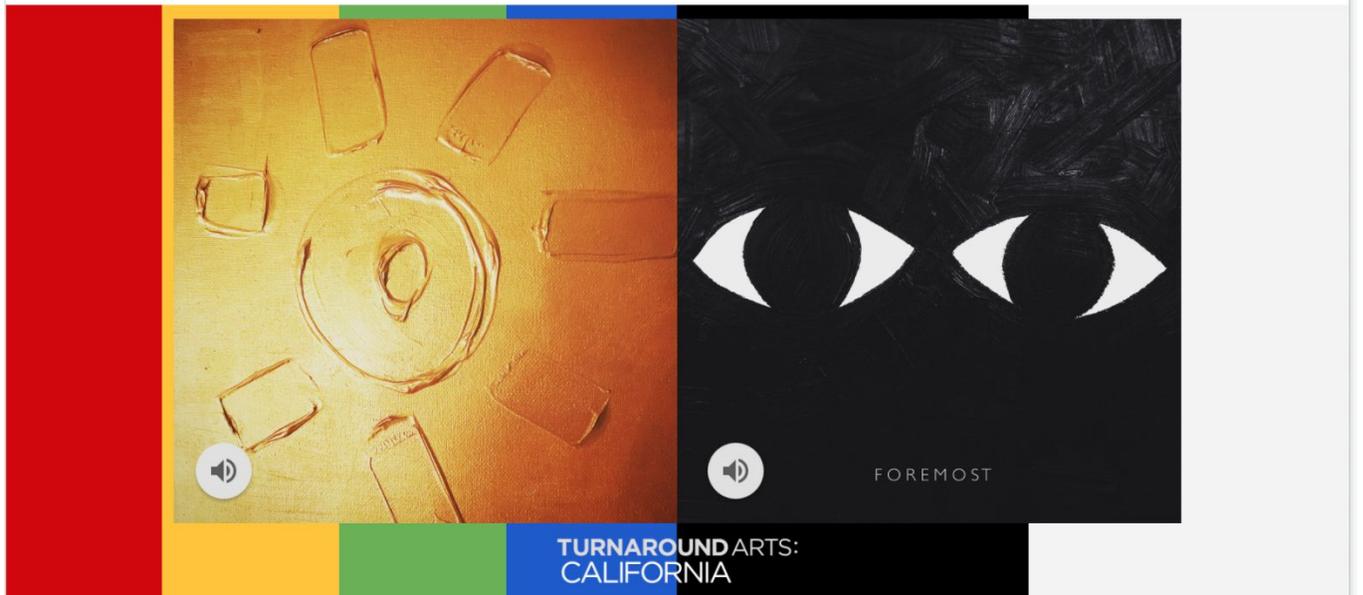


The Cope & Hope Project Guide for Schools

#CopeHopeArt PHOTO PROJECT



For ease of navigation, we recommend you view this document using Google Docs Outline View.

> In the toolbar, choose “View” and “Show Document Outline”

A Table of Contents will open in your left hand margin that you can use to navigate between sections that interest you the most.

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Welcome to the Cope & Hope Photo Project!

The Cope & Hope Photo Project seeks to document how students, families, and schools are experiencing the impacts of school closures due to the coronavirus pandemic.

We want to uplift the resilience of teachers and students' ability to cope in a time of distress and "come together" virtually to envision our hopes for the future of our schools

A big thank you in advance for facilitating this arts experience that supports our communities' social and emotional needs right now!

Art Form / Media

- Photography, short story or poem (written or audio)
- Photographic storytelling

Materials

- Cellular phone with camera and (optional) audio recording application
- If writing, you can use paper, computer, text message, video chat box, or other tools.

Themes

- Healing
- Human Connection
- Building & Strengthening Relationships
- Empathy: Looking into or experiencing someone else's perspective
- Resilience: How we as humans cope in a time of distress and sadness
- Imagination: How we as humans hope for a world that is just, honest, loving, and free

We hope that you find this guide useful and engaging! We look forward to celebrating the voices and expressions of your students, families and school staff.

