



**Toolkit:**  
Standards,  
Social  
Emotional  
Learning and  
Career Ready  
Skills  
in the  
**THEATRE**  
Classroom

Developed through resources from the  
**PA Department of Education**  
and the  
**PA ARTS ED LEADERSHIP COALITION**

State arts organization leaders supporting over 7,000 art educators across Pennsylvania



PENNSYLVANIA  
THESPIANS™

AN EDUCATIONAL THEATRE ASSOCIATION AFFILIATE

**MEDIA ARTS COALITION OF EDUCATORS**

**"Theatre is like a gym for empathy. It's where we can go to build up the muscles of compassion, to practice listening and understanding and engaging with people that are not just like ourselves. We practice sitting down, paying attention and learning from other people's actions. We practice caring."**

**~ Bill English,  
San Francisco Playhouse ~**





How do I use this toolkit?

- As a resource bank:  
Select appropriate resources to supplement SEL programs currently being implemented in your school or district.
- As a framework for professional development:  
Create professional development for theatre teachers that informs SEL learning through art-specific, standards-based instruction.
- As a self-paced training:  
Learn the language of SEL through the lens of theatre education.



When you see this icon, look for an  
embedded link or video button on the  
slide.





# Topics

1. Definition and historical perspectives
2. SEL as defined by CASEL
3. Self-Assessing Social & Emotional Instruction and Competencies
4. SEL Relationship to:
  - a. PA Career Skills Continuum
  - b. State Standards
  - c. National Standards
5. Designing Intentional SEL/Theatre Instruction
6. Habits of Mind
7. Resources
  - a. PA Department of Education
  - b. Toolkit Links



# **Topic 1**

## **Definition and historical perspectives**



# What is Social Emotional Learning?

Social Emotional Learning (SEL) is a **construct** intended to provide students with the **SKILLS to confront challenges.**

- Self-awareness
- Social awareness
- Responsible decision-making



Click on the picture



Broad SEL instruction often takes the form of reflection, discussion, and lecture.

Students can view this as forced, formulaic, and scripted.



How many “minutes a day” should I spend on SEL is the **WRONG QUESTION!**

For SEL to be most effective, it needs to be embedded in the curriculum.

Theatre teachers can do this in a much more authentic way—through **Theatre!**

**I'm so excited.**



# Purposeful integration of SEL into theatre education will enrich the students' personal connection to theatre.

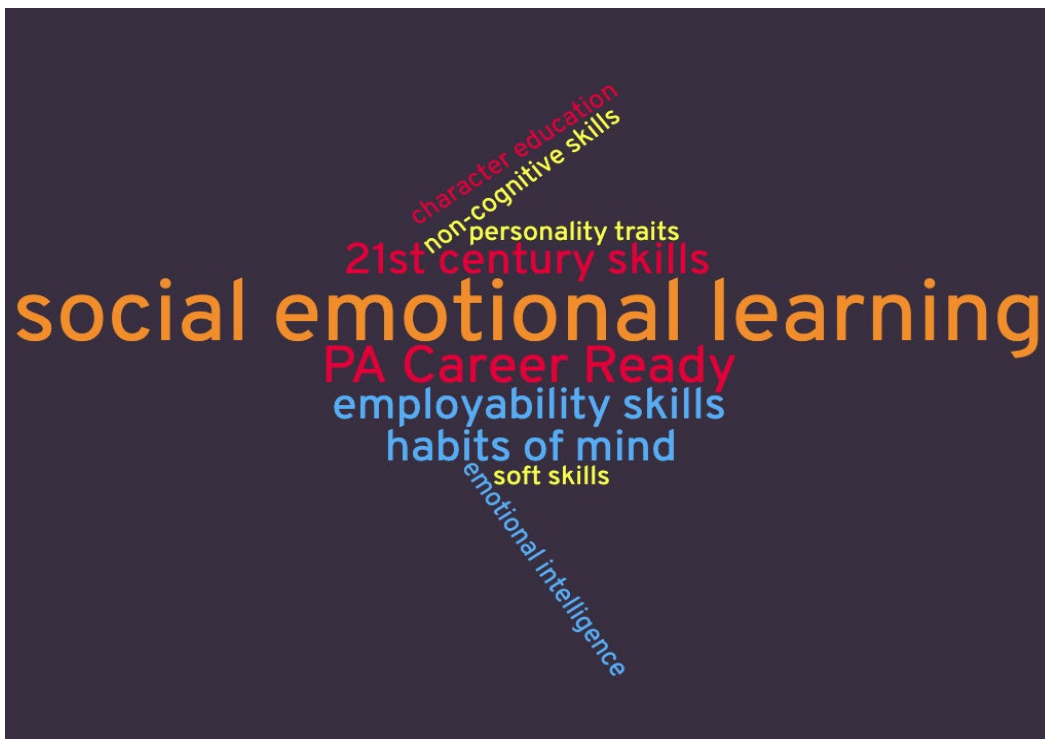
*The following is a public service announcement!*

