

String & Nail Art

© SD60 Peace River North



Guiding Questions

Do we understand the connections between personal and social behaviour and well-being?

What encourages people to make constructive and ethical decisions and act on them?

How do Applied Design Skills and Technology (ADST) projects that embrace **Design Thinking** foster growth mindset, creativity, innovation and problem-solving?

Know: (content)	Understand: (Big Ideas)	Do: (Personal Awareness & Responsibility Core and Curricular Competencies)
Applied Design <i>Define:</i> ID constraints & create Designs <i>Ideate:</i> Choose a design to pursue <i>Prototype:</i> Outline plan & acquire tools <i>Test:</i> & gather peer feedback	Skills are developed through practice, effort, and action. The choice of technology and tools depends on the task.	Self-advocating They are able to express their needs and seek help when needed, find purpose and motivation, act on decisions, and advocate for themselves. Self-regulating <ul style="list-style-type: none">• Students who are personally aware and responsible take ownership of their choices and actions.• They understand their emotions & use that understanding to regulate actions and reactions.• They are aware that learning involves patience and time.• <u>They can persevere in difficult situations</u>, and understand how their actions affect themselves and others.
Applied Skills Use materials, tools, and technologies in a safe manner, and with an awareness of the safety of others, in both physical and digital environments		
Applied Technologies Demonstrate a willingness to learn new technologies as needed		

String & Nail Art

© SD60 Peace River North



INSTRUCTIONAL MODEL (5E)



Engage: (*interest piqued, prior knowledge assessed*)

Read/Show ROSIE REVERE, ENGINEER by Andrea Beaty and David Roberts & **discuss times** when you've been encouraged when you've struggled. **Alternatively**, discuss ways you encourage others to try again (**persist**).

➤ Check out this [google slideshow for a step-by-step](#) teaching plan you can display.

➤ Check out this [YouTube on String/Nail art](#) (adult-level projects)

➤ Check out this [YouTube on String/Nail art](#) (kid projects)

➤ There are lots of other videos on YouTube!

Tasks:

FIRST Watch "how to videos", gather materials and print out templates.

THEN Use hammer, nails and string to create your own string art.

- Tying the knots and keeping the string on the nails is HARD for little kids! It's a PERFECT opportunity to teach them to **persist**!
 - Teaching kids a "loving-kindness" phrase they can repeat to themselves when they are frustrated (and/or notice a friend who is frustrated) is a really powerful teaching moment you will definitely encounter.
 - Example 1 ([Taken from Morningside Centre for Teaching Social Responsibility](#))
 - I am good
 - I am safe
 - I've got this.
 - Example 2: ([Adapted from Cultivating Compassion](#))
 - May I be safe, relaxed, happy and healthy
 - May she be safe, relaxed, happy and healthy
 - May he be safe, relaxed, happy and healthy
 - May the world be safe, relaxed, happy and healthy.

Instructional Model = Constructivism (Connectivist Extension Activities)

