Making the Implicit, Explicit

Exploring the Intersection between Arts and SEL within Classroom Contexts

Friday, October 4, 2019
Significant data supports the impact of Arts Learning on positive student behaviors, particularly in underserved schools.
ARTS INTEGRATION HAS . . .

- Positive impact on students' cognitive skills, engagement, and attitudes about learning—especially for low-performing students, diverse learners, and students with special needs.

- Substantially increased teacher engagement and satisfaction.
2018-19 STAGING STEM AVERAGE DATA

- In a 2-week Staging STEM residency, understanding of a TEK improved by 33%.
- Bilingual classes saw an average increase in understanding of 39%.
- K-2nd grade classrooms increased by 29%.
- Understanding for 3rd-5th grade classrooms (testing grades) increased 34%.
- Residencies held in an Arts Integration Network PD teacher’s classroom saw an average increase of 39%.
- 5 residencies in IR schools (improvement required) saw an average increase in understanding of 59%.
Deasy (2002) demonstrated arts learning leads to outcomes including:

“Positive social behavior, social compliance, collaboration with others, emotional expression, courtesy, tolerance, conflict resolution skills attention to moral development.”
Despite these positive outcomes, there are few models/arts organizations exploring the intersection between Arts Learning, SEL competencies, and PBIS initiatives (A+SEL) in serving student achievement.
A+SEL INTERVIEWS REVEALED THAT STUDENTS:

• Feel calmer and manage emotions better
• Control themselves better in all settings, not just during arts integrated lessons
• Know their classmates and interact in more positive new ways
• Feel it helps overall classroom environment
• Find content more accessible with arts integrated learning and the ability to spend time realizing where gaps in understanding occur
• Enjoy the arts integrated lessons supplementing the regular content lessons and feel they understand the content more after the arts integrated lessons
• Find the SEL skills targeted by the arts integrated lessons helpful in multiple settings and enjoy using techniques to build those skills in and outside of the classroom
### Connecting BridgeUp Activities to CASEL Core Competencies:

**Exercise for October 19, 2017**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Self-Awareness</th>
<th>Self-Management</th>
<th>Social Awareness</th>
<th>Relationship Skills</th>
<th>Responsible Decision Making</th>
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</thead>
<tbody>
<tr>
<td>1) Warm Up-Physical: such as Crazy 8s, Stretching, Pizza Stretches, Breathing, Centering</td>
<td>Self Efficacy, Impulse Control, Self Discipline</td>
<td>Identify Emotions, Self Efficacy, Self Confidence, Accurate Self Perception, Recognizing Strengths</td>
<td>Impulse Control, Self Discipline, Goal Setting, Self Motivation</td>
<td>Communication, Teamwork, Social Engagement</td>
<td>Analyzing Situations, Evaluating</td>
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<tr>
<td>2) Warm Up- Vocal: such as Tongue Twisters, Zoom Vocals, Wizard of Oz Vocalizations, etc.</td>
<td>Self Efficacy, Self Confidence, Accurate Self Perception, Recognizing Strengths</td>
<td>Impulse Control, Self Discipline, Goal Setting, Self Motivation</td>
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<td>6) Actor’s Toolbox Tool: Actor’s Neutral, Responding to Cues, Blocking, etc.</td>
<td>Accurate Self Perception, Self Confidence</td>
<td>Impulse Control, Self Discipline, Goal Setting, Organizational Skills, Self-Esteem Management</td>
<td>Impulse Control, Self Discipline, Goal Setting</td>
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<tr>
<td>7) Demonstration of Knowledge Games: Quizzle, Bipity Bipity Bop, Actual Performances, etc.</td>
<td>Accurate Self Perception, Self Confidence</td>
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What do SEL Practitioners, Teachers, Principals in schools need?
**Theatre Vocabulary**

- Actor's Neutral: Good balance; good posture; no tension; focus
- Actor's Toolbox: Voice; body and imagination
- Ensemble: Creating and working as a group
- Focus: Includes eye contact and still feet
- Improvisation: Coming up with words/movement "on the spot"; spontaneity
- Pantomime: Physically expressing something with body and NO voice
- Tableau: A frozen picture; statue
- Vesture: Vocabulary + gesture, can involve voice as well

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**Bippity Bippity Bop**

**Visual:**

**Objectives:**
- Focus
- Eye Contact
- Engagement
- Ensemble

**CASES Competency Objectives:**
- Self-Awareness
- Self-Management
- Relationship Skills

**Teacher note:** Add content vocabulary and adjust as needed for your students and their learning objectives

**Directions:**
1. Students stand in a circle and the teacher stands in the middle
2. The teacher has three choices of dialogue (see below)
3. He/she picks one line to say, randomly chooses one student and points at that student
   - Bippity Bippity Bop: the student must say "Bop!" before the teacher finishes saying the phrase
   - Hippity Hippity Hop: the student must jump and clap once before the teacher finishes saying the phrase
   - Bop: the student must stand in actor’s neutral and send focused eyes to the teacher
4. Teacher can add content-related vocabulary and stances to arts integrate
FIND GAME VIDEO’S AND HANDOUTS at www.alleytheatre.org/SELconference
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