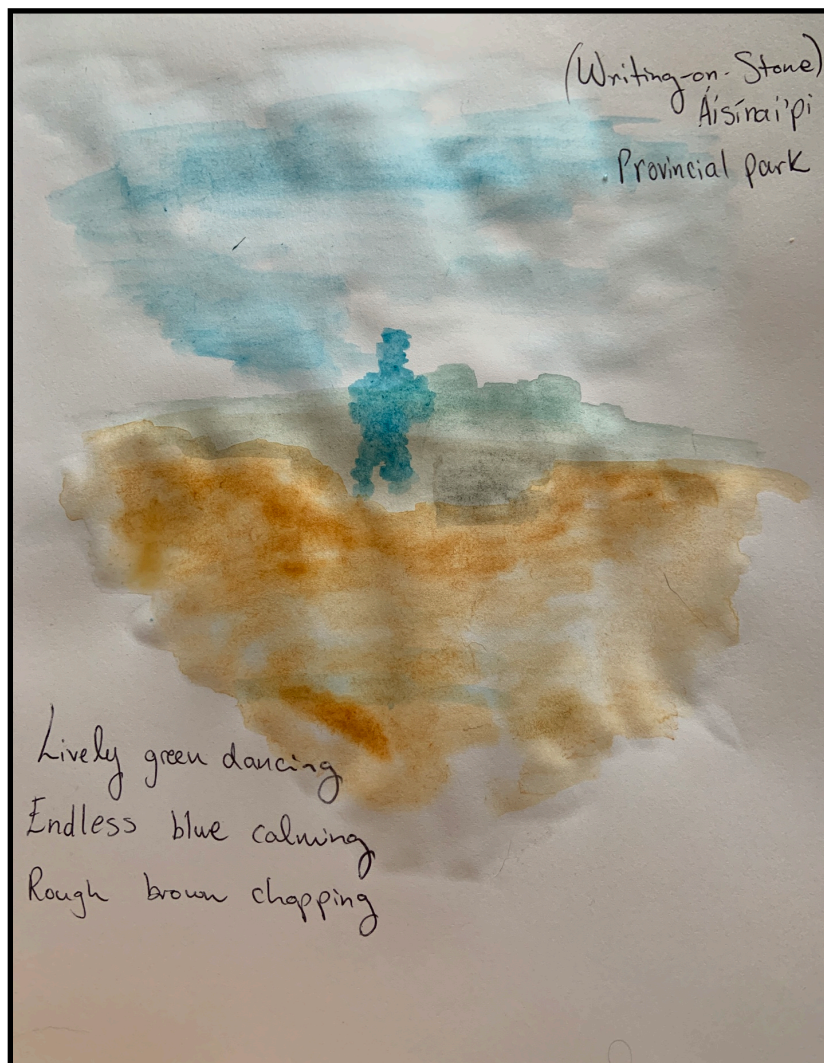


Technique #10: Find the colours

Refer to **page 41 of “Journey into Journaling”**. Have students brainstorm all of the colours that they know, and all of the colours they can remember, see, or visualize. Some of these might be tied to a memory. Brainstorm action words that might relate to the space or area they are in. Choose 3-5 colours to work with. Whichever 3-5 colours are most common in the space. These might differ from student to student, based on which colours they are drawn to. Have them paint the scene using just the splotches of colour. Once dry, you can choose to leave the art as is, or draw the space in using a fin black Sharpie. Finally, use the words brainstormed earlier to create a “colour poem”, using this format:

colour synonym, colour, action word

Technique #10 in action



Week 11

There are more similarities than differences

Exploring the world doesn't require a plane ticket. It only requires a few steps (or a walk around the block) out your front door. Collecting the materials for this journal technique can take 10 minutes or it can take 1 hour. Setting limits is key, and can also be a good comparison tool of other spaces