For any artistic endeavor to impact the social and emotional learning (SEL) of our students it must be **intentional** and embedded into the curriculum. If you are not doing it with intention... you are not doing it.

**Yes... SEL is inherent in the arts... but it must be activated in order to have impact.** As SEL comes into focus we must be **authentic** in our approach. If you want to impact the social and emotional wellbeing of your students, then get to work embedding it into what your instructional approach will be. There are no shortcuts.

**Effort and Intention are required.**

# Historical Perspectives



SEL has evolved from a variety of definitions and framework



[Compare the Frameworks](#)



## Topic 2 SEL as defined by CASEL



# CASEL's SEL

Definition from the  
Collaborative for  
Academic,  
Social, and  
Emotional  
Learning

**Social and emotional learning (SEL)** is the process through which children and adults

- (1) understand and manage emotions,
- (2) set and achieve positive goals,
- (3) feel and show empathy for others,
- (4) establish and maintain positive relationships,
- (5) and make responsible decisions.

What is SEL?



# SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

## 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

## 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

## 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

## RELATIONSHIP SKILLS

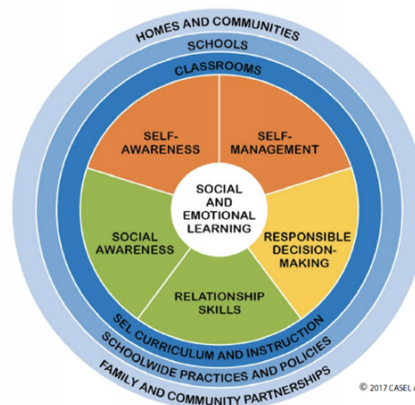
The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- ➔ 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





# Theatre Education and SEL

*The heart of teaching theatre*



Interpreting



Reflecting  
&  
Refining



Examining  
Conflict

Understanding  
Relationships



Sharing  
Leadership

Practicing  
Empathy



Managing  
Time

Analyzing  
&  
Critiquing



Theatre  
teaching  
practices  
provide a  
natural  
foundation  
for SEL  
learning.