What To Expect from This Guide

Here you'll find arts-based activities to facilitate the Cope & Hope Photo Project with your students, staff or families. These activities will guide you through facilitating the project (you choose which activities you will do, and for how long each session will be). Optional warm-ups can be used along the way to ease students into a creative space. You'll also find some optional extension activities that you can use to go deeper. The guide's design supports culturally responsive facilitation through using Zaretta Hammond's "ignite, chunk, chew and review" sequence for culturally responsive teaching and learning.

- **Ignite:** Getting the brain's attention
- **Chunk:** Making information digestible
- **Chew:** Actively processing new information
- **Review:** Having a chance to apply new learning

Standards and Competencies Addressed

Social and Emotional Learning Competencies (CASEL):

- 1) Self-Awareness: Identifying Emotions, Accurate Self-Perception, Recognizing Strengths, Self-Confidence, Self-Efficacy.
- 2) Social Awareness: Perspective-Taking, Empathy, Appreciating Diversity, Respect for Others
- 3) Self-Management: Stress Management, Self-Motivation
- 4) Relationship Skills: Communication, Social Engagement, Relationship-Building

A note for teachers on Culturally Responsive Teaching & SEL:

- Critical consciousness, or awareness of the sociopolitical context, is key to culturally responsive SEL
- Students can practice SEL, but SEL isn't enough to combat a system of inequality that disproportionately affects people of color
- Two key components of critical consciousness are the acknowledgement of implicit racial bias (or unconscious attitudes and stereotypes around race) and of structural racialization (or systemic racism) (Kirwan Institute for the Study of Race and Ethnicity, 2013)

California Visual Arts Standards

- CREATING—Anchor Standard 1: Generate and conceptualize artistic ideas and work.
- CREATING—Anchor Standard 2: Organize and develop artistic ideas and work.
- CREATING—Anchor Standard 3: Refine and complete artistic work.
- PRESENTING—Anchor Standard 5: Develop and refine artistic techniques and work for presentation.
- PRESENTING—Anchor Standard 6: Convey meaning through the presentation of artistic work.
- RESPONDING—Anchor Standard 7: Perceive and analyze artistic work
- RESPONDING—Anchor Standard 8: Interpret intent and meaning in artistic work.
- CONNECTING—Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Introducing Cope & Hope to Students and Families (*Ignite*)

Slide Show Introduction

Share the slides in the [Cope & Hope Slide Deck for Teachers to Use with Students and Families](#) for students. Discuss each one and the project theme of coping and hoping. (Additionally, if you're trained in Visual Thinking Strategies (VTS), you may use VTS to briefly discuss each slide with students).

- **Share Slide 2.** Share that students will be participating in a statewide arts project with other Turnaround Arts schools. The project will use photography and storytelling to show how we cope with schools being closed and what we're hoping for when schools reopen. The project title is Cope & Hope!

- **Share Slide 3.** Share that this project was developed by an artist named Foremost. Here are some of his artworks. Go to Slides 4-6 to view single images of Foremost's work for VTS discussions. Let's discuss his work. Use VTS if you're already using VTS with your students.
- **Share Slide 7.** Ask, which of these images do you think is about coping, and which one is about hoping? What do you see that makes you say that? What more can you say about how these might embody either coping or hoping?
- **Share Slide 8.** Continue the discussion. Ask, which of these images do you think is about coping, and which one is about hoping? What do you see that makes you say that? What more can you say about how these might embody either coping or hoping?
- **Share Slide 9.** Now, let's look at how Foremost copes with school closure and what his hopes are. Do a short discussion of both images. Then, play the audio featuring Foremost's voice for the Cope image. If using VTS, alter it for audio: What's going on in this audio clip? What did you hear that makes you say that? What more can you find? Finally, play the audio for the Hope image and discuss.
- **Explore 1-3 other images with audio:** Start with Slide 10. Discuss the 2 images and their audio. Return to 7 and 8 to play their audio and discuss how these young people used audio to illuminate their Cope & Hope images.
- **Describe class/family project:** Share with students that we'll be taking photographs, writing about our Cope & Hope pictures, and if you are choosing to do audio recordings, that they will do audio recordings to go with their pictures. Share that the pictures will go into a web-based portal for their class or school where we can see them much like visiting an exhibition in a gallery. Share that we'll be gearing up to take our photographs next and that you're excited to work alongside them on this project.
- **Share Slide 11. Closing questions:** Why do you think the project focuses on coping and hoping? What makes you say that? What excites you about this project?

