

CHAPERONE
GUIDE

DENVER
art
MUSEUM

Art & Ourselves

Identity Lens Goals

- 0 Explore how our personal experiences and perceptions of art influence our thoughts and feelings and help us connect to artwork.
- 0 Examine how artist intent or social context helps us practice empathy and interpersonal awareness.
- 0 Engage in the creative process through viewing and creating to practice emotional self-regulation strategies.

Essential Questions

- 0 How does art impact identity?
- 0 How does identity influence our interpretation of art?
- 0 How might artistic works inspire and/or challenge our emotions, thoughts, and behaviors?
- 0 How does responding to artistic expression develop our capacity to manage our emotions, thoughts, or behaviors?



NEED HELP? ASK ANYONE WITH A RAINBOW LANYARD!

Your Role

As a chaperone, you will be guiding your small group through two of the three activities during your time in the galleries.

Group Instructions

- 0 Once you arrive at your destination, read the directions in the student journals together with your group.
- 0 Before releasing students to complete the activity, decide where to meet when your timer goes off. Feel free to circle up near a bench or sit on the floor in any gallery.
- 0 Once you begin each activity, set your timer for 15 minutes. Students can explore the art independently in the galleries, but please make sure you can always see them and vice versa.
- 0 Float around the gallery space, checking in with students as they complete the activity. Encourage students to read labels to learn more about the art or ask anyone with a rainbow lanyard. Your chaperone book also has a completed example if they need help.
- 0 When the activity ends, gather with your group. Set your timer for 10 minutes and lead a reflection discussion. Discussion questions can be found on each activity page.

Helpful Hints for Group Conversations

Some discussion topics may be uncomfortable, but they aren't necessarily bad. When students share different perspectives, they learn from each other. You can help make sure the learning environment is inclusive and respectful by redirecting when necessary.

Possible Redirects

It sounded like you just said ____.

Is that really what you meant?

How might someone else see this differently? Is it possible that someone could be hurt by your words/actions?

How might the impact of your words/actions differ from your intent?

That word/comment is hurtful and unacceptable.

Please be mindful and pick a different word.

Deep Dive

The Deep Dive portion of the tour is a close-looking activity facilitated by a museum volunteer, where students learn through primary sources and discussion questions. Learning here is meant to be guided but also open-ended and driven by conversation.

Your role: While this activity is facilitated by a museum volunteer, you can help by modeling active listening and encouraging students.

Helpful Hints for Deep Dives

- 0 The best way to model participation for your group is to take an active listening role. It can be tempting to voice our own thoughts when learning about interesting topics. Let student thinking and student voices drive the discussion.
- 0 Help get the conversation going by asking a question! If the group is quiet, turn big concepts into more accessible "chunks" by asking students to consider a simpler — but related — idea or question.
- 0 Offer positive encouragement and validate students' contributions.

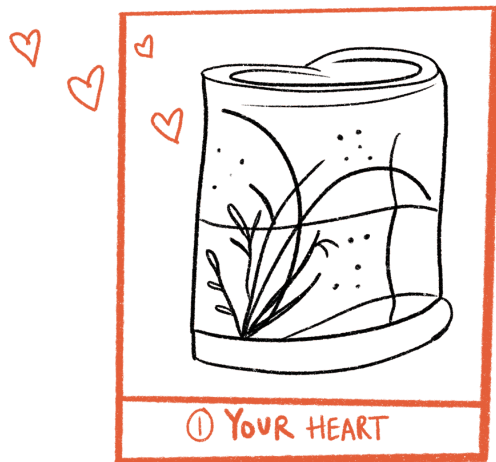


Activity Goals

- 0 Students engage all parts of themselves with art, making personal connections.
- 0 Students feel empowered to interpret, critique, and make their own meaning about how art fits into their world and identity.

Directions

Students find four works of art that interest them. They fill out the journal page to support the group reflection in a way that complements their learning style (doodling, writing, bullets, etc.).