# Theatre

## Art Practices:

CREATING



PERFORMING



RESPONDING



## Social-Emotional Components:

SELF-MANAGEMENT  
AND SELF-DISCIPLINE



INTERPERSONAL AND  
RELATIONSHIP SKILLS



SELF-EXPRESSION  
AND IDENTITY



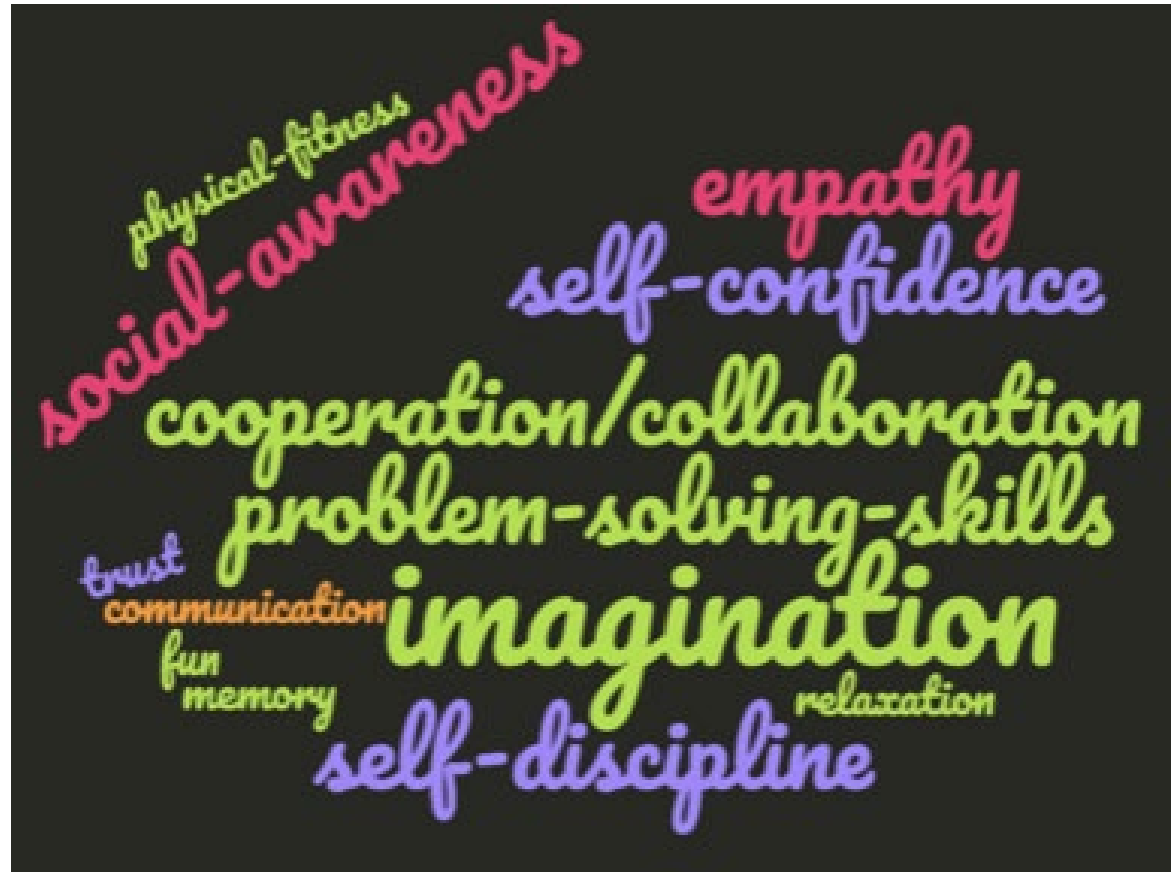
## Arts Education and Social-Emotional Learning Outcomes Among K-12 Students



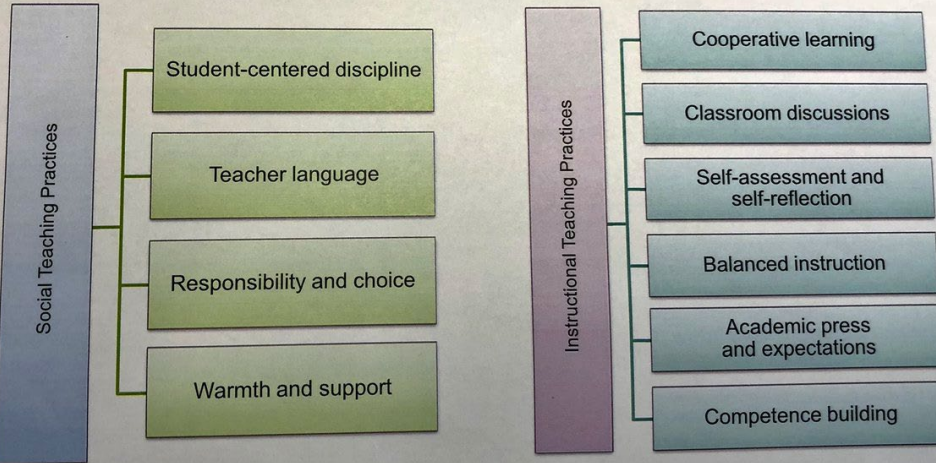
Research reveals the positive impact of drama on a student's physical, emotional, social and cognitive development.