Optional Warmup: Exploring Black and White Pictures

Explore how artists have used black and white film and explore their motivations.

- Lead discussions on black and white photographs by artists who are renowned for their use of black and white photography. Choose from the images below. Use VTS if the strategy is already in your teaching practice. Then, ask students to explore the choice of artists to make black and white photographs. Ask: What more can you say about why you think these artists chose black and white? Why do you think artists make black and white photographs? As an artist, when you remove color, what happens? What makes you say that? [Choose from images from the VTS curriculum or images available online below.]
- Discuss Foremost's use of black and white photographs: Go to Slide 12 in the [Cope & Hope Slide Deck for Teachers to Use with Students and Families](#) and ask students to consider Foremost's

ideas about black and white photography. How do his ideas about them compare to your discussion of the black and white images by other artists? What's similar? What's different?

- *Optional:* Examine a few quotations by artists, below, about their love of black and white photography. Ask students to probe the meaning of the quotations--what do they notice? VTS inquiry adapts to writing well, and students often really enjoy the leap to text. After discussing the quotations, ask: How do these additional artists' ideas compare to Foremost's ideas about choosing black and white?

“Black and white are the colors of photography. To me they symbolize the alternatives of hope and despair to which mankind is forever subjected.” -- [Robert Frank](#)

“What the human eye sees is an illusion of what is real. The black and white image transforms illusions into another reality.” -- [Ruth Bernhard](#)

“In black and white you suggest, in color you state.” --[Paul Outerbridge](#)

“Color is descriptive. Black and white is interpretive.” --[Elliot Erwitt](#)

- *Optional:* Write about the reasons why artists use black and white photography: Write an opinion piece answering the prompt “Why do artists take black and white pictures?” using writing. Ask students to provide evidence for their ideas based on the quotations and their observations about the pictures.

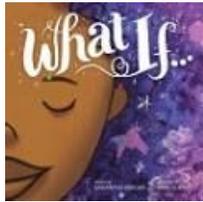
Links to Black and White Images

for Optional Warm-up: Why Do Artists Take Black and White Pictures?

- 1) Images from VTS Curriculum: www.vtshome.org (requires a VTS web subscription)
 - Lewis Watts: <https://vtshome.org/lesson-images/martin-luther-king-way-west-oakland/>
 - Gordon Parks: <https://vtshome.org/lesson-images/black-muslim-schoolchildren-in-chicago/>
 - Joanna Pinneo: <https://vtshome.org/lesson-images/leanne-age-12/>
 - Walter Rosenblum: <https://vtshome.org/lesson-images/friends/>
 - Leonard Freed: <https://vtshome.org/lesson-images/fire-hydrant/>
- 2) Images available online (no subscription needed):
 - Lewis Watts, [House Party, 1994](#)
 - [Lewis Watts' entire New Orleans Suite](#)
 - Gordon Parks, [Gordon Parks Photography Archive](#)

Optional Warmup: Free Online Children's Book Videos about Cope & Hope

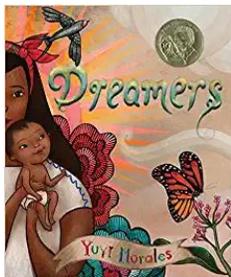
You may wish to play a video of a children's book read-aloud that spurs a conversation about coping and hoping. Here are some possibilities, free online.



What If by Samantha Berger (COPE) PreK-Gr 2—"In a first-person narrative, a young African American girl imagines inventing new ways to create without supplies. The story draws from the author's own life--she wondered how she would be able to create when she was forced out of her home by a flood. She improvised, and in doing so realized that those who are "compelled to create...will always find a way."



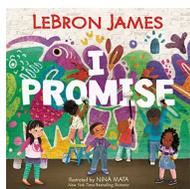
Now by Antoinette Portis (COPE) PreK-Gr1: A child shares lots of favorites, including her favorite "now" that she is having with a loved one. This book could be used to discuss being present and enjoying the moment. Discuss what helps us each feel happy now.



