

SOCIAL EMOTIONAL LEARNING INFORMATION

The following section contains information about Social Emotional Learning (SEL). Diversity, Equity, and Inclusion are contributing factors to developing strong SEL skills. We will continue to provide additional professional development opportunities in both areas this 2021-22 school year. The following documents are meant as reminders, tips, and strategies for better understanding all students and classroom social emotional learning targets.

Social emotional learning stresses inward understanding, self awareness and self control, and outward understanding in relationships, social awareness, and responsible decision making. Through creating, students experience a range of emotions and opportunities for self reflection and self expression. Many projects involve collaboration which develops a broader sense of social awareness and deeper relationships.

Intuitively, we know the arts support social emotional learning. As artists in the classroom, your role is to connect the two. Keep in mind, your classroom teachers have SEL curriculums and target areas, so while designing your projects, discuss SEL to see where the arts components can support this learning. Increased awareness of a diverse range of artists, materials, and learning options can support your arts integration program. Reflection and thoughtful self-critiques will help us move forward in providing inclusive and equitable arts integration programs. Keep in mind, "Who *does not* have a seat at the table?"

Take a moment to ask yourself - What's missing?...

- *For different types of learners - are there language barriers?*
- *In regard to different cultures - are the artists I am showing diverse?*
- *In regard to class/poverty - am I omitting a group?*
- *In my range of resources - can I be more diverse in my examples?*
- *In how I am showing groups/families - can I show different types of families?*
- *In how I am representing gender norms - can I show more?*

Often students have challenges not visible to us. Their behavior, communication, or body language may indicate hurdles to learning. Family trauma, cultural trauma, food insecurity, dyslexia, language barriers, mental health issues, loss and more can look different in every student. Your patience, observational skills and creativity can support, encourage and change a child's life. Students need ART now more than ever!