## The Benefits of Drama Education



## Introducing the 10 Teaching Practices That Promote SEL



### Topic 3 Self-Assessing TEACHER Social & Emotional Instruction and Competencies

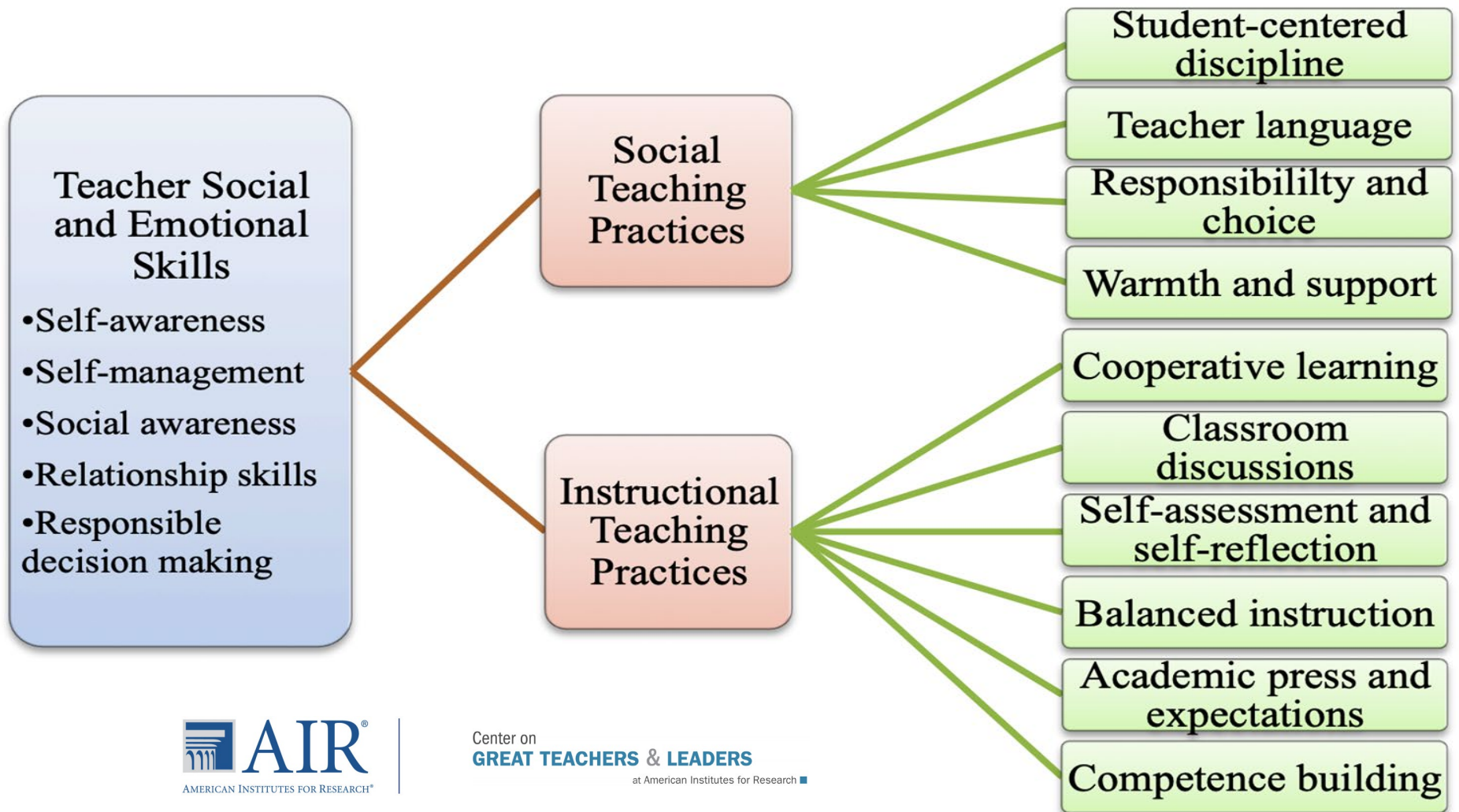
## Teacher Social and Emotional Skills

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision making

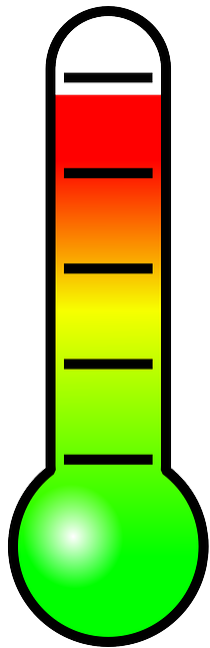
*...are important for student...*














# Taking Your “Teacher” SEL Temperature



Instructional Practices/Competencies/Strategies	Self Rating
I teach students strategies to handle the emotions that affect their learning (e.g., stress, frustration)	
I arrange experiences that allow my students to become responsible (e.g., classroom aides or jobs, peer tutoring, specific roles in group work) in developmentally appropriate ways.	
I am aware of how my cultural beliefs and background affect my <b>social teaching practices</b> with my students.	
I model behaviors (e.g., form guidelines, set boundaries) to help students learn to regulate emotions during <b>social teaching practices</b> .	
I usually understand the perspectives of my students and can pay attention to their emotional cues during classroom interactions.	
I create learning experiences in which my students must apply positive social skills to be successful.	
I ensure that my students feel responsible for accomplishing or failing to accomplish their academic work.	



## Do any of those statements inform your thinking about designing instruction?

- create learning experiences in which my students must apply positive social skills
