



Description: The Arizona ACES Consortium Resilience Empowerment Project and Rising Youth Theatre are partnering on a four week program to support young people in understanding, imagining, and practicing skills and tools to develop and sustain a healthier relationship to stress management and resilience. Through this twice weekly summer camp experience, youth and adult facilitators from REP and RYT will work with middle school students on understanding our stress response as young people, how to recognize the stress response in the body, and the importance of healthy, strong relationships with significant safe adults, with their peers, and with themselves. Students will activate their own ideas and experiences to create support resources for themselves and their peers around strategies for resilience. REP will use their established curriculum, and RYT will extend and deepen the student learning experience through storytelling, theater, and community building work. The program will culminate with a community shareback of the support resources and creative work built by the students. REP and RYT will each facilitate one day per week, but both orgs will be present at all sessions and participating even when not facilitating.

[REP curriculum facilitators guide](#)
[Journal](#)

Contact Information

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June 3rd-27th 2024

10am-11:30am

Tuesday/Thursday

10-15 Students

Week One: Introduction and Stress Load, Community Building and Storytelling
Two 90 minute sessions

Week Two: Brain Science, Window of Tolerance, Regulation, and Asset Mapping
Two 90 minute sessions

Week Three: Relationships, Review, Resilience, and Imagination
Two 90 minute sessions

Week Four: Building Tools Together and Sharing
Two 90 minute sessions

AND

One 2 hour session that includes a shareback (for public) and reflection celebration (for class only)

Week One: Introduction and Stress Load, Community Building and Storytelling

REP Supplies: Journals, markers, colored pencils, pens, 2 large bowls, 2 small bowls, and 12-24 ping pong balls, candy for prizes, speaker to play music, [printed and cut "terms to know" vocabulary cards](#)

RYT Supplies: Journals, markers, pencils/pens, big sticky paper, notecards or sticky notes, multicolored balls

Day One (REP)

Objectives:

- Build an understanding of stress, including:
 - All humans experience ongoing stress.
 - Everyone's stress is different and impacts their brains, bodies, and behaviors differently.
 - Stress can be healthy if we have people and a plan to help us receive and regulate stress.



- Having a plan can help us respond to stress in a healthy way.

Learning Activities:

- Vocabulary around stress
- Understanding stress load exercises
- Community agreements
- Journaling

Day Two (RYT)

Objectives:

- Establish the ensemble, building trust and community
- Share stories to connect the idea of stress to our own experiences

Learning Activities:

- Community agreements
- Theater games- big wind blows and ball pattern game
- Story circle
 - Story of self starting on notecards and expanding to a full story circle format
 - Activating and deepening content introduced in stress load exercise
- Journaling

Week Two: Brain Science, Window of Tolerance, Regulation, and Asset Mapping

REP Supplies: Journals, markers, colored pencils, pens, 4 poster boards or large sticky notes, **copies of [Group Discovery Instruction Sheets \(Widen Your Window and Regulation\)](#)**, phone or watch to keep time with

RYT Supplies: Journals, markers, pencils/pens, big sticky paper, notecards or sticky notes, ball of yarn, [roots and leaves template](#)

Day One (REP)

Objectives:

- Understand and explore that our brains and bodies are hard-wired for survival and self-protection
- Understand and explore what happens biologically in the brain and body when stress and regulation occur



- Understand and explore what stress feels like in brains and bodies and identify individual strategies to regulate it
- Understand and explore strategies that help us receive stress in healthy ways and how to practice these strategies regularly

Learning Activities:

- Brain Science dialogue
- Window of tolerance and regulation improvisation/role play
- Journaling

Day Two (RYT)

Objectives:

- Reflect on what we learned about stress and our brains using embodied exercises
- Connect our own personal stories to regulation- identify the wisdom we already have as young people

Learning Activities:

- Making connections yarn exercise
- The game game (creating a game to practice window of tolerance)
- Roots and leaves exercise- what we show on the outside and what we know on the inside
- Story circle about roots and leaves
- Journaling

Week Three: Relationships, Review, Resilience, Asset Mapping and Imagination

REP Supplies: Journals, markers, colored pencils, pens, candy for prizes, participants will need phones or laptops to complete online survey

RYT Supplies: Journals, markers, pencils/pens, big sticky paper, notecards or sticky notes, self-to-community asset maps, photos for photovoice

Day One (REP)

Objectives:

- Safe, trusting relationships can help us regulate and receive stress, and build resilience
- Develop a personalized resilience plan to guide decisions when we experience stress activation



Learning Activities:

- Teen Brain quiz
- Mirror exercise
- Candy quiz
- Resilience plan
- Journaling

Day Two (RYT)

Objectives:

- Activating our resilience plan by imagining strategies for resilience through relationships
- Practicing Asset mapping self and community

Learning Activities:

- Flocking (building on mirroring from Tuesday)
- Resilience improvisations- practicing the relationships with trusted adults using 3 line improv exercise
- Self-to-Community asset maps
- Starting the photovoice exercise- taking pictures and conducting brief peer interviews
- Journaling

Week Four: Building Tools Together and Sharing

Supplies: Journals, markers, colored pencils, pens, big sticky paper, notecards or sticky notes, recording (audio and video) equipment

Day One

Objectives:

- Planning our shareback and support resource content
- Growing our own understanding of content while preparing to share and teach our peers

Learning Activities:

- Scripting and planning support resources we will create in small groups
- Rehearsing support resources projects



Day Two

Objectives:

- Production process for support resources projects

Learning Activities:

- Recording support resources video/audio
- Rehearsal for shareback

Day Three

Objectives:

- Shareback with community
- Close the session and reflect

Learning Activities:

- Sharing for family/peers as appropriate
- Closing reflection session with food