



Post Fellowship Reporting - Project Summary

Report Title: Losing The Pronoun "I" in Cameroon: Teaching and Zoo Keeping at Limbe Wildlife Center
Name: Iris Binor

Other Team Members:

Program: Chicago Program
Trip Dates: 11/30/-0001 - 11/30/-0001
Location Visited: Cameroon

Post Fellowship Reporting Template: PFR Template 01

Project Summary: This summer in Cameroon's Limbe Wildlife Center I introduced the subject of Art as a vehicle for social change to teachers of their outreach education program. I taught several intensive one-day art workshops to students ages 7-15 where we explored African textile designs, symmetry, repetition, color, shape and African animal symbols to create artworks that reflect the importance of biodiversity. Living and working in Limbe gave me the opportunity to meet local Cameroonian artists as well as other local teachers – contacts that will lead to an ongoing collaborative art exchange project between Cameroon and my Chicago high school in the future. I formed still closer relationships at Limbe Wildlife Center when I shared information on avian care with staff, zookeepers, and wildlife center management. Thanks to them and their families I came to better understand Cameroon's history, culture, wildlife and art. Losing the pronoun of "I" for a month reveals that when we improve the situation of another we strengthen a sense of community and our own sense of self.

Conclusion: I am a richer and better human being, and thus a better teacher, as a result of my summer experience in Africa.

Career Impact: • Expanded my knowledge of African Art and art making practices as a result of meeting with African artists, teachers and craftsmen from villages around Limbe, Cameroon.

- Broadened my understanding of African culture, in ways that will allow for an enriching and relevant curriculum for my students.
- Strengthened my knowledge of social responsibility, community involvement, and art activism.
- Furthered my understanding of the social vs. environmental and traditional vs. post-colonial society challenges that face Cameroon –the country and its people.
- Allowed for modeling art education as a catalyst for social change.

Classroom/Community Impact:• Students will create art with the purpose of social change that will result in students' increased awareness of the challenges faced by others, and their deepened understanding of how art can communicate empathy.

- Resulting documentation, collected information, and resource materials will be shared with teachers during a professional development day, hopefully resulting in collaborative lessons.
- Revision of Art Department curriculum to include the works of "unknown" Cameroon artists and activist art.

Open Response: • School Wide: Focus on students that stand up for an ideal, or take actions that improve the lot of others via award, publicity or diploma by school teachers and administrators.

- Fundraiser: Profits going towards anti-malaria medication to families of animal keepers at Limbe Wildlife Center through sale of created artworks by students.
- Art project titled "All That We Share" created by art students of Hyde Park Academy High School.
- An exchange of collaborative lessons, communication and art making with high school teachers in Cameroon that result in a school art exhibit and a cultural experience for students

Quote: "...when we improve the situation of another we strengthen a sense of community and of self...I am a richer, better human being and a better teacher, as a result of my summer experience in Africa." Iris Binor

Photos:

Making new friends

..teaching..

Crater lake trip.

Release of African Grey parrots

Teaching the art workshop..

Talented artists

Crater Lake trip

Release of African Grey parrots