- arrange experiences that allow my students to become responsible
- aware of how my cultural beliefs and background affect my **social teaching practices** with my student



*Self-Assessing Social and  
Emotional Instruction and  
Competencies:*

**A Tool for Teachers**





## **Topic 4**

**SEL Relationship to:  
PA Career Skills  
Continuum  
State Standards  
National Standards**






There's a strong relationship between the  
**SOCIAL EMOTIONAL LEARNING (SEL) COMPETENCIES**

and the

**Pennsylvania Career Ready Skills Continuum**



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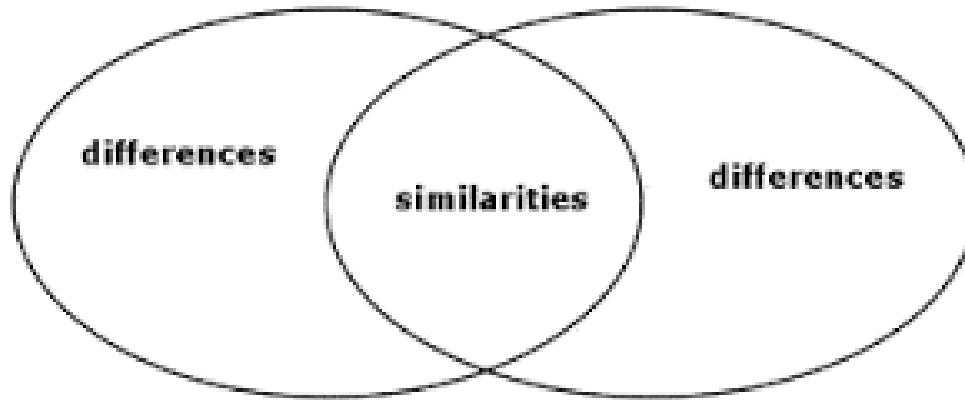
PA Career Readiness Skills Categories
<p><b>A. Self-Awareness and Self-Management</b></p> <p><i>Recognize and regulate emotions</i></p>  <p><b>Related Employability Skills:</b> Respect, Dependability &amp; Reliability, Communication, Professionalism, Teamwork, Integrity, Business Fundamentals, Adaptability, Initiative, Planning &amp; Organizing</p>
<p><b>B. Establishing and Maintaining Relationships</b></p> <p><i>Communicate and collaborate amongst diversity</i></p>  <p><b>Related Employability Skills:</b> Problem-solving, Decision making, Critical Thinking, Integrity, Teamwork, Adaptability, Professionalism, Communication, Respect</p>
<p><b>C. Social Problem-Solving Skills</b></p> <p><i>Demonstrate empathy and respectful choice</i></p>  <p><b>Related Employability Skills:</b> Teamwork, Integrity, Communication, Respect, Customer Focus, Critical Thinking, Professionalism, Reading, Writing, Problem-solving</p>