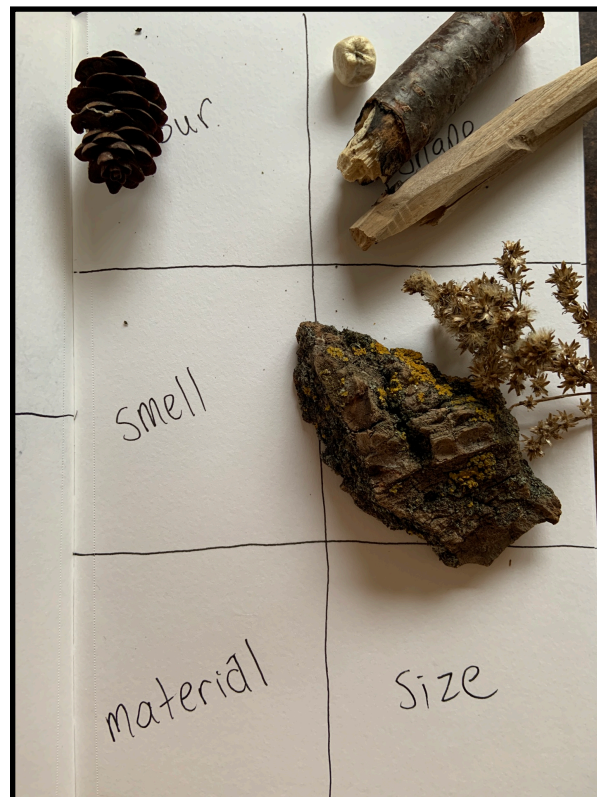
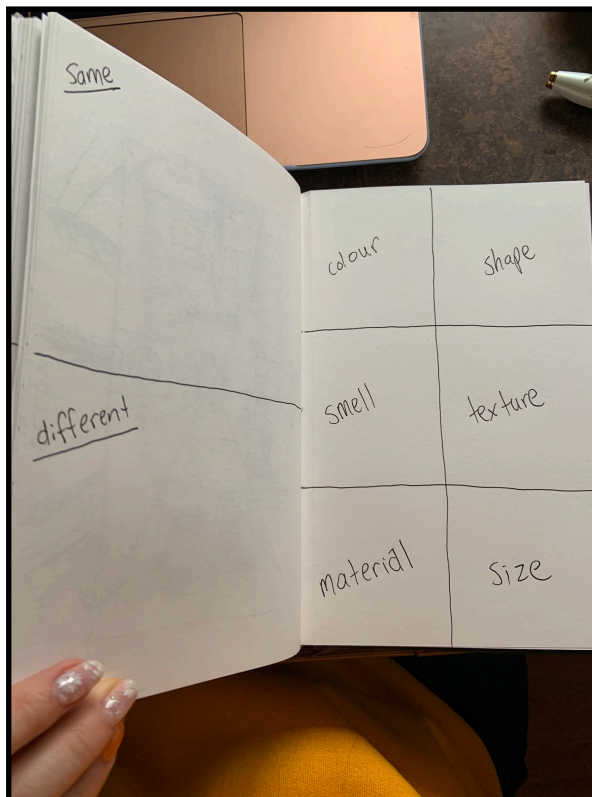


Technique #11: Same but different

This technique is borrowed and adapted from “ Messy Maths: A Playful, Outdoor Approach for Early Years” by Juliet Robertson. It has been designed to explore patterns in nature, but can also be a jumping off point to create poetry, and build empathy for the natural world. If you don't have an egg carton, no worries. Just use a page of a sketchbook or a piece of paper and divide the page into 6.

