

CREATE MORE RESILIENCE



EDUCATOR RESOURCE: CREATE MORE SELF-LOVE WITH BETHANY HARVEY

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 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 SELF-LOVE / BETHANY HARVEY**

In this series, dancer Bethany Harvey shares her "Self-Love Workout," guiding students through creative ways of building self-esteem by combining positive affirmations with movement. Many of us deal with worry, doubt, and negative self-talk, but research has shown that by changing our thoughts, we can change how we feel. There is a connection between what we tell ourselves, what we do, and how we feel. When we embody positive thoughts and visions of ourselves, they become even more a part of our being. Just as exercise and repetition are necessary to build muscle and strength, it also takes exercise to build our self-esteem. The Self-Love Workout gets students up and moving, nourishing their bodies and brains while growing their self-esteem and confidence muscles.

- Supplies needed: writing utensil and paper
- [Student-facing outline of video series](#)

CREATE MORE SELF-LOVE WITH BETHANY HARVEY: SERIES OUTLINE

Time	VIDEO SUMMARY	LINK
1 (14:34)	<p>Project 1: When I work hard and persist, I can succeed. Sometimes we get down on ourselves and forget that we are working hard and doing the best we can. In this video, Bethany shares her own personal affirmation dance and encourages you to come up with your own.</p>	Video 1
2 (14:31)	<p>Project 2: I am strong; there is power in what I say and what I do. It's important to know that you have power, and you can choose to use that power for good, including being kind to yourself! So let your strength and goodness shine in this powerful dance exercise.</p>	Video 2
3 (14:11)	<p>Project 3: I am beautiful, just look at me. Beauty is in the eye of the beholder and we all have different definitions of beauty. You might have an identity that makes you feel different than others, but that's what makes you beautiful in your own unique way. In this dance, we'll celebrate our individual beauty, one hop and step at a time.</p>	Video 3
4 (12:57)	<p>Project 4: I am loved and I love myself. It's important to keep building ourselves up and telling ourselves that we have value, that we are good, that we are loved—and that we love ourselves. Here are some movements to help you remember what a wonder you are.</p>	Video 4
5 (11:57)	<p>Project 5: I am smart and capable of achieving my goals. Sometimes we compare ourselves to other people and think we aren't as good or smart as them, so in this dance we are going to celebrate all that we are—which is more than enough!</p>	Video 5
6 (13:43)	<p>Project 6: I am creative and unique; there is no one else like me. Do you sometimes feel different? Or like you don't fit in? Here is a dance to help you remember and celebrate that you are unique and creative — there is no one in the world like you!</p>	Video 6
7 (12:01)	<p>Project 7: I am brave and I can do hard things. Life is hard and we must be courageous every day. In this movement exercise, we'll take time to reflect on our moments of courage.</p>	Video 7
8 (13:54)	<p>Project 8: I am amazing. I am me. Sometimes our minds can be our worst enemy. To counter that, we need to tell ourselves positive things to help us remember that we are amazing just as we are. Take pride and joy in your awesomeness in this quick dance exercise, and celebrate yourself from head to toe!</p>	Video 8

IDEAS FOR USE WITH STUDENTS

The Create More Self-Love video series is well-designed for both synchronous and asynchronous learning in a remote setting as well as for in-person classes and groups. The videos can also be shared as home wellness support for students experiencing anxiety—especially physical learners, students who enjoy physical activity, and students who would benefit from more exercise.

- Allow time for students to do the activities and movements that Bethany introduces. Students may want to pause the videos at some points.
- ELL students may appreciate the opportunity to view the videos in advance. Videos include English language captioning.

CREATE MORE SELF-LOVE IN A COUNSELING SETTING		
Social-Emotional Learning Supports	CASEL target	Instructional Strategy
Tier 1: Targeted Individual Interventions	Self-awareness Self-management	<p>In one-on-one counseling and individual student interventions, Create More Self-Love provides a creative and nurturing opening for students to experience positive affirmations through movement and without the inhibitions they may experience with peers.</p> <p>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 for extra time in learning a movement. • 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	<p>In a small-group setting, students have the opportunity to relate their worries to one another, and gain perspective and empathy for the experiences of others. They also have the opportunity to exercise courage and build confidence through the learning of new movements, and to feel a sense of connection and belonging through synchronous movement with their peers.</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 for extra time to learn a movement.

		<ul style="list-style-type: none"> Offer low-stakes opportunities for students to share and participate—most important is that your student feels free to express themselves, when ready, without fear of judgement.
Tier 3: Class-wide , Equity & Culturally Relevant & Responsive Systems of Support	Self-awareness Self-management	<p>Shared in the classroom, videos give students the opportunity to gain perspective, appreciation and empathy for the experiences, cultures, feelings, and challenges of their peers. They also have the opportunity to exercise courage and build confidence through the learning of new movements, and to feel a sense of connection and belonging through synchronous movement with their peers.</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 for extra time in learning a movement. Offer low-stakes opportunities for students to share and participate—most important is that your student feels free to express themselves, when ready, without fear of judgement.

CREATE MORE SELF-LOVE AND THE ARTS	
GRADE: 6 SUBJECT: Arts & SEL	NCAS STANDARD & SEL FRAMEWORK CROSSWALK: Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art.
	SEL/ARTS10 Enduring Understanding: Through the arts, personal experiences, ideas, knowledge, and contexts are integrated to make meaning, and synthesized to interpret meaning.
	Essential Question: How does engaging in the arts deepen our understanding of ourselves, and relate to other knowledge and events around us?
Learning Target	I can... <ul style="list-style-type: none"> Use movement and my body to express my thoughts and feelings. Affirm positive feelings about myself through words and movement. Celebrate and face challenges through expressing them in movement.
Sample Scaffolding/ Extension Tasks:	<ul style="list-style-type: none"> Ask students to start with movements using just their hands or arms to build confidence. Perform one or more of the dance movements for friends and/or family. Ask students to have friends or family learn one or more of the dance moves they create. Create a video recording of one of the movements and add music to go with it.

