Embodied Literacy: Emotional, Physical, and Artistic Literacy to create and support community

Friday May 6th, 2022
We live, learn, work, play, and (re)create on the stolen, traditional, ancestral shared homelands of the xʷməθkwəy̓əm (Musqueam), Skwxwú7mesh (Squamish), Səll̓il̓wətaʔ/Selilwitulh (Tsleil-Waututh) Nations. I am grateful to the ancestors who have cared for this beautiful land. I am grateful to my ancestors for helping me get here. I am committed to being a guest here in a good way and contributing to the education and understanding of the past and present impacts of colonization to support a decolonized future and the healing for all.
People build connections to land, culture, community and place. Children develop a sense of place when they connect with their local communities and outdoor environments. Early learning is "of a place" when children and educators engage with local histories with respectful curiosity and a desire to contribute and share. Indigenous peoples have been the knowledge keepers of these places for hundreds of generations.

~ British Columbia Early Learning
Our Timeline this morning

9:30
- Welcome stretch
- Table orientation
- Ice breaker: Joyful Sharing

10:00
- Relationality in Embodying Literacy: emotionally, physically, and artistically

10:30
- Break

11:00
- Bringing dreams to Life

11:30
- Who do you serve?
- What do they need?
- How is it rooted/informed by joy?
What brings you joy? What is a joyful memory that fuels you?

This world is full of hope. Let’s begin to proceed with...

shahiras@lmnhs.bc.ca re: JOY

Image by Mi Pham
There are many approaches to Literacy

Talking

Technology - Ecoliteracy
(mushrooms/mycelium/internet - communication/neuroplasticity)

Listening - environment

Viewing

Reading

Writing

Technology

Arts/Creativity
With gratitude

Who was in the room?
How do we create a sense of respectful belonging?

Literacy as a means of connection
**RED**

**ARABIC:** AHMAR

**TAGALOG:** PULA

**MANDARIN:** HONG SUH

**HUNGARIAN:** PIROS

**YORUBA:** PUPA

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**BLACK**

**ASWET**

**ITIM**

**BAY SUH**

**FEKFE** (fe-khe-ta)

**dú dá**

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**BLUE**

**AKDHUR**

**AZUL**

**LAN SUH**

**KÉK** (Khék)

**Ìwé awò**
What are the different generations your organization works with?

- Does your work focus on a particular demographic?
- Is there opportunity for collaboration?
- Who is under the radar and how can they be brought to the forefront?
- How can connections be made to build community and capacity?
How do we embody relationality?

<table>
<thead>
<tr>
<th>With ourselves</th>
<th>Our community</th>
<th>Plants &amp; Animals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Where are our ancestors from?</strong></td>
<td><strong>What are the resources that surround us?</strong></td>
<td><strong>The generous gift givers</strong></td>
</tr>
</tbody>
</table>
| How do we honour them and all they did to get us here? | Environment  
Organization  
People | “Nature does not hurry but everything is accounted for.”  
~ Lao Tzu |
Creative Embodiment

Creative expression to create community and connection

Mental health benefits

It's fun!

Opportunity to bond, learn, be

There is evidence of your experience!
In the doing, comfort was found

This child was mostly non-verbal and would engage in mostly solo play. Here, she stayed engaged and interacted - though still non-verbally - the whole time!

Both kids and adults found joy

Some programs address the needs of children, others the needs of adults. With an inclusive approach through literacy, community connections are created.
What kinds of literacy do you embody?

- How long have you been doing this?
- Are there other kinds you would like to explore?
- What has obstructed the exploration?
See You In 30
Meet Mel Broome

Mel has been a fibre artists for over 10 years

**She helps create joy**
She has shared the love of her craft in many classrooms with hundreds of students

**She brings art to communities**
She's held dozens of workshops at various community events

**She shows everyone can create**
She provides an artistic outlet for everyone and gives kids - young and old - permission to create whatever they want!
Bringing dreams to life
Community in Creativity

Creative expression to create community and connection

Individually
In community
Connection
Evidence of Fun!
How does this activity create connection?

How was this welcoming?

Who benefits from this?

How did people respond?
As we struggle as parents, it’s painful to see your friends suffer because there aren’t spaces that offer community for the needs of their child.
Welcome to Move & Make!

The purpose of this program was to provide a space and framework for families with neuro-diverse children and their caregivers to make social and communal connections through a program of movement and art. The foundational evidence surrounding this program is supported by studies and anecdotal evidence that illustrate the value of engaging with neuro-diverse children through art and movement. Additionally, we hoped that this would become a space where caregivers felt supported and connected to others caregivers and to the community. Finally, this program allowed us to engage with community members by connecting with a local artist (Mel) and Yoga Buggies.

~ P. Tanno & D. Ferera
- Movement via Yoga Buggy
- Arts & Crafts w/Mel & Crew
  - Single mothers connecting
  - First for kids since pandemic
  - Cultural Sharing – Chinese New Year
  - Growth in Empathy
● Movement

...want to reiterate that structured movement (the yoga) is never mandatory and we never force the children to do the activities, they can join in and out as they please.

Children may do colouring instead, [we attempt to remove] the toys, such as balls and twirlers, during yoga as it is disruptive. We urge caregivers to partake in yoga to help the children do it, too.

Additionally, during unstructured movement they do not need to be “moving” they can colour if that is what they prefer!

Even after the yoga, the movement continues in the free play.

● Art

The basis of these activities are to connect children to their senses and strengthen fine motor skills while also introducing them to new sensory information.

We believe that the activities do not need to be structured and children are welcome to do the art activities in their own way. As such, we ask that the facilitators not force the children to do the art in any specific way, or even force them to do the activity. We believe that they are allowed to partake in the activity in any way that they choose, which can be different from what was planned or could be another activity entirely (like colouring).
Movement (physical literacy)
Making (artistic literacy)
Connections Creating Community (emotional literacy)
There are many approaches to Literacy

Talking

Technology - Ecoliteracy
(mushrooms/mycelium/internet - communication/neuroplasticity)

Listening - environment

Viewing

Reading

Writing

Technology

Arts/Creativity
What kinds of literacy do you embody?

- How long have you been doing this?
  - Do you want to refine or expand?
- Are there other kinds you would like to explore?
  - Reading and writing
  - Eco-physical-emotional-artistic
    ■ Relationality – belonging
- What has obstructed the exploration/play/joy?
  - Personal – professional – structural
“you do or you do not”
We Are Water Protectors is a 2020 picture book written by Carole Lindstrom and illustrated by Michaela Goade.
What happened this morning?

9:30
- Gratitude to the land and the ancestors
- Ophilia
- Rooted in Joy ~
  Share your story: shahiras@lmnhs.bc.ca

10:00
Embodying Literacy:
  Emotional ~ Connection and Belonging
  Physical ~ Movement & Ecoliteracy
  Artistic ~ Relationality & Creativity

10:30
Break

11:00
Bringing dreams to Life

11:30
Who do you serve?
  What do they need?
  What kind of literacy will feed that need?
Thank you for participating in Embodied Literacy: Emotional, Physical, And Artistic Literacy To create and support Community

● Please take five minutes to do an evaluation