Dreamers by Yuyi Morales (COPE/HOPE) PreK-2: "Author Yuyi Morales brought her hopes, her passion, her strength, and her stories with her, when she came to the United States in 1994 with her infant son. She left behind nearly everything she owned, but she didn't come empty-handed. *Dreamers* is a celebration of making your home with the things you always carry: your resilience, your dreams, your hopes and history." (Penguin Random House) This family used the library to cope. They found new hopes through the stories they read. How might books help you to cope or hope?



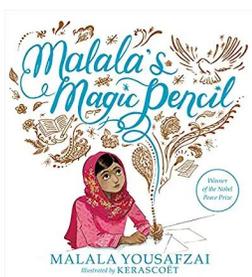
I Wish You More by Amy Krouse Rosenthal (HOPE) PreK-1: The author shares good wishes for kids. It is her hope for them. What is your hope for your school community when it reopens?



I Promise by LeBron James (HOPE) Grade 1-4: The narrator describes things s/he promises for the future. A reading of this book could prompt some ideas around how we hope we'd feel in school when it reopens, how we promise to show up.



Carmela Full of Wishes by Matt de la Pena (HOPE) PreK-3: On Carmela's birthday, she is finally old enough to join her big brother as he does the family errands around their neighborhood. Carmela finds a dandelion growing in the pavement and tries to think of the right wish to make before blowing away the white fluff. What would you wish for?.



Malala's Magic Pencil by Malala Yousafzai (HOPE) Gr 3 & Up—"Malala Yousafzai, the youngest recipient of the Nobel Peace Prize and campaigner for the rights of all children to attend school, has written her first picture book. It is an autobiographical account of her life designed for younger readers." (School Library Journal) This can lead to conversations about what we envision and hope for in our own school when we return.

Creating Our Own Photographs (*Chunk/Chew*)

Thinking About Coping and Hoping To Help Us Prepare for Our Photographs

Introduce the prompts by accessing the [Cope & Hope Deck for Teachers to Use with Students and Families](#):

- **Share Slide 12.** These are the questions we will be exploring in photographs and writing. If you choose to do audio, share that students will be making short voice recordings, too. Read each question. Ask students to discuss as a group. To keep the conversation generative, try asking, what more can you say about how you cope (or what you hope for when schools reopen)?
 - *How do you cope with and get through this tough time of school closures?*
 - *How do you hope your school will be better when you return?*
- **Share Slide 13.** Now we're now going to translate your Cope & Hope ideas to photographs. In this project, you'll be taking your own photographs: a color photo for Cope, and a black and white one for Hope.

Optional Warmup: How To Frame a Picture

Finger Frame Viewfinder

Have your students try this before they take their pictures.

Create an instant viewfinder with your fingers to use to practice “taking” unlimited “pictures.” Hold your two hands out in front of you. Make an L shape with your left hand index finger and thumb. Make a reverse L shape with your right hand’s index finger and thumb. Touch the tips of your thumbs together, and angle your index fingers to cross over the other to create a rectangle with your fingers. That’s your finger frame!

Now, walk around and “take” pictures with your finger framing device. It may be helpful to close one eye to help you focus on the view framed by your fingers. Hold your arms far away from you, or close to your face, or in between. (You can add your own sound effects for when you take the picture if you like.) You can use this anytime to take as many pictures as you want! It’s a great way to plan pictures.

Try “taking” pictures with your finger frame from a bird’s eye view (far above), or a worm’s eye view (lying down and taking a picture looking up at something or someone).

Now try taking pictures with your camera. Use close up, far away, bird's eye view, or worm's eye view to take 6-10 pictures. Which ones are your favorites? What do you see that makes you say that?

“Find It” Game - Learning about Photographer’s Tools and Strategies

- This activity, which takes the form of a game, prepares students for taking their pictures. Share with students that there are different ways of taking pictures that result in surprising images that grab our attention. Photographers are known for making us want to look at their images and they use a range of tips and tricks to get us to spend more time looking. We are going to learn about these tricks and then look for them in the work of other photographers.

“When people look at my pictures I want them to feel the way they do when they want to read a line of a poem twice.”-- Robert Frank

- **Share Slide 15** in [Cope & Hope Deck for Teachers to Use with Students and Families](#): In **Find It**, we’re going to explore six strategies photographers often choose from to make their work. Photographers choose to work within a genre, or type of photograph. They also focus on composition, or how things are arranged in a photograph.

