

# SEL and the Arts Classroom

**Florida Art Education Association**



# What is SEL?

Social and emotional learning (SEL) is defined by the Collaborative for Academic, Social, and Emotional Learning (CASEL) as the process through which children and adults acquire and apply the knowledge, attitudes, and the skills necessary to understand and manage emotions, set and achieve positive goals, feel, and show empathy, establish and maintain positive relationships, and make responsible decisions.

Teaching social and emotional skills can help students become more resilient, which helps them deal with the effects of trauma or adverse events in their lives.

# Three Pillars:

- **Interpersonal**
  - Develop a sense of self
- **Intrapersonal**
  - Interactions with others
- **Decision-Making**
  - Reflection, problem solving, and evaluation which can lead to a better understanding of yourself and impact how you react to others

## SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- ➔ IDENTIFYING EMOTIONS
- ➔ ACCURATE SELF-PERCEPTION
- ➔ RECOGNIZING STRENGTHS
- ➔ SELF-CONFIDENCE
- ➔ SELF-EFFICACY

## SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- ➔ PERSPECTIVE-TAKING
- ➔ EMPATHY
- ➔ APPRECIATING DIVERSITY
- ➔ RESPECT FOR OTHERS

## SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- ➔ IMPULSE CONTROL
- ➔ STRESS MANAGEMENT
- ➔ SELF-DISCIPLINE
- ➔ SELF-MOTIVATION
- ➔ GOAL SETTING
- ➔ ORGANIZATIONAL SKILLS

## RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- ➔ COMMUNICATION
- ➔ SOCIAL ENGAGEMENT
- ➔ RELATIONSHIP BUILDING
- ➔ TEAMWORK

## RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

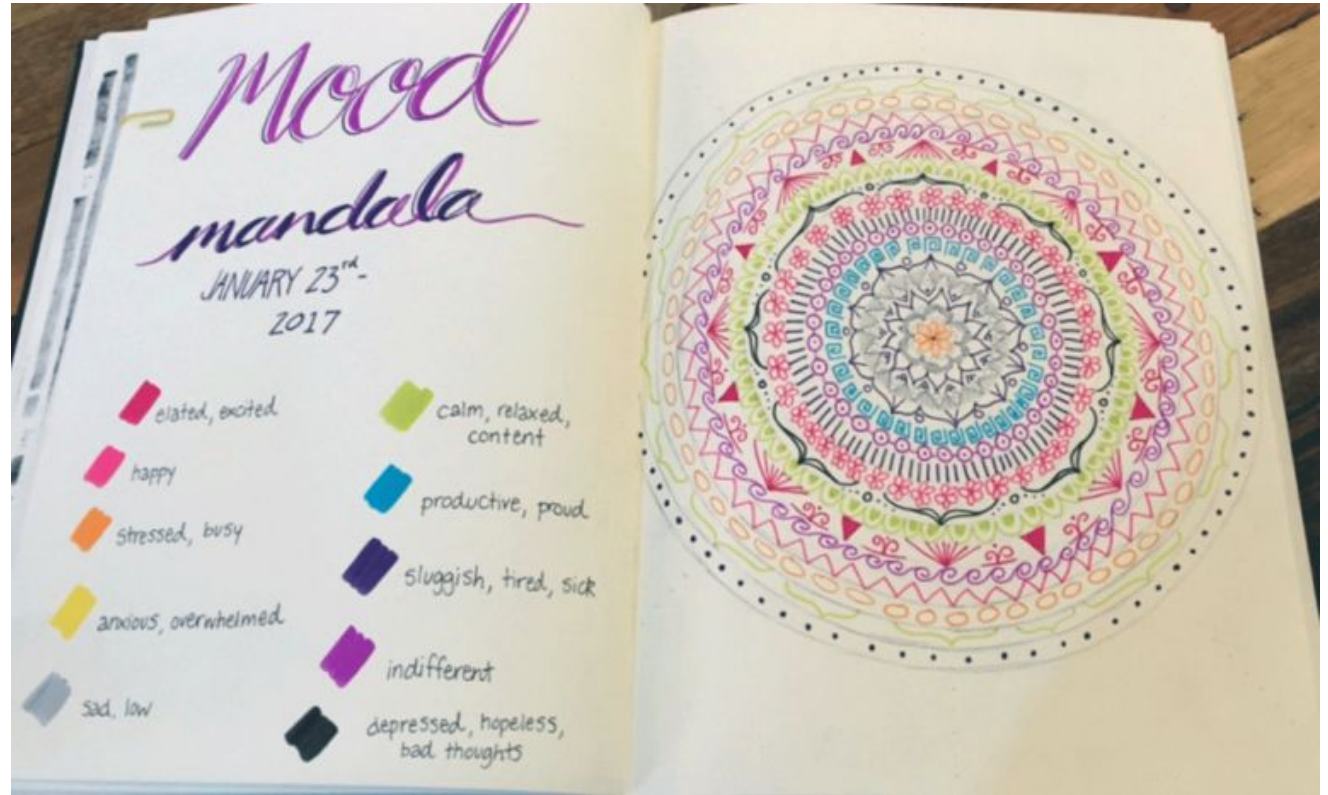
- ➔ IDENTIFYING PROBLEMS
- ➔ ANALYZING SITUATIONS
- ➔ SOLVING PROBLEMS
- ➔ EVALUATING
- ➔ REFLECTING
- ➔ ETHICAL RESPONSIBILITY



