

# CREATE MORE RESILIENCE



## EDUCATOR RESOURCE: CREATE MORE INNER POWER WITH PATRICIA VÁSQUEZ

Suggested Grade Band: 2-3, 4-5, 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 Vázquez (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 INNER POWER / PATRICIA VÁSQUEZ

In this Spanish-language video series, artist Patricia Vázquez takes students on a journey of radical acceptance and gratitude. Through a series of creative exercises, including artistic forms from Mexico, students learn how to connect with their inner power and celebrate their unique strengths and gifts to develop a more positive self-image.

- Supplies needed: Paper, pencil, pens, color pencils, crayons, markers, paint, old magazines, scissors, glue, string, tape, stickers, ribbon. Optional: cardboard, fabric, thread and needle
- Student-facing outline of video series in [Spanish](#) and [English](#).

CREATE MORE INNER POWER WITH PATRICIA VÁSQUEZ: SERIES OUTLINE		
Time	VIDEO SUMMARY	LINK
1 (14:43)	<b>Project 1: Powerful Self-Portrait</b> Patricia Vázquez invites you to identify your unique strengths, talents and gifts, and to make a portrait of yourself as a very powerful person.	<a href="#">Video 1</a>

2 (14:14)	<b>Project 2: Change of Skin Portrait</b> Did you know that snakes change skin? In this video, Patricia Vázquez invites you to think, what would you get rid of if you could change skin? What would you welcome in your new skin?	<a href="#">Video 2</a>
3 (14:14)	<b>Project 3: Your Person of Power</b> We all have somebody who values us, listens to us, and who we perceive as a person of power. Who is that person for you? how can you have that person always present?	<a href="#">Video 3</a>
4 (12:08)	<b>Project 4: Your Animal of Power</b> If you could be an animal, what animal would you be? What animal do you identify with? What combination of animals best reflects your traits and your dreams? Using the figure of the "alebrije," Patricia Vázquez invites you to create your animal of power.	<a href="#">Video 4</a>
5 (12:48)	<b>Project 5: Remember To Be Grateful</b> We all have things to be grateful for in our lives. When we are having difficulties, we forget, but it is useful to learn to remember the people and the things that make our lives better and richer. Using ex-votos (folk Mexican paintings) as inspiration, we are going to use art as a reminder of the things it is important to be grateful for.	<a href="#">Video 5</a>
6 (12:01)	<b>Project 6: Portrait of Emotions</b> Sometimes it's difficult to manage emotions, particularly the unpleasant ones. But we can also learn to expel them from our bodies and minds. How can we use art to represent emotions, and then transfer them to where they don't bother us so much? Prepare paper, paint, brushes, crayons, markers, or anything you have at hand!	<a href="#">Video 6</a>
7 (9:41)	<b>Project 7: Tree of Wishes</b> Using Tree of Wishes, an artwork by artist Yoko Ono, we are going to project the wishes we have for ourselves and entrust them to a plant or a tree.	<a href="#">Video 7</a>
8 (14:45)	<b>Project 8: Forgiving Yourself and Your Mistakes</b> Learning to forgive yourself for the mistakes you will inevitably make is a very important thing. Nobody can be perfect. This activity will show students a creative way to practice forgiving oneself.	<a href="#">Video 8</a>

## IDEAS FOR USE WITH STUDENTS

The Create More Inner Power 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 self-confidence and would benefit from exploring and celebrating their unique strengths and gifts.

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.

CREATE MORE INNER POWER IN A COUNSELING SETTING		
Social-Emotional Learning Supports	CASEL target	Instructional Strategy
Tier 1: Targeted <b>Individual</b>	Self-awareness Self-management	In one-on-one counseling and individual student interventions, Create More Inner Power provides engaging

Interventions	Relationship skills	<p>opportunities for students to discover, connect with, and express their unique strengths and gifts. Strategies for a successful one-on-one session:</p> <ul style="list-style-type: none"> <li>● Participate in all exercises with your student.</li> <li>● 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.</li> <li>● Most important is that your student feels free to express feelings and ideas without fear of judgement.</li> </ul>
Tier 2: Selected Classroom & <b>Small-Group</b> Strategies	Self-awareness Self-management Relationship skills Social-awareness	<p>In a small-group setting, students have the opportunity to share their feelings, experiences, creations, and gifts with others, and gain perspective, understanding and appreciation for the feelings, experiences, creations, and gifts of others.</p> <p>Strategies for a successful small-group session:</p> <ul style="list-style-type: none"> <li>● Participate with your group to model your own openness and vulnerability.</li> <li>● Pause the video after the warm-up worry-release exercise to give your group the option to share their worries; encourage but never push.</li> <li>● Pause the video when time is needed for reflection, discussion, or to complete an exercise.</li> <li>● 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.</li> </ul>
Tier 3: <b>Classwide</b> , 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 feelings, develop confidence in sharing their experiences, perspective and gifts with classmates, and gain perspective, understanding and appreciation for the feelings, experiences, creations and gifts of others.</p> <p>Strategies for a successful classroom session::</p> <ul style="list-style-type: none"> <li>● Participate with your class to model your own openness and vulnerability.</li> <li>● 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.</li> <li>● Pause the video when time is needed for reflection, discussion, or to complete an exercise.</li> <li>● 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.</li> </ul>

<b>Create More INNER POWER and the Arts</b>	
GRADE: 6 SUBJECT: Arts & SEL	<p><a href="#">NCAS STANDARD &amp; SEL FRAMEWORK CROSSWALK:</a></p> <p><b>Anchor Standard #1: Generate and conceptualize artistic ideas and work.</b></p> <p><b>SEL/ARTS Enduring Understanding:</b> Creative ideas can be developed through the awareness of one's strengths, challenges, feelings, and thoughts.</p> <p><b>Essential Question:</b> How does the awareness of one's strengths, challenges, feelings, and thoughts influence the generation of creative ideas?</p> <hr/> <p><b>Anchor Standard #3: Refine and complete artistic ideas and work.</b></p> <p><b>SEL/ARTS Enduring Understanding:</b> Refinement of artistic work is an iterative process that takes time, discipline, self-confidence, and collaboration.</p> <p><b>Essential Question:</b> How can the creative process be used to support developing self-confidence in handling daily tasks and tackling personal challenges?</p>
Learning Target	I can... <ul style="list-style-type: none"> <li>● Recognize that making art means making mistakes, too. Mistakes are part of the artistic process and can become opportunities to discover something unexpected.</li> <li>● Be playful, improve my technique, and get comfortable with experimentation.</li> <li>● Develop self-awareness and confidence through artistic practices.</li> </ul>
Sample Scaffolding/ Extension Tasks:	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Share my thoughts about overcoming challenges and showing gratitude through saying them aloud or drawing them in pictures.</li> </ul>