We’ll learn about three genres or types of photographs. We’ll also learn about three ways photographers approach their composition, referred to here as camera tricks. We’ll learn about them, then we’ll try to guess which of these six strategies artists are using by looking closely at their photographs. After that, we’ll use these strategies to make our own photographs. Ready for the challenge?

- **Share Slide 15.** The three types of photographs, or set-ups:
 - For **Create It!**, look for artists who plan their photographs, arranging items or composing a scene ahead of time. [Called “Staged Photography” by professionals]
 - For **Capture It!**, look for artists who you think take pictures of life as it’s unfolding. These are not posed pictures, and are often action shots of people in motion [Called “Street Photography” or “Candid Photography”].
 - For **Super Selfie**, look for artists who feature themselves in exciting ways. [“Self-Portraits”]
- **Share Slide 16:** These are the three compositional approaches, which we call Camera Tricks:
 - **Just A Part**, is when an artist shows part of something, cropping out some of it.
 - **Mirror Mirror** is when an artist uses a reflection in a mirror or other reflecting surface.
 - **Background Tells a Story** is when artists make the background take up lots of space and lets it tell us something really important.

Images for “Find It” Game

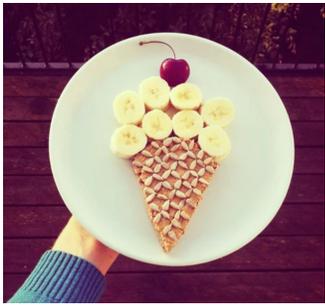
Choose from Slides 18-40 to show and discuss the images for *Find It* in the [Cope & Hope Deck for Teachers to Use with Students and Families](#). See the teachers’ notes below for each image. Choose slides to share or show them all. You can opt to use short VTS discussions on these pictures, and after some time discussing each, ask students to guess which set-up strategy and which camera trick the artist might be using. Tell students some artists might be using more than one camera trick - or none. As they guess, you can opt to ask, what do you see that makes you say they’re using _____?”

The strategy and the artist’s name are in the presenter notes and below. You can choose to do a reveal after they play the guessing game. The majority of artists are artists of color. (In the future, feel free to explore an artist’s work in more depth if you are excited about their approach and want your students to learn more. Google searches will lead you to resources about each one.)

Teacher’s notes for “Find It” Game. Full scale images can be found in Cope & Hope Deck			
Artist and Artwork	Strategies Used	Artist and Artwork	Strategies Used
Tonika Johnson 	Capture It! + Just a Part + Mirror Mirror	Ida Frosk: 	Create It! + Background Tells a Story (plate is sky-blue!)
Mikael Owana 	Super Selfie + Just a Part + Background Tells a Story	Chev Hassett: 	Create It! + Just a Part + Background Tells a Story

<p>Laylah Amatullah Barrayn:</p> 	<p>Create It! + Background Tells a Story</p>	<p>Thomas Holton:</p> 	<p>Capture It! + Background Tells a Story</p>
<p>Chanell Stone:</p> 	<p>Super Selfie + Background Tells a Story</p>	<p>Eve Arnold:</p> 	<p>Capture It! + Just a Part</p>
<p>Laylah Amatullah Barrayn:</p> 	<p>Super Selfie + Just a Part + Background Tells a Story</p>	<p>Jill Carmel:</p> 	<p>Capture It! + Just a Part</p>
<p>Roni Nicole Henderson</p> 	<p>Create It! + Just a Part + Background Tells a Story</p>	<p>Andre D. Wagner:</p> 	<p>Super Selfie + Just a Part + Mirror Mirror</p>

<p>Jazmin Garcia:</p>  <p><small>They are volunteers based in Los Angeles.</small></p>	<p>Create It! + Just a Part + Background Tells a Story</p>	<p>Hugo Yu:</p> 	<p>Create It! + Just a Part</p>
<p>Mikael Owana:</p> 	<p>Create It! + Just a Part + Background Tells a Story</p>	<p>Hugo Yu:</p> 	<p>Create It! + Background Tells a Story (because it's all one bright color!)</p>
<p>Mikael Owana:</p> 	<p>Create It! + Just a Part</p>	<p>Esther Choi:</p> 	<p>Create It! + Just a Part</p>