String & Nail Art

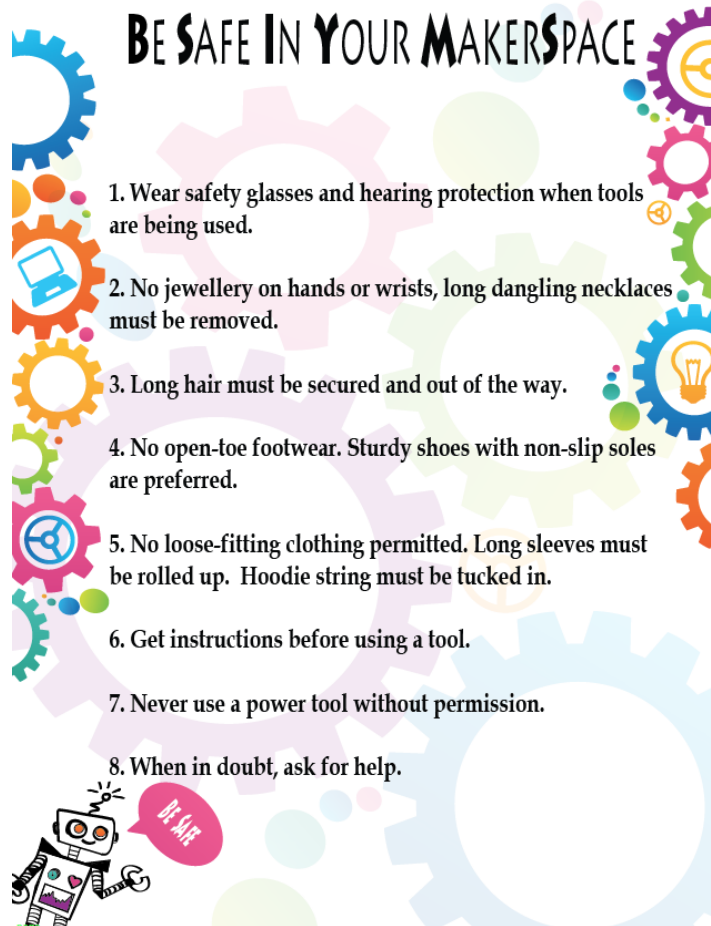
© SD60 Peace River North



Explore: (inquiry-based activity)

SAFETY

- **Introduce** expected behaviours poster for hand tools



- ➡ This is a fun [YouTube Book-Reading](#) about the **tools** you need to **solve problems**: [Monkey with a Tool-Belt](#)

TOOLS & MATERIALS

- Hammer, small nails (with heads), ¾" plank, pallet wood or plywood, stain or paint (optional), yarn or embroidery thread, tape, stencil/colouring page, pliers (optional).

PROCEDURE

- Make String & Nail Art as per the [YouTube links](#).



String & Nail Art

© SD60 Peace River North



Explain: *(students communicate what they have learned).*

Core Competency reflections: *Assign one or more to individuals or groups. Reflections could take the form of a checklist, a recorded reflection, a written paragraph, etc.*



Creative Thinking Competency Discussion/Writing Prompt:

Tell me about how you got your idea for your Nail & String Art.

I can get new ideas or build on or combine other people's ideas to create new things within the constraints of a form, a problem, or materials.

- I can get new ideas to create new things or solve straightforward problems.
- My ideas are fun, entertaining, or useful to me and my peers, and I have a sense of accomplishment.
- I can use my imagination to get new ideas of my own, or build on other's ideas, or combine other people's ideas in new ways.
- I can usually make my ideas work within the constraints of a given form, problem, or materials if I keep playing with them.

Profile 2 (curriculum.gov.bc.ca)



Critical Thinking Competency Discussion/Writing Prompt:

Tell me about any skills that made you S-T-R-E-T-C-H today. What was new/challenging?

I can ask questions and consider options. I can use my observations, experience, and imagination to draw conclusions and make judgments.

- I can ask open-ended questions, explore, and gather information.
- I experiment purposefully to develop options.
- I can contribute to and use criteria.
- I use observation, experience, and imagination to draw conclusions, make judgments, and ask new questions.
- I can describe my thinking and how it is changing.
- I can establish goals individually and with others.
- I can connect my learning with my experiences, efforts, and goals.
- I give and receive constructive feedback.

Profile 3 (curriculum.gov.bc.ca)

String & Nail Art

© SD60 Peace River North



Collaboration Competency Discussion/Writing Prompt:

Tell me about the ways shared resources and strategies.

I contribute during group activities with peers and share roles and responsibilities to achieve goals.

- I take on different roles & tasks. I work respectfully & safely in our shared space.
- I express my ideas & help others feel comfortable to share theirs so that all voices are included.

Profile 3 (curriculum.gov.bc.ca)



Communication Competency Discussion/Writing Prompt:

Tell me about communicating with someone who was struggling.

I communicate purposefully, using forms and strategies I have practiced.

- I participate in conversations for a variety of purposes (e.g., to connect, help, be friendly, learn and share).
- I listen and respond to others.
- I can consider my purpose when I am choosing a form and content.
- I can communicate clearly about topics I know and understand well, using forms and strategies I have practiced.

Profile 3 (curriculum.gov.bc.ca)



Communication Competency Discussion/Writing Prompt:

Tell me about a time when someone tried to help you.

I communicate purposefully... and appropriately.

