Welcome to Hidden Sparks Without Walls. We will be starting at 8:30pm.

To alleviate background noise and ensure a quiet session, your audio connection has been muted.

**Chat: Asking Questions & Sharing Thoughts**
You are encouraged to ask questions and share your thoughts on the chat. Please activate the chat feature on the bottom of the screen. You may chose to chat to panelists and all attendees or just panelists.

**Audio:**
If you would like to call in via phone for audio, please look up the call in number, webinar id, and passcode information on your webinar invite.
ABOUT HIDDEN SPARKS

Hidden Sparks is a non-profit that helps educators and schools nurture the Hidden Spark within each student. We do this by developing and facilitating professional development programs for Jewish day schools to help increase understanding and support for diverse learners.

Hidden Sparks provides an award winning professional development program in understanding learning and behavior, conducting classroom observations, coaching teachers and developing peer coaches. By helping teachers meet the needs of struggling students, ultimately all students benefit.

• 110 Jewish day schools across the country with hundreds of teachers participate in PD programs annually.
• Impacting over 7,000 students every year.
• Over 350 school peer coaches have received training and mentoring.
• Hidden Sparks Without Walls international webinar program has reached thousands of teachers and parents.
• New in 2020! SEL Initiative

Please be in touch to find out how to bring Hidden Sparks programs to your school!
Lily Howard Scott, MS, Hidden Sparks’ Social Emotional Learning Coach is a teacher and curriculum developer. She is a graduate of Northwestern University and Bank Street College of Education, where she continues to present professional development. Lily started her career as a teaching artist and has worked with children as a classroom teacher in both private and public schools. Videos of her teaching her own innovative curricula have been used in teacher training for both graduate students and seasoned educators. Ms. Howard Scott is particularly interested in designing curriculum that weaves together social, emotional, and academic learning, and she has led professional development workshops on cultivating emotional literacy through language arts instruction, increasing student agency through creative drama, and helping children explore and empathize with varied perspectives. Her writing has been published in The Washington Post.
Cultivating Emotional Literacy Through Reading and Writing Instruction

Presented by Lily Howard Scott
Tuesday, April 20, 2021
Emotional Literacy: the ability to name, manage, and productively express our feelings and to empathize with the feelings of others.

Why on earth should schools bother with this?!
Agenda

**Writing to make sense of our inner lives**
- Introspective poetry
- Narrative (expository and fictional) brainstorming strategies

**Investigating identity through read-alouds**
- I am...
- Validation of both our inner swirls and outer shells: windows and mirrors for all

**Creative Drama Reading Responses**
- Analyzing characters, analyzing ourselves
- Cultivating empathy through perspective-taking
You don’t learn to write by going through a set of pre-set writing exercises. You learn to write by grappling with a real subject that truly matters to you.

Ralph Fletcher
It's not our experiences that define us, but the stories we tell ourselves about our experiences.

Diane Mills
All of us are hungry to express our true selves, to be reunited with our hearts...and it is a poet’s job to know the interior of her heart.

Georgia Heard
Outer Shell

What is immediately “obvious” about you? You might consider including your:

- Skin color
- Gender
- Hair color
- Eye color
- Clothing choices
- The way you immediately present to others: Are you usually outgoing? Reserved? Funny?

Inner Swirls

What is not immediately “obvious” about your identity? You might consider including your:

- Idiosyncrasies, insecurities, hopes, worries, fears, wonderings
- Important life events
- Longings or wishes
- Religion or belief system
- Interests and hobbies
- Favorite things
- Things you’re great at
- Learning style or learning variation
Outer Shell/Inner Swirls Poetry Project

- loves Harry Potter
- love Hamilton
- love to write
- shares work

- Kind and nice
- hopes to be a wizard

- gets sick when sick
- gets frustrated

- loves family

- worries about death
- scared of bugs

- big imagine
- shy
- height: 9 years old, tall

- sometimes funny
- sometimes serious

- wants to be a writer
- wants to be a scientist

- worries about death
- worries about bugs

- good at painting
- fear of flying
Just because I’m...

You might think I’m...

On the outside you see...but inside...