Technique #11 in action

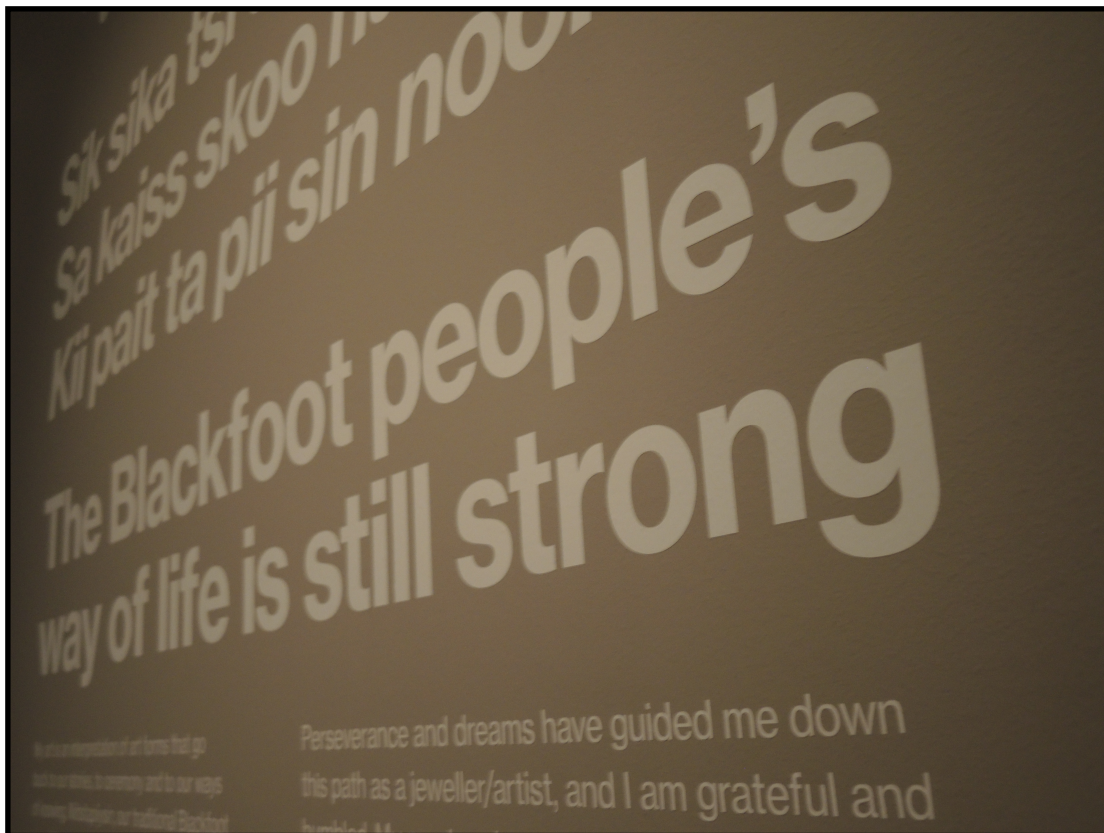
Start by describing all of the objects. Patterns, colours, shapes, material, type of plant, etc. This activity calls back to the “looking at nature” journal technique from pg. 23 of “Journey into Journaling”. This is where you can play around with your students. You can decide what characteristic each of the 6 segments of the egg carton will stand for, and place objects that share these features in that segment. This can go on for any length of time. List the similarities you’ve discovered as you go, noting any differences. A found poem can be created with the words generated.



Week 12

Considering other ways to think and see the world

Ways of thought have always been advancing through time, and changing along with the world. But an important thing to consider is how do you want to showcase alternative ways of thought to students? And when? To move towards truth and reconciliation in Canada, Indigenous ways of thinking must be included in future teaching practice. It will just take a good heart and willingness to learn.



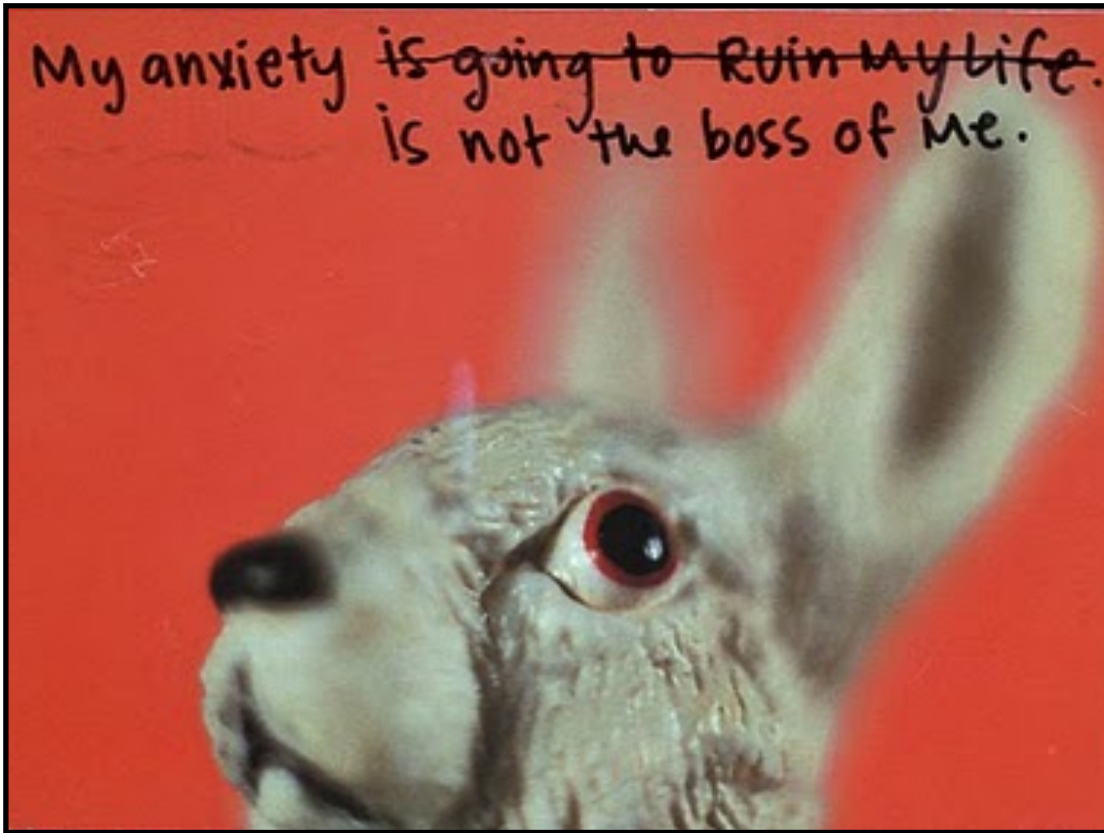
Technique #12: Indigenous Thinking Routines