- I try to connect my ideas with others' ideas.
- I am an active listener – I make connections and ask clarifying and extending questions when appropriate.
- I acquire the information I need for specific tasks

Profile 4 (curriculum.gov.bc.ca)

String & Nail Art

© SD60 Peace River North



Personal Awareness Competency Discussion/Writing Prompt:

Tell me about what was stressful and how you coped with that.

I can recognize my strengths and take responsibility for using strategies to focus, manage stress, and accomplish my goals.

- I can advocate for myself and my ideas; I accept myself.
- I am willing to engage with ideas or information that challenges me.
- I can be focused and determined.
- I can set realistic goals, use strategies to accomplish them, & persevere with hard tasks.
- I can tell when I am becoming angry or frustrated & I have strategies to calm myself.
- I can make choices that benefit my well-being and keep me safe.

Profile 4 (curriculum.gov.bc.ca)

Social Awareness & Responsibility Discussion/Writing Prompt:

Tell me about a time that you decided to help someone solve a problem.

I can take purposeful action to support others and the environment.

- I can build relationships and be a thoughtful and supportive friend.
- I can identify ways my actions and the actions of others affect my class community and environment.
- I look for ways to make my classroom & school a better place and identify small things I can do that could make a difference.
- I demonstrate respectful and inclusive behaviour in a variety of settings, and I recognize that everyone has something to offer.

Profile 4 (curriculum.gov.bc.ca)

Positive Personal & Cultural Awareness Prompt:

Tell me about how your family experiences help you stay calm and/or solve problems.

I can identify how my life experiences have contributed to who I am; I recognize the continuous and evolving nature of my identity.

- I can identify ways in which my strengths can help me meet challenges, and how my challenges can be opportunities for growth.
- I understand that I will continue to develop new skills, abilities, and strengths.
- I can describe how aspects of my life experiences, family history, background, and where I live (or have lived) have influenced my values and choices.
- I understand that my learning is continuous, my concept of self and identity will continue to evolve, and my life experiences may lead me to identify with new communities of people and/or place.

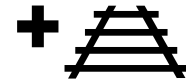
Profile 6 (curriculum.gov.bc.ca)

String & Nail Art

© SD60 Peace River North



Extend: *(transfer knowledge to other concepts)*



Cross-Curricular &/or **Connectivist Extension Activities:**

- **“Nail it” with Random Acts of Kindness (RAKs).** One of the big ideas in this lesson is to help kids understand that when times get tough, speaking kindly to yourself and/or being kind with others helps one persist.
 - Challenge your class to “Nail It with RAKs”.
 - The internet has loads of sites dedicated to fostering kindness:
 - [100 Acts of Kindness for Kids](http://coffeecupsandcrayons.com) (coffeecupsandcrayons.com)
 - [25 Totally Cool Random Acts of Kindness For Children](http://highlights.com) (highlights.com)
 - [50 Acts of Kindness for the Classroom](http://ashleybrennanacademics.com) (ashleybrennanacademics.com)
 - Challenge your classroom to Instagram their #randomactsofkindness and share the love with people from around the world.
 - This is a neat way to extend this lesson into art and math. Taking a great photo involves balance, symmetry, perspective.
 - Check out [this site](http://blog.hootsuite.com) for ideas on taking a good insta-photo with your phone (blog.hootsuite.com)
 - Check out [these pictures on instagram](https://www.instagram.com/randomactsofkindness) with the hashtag #randomactsofkindness ([instagram.com](https://www.instagram.com/randomactsofkindness))
 - If you're working with Elementary/Middle School students, you will want to create a class account that only you can monitor and post to. Kids can submit their photos to you.

Evaluate: *(assess student understanding)*

[Share this link](#) with students if you wish to assess their ADST development. Alternatively/additionally, students can self-assess their current state of being by highlighting any applicable statements on the **Core Competencies**, above.

Questions? Connect with Elaine McEachern for support or to collaborate on how we can combine classrooms & harness the power of collaboration.

Template Downloaded from curriculum.gov.bc.ca (Used with permission from Sarah McQuillan. Excerpted from Masters Thesis: Instructional Tools to Support the Implementation of BC's Redesigned Curriculum)
Lesson developed by Elaine McEachern.

Here is a visual that summarizes the lesson:



Question → connect to text → Youtube → make it → reflect on competencies → extend thinking.

Grade 5 Curriculum References from <https://curriculum.gov.bc.ca/curriculum/>