INTERMISSION: Wellness Advocacy in Theatre and Theatre Education

Presented by: Nina Saunders
Nina Saunders

- 3rd year MFA Theatre and MA Arts Leadership graduate teaching assistant at the University of Houston and
- 500 hour certified yoga teacher who specializes in Trauma Informed Therapeutic Theatre.
- Over 1,000 hours of training in socio-emotional wellness in theatre and theatre education through effective arts leadership and direction.
- Previously she worked for 15 years as high school theatre director and 5 years as a professional director, lighting and sound designer with numerous theatrical touring companies.
- Trauma Informed Therapeutic Theatre Teaching Artist at Houston Creative Arts Therapy.
- Education & Community Engagement Arts Leadership Intern at the Alley Theatre
- Purpose: to use the art of theatre to compassionately empower, enrich, inspire, and heal through the art of storytelling.
“Between stimulus and response there is a space. In that space is our power to choose our response. In our response lies our growth and our freedom.”

-Victor Frankl
Mindful Self-Care for Educators

Right now more than ever, educators and their students are emotionally and mentally challenged as we move forward in a world that has experienced over a year of collective trauma. In this presentation you will be provided with exercises and techniques that you can utilize and take back to your students to help them process and release emotional and traumatic weight, as well as help you as an educator create a sense of physical, mental, and emotional well-being in this unique time.
Trauma Informed Practices:

• In order to heal, we must first understand. ”
• Repression never works, we have to integrate those wounds.
• Our wounds become our wisdom, our pain becomes our purpose.
• Shake out anything that’s not mine, pronging!
Emotional Processing Techniques for Empathy and Connection

- Role Method
- Playback Theatre
- Theatre of the Oppressed
  - Social Justice
- Projection Techniques
  - Mask & Puppets
- Doubling
### fear
1. There is a threat to your life or that of someone you care about.
2. There is a threat to your health or that of someone you care about.
3. There is a threat to your well-being or that of someone you care about.
4. Other:

### anger
1. An important goal is blocked or a desired activity is interrupted or prevented.
2. You or someone you care about is attacked or hurt by others.
3. You or someone you care about is insulted or threatened by others.
4. The integrity or status of your social group is offended or threatened.
5. Other:

### Disgust
1. Something you are in contact with could poison or contaminate you.
2. Somebody whom you deeply dislike is touching you or someone you care about.
3. You are around a person or group whose behavior or thinking could seriously damage or harmfully influence you or the group you are part of.
4. Other:

### envy
1. Another person or group gets or has things you don’t have that you want or need.
2. Other:

### jealousy
1. A very important and desired relationship or object in your life is in danger of being damaged or lost.
2. Someone is threatening to take a valued relationship or object away from you.
3. Other:

### love
1. Loving a person, animal, or object enhances quality of life for you or for those you care about.
2. Loving a person, animal, or object increases your chances of attaining your own personal goals.
3. Other:

### Sadness
1. You have lost something or someone permanently.
2. Things are not the way you wanted or expected and hoped them to be.
3. Other:

### Shame
1. You will be rejected by a person or group you care about if characteristics of yourself or of your behavior are made public.
2. Other:

### Guilt
1. Your own behavior violates your own values or moral code.
2. Other:

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intensity and duration of an emotion are justified by:
1. How likely it is that the expected outcomes will occur.
2. How great and/or important the outcomes are.
3. How effective the emotion is in your life now.
The Wheel of Well-being
Tools and Techniques:

Self Management

- Impulse control
- Stress management
- Self-discipline

- Self-motivation
- Goal-setting
- Organizational skills
Tools and Techniques:

What do I do?
- Listen to the furthest away sound you can possibly hear.

Why do I do that?
- To get out of a stress response; it draws the attention outside of the stressful moment.

How does it do that?
- Sends a signal to the amygdala: “I am no longer in immediate danger.”
## Tools and Techniques:

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<tr>
<th><strong>SELF-CONTROL</strong></th>
<th>I find ways to manage my emotions and channel them in useful ways without harming anyone.</th>
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<td></td>
<td>I stay calm, clear-headed, and unflappable under high stress and during a crisis.</td>
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<tr>
<th><strong>SETTING AND ACHIEVING GOALS</strong></th>
<th>I have high personal standards that motivate me to seek performance improvements for myself and those I lead.</th>
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<td>I am pragmatic, setting measurable, challenging, and attainable goals.</td>
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<th><strong>ADAPTABILITY</strong></th>
<th>I accept new challenges and adjust to change.</th>
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<td>I modify my thinking in the face of new information and realities.</td>
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<th><strong>ORGANIZATIONAL SKILLS</strong></th>
<th>I can juggle multiple demands without losing focus or energy.</th>
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<td>I balance my work life with personal renewal time.</td>
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Thank you!

Nina Saunders

Contact Info:
ninasaulders1@gmail.com
www.ninasaulders.net