Refer to **pages 45-47 of “Journey into Journaling”**. This technique has been used with permission from Amanda Foote. In Indigenous cultures, much of the world that Western thought believes to be inanimate is sentient. This includes rocks, the whole of nature, and beyond. Try discussing with students what they consider to not be “alive”. Next, have them consider their favourite object and ask, what if it was alive? What would it feel? What could it see? How would it see? Extend the question further. Would the world look different if everyone considered everything to be alive?

Week 13

Wrapping up the year

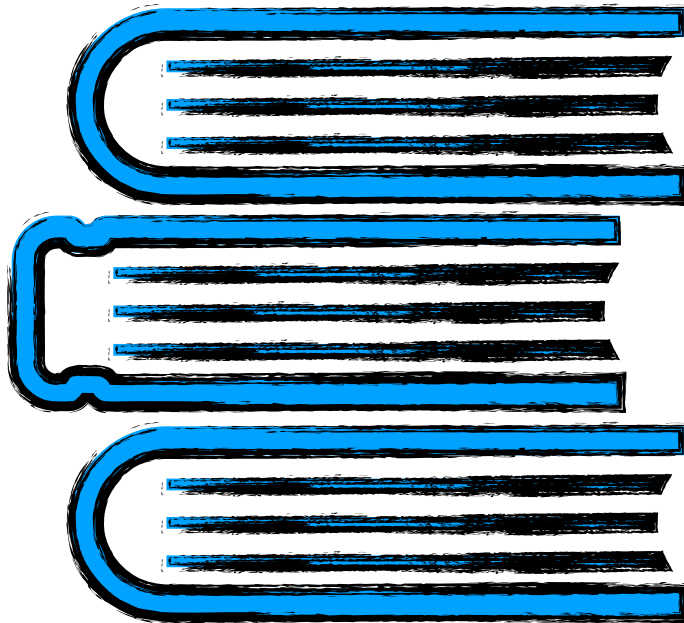
Each year presents challenges. But reflecting on how those challenges have been overcome is so important to help bring things into perspective, and realize the growth of individuals.



Technique #13: MYST, compass points and “I used to think... Now I think...”

Refer to **pages 51-52 and 55 of “Journey into Journaling”**. These techniques are great ways to gather a lot of information all at once. I use **MYST** as a personal check in, asking “How did I make my thinking visible?”, “How did I make my students thinking visible?”, “How did the classroom/ school help facilitate thinking?”, and “How did i allow time for thinking routines?”. **Compass Points** Are an ideal check-in tool through out the year, and can be done in a journal easily. Lastly, each student could reflect using the **CSI (Colour, Symbol, Image)** technique, creating a page for the year-end. You could focus on a word that first describes the year, what colour the word might be, a symbol to represent the word, and an image (which can be a drawing, one found on the internet, in a magazine, etc.)

Happy journaling!



March 2020