



# **Trauma-Informed Arts Residencies Teaching Artist Roster 2018**

**Using the Arts to Alleviate Trauma Impacts in  
Students**

**Funded in part by:**

**Blatt Family Foundation**

**County of Sonoma**

**William and Flora Hewlett Foundation**

**Redwood Credit Union**

**And Individual Donors to the Creative Sonoma Recovery Fund**

New artists may become available over the course of this project



Creative Sonoma is offering **free** teaching artist residencies to Sonoma County schools who have students, teachers, or administrative staff affected by the fires – directly or indirectly. The arts have many benefits in a learning environment, and ameliorating the effects of trauma is key among them.

Creative Sonoma hosted an intensive training session for local teaching artists to help them enhance their skills in providing arts residencies for students impacted by trauma.

Residencies with these teaching artists are being made available between now and September 30, 2018. For the purpose of this program, residencies are defined as 8 hours: 6 hours of student contact time and 2 hours of prep for the teaching artist.



# Brian Glenn Bryson

## Theatre

### **Bio**

Brian Glenn Bryson is the Founder and Artistic Director of the award winning Walking Elephant Theatre Company.

For the past ten years, Walking Elephant has been working with Sonoma County youth to create original documentary theatre pieces for social and ecological healing. Brian also developed and teaches Awakened Acting workshops for folks of all ages. He is the former Director of Education at Cinnabar Theater in Petaluma, Drama Teacher at Marin School of the Arts, and Resident Playwright and acting coach at 6th Street Playhouse in Santa Rosa. He received his BFA in Theatre from the University of Southern California.

Brian was Story Editor on the reality TV show "Beauty and the Geek" (WB) and "Biggest Loser" (NBC). He also worked on several others including "For Love or Money", "My Life is a Sitcom" and "Endurance." He was a stuntman at Old Tucson Studios, was Benecio Del Toro's Stand-In in the Academy Award winning film "Traffic" directed by Steven Soderbergh, and acted in commercials for Maxwell House coffee, Sega Saturn, Jack-in-the-Box, and Toyota.

### **Residency Description**

Awakened Acting: How do you show up in the world?

Whether onstage, in your living room, or in the checkout line at the grocery store, every moment is an opportunity to either ease suffering or cause it. This acting class helps students develop a greater awareness of how they are affecting each other, and gives them the opportunity to practice affecting each other in a compassionate environment. Through exercises, improvisations, and scene work, students explore the power of intention, the importance of choosing an action, and the fundamentals of improvisation.

This workshop gives students an experiential understanding of mindfulness, nonviolent communication, and the nature & purpose of drama.

If desired, this workshop can culminate with a performance.



# Jackie Huss Hallerberg

## Poetry/Literary Arts

Large repertoire of strategies and lessons to align with common core state standards

### Bio

Jackie Huss Hallerberg is a Sonoma County Poet-Teacher for California Poets in the Schools and also serves as its Board President. She holds several academic degrees (including a teaching credential) and teaches in an experiential manner. During the past three years, she has brought poetry to over two thousand Sonoma County students ranging from K-12 in a variety of settings including public and private schools, Valley of the Moon Children's Home, and summer arts camps. She is especially interested in reaching at-risk students who might be underserved in their communities. Jackie's poetry has been featured in many publications. Her chapbook, *Along Poetic Lines*, and cd, *Poems of Motherhood*, were self-published. She is a member of the Squaw Valley Community of Writers. Please visit: [Jackiehuss.com](http://Jackiehuss.com) to learn about Jackie's work with students during the firestorms.

### Residency Description

#### ***Inside, Outside, All Around:* Experiencing the World Through Literary and Visual Arts**

This residency's open-ended writing prompts and simple art activities are aligned with the theme of ***Inside, Outside, All Around*** and designed to help students explore their internal and external environments to create a space for healing. The reading and writing of poetry alone can help students process difficult or unsettling life experiences. Additionally, pairing literary arts with visual arts allows students to process strong feelings and experiences using more than one modality. The program can be adjusted for use with different age groups in a variety of settings.

**Anticipated Outcomes:** students will strengthen their emotional resilience, develop language arts skills, and produce original poetry, utilize visual arts processes to create simple artistic representations of their poetry, and build empathy by learning about others through poetry and art. Students will write an original poem in each session and will begin an art activity designed to represent the content of the poem. The classroom teacher will allow students additional time to complete the art activities outside of the poetry session.

#### **Session One: Experiencing the World**

How do we experience the world? What are the five senses? What additional sense might we use in poetry? How does writing poetry develop our ability to "see everything as if for the first time?"

#### **Session Two: Loving What Surrounds Us**

What do you love about this season? What colors do you notice in this season? What plants and animals do we see and hear in this season? How can we "paint" a vivid picture with words and images?