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# Self-Awareness

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Mood Mandala

<https://artsintegration.com/2018/07/01/how-art-can-help-with-social-emotional-skills/>

# Self-Awareness

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## Best Part of Me

Create a lesson that allows students to explore photography and celebrate their positive attributes



# Self-Management

## — — — Square Breathing:

You can practice this mindful breathing exercise anytime, anywhere – if you're in your office or at home I suggest sitting tall in your chair, both feet on the floor. Then, it's just four simple breath segments done to a count of four.

1. Inhale 2 3 4
2. Hold 2 3 4
3. Exhale 2 3 4
4. Hold 2 3 4

Now try it with Watercolors or Markers! Add some soothing music. Each inhale you drag your brush or marker in a horizontal line. Next on the exhale you move down in a vertical. Keep going all the way around until you reach the middle or go back and add more to the top with a different color.



# Self-Awareness and Self-Management

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## Breathe in Watercolor

- Begin by playing relaxing music
- Ask students to lay down or sit quietly, eyes closed while they focus on their breath. breathing in and out slowly and deeply. Ask them to keep their attention on their breath and notice how it flows in and out of their body.
- Ask a series of guided questions to guide reflection.
  - Notice the colors of your breath as it travels through and around your body, Do the colors change?
- After student have transitioned back to their seats, give them a chance to write down some of the things they noticed on paper to refer to as they create their art.
- Next, show the students their water coloring materials and ask them to start creating an image of their breath as they saw it.
- While students are working, prompt thinking with questions such as, why did you choose this color?
- Students can share their images if they would like.



# Self-Awareness, Social Awareness, Relationship Skills

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Students explore materials and their individual style to create the background. Add in student photos and personalized sentences to allow viewers to learn more about each individual artist.

## "I Am an Artist" Collage

Developed with Sarah Krajewski  
Cambridge, WI  
Grades K-5



# Self-Awareness and Social Awareness

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## Emotions

- Sad
- Happy
- Angry
- Frightened
- Quiet
- Silly

## Artwork that Represents the Emotion



# Self-Management

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## Goal Setting

- Students set personal goals for artistic growth



Beginning

Achieved

# Self-Management and Relationship Skills

## Personal or Class Mantra

A personal mantra is a phrase or statement that will inspire someone to become their best self. Students identify their goals or what positive outcomes they'd like to achieve either personally or as a class.



# Social Awareness

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## The Community Circle Project

The circle is the focus of artmaking designed for relaxation and reflection on connection as participants respond to a prompt or question in words and design, and then share the thoughts behind their inspiration.

