

CREATE MORE RESILIENCE



EDUCATOR RESOURCE: CREATE MORE STORIES WITH CHRIS WILLIAMS

Suggested Grade Band: 4-5, 6-8, 9-10

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 (this series is in Spanish)
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 STORIES / CHRIS WILLIAMS**

Own and celebrate your history, culture, experiences, and voice with storyteller **Chris Williams**. Storytelling is one of the oldest ways that human beings connect with each other and, in this series, Chris encourages students to become part of this long-standing tradition with step-by-step tips and techniques for developing an amazing *true* story that everyone will want to experience.

- Supplies needed: paper and something to write with
- [Student-facing outline of video series.](#)

CREATE MORE STORIES WITH CHRIS WILLIAMS: SERIES OUTLINE		
Time	VIDEO SUMMARY	LINK
1 (14:35)	Project 1: Your top 10 list Create a top ten list of the things that you think people should know about you in order to determine what stories you want to tell.	Video 1
2 (17:10)	Project 2: Family bubble tree Draw your family bubble tree and create a short memory to share about someone on your tree.	Video 2
3 (13:29)	Project 3: Stories we love Think about the movies, books, television shows, comic books, or plays that you love, and why you feel a connection to certain characters and stories.	Video 3
4 (15:26)	Project 4: Proverbs as prompts Use proverbs as prompts for your own memories to discover stories you didn't even know were in you.	Video 4
5 (14:11)	Project 5: Warm up your lips Learn some lip exercises and tongue twisters to help you slow down and speak clearly so your audience can fully appreciate what you are sharing.	Video 5
6 (15:25)	Project 6: Calm your nerves Telling a true story from your life in front of an audience can be very scary, so it's totally normal to feel uncomfortable or nervous. In this video, we'll try three exercises for overcoming those nerves.	Video 6
7 (13:58)	Project 7: Map out your story How do we get from point A to point Z? In this video, you'll learn a basic story structure that can help you organize your thoughts and memories.	Video 7
8 (12:43)	Project 8: It's story time! Get into your power position....do your lip exercises....say your positive affirmations....take a deep breath... it's time to share your story!	Video 8

IDEAS FOR USE WITH STUDENTS

The Create More Stories 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 or who benefit from a new way of engaging with language arts curriculum.

- 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 STORIES 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 Stories provides a creative and nurturing opening for students to connect with, share, and gain a deeper understanding of their personal stories. 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 relate their stories to one another, and gain perspective and empathy for the experiences of others. They also get practice in developing a narrative, and the confidence to share their stories with an audience. 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 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 gain perspective, appreciation, and empathy for the experiences, cultures, feelings, and challenges of their peers. They also get practice in developing a narrative, and the confidence to share their stories with an audience. 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 is okay; most important is that students feel free to express feelings or ideas without fear of judgement.
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CREATE MORE STORIES & LANGUAGE ARTS	
GRADE: 6 SUBJECT: LANGUAGE ARTS	Common Core Standards for English Language Arts & Literacy: Writing
	CCSS.ELA-LITERACY.W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
	Essential Questions: What are the elements of a powerful narrative? How do we communicate personal experiences through stories?
Learning Target	<p>I can...</p> <ul style="list-style-type: none"> ● Identify and analyze the elements of a compelling narrative, including character and story arc. ● Reflect on the values, relationships, and experiences that matter to me. ● Create and tell a true story about an experience I've had. ● Gain confidence and practice techniques for speaking effectively to an audience.
Sample Scaffolding/ Extension Tasks:	<ul style="list-style-type: none"> ● In preparation for this workshop or as an extension, ask students to share a story told in their families and/or cultures. Who (in your family or community) usually tells this story? What do people enjoy about the story? What insights does the story give you? ● This workshop focuses on oral storytelling. As an extension, work with students on writing their stories. What, if any, changes do you make to the story when you tell it in writing, rather than in speech? ● Ask students to give their stories titles. ● Ask students to share their favorite books and movies. What do you like so well about them? What helps you connect with a character? (Especially relevant to Project 3.) ● Discuss a story, novel, or film that students have all read or seen in relation to the story arc that Chris maps out (with help from Pixar) in Project 7. How does this outline fit (or not fit) the narrative? (Chris uses <i>The Wizard of Oz</i> as an example.) <ul style="list-style-type: none"> ○ Once upon a time ○ And every day ○ Until one day ○ And because of this ○ And because of this ○ Until finally ○ And ever since that day

CREATE MORE STORIES 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, relate to other knowledge and events around us?

Learning Target

I can...

- Identify personal qualities, experiences, and relationships that are important for people to know about me.
- Create a compelling story based on a personal experience.
- Tell a compelling story about myself to an audience.

Sample Scaffolding/
Extension Tasks:

- Ask students to create a visual representation of their story either as a comic (thinking about the interplay between text and drawing a sequence of scenes) or as a single image with a title or caption (identifying one scene that encapsulates the story's meaning).
- Ask students to tell their stories through movement without any words.
- Lead students in Project 5 activities as a warm up before any speech performance.
- Ask students to workshop their stories with the class and give each other constructive feedback on their storytelling performance.