#### **Session Three: Seasonal Delights**

How can we use a strong image to move a poem forward? What is the essence of an image or experience? What is imagery? How can poetic form help us craft a poem?

#### **Session Four: The Work of Hands**

How can we become keen observers of our surroundings? What do you notice when you look at your hands? What is it that your hands do? What have they never done?

#### **Session Five: Only the Heart Knows**

What is in your heart? Are these elements real or imagined? What does it mean to "carry something or someone in your heart? What does your heart need you or others to hear?

#### **Session Six: Leaving Our Legacy**

How can we switch the point of view in our writing? Who is speaking? What tones do we create with our word choices? What is fame and for what might you become famous?



# Christina Klauenburch

Visual Art

## Bio

Christina Klauenburch has been sharing her love for art with children for the past fifteen years. Throughout the years, she has spent countless hours volunteering as an art teacher at Cali Calmecac Language Academy. Christina has also worked as an assistant art teacher at the Luther Burbank's Summer Visual Arts Camp for the past two years. In her free time, she enjoys photography, gardening, and spending time with her family.

## Residency Descriptions

1. Students will explore Dia de Los Muertos and its history through visual arts. Students will learn about a colorful holiday celebrated by one ethnic culture while integrating math, language arts, and social studies, all while being creative and having fun.
2. Students will engage in mask making and/or create portraits. Mask casting materials are applied directly to students' faces. Students will consider "Who am I on the outside? Who am I on the inside?" This residency could be for smaller groups of 5-6 students unless parental help is available.



# Sandra R. Novia

## Visual Art

Arts Integration State Standards Offered:

- English Language Arts
- Health Education Content

## Bio

Sandra Novia is an artist and art instructor, living in Sonoma County for 23 years. In addition to teaching, she is a commercial and fine artist. Sandra works as a graphic designer, color consultant, and is currently providing team building and group art workshops throughout Sonoma County.

Her educational programs also include teaching in local public schools and art centers, Sonoma County Public Libraries, Sonoma State University Excel programs, as well as providing private classes for home schooled students and private students. She passionately has dedicated over 20 years to ensuring that art education is firmly planted in the educational programs of our school systems and her community.

An East coast native, she received her formal education in Boston, the south of France, and San Francisco focusing on design, drawing, and sculpture. She founded two galleries for emerging artists and owned a sign design business for 20 years. Her love of art has encouraged her to travel to different parts of the world, experiencing some of history's most amazing art and enthusiastically shares those experiences with her students. She is also currently participating in the Luther Burbank Center for the Arts integrative art program provided by JFK Center for the Performing Arts.

## Residency Descriptions

Each residency can be integrated with state standards.

**1. Historical Collage: A visual narrative.** Using the beautiful and fun art of collage, students recreate a moment in history which integrates easily with the state standards for history at any grade level. Created by drawing, painting, cutting and assembling, each piece will include 3 elements: a setting for the historical character to be in, a main character, and props to support the character. It's a fun way to have students review what they have learned about a historical time and create a unique piece of artwork.

**2A. If You Really Knew Me: A self expressive collage and visual narrative.** Students create a room in which they are the main character. It's a self imaging project, where the students choose what to wear and what to include in the room, which best reflects and expresses who they are and how they see themselves.

**2B. How I Think You See Me: A collage expressing how students feel other people see them.** Designed to be a part 2 to the "If you really knew me... A self expressive collage project. It can stand alone but it is interesting to see how the student see both how they want to be seen, as well as how they think people see them. Through the fun and expressive art of collage, students will paint, draw, cut and assemble parts to a scene they image will depict how they think people see them. They can create a written story to go along with the collage.

**3. Fairy and Sprite House:** This wonderfully magical class allows students to create a home they would believe Fairies and Sprites would live in. While thinking about pathways and home positioning, they will also imagine beds, benches, and special places for Fairies and Sprites to go through their daily life. Best for K-4.



# Bridget Palmer

Theater

## Bio

Bridget Palmer has directed theater projects with youths ages 4 -14 for 19 years through A Theater For Children and Show Biz Kidz programs and her role as Drama Specialist in Sonoma County schools. She enjoys “play”ing with hundreds of children each year and loves the excitement of leading performance projects which culminate within 6-10 sessions. Bridget has extensive training in the performing arts including graduate work at U.C. Berkeley in Theater Directing. She also completed the LBC’s pilot Kennedy Center Teaching Artist professional training, and several other Arts Integration professional development trainings related to drama, movement, and storytelling. Bridget focuses on helping children develop into high performers through drama based activities that hone courage, creativity, collaboration, and concentration skills. Visit [ATheaterForChildren.com](http://ATheaterForChildren.com) for more information.