**Here's a fun task!**

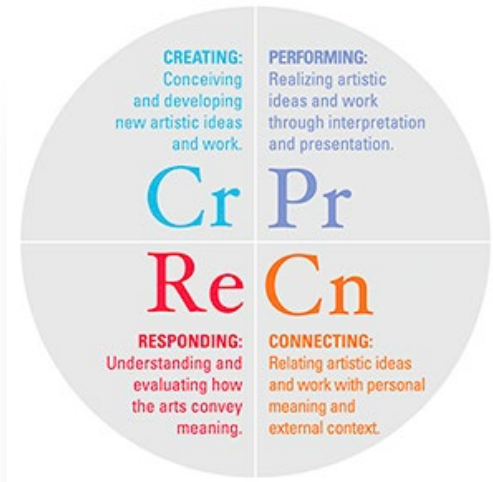
Align the language of the

**SEL COMPETENCIES**



with the language of the

**Pennsylvania Career Ready Skills Continuum**

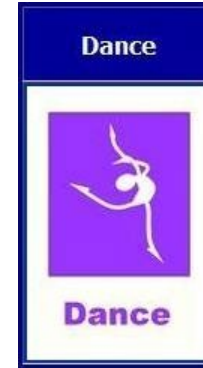


To purposefully integrate SEL into theatre instruction, you'll need to know the language of theatre education standards.



# PA Arts & Humanities Standards

## PA Arts Curriculum Framework



Pennsylvania Arts and Humanities Standards have 4 components

- 9.1 Performance (creating or recreating works in the arts)
- 9.2 Historical and Cultural (understanding the context of a work in the arts)
- 9.3 Criticism (evaluating works in the arts)
- 9.4 Aesthetics (responding to works in the arts and analyzing your own responses)



# NATIONAL CORE ARTS STANDARDS

Dance, Media Arts, Music, Theatre And Visual Arts



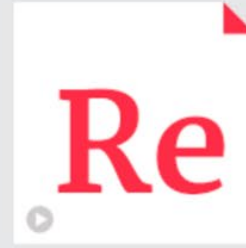
What Are The  
Standards?



Creating



Performing/  
Presenting/  
Producing



Responding



Connecting

**National Core Arts Standards**  
**Processes—Anchor Standards—**  
**Grade Level Standards**





## Topic 5

### Designing Intentional SEL/Theatre Instruction

## Self-actualization

desire to become the most that one can be

## Esteem

respect, self-esteem, status, recognition, strength, freedom

## Love and belonging

friendship, intimacy, family, sense of connection

## Safety needs

personal security, employment, resources, health, property

## Physiological needs

air, water, food, shelter, sleep, clothing, reproduction



Abraham Maslow's Hierarchy of Needs

Intentional SEL/Theatre Instruction  
requires

## Maslow and Webb

Meeting Human Needs  
in tandem with  
Academic Needs



Norman Webb's DOK for the Arts

# Designing Instruction to Support SEL Competencies

## 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

## Sample Teaching Activities to Support Core SEL Competencies






Persevering in Addressing Challenges	
<i>Students will be able to...</i>	Anticipate possible barriers to the achievement of a goal and identify ways to overcome them.
	Persevere by expending additional effort, extending timeframes, identifying alternative paths to goal achievement, and/or seeking help from others.
<i>What teachers can do in Lessons and Instruction</i>	Lead a discussion in which the teacher asks questions that encourage students to reflect on barriers they may encounter and that also help them think about ways they can overcome them. Lead a discussion (ask questions) about who might be able to help or what other resources might be available.
	Use biographies to discuss how people persevered through hard times to turn their lives around or reach a goal.
	Create age-appropriate class projects requiring effort, and encourage completion.