Did you know?...
The Two S’s: Smart and Silly
By Quinn

some people
think that
I’m smart
but don’t
know I’m
silly

some people
think that
I’m silly
but don’t
know I’m
smart

some people
know that
I’m both
and appreciate
me for
it

you are my true friends

who I
dare show
both sides
of me
to
You Think I’m...(Part 2 of My Dyslexic Brain)
By Tirzah

I may not be good at memorizing math facts
But when you see a playground, I see a magical forest

I may not be good at word study
But put me on a stage
and I’ll perform a great show

You might just look at the stars and think
“Look at those boring stars, they’re useless!”
But I look at the stars
And see a whole world worth exploring

You might look at the ocean and think
“It’s just an ocean, what’s the point?”
But I see another whole world worth discovering

I may not be good at controlling my feelings
But I am great at thinking outside the box.
Did you know?
By Sama

Did you know I’m a musician?

Just because I don’t talk on the rug
Doesn’t mean I don’t have ideas in my head

Just because I live far away
Doesn’t mean I can’t go to this school.
(I am just late.)

Just because I am half Russian
Doesn’t mean I don’t speak good English

Just because I am not really good at math
Doesn’t mean I’m not
very very very very good
at other things
Strengths and Struggles
By Madeline

I struggle with subtraction
I struggle with recess

I worry about what other people think of me

My strength is knowing about so many animals
My strength is being so, so funny

I have strengths
and
struggles
I Am Me
By Dashiell

I like reading.
I also like art.
sometimes I have to draw
so I can focus in class
this give me a lot of time
to practice drawing
maybe
I will be an illustrator
when I grow up

My brain is so full of ideas
it might explode
writing things down
can be hard
but that doesn’t mean
I don’t have good ideas

You should know
sometimes
my brain tells me to do the wrong thing

but that does not mean
I’m never nice

I am not perfect
but I am me.
Worries
By Paul

If you try to mess with your worries
You just get more worried

You just have to let your worries
Chip off
Go away

So if you think that focusing on
Your worries
Is gonna help you
It really isn’t.

So just let them do their thing
And eventually
Poof
They’ll be gone.
Perhaps I started writing stories because that was the first dramatic thing that happened to me. I was hit on the head with a rock! They had to move the birthday cake so it wouldn’t get bloody! It became, in my mind, “The Day of the Rock.” The process of giving the day a narrative transformed the experience. Telling a story about it gave it a shape, a structure. I was the protagonist; the boy who threw the rock was the antagonist; what happened next was a narrative arc.

Giving shape to a painful experience is powerful because it helps us to see first, how we got through it; second, how we can share it. The experience doesn’t stay trapped within us, unspoken, curdling — instead, the art of arranging and transforming it reduces the burden. It no longer belongs to only you. The process of assigning the experience a beginning, a middle and an end, of giving it form, is a way of mastering it. Each sentence contains the chaos — our experience becomes what we perceive. And the honesty in these perceptions...creates a bridge to another person.

Karen E. Bender, “The Accidental Writer”
<table>
<thead>
<tr>
<th>Love is...</th>
<th>Despair is...</th>
<th>Fear is...</th>
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<tr>
<td>Side-splitting funny is...</td>
<td>Surprise is...</td>
<td>Hope is...</td>
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<tr>
<td>Amazement is...</td>
<td>Joy is...</td>
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*hidden sparks*
Issues in my own life

Stories I wish existed about these issues

- My dad always says no when I ask him to play with me.
- Homeless people don't get to show their talent because they have nothing.

Divorce / moving

- Maybe this girl keeps on asking her dad to play with her and then one day she goes missing.
- Maybe this girl is homeless but she has a great talent. She can sing. She's disabled but she can't show her talent because she has nothing.
Humans don’t make our stories, it’s stories that make us human. It’s not until we know the stories of each other that we embrace our humanity. When I know the stories of my people and my culture, that’s when I become human myself.

Ezra Hyland
In the chat box, please complete the sentence “I am...” using as many descriptors as possible in 30 seconds.
Did you include...?

Race  Relationship status
Ethnicity  Sexual orientation
Gender - preferred pronouns  Socioeconomic status
Language/dialect  Region
Ability  Education
Religion  Career
Family Structure

Intersectionality of Social Identities
(Kimberlé Crenshaw)
DIVERSITY IN CHILDREN’S BOOKS 2018

Percentage of books depicting characters from diverse backgrounds based on the 2018 publishing statistics compiled by the Cooperative Children’s Book Center, School of Education, University of Wisconsin-Madison:
ccbc.education.wisc.edu/books/pcstats.asp

23 BOOKS 1% American Indians/First Nations
170 BOOKS 5% Latinx
218 BOOKS 7% Asian Pacific Islander/Asian
301 BOOKS 10% African/African American
864 BOOKS 27% Animals/Other
1,558 BOOKS 50% White

The CCBC inventory includes 3,134 books published in 2018. This graphic would not have been possible without the statistics compiled by the CCBC, and the review and feedback we received from Edith Campbell, Molly Beth Griffin, K. T. Horning, Debbie Reese, Ebony Elizabeth Thomas, and Madeline Tyrer. Many thanks.