## Residency Descriptions

### 1. Drama, Not Trauma: Empowering the Inner Superhero

Can be adapted for Grades 1 - 8

A powerful array of acting FUNdaMENTALS are integrated with Social Emotional Learning (SEL) pillars, to inspire students to be kind and to take action if they see someone suffering or overwhelmed. Bullying is specifically addressed, and students will also consider other challenges. Through embodied and imaginative strategies, like a Superhero role-playing game, students will practice transforming feelings of fear into courage. The residency concludes with students using imagination, gesture, and voice, to create and perform “Courageous Kindness” narratives, as well as a ritual when students create their own Justice League, pledging to act according to the heroic principles of a bully-free classroom.

### 2. Story Ninjas Improvised Tales: A Costumed Approach to Narrative Creation

Can be adapted for Grades K - 8

Ignite your students’ imagination with evocative props and costumes that will have them jumping out of their seats and into the action, creating funny, fantastical, and poignant stories and adventures. In this exciting residency, students will collaborate, imagine, improvise, plan, revise, and perform their original narratives according to grade appropriate ELA standards. Every story has a conflict or challenge and students have the opportunity to weave themes of their choice, like the October wildfires or bullying, etc. into their creations. Younger students will present their stories in action and older students will write narratives or scripts.

### 3. Reflections on the Wildfires through Shadow Puppetry

Can be adapted for Grades 3 - 8

Help your students process emotions sparked by the October wildfires by putting them in control of the narrative! With its play of darkness, color, and light, shadow puppetry provides a stimulating container for the students’ self-expression, imagination, empathy, and creativity. In this collaborative residency, students work in small groups to choose an aspect of the wildfires they want to explore. Then through improvisation and dialogue, they will invent puppet characters to play, create a script, and make the artistic decisions necessary to craft their puppets and scenery and choose elements like music, rap, or poetry to enhance their stories. This residency will undoubtedly leave a lasting visual and emotional impression, and hopefully help the students release some of the lingering anxiety and sadness still smoldering inside of them.



# Chalkboard Players

- Theatre
- Literary Arts
- Puppetry
- Music
- Visual Art

## About Chalkboard Players

Child Parent Institute’s Chalkboard Players provide quality creative arts experiences for children and youth in Sonoma County. In addition to providing their expertise in a variety of art forms, Chalkboard Players are trained in the lasting impacts of childhood and community trauma, the challenges faced by many young people, and techniques and tools for creating a safe, inclusive environment while engaging students in the processes of discovery, creation, and collaboration.

## Bios

**Roberto Acevedo** studied jazz performance and composition at New World School of the Arts. He has served as band director at several Sonoma County schools, and was the creator and conductor of a youth orchestra in Costa Rica. In addition to his current role teaching music in several schools, he is also a bilingual parent educator on CPI’s Parent Support Services team.

**Dallas Munger** is an accomplished actor, recognized as “Best Actor” in 2015 and “Best Supporting Actor” in 2014 by the Sonoma County Stage One Theatre Arts Awards. He has served as a theatre instructor for adults with special needs, is the founder of Chalkboard Players, and has decades of experience in theatre for young audiences.

**Joy Thomas** possesses dynamic expertise in the arts and human services. She has served as theatre instructor at the National Conservatory of Dramatic Arts in DC, manager/producer of hundreds of theatrical productions, child abuse community educator, communications manager for Sonoma County Human Services, and has taught studio and performing arts classes for students ranging in age from 3 to 70.

*(Residency Descriptions continued next page)*

# Chalkboard Players

## Residency Descriptions

We design creative arts residencies to address the needs – especially those emerging from childhood or community trauma – of students and school or group environments. We build curricula around the goals of each site, with the flexibility to integrate specific topics, art forms, class subjects, and/or common core standards. Group sizes are flexible, as our teaching artists are available individually, or in teams of two to three.

Chalkboard Players artists residencies:

- help provide tools to address the impacts of trauma, fear, and stress on our minds and bodies
- help grow students' social and emotional skills, while boosting self-esteem and positive self-expression
- deepen students' understanding of themselves and each other
- demonstrate fun, simple activities that students and staff can adapt and integrate in the classroom or at home to continue connecting and relating in new and positive ways

Below is a list of potential art forms students explore. We're happy to help create a custom mix of these and/or other elements to center on a theme or topic. Unless otherwise noted, options may be adapted for all ages.

**Improv for Life:** Interactive theatre games and activities help students learn to deal with change, be present in the moment, and feel more comfortable when situations feel out of their control. Laughter heals!

**Rhythm and Rhyme:** Percussion meets creative writing as students collaborate to create, record, and share original songs centered on a theme that promotes resilience.

**Visual Arts:** From a focus on mindful creative practices to group murals, we offer an array of individual or collaborative visual arts projects, promoting the role of art in our personal lives and communities.

**Storybook Theatre:** Actors and puppets bring to life the stories *Once I Was Very, Very Scared* and/or *Trinka and Sam: The Big Fire*, and guide related creative activities to support students in sharing their own experiences and feelings. This option is best suited for grades K-6.