<p>Thalia Gomez:</p> 	<p>Capture It! + Just a Part + Background Tells a Story</p>	<p>David Levinthal:</p> 	<p>Create It! + Just a Part</p>
<p>Sadie Barnette:</p> 	<p>Create It! + Background Tells a Story</p>	<p>Ida Frosk:</p> 	<p>Create It!</p>
<p><i>Optional:</i></p> <p>Continue to play Find It! with Slides 9-10 featuring Foremost's and Alison's Cope & Hope photographs.</p>		<p>Ida Frosk:</p> 	<p>Create It! + Background Tells a Story (yellow sunny plate!)</p>

Taking Our Own Pictures

Mix and Match-Students' Turn to Try their Hand at Photography

- **Show Slide 41.** Photographers take lots of pictures before choosing the one they will show to the public. It's time to take your Cope & Hope pictures! To do that, you'll enter the realm of a professional photographer yourself by trying out a few different approaches.

- From **Slide 42**, choose one Set-up from the yellow column and one Camera Trick from the blue column. Put the two together to make some Cope pictures. Try taking 3 or more pictures using each pairing. Then, repeat that, choosing a different combination of Set-ups and Camera Tricks to generate 3 or more Hope pictures. Finally, choose a third pairing to take 3-4 more pictures that address Cope, Hope, or both.
- *Things to remember before you start:* As you get ready to do Mix and Match, you can zoom in really close or zoom out really far. Try setting a photo timer, especially for **Super Selfie**. Remember, you can use portrait (vertical) or landscape (horizontal) mode but **both photos must be taken in the same mode**. Your photo that represents how you **cope** needs to be shot in full color and your photo that represents what you **hope** will need to be shot in black and white. Take your time and have fun mixing and matching!
- *Note to teachers:* For younger students, you may assign them a pairing to try for Cope and one for Hope. For older students, have them try out at least 3 different pairings of strategies and tricks to take 6 or more pictures. You can adapt this to a challenge to see if they can do more than three pairings. Ask students to find their Edit feature and explore the options there in **Filter Fun** below. **Please have students submit only photos that are original photography. Please only submit to Turnaround Arts the work of students whose parents/caregivers have signed the Turnaround Arts media consent form.** Questions? Please email Vic@turnaroundartsca.org

Turning Our Pictures Into Black and White

Filter Fun

- **Show Slide 43.** *Turn your Hope photographs black and white:* explore the filters on your camera. Locate the built-in filters and try each one in the Edit section. Which ones give you black and white pictures? They might have names like Noir, Silvertone, or Mono. If you are using your computer camera to take pictures, you might have an app such as Preview to edit your picture to change to black and white.
- *Keep your Cope photographs in color:* explore the filters on your camera for color pictures, if you are using your phone. Which one do you like the best? They might have names like Vivid Warm or Vivid Cool. If you're using your computer, you might have an app such as Preview that lets you edit your picture to alter the colors to warm or cool.
- *Other features:* Using the Edit feature, you can brighten, add shadow or increase the contrast. Try varying focuses or crop something out to help you explore **Just a Part** and **Background Tells a Story**.

Choosing Our Final Pictures

Artist's Choice

Show Slide 44. Now comes the big moment. Which image will you choose for Cope? Which image will you choose for Hope? Think about which image jumps out at you for each. Which images surprise you? Show your pictures to the people around you at home, or your classmates. Which images stand out to them?

Your Cope picture will be in color. Your Hope picture will be a black and white photograph.

Have your students upload their pictures into the [TEMPLATE | Cope&Hope Documentation \(Collection and Sharing\) slide](#) presentation. **First, you must make a copy and rename it with your class and/or school name.** Place that file in a place where you can find it, and share it with your students. Support them with this task as needed.

Writing About Our Pictures

Below are a number of ideas of how you might structure the writing process for your students--please pick and choose what fits your class. When students write about their pictures, they can also read their writing and record it as an audio file. Feel free to have your students or families respond in their language of preference.

