

CREATE MORE RESILIENCE



EDUCATOR RESOURCE: CREATE MORE CONFIDENCE WITH JONATHAN HILL

Suggested Grade Bands: 3-5 and 6-8

OVERVIEW

The [Create More Resilience](#) set of video workshops was developed to lend engaging and creative support to the social-emotional learning goals of counselors and teachers. Projects place students at the center of their own journeys, promoting self-awareness and empowerment as well as the celebration of their own individual cultures, experiences, stories, and gifts.

More broadly, through artists sharing their own feelings and creative practices, each video series aims to normalize anxiety and uncertainty and to model creative wellness practices that engage students' own inner gifts and resources in navigating difficult times.

CASEL Competencies	Culturally Sustaining Practices
Self-Awareness	Student-centered projects that support students in recognizing their emotions and connecting with their unique strengths, gifts, experiences, and culture
Self-Management	Creative practices that motivate students to exercise agency in regulating emotions and managing stress and worry

Relationship Skills	Small-group and classroom projects that encourage personal expression, active listening, and cooperation among students and between students, teachers, counselors, and parents
Social Awareness	Opportunities for students to relate to and empathize with others across diverse backgrounds and cultures

PROGRAM COMPONENTS

There are currently five video series that make up the program; a video series includes eight videos, each between seven and 20 minutes long.

Each series is designed to take students on a journey of self-discovery, reflection, and creative expression with the goal of developing in themselves the confidence, self-compassion, and courage to take on fear and worry. Featured artists of diverse race, gender, and creative discipline use their artistic practices and personal experiences with anxiety to explore social-emotional themes. While targeted to a designated grade band, each series offers opportunities for differentiation to reach a full range of ages.

1. **Artist Kelsey Snook (gr. 2-3, 4-5, 6-8):** Reinventing connection in this time of distance
2. **Dancer Bethany Harvey (gr. 2-3, 4-5, 6-8):** Building self-esteem through movement and personal affirmation
3. **Artist Patricia Vazquez (gr. 2-3, 4-5, 6-8):** Developing your inner power through radical acceptance and gratitude; Spanish-language series
4. **Cartoonist Jonathan Hill (gr. 3-5, 6-8):** Building self-confidence and embracing imperfection through sketching and comics
5. **Storyteller Chris Williams (gr. 4-5, 6-8, 9-10):** Owning and celebrating your history, culture, experiences, and voice, one story at a time

GETTING STARTED WITH CREATE MORE CONFIDENCE / JONATHAN HILL

In this video series, cartoonist Jonathan Hill takes on the challenge of perfectionism. He provides students with strategies for letting go of being perfect and building confidence by recognizing the value of process. Making things is a process that we can enjoy as much, if not more, than the final result.

- Supplies needed: paper, light drawing tools (pencils, highlighters, light markers, light colored pencils, etc.—you could also use watercolors or even tea or coffee), and dark drawing tools (pens, dark markers, etc.)
- [Student-facing outline of video series](#)

CREATE MORE CONFIDENCE WITH JONATHAN HILL: SERIES OUTLINE		
Time	VIDEO SUMMARY	LINK
1 (17:39)	Project 1: Random shapes drawing exercise In this first project we'll be practicing playfulness over perfectionism—letting go, having fun, and embracing our "mistakes" as opportunities to see things in a new way.	Video 1
2 (13:25)	Project 2: Perfectionists unite! Get ready to make the worst drawing you can possibly make! And in the process of letting go of control, you might just discover something unexpected.	Video 2
3 (19:51)	Project 3: The right side of wrong Explore the right side of wrong, and how to make the most of your mistakes—in drawing and in life!	Video 3
4 (15:48)	Project 4: What makes you unique? Get to know the artist (you!) in this drawing exploration and celebration of the things that make each of us unique.	Video 4
5 (16:15)	Project 5: Document your life in comics Learn how journal comics can help you tell your story, explore your feelings, and track your journey through good and bumpy times.	Video 5
6 (21:13)	Project 6: Play your way In this video, Jonathan shares his best tips for how to plan, brainstorm, and play your way to a drawing you will love and feel proud of.	Video 6
7 (19:23)	Project 7: Bring your ideas to life! Learn the technique of under-drawing to build to a final drawing, how to use reference, and most importantly, the art of learning from your so-called mistakes.	Video 7
8 (13:39)	Project 8: From trash to treasure Did you know that drawings are 100% recyclable? In this final session we'll take our discards and "mistakes" and turn them into something new. All it takes is a little playfulness and experimentation!	Video 8

IDEAS FOR USE WITH STUDENTS

The Create More Confidence video series is well-designed for both synchronous and asynchronous learning in a remote setting as well as for in-person classes and groups. They can also be shared as home wellness support to students experiencing anxiety—especially those who struggle with perfectionism and would benefit seeing their mistakes as opportunities to learn, grow, create, and make new discoveries.