# THE COMMUNITY CIRCLE PROJECT

BY SANDY COLEMAN

Attleboro, MA  
Grades 4+

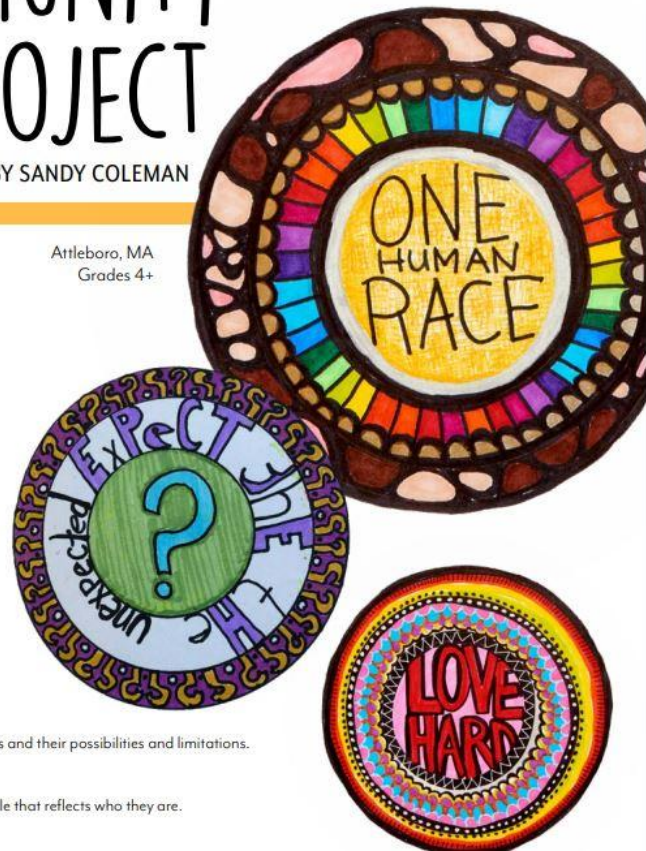
## OBJECTIVES

*Students will...*

- Practice relaxation through art
- Reflect on commonalities, connection, inclusion
- Self-reflect
- Create art using simple supplies and expand upon the project, if additional supplies are available
- Develop personal style for designing with shape and color
- Express feelings in a concise manner
- Develop verbal communication skills, comfort in sharing inspiration

## STANDARDS

- C 4.1** — Explore elements and principles of design.
- C 4.6** — Use sketching to develop ideas for artwork.
- C 4.8** — Explore the natural characteristics of materials and their possibilities and limitations.
- D 4.5** — Learn basic language used in art.
- J 4.1** — Explore the purposes and functions of art.
- L 4.6** — Understand that artists develop a personal style that reflects who they are.



# Responsible Decision Making

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## Peer Critiques

Students establish norms for respectful art critiques of each others work.





## Precepts Pennants

Students create colorful pennants displaying their favorite quotes and words of wisdom.

[LEARN MORE](#)

## Welcome to My Hive

Students consider the people in their “hive” and design a “honeycomb” that credits those who keep the community humming.

[LEARN MORE](#)



## Look Through My Window

By creating a dimensional self-portrait inspired by the paintings of Edward Hopper, students express what someone on the outside might view in their own lives.

[LEARN MORE](#)



## Hindsight

What's left behind in a rear-view mirror offers a lesson on one-point perspective.

(art + science)

An essential part of good drawing is a firm understanding of how to depict three-dimensional form on a two-dimensional surface. The first and simplest type of perspective drawing is called “one-point perspective.” With one-point perspective, only one direction or “vanishing point” is needed because the sides of all objects within the composition are moving away from us. After its discovery, circa 1423, most artists only understood how to use one vanishing point near the center of their picture, and it was not for several more centuries that the understanding and use of more than one vanishing point was common.

One-point perspective is still used today, primarily because it is so easy. Using the example of a rear-view mirror, what you are seeing consists entirely of something moving into the distance. Because the road is going one direction away from us, the two edges or sides of the road will be pointing toward just the one vanishing point.

Perspective can also be seen as the way we look at something or the way we feel about life in general. In this lesson plan, we learn about perspective from an artistic standpoint. Let's combine that with perspective concerning what is behind us, or what we have seen in our rear-view mirror of life.



### Materials (required)

Crescent Perfect Mount Self-Adhesive Mounting Board, Black, 11" x 14", double thick (23214-2005); share one across class

Mirror Boards, Package of 10, Silver, 8-1/2" x 11" (12486-9331); share two packages across class

Blick Studio Markers, Set of 12 (22148-1012); share three sets across class

Grafx Clear Acetate Sheets, .005", 20" x 25" (55501-1001); share two sheets across class

Creativity Street Wood Spools, Package of 60 (60444-1060); share one package across class

Blick Masking Tape, White, 1/2", 60 yds (24149-1012); share one roll across class

### Optional Materials

Craft Felt, Kelly Green, 9" x 12" (63201-7363)

Blick Studio Acrylics, Titanium White, 4 oz (01637-1020)

Velcro Sticky Back Fasteners, Tape Roll, Black (57319-2040)



# Resources

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SEAL: Social-Emotional Artistic Learning

<https://theinspiredclassroom.com/2018/04/introducing-seal-social-emotional-artistic-learning/>

SEL 4NJ <https://sel4nj.org/>

The Art of Education

<https://theartofeducation.edu/2019/12/26/5-secondary-lessons-to-address-students-sel/>

Nasco <https://www.enasco.com/sel>

NAEA

<https://www.arteducators.org/learn-tools/articles/643-social-emotional-learning-sel-remote-learning>

Dick Blick <https://www.dickblick.com/lesson-plans/>