

CREATE MORE RESILIENCE



EDUCATOR RESOURCE: CREATE MORE CONNECTIONS WITH KELSEY SNOOK

Suggested Grade Bands: 2-3, 4-5, 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.

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 CONNECTIONS / KELSEY SNOOK

In this video series, artist Kelsey Snook shares projects to help us stay connected with people we care about even while we're physically distancing. In every video, students will make something. Get ready to get creative, get a little messy, and try something new.

- Supplies needed for full series: stack of plain white paper, graph or lined paper, colored and recycled papers, cardboard, junk mail, old newspapers and magazines, pencil, markers, round item you can use as a circle template, a set of markers (all the same length), an empty cereal, pasta or snack box, string, hole punch, glue or glue stick, chalk, tape, scissors, ruler
- [Student-facing outline of video series](#)

CREATE MORE CONNECTIONS WITH KELSEY SNOOK: SERIES OUTLINE		
Time	VIDEO SUMMARY	LINK
1 (17:39)	Project 1: Reset These two short creative activities give your mind and emotions a reset. Find a friend to try out a brand new way to hug. Or take time to redirect the energy of thoughts in your head down to your hands and what's present in front of you.	Video 1
2 (13:25)	Project 2: Tower of Gratitude Build a tower of gratitude to give back to someone who lifts you up. Celebrate your shared connection, memories, and why you care about each other. Make sure to do the best part: give your tower to your person!	Video 2
3 (19:51)	Project 3: Personal Timer Make a machine that records your own personal sense of time. Turn it on when you're ready to spend the amount of time you need with a thought or a memory. Turn it off when you're ready to release that thought and be done. What you have left is a special image you can keep or share with someone to let them know you've been thinking about them.	Video 3
4 (15:48)	Project 4: Make an Encouraging Banner Amplify your voice to give someone—or a lot of someones—encouragement and care from a distance. Make a banner with a positive message you can hang up. Your voice matters. Your creativity is power.	Video 4
5 (16:15)	Project 5: Drawing to Listen This is an activity you can do with someone you're away from, who you'd like to be closer to. Use your ears, eyes, and hands for 3X listening power—and get a window into each other's daily world. Watch these instructions and go schedule a time with a friend.	Video 5
6 (21:13)	Project 6: Shopping for Fun This is Part 1 of a two-part activity. We're working on making a 3D Pop-up To-do List of Fun Things We Plan To Do With a Friend. In Part 1: Shopping for Fun, we're browsing and collecting things we look forward to doing with people we care about. We're shopping for ideas and putting them on our to-do list.	Video 6
7 (19:23)	Project 7: Pop-up to-do List This is Part 2 of a two-part activity. We're learning and practicing pop-up techniques. We're also using the to-do lists we made and turning them into a 3D Pop-up To-do List of Fun Things We Plan To Do With a Friend.	Video 7
8 (13:39)	Project 8: Positive Obstacle Course We're creating a giant map that celebrates all of you and your friends' positive qualities, talents and abilities as a DIY map of positive obstacles you can hang out in. This is an activity we highly suggest you do outside, and with a group of friends.	Video 8

IDEAS FOR USE WITH STUDENTS

The Create More Connections video series is well-designed for both synchronous and asynchronous learning in a remote setting as well as for in-person classes and groups. Videos can also be shared as home wellness support to students experiencing anxiety and feelings of isolation and disconnection from friends and extended family.

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 CONNECTIONS 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 Connections provides inspiration and encouragement for students to get creative in how they connect with and show care for others during times of distance. 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 sharing or 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 aspect of their artwork is okay; offer easy prompts like: “What color did you choose to use?” as a way of warming students up for lengthier sharing; most important is that your student feels free to express feelings or ideas without fear of sharing or judgement.
Tier 3: Classwide , Equity & Culturally Relevant &	Self-awareness Self-management Relationship skills Social-awareness	<p>Shared in the classroom, videos give students the opportunity to feel a connection with their peers, and to gain perspective, appreciation and empathy for the experiences, cultures, feelings and challenges of others. They also get</p>

Responsive Systems of Support		<p>practice in developing and sharing their own experiences and creations.</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 worries; encourage but never push sharing. ● 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 artwork is okay; offer simple prompts like: “What color did you choose to use?” as a way of warming students up for lengthier sharing; most important is that students feel free to express feelings or ideas without fear of sharing or judgement.
-------------------------------	--	--

Create More CONNECTIONS and the Arts	
GRADE: 6 SUBJECT: Arts & SEL	<p>NCAS STANDARD & SEL FRAMEWORK CROSSWALK:</p> <p>Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art.</p> <p>SEL/ARTS10 Enduring Understanding: Artists explore, establish, and maintain healthy relationships through camaraderie, safe space, and/or a sense of belonging and purpose.</p> <p>Essential Questions: How does connecting to the arts help establish and maintain healthy relationships?</p> <p>How does connecting to the arts develop positive communication and social skills?</p>
Learning Targets	I can... <ul style="list-style-type: none"> ● Express care for others through my creativity. ● Discover new ways to show gratitude and love with distance. ● Use my eyes, ears, and hands to create artwork that helps me connect with others.
Sample Scaffolding/ Extension Tasks:	<ul style="list-style-type: none"> ● Break tasks into smaller chunks—separate videos into sections by pausing. ● Watch the video the whole way through before beginning to do the activities. ● Share the videos with a friend or family member and decide what project we want to do together.