Illustration by David Huyck, in consultation with Sarah Park Dahlen
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How To Cultivate A Classroom Library That Validates All Children:

- Consider asking students to try the ”I am…” poem. Take careful note: what do they include? What do they leave out?

- Ask children to share one book with the class that is a “mirror.” For younger students consider making this a family share. Ask: What aspects of your identity does this text mirror? (Appearance, family structure, feelings, longings, hopes, certain experiences, etc.)

- *Teach the kids, not the curricula.* What “mirror” books do you need to purchase or borrow for your classroom to ensure that every child feels that their inner and outer lives are validated?

- Using post-its, kids can make window/mirror connections (through drawing or writing) directly on the page of a picture book you’ve already read as a class, and then exchange the book with a partner. This way, there’s a concrete interchange of connections right on the page.
How are you different now that you’ve read this?
What on earth is Creative Drama?

Creative Drama is an informal, improvisational, non-exhibitional, process-centered form of drama in which participants are led by a leader to imagine, enact, and reflect on human experiences through role-play, improvisation, pantomime, movement, and sound.

American Alliance for Theatre and Education

Of all the arts, drama involves the participant the most fully: intellectually, emotionally, physically, verbally, and socially. As players, children assume the roles of others, and they learn about becoming more sensitive to the problems and values of persons different from themselves.

Nellie McCaslin
Creative Drama + Read Aloud: Stepping Outside of Ourselves to Cultivate Empathy

- **Spotlighting:** in their rug spots, students “embody” a particular character. They adjust their facial expressions and posture. Leader points to children, and students answer particular questions in character. This can also be extended to an improvised “Spotlight interview”.

- **Guided Imagery:** Students close their eyes and listen to a set of verbal sensory clues provided by the leader.

- **Narrative Pantomime:** Students simultaneously pantomime an action-filled narrative read by the leader. They stand up in their rug spots, create an imaginary circle of tape around their feet, and silently act out a narrative that the teacher—or student leader—has written. The students only speak if the leader explicitly directs them to do so.

- **Tableau:** In groups, students create frozen images of a high-tension moment in the story. Inevitably, all the tableaus will be different, and this is a wonderful way to showcase how diverse and creative our reading experiences/mind movies can be.

- **Wax Museum:** Students silently move around the room as particular characters. When the bell is rung, they must freeze. Some students are chosen to improvise a scene. Then everyone continues moving around the space.
3-306 Empathy Study

It’s easy to spot when something unfair is happening to you. But what about when something unfair is happening to somebody else? Only by exploring the perspectives of others—by stepping into their shoes and imagining what they might be thinking and feeling—can we become empathic citizens who learn to identify injustice and advocate for what’s right.

After reading Selina Alko and Sean Quall’s The Case for Loving: The Fight for Interracial Marriage, 3-306ers explored the perspectives of Mildred and Richard Loving through acting and writing.
So with heavy hearts, the pair hugged their families, packed their bags, and left their home.

They tried to make the best of it, telling themselves that maybe one day they could return. But the city didn’t feel the same anymore. There were too many reminders of what they had left behind.

They missed their children and grandchildren, their friends and family. But they knew they had to make the decision that was best for everyone.

After I saw that car drive by and hit my child, I knew that Washington, DC, was not a good place to raise my children. They were so young and innocent, and I wanted them to have the best possible childhood.

I couldn’t believe she was going away. It was such a big decision, and I didn’t want her to feel like she was leaving her family behind. But I knew it was the right thing to do.

I can’t believe she’s going away. I really hope she has a happy and safe life. I’ll be thinking of her every day and praying for her happiness.

I hope she’ll be able to find love and happiness in her new home.

I can’t believe she’s going away. I really hope she has a happy and safe life. I’ll be thinking of her every day and praying for her happiness.
Recap

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• Introspective poetry
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• I am...
• Validation of both our inner and outer shells: windows and mirrors for all

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• Analyzing characters, analyzing ourselves
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If you are interested in bringing Hidden Sparks to your school or city, please contact us:

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