After spending time talking and writing, ask students to choose their favorite lines (or couple of lines) from each poem or story to upload with each picture. **(Activities found in Slides 45-47.)**

Optional Warmup: Talking About Our Pictures

- **Talk It Out. Share Slide 45.** Pair up students to talk to each other about how they cope and hope. Ask students to share out a few stories with the whole group. Another option is to have students interview each other about how they cope and hope and then ask a few students to share their partner's story with the larger group. You can use Helping Trios to have one student share their cope and hope story and get help with developing it from the other two students. You can adapt World Cafe by having students rotate through shared docs or shared spaces to discuss each prompt and use that to scaffold them to writing on a shared or individual document.
- **Writing Mini-Stories. Share Slide 46.** Students can write a mini-short story for the Cope and Hope prompts. You can use group students in small groups and send them to a Chalk Talk document or other collaborative space to write responses to the prompts, which allows them to build on each other's ideas.
 - How do you cope with and get through this tough time of school closures?
 - How do you hope your school will be better when you return?

- **Writing Poetry. Share Slide 47.** You can use poetry-writing to scaffold students to write about their Cope & Hope images for the project. Write an “I cope” and an “I hope” poem. These poems are not intended to rhyme.
 - For your “I cope” poem, every line begins with the words: “I cope”. Make your poem 4 or more lines. You can use starters like
 - “I cope by...”
 - “I cope because...”
 - “I cope when I ...”
 - For your “I hope” poem, every line begins with the words: “I hope”. Make your poem 4 or more lines. You can use starters like:
 - “I hope that...”
 - “I hope when...”
 - “I hope I...”
 - “I hope we....”

Optional: Creating Our Voice Recordings

Turnaround Arts will be creating a statewide online repository for Cope & Hope photos. While students and families may share their experiences, perspective and vision through written entries, the ability to hear those writings in students’ and families’ own voices really make the pictures come to life:

- **Listen to the audio by Foremost for both of his pictures on Slide 9.** If students have written about their pictures, tell students they’ll be making voice recordings of their writing. If students haven’t written about their pictures, tell them they’ll talk for a sentence or two about their pictures for the recording. You can scaffold students in this effort by asking them to start their recording with a prompt, such as “I cope by...” and “I hope that...”. Help students upload their audio to your class slide show, hyperlinked to their photos. **See important Technical Tips beginning on page 17.**

Gallery Walk

Share Slides 48 - 49. Guide students through uploading their work (see Technical Tips, page 17).

Afterwards, facilitate a gallery walk. Students can share verbal or written shout-outs for each other’s work, possibly using virtual sticky notes. They can also reflect orally or in writing about their own process, with prompts such as, “One thing I loved...”, “One thing I learned...”, “One challenge I ran into...”, “One thing I would change...”, “My favorite part was...”, and “My advice for others doing this project is...”.

Reflecting on Cope & Hope

Share Slide 49. Older students can reflect on the meaning and impact of the project with additional questions: “I think the artist Foremost created this project to...”, “This project allowed me/us to....”, and “Making art while schools are closed is....”.

Optional Extensions (Review)

The following are optional extensions that use the arts to prompt students to go deeper.

- **Family Wisdom Collaborative Writing. Share Slide 50.** Using a group document, ask students to speak out and/or write down some wise sayings that their families use to help each other. For young children, you can opt to do the typing. Some examples of sayings are: “Keep on keepin’ on.” “ One step at a time.” “ A camino largo, paso cortol.” (“If your way is long, walk with short steps.”) Collect these on a shared document, read them to each other, and refer to them throughout the year.
- **Advice From a Favorite Character. Share Slide 51.** If you were your favorite Marvel character, manga character, K-pop band member, video game character, or other fictional character, what advice would you give to others about how to cope with school being closed? Choose a character. What would be that character’s wildest dream about school reopening? Ask students to speak, write, and/or draw their ideas. These inspirational characters may bring new ideas for coping and envisioning during this time.
- **History/Social Studies Resources:** Getting in touch with our feelings and coming to know our resilience is in line with the arts as a liberatory practice among people of color. You may choose to explore history content with a critical lens to deepen our and students’ understanding of how oppressed peoples have practiced resilience and resistance over the generations, including through the arts: [Teach Rock](#); [World Savvy](#)

Technical Tips

Creating Photographs

Most families will use a cellular phone camera to take pictures and audio for this project. To take pictures, they can tap the Camera icon to open the Camera app and press the prominent button to take a picture. To edit their picture, they can tap the picture, then tap Edit and explore various filters there, often found under the “color” icon which can look like three overlapping circles. They can choose a filter and tap Done on most phones to save it with that filter.