The label says this is a brush pot, which means it probably held brushes and other tools for writing and painting. This artwork speaks to my heart because I like the idea that humans across history have shared the experience of being a student like me.

Helpful Hints

- 0 There are no wrong answers! It's all about connecting with the art.
- 0 During your discussion, you may want to move around the gallery to see a few of the artworks students mention.
- 0 Remind students that they have vocabulary words at the beginning of their journals if they aren't sure about a term.
- 0 If students seem stuck trying to find works of art, try asking probing questions that could help them understand the category better. For example, "I see you are having trouble with the spirit category. Can you find an artwork that connects to your beliefs about life/afterlife or something that feels different from your beliefs?"

Reflection Questions for Group Discussion

- 0 Share one of your selections with the group and tell us why you chose that artwork. What initially drew you to the artwork?
- 0 How did it feel trying to find an artwork that fit into each of these categories? What did you think about when looking at the artworks during this activity?
- 0 Did you notice different things about the artwork than you would have otherwise?
- 0 What is something you realized about yourself while doing this scavenger hunt activity?

Activity Goals

Through art, students cultivate tools to practice intentionality and mindfulness, which are transferable self-regulation strategies.

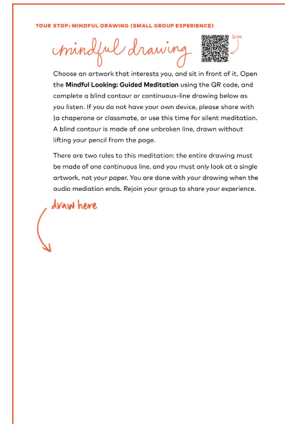
Directions

Students find a work of art and spend most of the activity time looking and drawing.

While there are no wrong answers in the reflection, we hope students notice things about the art that they had not noticed at first. Ideally, they make the connection that the process of slowing down, breathing intentionally, spending time focusing their minds, and occupying their hands with movement can be helpful strategies for self-regulation in other aspects of their lives too.

Reflection Questions for Group Discussion

- 0 What feelings came up for you as you completed this exercise?
- 0 Did your thoughts or feelings about the artwork you selected change throughout the exercise? How so?
- 0 What are some things you noticed about the artwork? What are some things you noticed about yourself?
- 0 What do you think the benefits of this exercise are?
- 0 What elements of this exercise could you use in your life outside the museum?



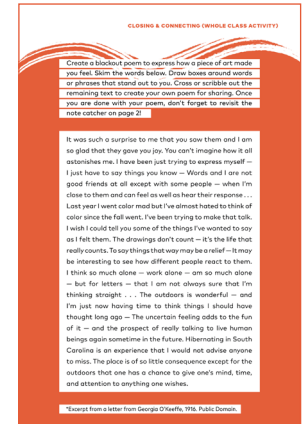
Directions

Meet your class in the Wonderscape (Martin Building Lower Level) and decide where to complete your blackout poetry activity.

Direct students to share their blackout poems with a partner outside your small group.

Reflection Questions for Group Discussion

- 0 What is one thing you will take with you from your experience at the museum today?
- 0 How did the intentional awareness of your thoughts and feelings influence how you responded to the artworks?
- 0 How do you think responding to art informs your awareness of your own thoughts and feelings?
- 0 How did the artworks or activities challenge your emotions, thoughts, and behaviors?
- 0 What kind of impact has this visit had on you? What new curiosities did this visit spark for you? What would you like to think about further?



Once students are done with their poems, remind them to revisit the note catcher on page 2!

Artmaking Workshop

The DAM workshop spaces recreate an artist's practice. Students are encouraged to explore and experiment with materials in ways that feel authentic to them.