- Allow time for students to pause each video and do the workshop activities while watching or allow them time to do the activities after watching.
- ELL students may appreciate the opportunity to view the videos in advance. Videos include English language captioning.

CREATE MORE CONFIDENCE IN A COUNSELING SETTING

Social-Emotional Learning Supports	CASEL target	Instructional Strategy
Tier 1: Targeted Individual Interventions	Self-awareness Self-management Relationship skills	<p>In one-on-one counseling and individual student interventions, Create More Confidence provides a creative and nurturing opening for students to connect with, share, and gain a more compassionate and creative relationship with imperfection. Strategies for a successful one-on-one session:</p> <ul style="list-style-type: none"> ● Participate in all exercises with your student ● Pause the video after the worry-release warm-up to share your worries, and whenever time is needed for reflection, discussion, or to complete an exercise. ● Most important is that your student feels free to express feelings and ideas without fear of judgement.
Tier 2: Selected Classroom & Small-Group Strategies	Self-awareness Self-management Relationship skills Social-awareness	<p>In a small-group setting, students have the opportunity to share their feelings, experiences, and creations with others, and gain perspective and empathy for the experiences of others.</p> <p>Strategies for a successful small-group session:</p> <ul style="list-style-type: none"> ● Participate with your group to model your own openness and vulnerability. ● Pause the video after the warm-up worry-release exercise to give your group the option to share their worries; encourage but never push. ● Pause the video when time is needed for reflection, discussion, or to complete an exercise. ● Offer low-stakes opportunities for students to share—just a sentence or one part of their drawing is okay; most important is that your student feels free to express feelings or ideas without fear of judgement.
Tier 3: Class-wide , Equity & Culturally Relevant & Responsive Systems of Support	Self-awareness Self-management Relationship skills Social-awareness	<p>Shared in the classroom, videos give students the opportunity to realize they aren't alone in their struggles, and to gain perspective, appreciation, and empathy for the experiences, cultures, feelings, and challenges of others. They also get practice in developing and sharing their own experiences and creative work with peers.</p> <p>Strategies for a successful classroom session:</p> <ul style="list-style-type: none"> ● Participate with your class to model your own openness and vulnerability. ● Pause the video after the warm-up worry-release exercise to give the class the option to share their

		<p>worries; encourage but never push sharing.</p> <ul style="list-style-type: none"> ● Pause the video when time is needed for reflection, discussion, or to complete an exercise. ● Offer low-stakes opportunities for students to share—just a sentence or one aspect of their drawing is okay; most important is that students feel free to express feelings or ideas without fear of judgement.
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Create More CONFIDENCE and the Arts	
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<p>GRADE: 6 SUBJECT: Arts & SEL</p>	<p>NCAS STANDARD & SEL FRAMEWORK CROSSWALK: Anchor Standard #1: Generate and conceptualize artistic ideas and work.</p> <p>SEL/ARTS Enduring Understanding: Recognizing the impact of one’s feelings and thoughts on the creative process.</p> <p>Essential Question: How does the awareness of one’s strengths, challenges, feelings, and thoughts influence the generation of creative ideas?</p> <hr/> <p>Anchor Standard #3: Refine and complete artistic ideas and work.</p> <p>SEL/ARTS Enduring Understanding: Refinement of artistic work is an iterative process that takes time, discipline, self-confidence, and collaboration.</p> <p>Essential Question: How does self-confidence in handling daily tasks and challenges inform the process of refining and completing a work of art?</p>
<p>Learning Target</p>	<p>I can...</p> <ul style="list-style-type: none"> ● Recognize that making art means making mistakes, too. Mistakes are part of the artistic process and can become opportunities to discover something unexpected, be playful, improve my technique, and get comfortable with experimentation. ● Develop self-awareness and confidence through artistic practices. ● Create a comic based on my personal experiences. ● Learn techniques for refining artistic concepts and work over time.
<p>Sample Scaffolding/ Extension Tasks</p>	<ul style="list-style-type: none"> ● Ask students to keep an art journal and spend 10 minutes each day writing ideas and reflections and sketching in it. The journal can provide a source of inspiration for artmaking, a place to practice and refine drawing techniques, and a record of the students’ development. ● Show students a selection of artworks and ask them to create dialogue, captions, and/or titles as a warm up before drawing a comic. ● Combine with Chris Williams’ Create More Stories Project 7 to help students develop the narrative arc for their comic. ● Compare comics or graphic novels with other visual art that incorporates text (for example, by Hank Willis Thomas, Jeppe Hein, or Barbara Kruger). How does the text interact with other visual elements of each work? How does it contribute to the work’s aesthetic qualities?