Creating Audio

To record audio on a phone, students can tap the voice recording feature on their phone. They may need to download this from the App or Google Play Store.

- **iPhone:**
 - You can record audio on an iPhone by using Apple’s built-in application called “Voice Memos” to record and save your audio recording.

- **Android:**
 - You can record audio on an Android by using an easy-to-use built-in audio recording application on most devices, though the exact app tends to differ device to device.
- **Download an App:**
 - You can also download a 3rd party audio recording application from the App Store (iPhone) or the Google Play Store (Android) and many offer more advanced features than the native app already on your phone.
- **Convert to MP3 format.** All audio files must be converted to MP3 files in order to upload to Google Slides. You may wish to use this easy and free *Audio Converter online* <https://online-audio-converter.com>

Uploading Work in Google Slides

Go [here](#) to access the template for uploading work. **Please make a copy and rename the slide deck with your school and classroom name.** When you are done and ready to submit, please put in [this folder](#). Download a copy for safekeeping as well. **Please have students submit only photos that are original photography. Please only submit to Turnaround Arts the work of students whose parents/caregivers have signed the Turnaround Arts media consent form.** Questions? Please email Vic@turnaroundartsca.org

Uploading Pictures and Audio

To transfer images to a Google Slide, students can email the image and audio file to themselves. They can download the image and audio file, and then go to the Google Slide for the Cope & Hope project. There, they can click on *Insert Image* from the computer, locate the image, and click on the name to upload it. Please resize photos to be as large as possible, while leaving room for the writing if applicable. They can also click on *Insert audio*, locate the audio file, and click on the name to upload it as well. The audio file must be in MP3 format. They can move the audio file icon to rest on top of their picture or just below it. **Please share permission for audio with admin@turnaroundartsca.org** -this must be done individually for each audio file. Additionally, please download all audio files into a folder for your class/school, to submit along with the slide show. Please use file naming convention: First Name_Last initial_Cope (or Hope)

Uploading Writing

Students can type their writing directly into the Google Slide, or cut and paste from another document. Please make sure they use the Calibri font, size 14, white writing on black background. If they use the “Paste without Formatting” option (Command-Shift-V or Control-Shift-V depending on operating system) when they paste their writing, it will automatically be formatted in the proper font and color.

Platforms

The project is designed to be taught on a video meeting platform (such as Zoom) using the Google Slide Decks [here](#) and this Guide. As you know, Google Classroom, Nearpod, Peardeck, Canvas, Flipgrid and many other platforms can be used to facilitate the Cope & Hope Photo Project. We encourage you to have students record their final audio recording for the project on their phones, however, for simple

transfer via email to their computer and then to the Google Slide. For inclusion in the Turnaround Arts statewide sharing, please submit as a Google Slide presentation, using this [template](#).

Families and Uploading

If you are including Cope & Hope in a Family Art Night, one option for families is to have them submit their photographs and text to Facebook with the hashtag **#CopeHopeArt**. Schools will need to download photographs, writing and audio from Facebook and upload into Google Slides for statewide sharing.

Sharing Your Work with Turnaround Arts CA for Statewide Sharing

Schools will need to load photographs, writing and audio into Google Slides for statewide sharing (read through all Technical Tips for specifics). For inclusion in the Turnaround Arts statewide sharing, please submit as a Google Slide presentation, using this [template](#) and placing it in [this folder](#). Make sure to download a copy for yourself for back-up if needed. Your submitted slide presentation should include all photographs, writing and (optional) audio. Please have students and staff submit only photos that are original photography. Please only submit to Turnaround Arts the work of students whose parents/caregivers have signed the Turnaround Arts media consent form. If you are including audio- please (1) Make sure each audio file includes admin@turnaroundartsca.org in its sharing permissions; AND (2) Download all audio to a folder to submit along with your Slides to TA.

Questions? Please email Vic Quintanar at Vic@turnaroundartsca.org

References:

Culturally Responsive Teaching and the Brain by Zaretta Hammond;

Antiracism in Social-Emotional Learning: Why It's Not Enough to Talk the Talk, by Tony Weaver, Jr, published in EdSurge;

Making SEL Culturally Competent, by Scott Seider and Daren Graves, published in Edutopia.