Your Role

- 0 As students are choosing their challenge and creating a plan, circulate to your small group members and provide one-on-one attention.
- 0 Ask questions that could help them choose an interesting prompt.
- 0 Help rephrase the questions in the prompt boxes on the Artmaking Plan Sheet if students seem stuck.
- 0 Encourage students to doodle or write their ideas without judgment. Remember, there are no right or wrong answers!
- 0 Ask students to tell you about their idea.
- 0 When students appear to be done planning, help them find materials they might want to use.
- 0 Provide suggestions that build on their ideas about how they might be able to use materials.

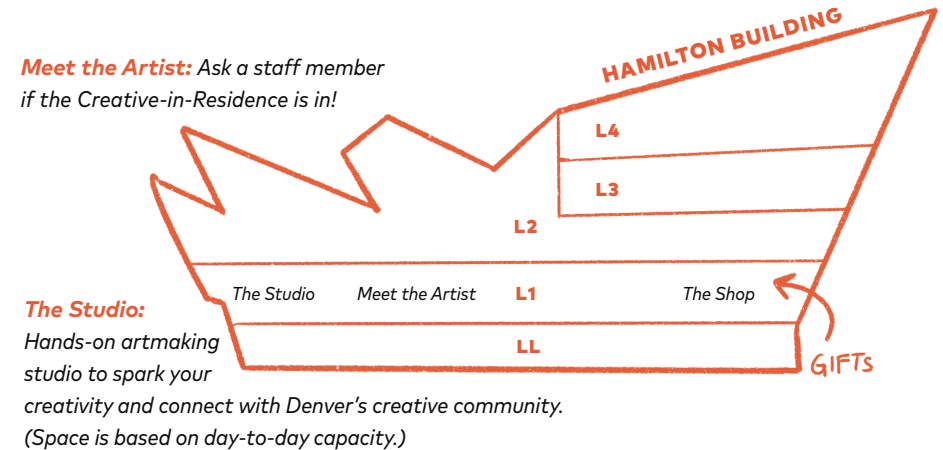


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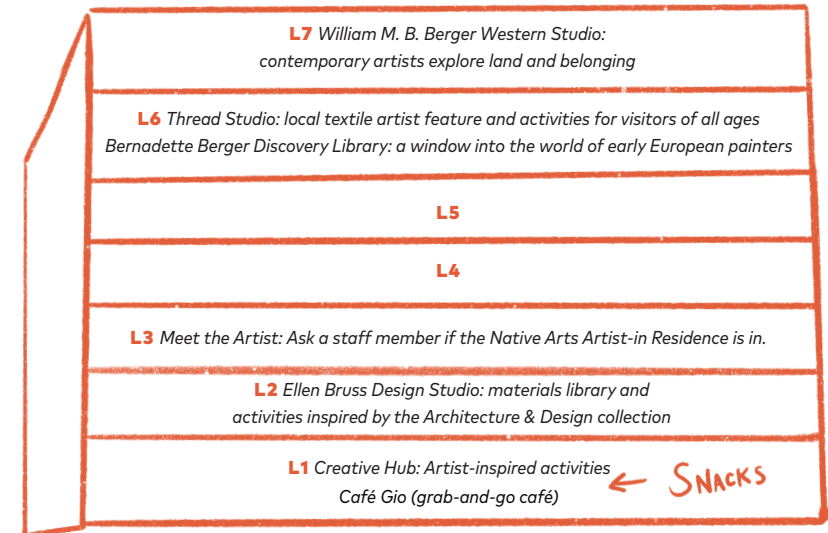
Got Extra Time?

Check out the hands-on experiences below.

Meet the Artist: Ask a staff member if the Creative-in-Residence is in!



MARTIN BUILDING



Get Some Air

- 0 Sculptures on the plaza outside the Hamilton Building
- 0 Sculpture Deck (accessible through Hamilton Building L3 galleries)
- 0 Kemper Courtyard and Ampitheater, outside the Martin Building



THANKS FOR VISITING. COME BACK SOON!

LOVE THIS JOURNAL?

KEEP IT!

LOVE THE PLANET?

RECYCLING RECEPTACLES ARE

THROUGHOUT THE MUSEUM.