# Intersections:

What would appropriate grade-level instruction look like at each intersection?



SEL Competencies	Creating	Presenting	Responding	Connecting
Self-Awareness	?	?	?	
Self-Management	?	?	?	
Social Awareness	?	?	?	
Relationship Skills				?
Responsible Decision Making	?	?	?	?
PA Career Ready Skills Continuum	Creating			Connecting
Self-Awareness & Self Management	?	?	?	
Establishing & Maintaining Relationships				?
Social Problem-Solving Skills	?	?	?	?

# Instruction at the **Intersection** of Competencies, Skills & Standards

SEL Competencies	Creating	Presenting (5.1a)	Responding (8.1a)	Connecting
Self-Awareness		<a href="#">Using Improv to Teach SEL</a>		
Self-Management				
Social Awareness		 <a href="#">Using Improv to Teach SEL</a>		
<b>Relationship Skills</b> <ul style="list-style-type: none"> <li>Communication, Social Engagement, Teamwork</li> </ul>				
Responsible Decision Making				
PA Career Ready Skills Continuum	Creating	Presenting	Responding	Connecting
Self-Awareness & Self Management		 <a href="#">Using Improv to Teach SEL</a>		
<b>Establishing &amp; Maintaining Relationships</b> <ul style="list-style-type: none"> <li>Grades 6-8: Interact with others demonstrating respect, cooperation, and acceptance.</li> <li>9-12: Select expressive communication strategies specific to a context.</li> </ul>				
Social Problem-Solving Skills				



# Social Emotional Learning Through the Arts

## Theatre Students Demonstrate SEL Competencies When:

SEL Competency	Students	Teachers
<b>Self-Awareness</b>	Think creatively to implement ideas on how to define a character with voice and body.	Engage students in inquiry about their personal experiences that will inform choices in creating a character.
<b>Self-Management</b>	Remain focused and demonstrate flexibility during a guided or scripted drama/theatrical experience.	Engage students in theatrical games and warm-ups designed to strengthen concentration and improvisation skills.
<b>Responsible Decision-Making</b>	Demonstrate an understanding of the importance of their contribution to the success of the group in a theatrical performance.	Guide students to understand that their individual decisions affect the success of the entire ensemble.
<b>Relationship Skills</b>	Collaborate with others and work effectively in a diverse team to develop a guided or scripted drama/theatrical experience.	Foster a sense of community within the creative ensemble.
<b>Social Awareness</b>	Observe closely and react appropriately to the actions of scene partners and members of the ensemble.	Model and encourage students to effectively observe social cues to demonstrate appropriate reactions.



# Putting Instructional Content at the Intersection

**Standard:**  
PA or National;  
Process, Enduring  
Understanding,  
Essential Question,  
**Grade Level  
Statements**

**SEL Competency/PA Career Ready Skills:**  
Competency/Skill Category,  
**Grade Band Statement**

**Instructional Resource:**  
Lesson Plan, Technique,  
Tool, Assessment, etc.

## ARTISTIC PROCESS

## SOCIAL-EMOTIONAL LEARNING COMPETENCIES

	CREATE	PERFORM/ PRESENT/PRODUCE	RESPOND	CONNECT
<b>01</b> SELF-AWARENESS	CR/SeA	PR/SeA	RE/SeA	CN/SeA
<b>02</b> SELF-MANAGEMENT	CR/SM	PR/SM	RE/SM	CN/SM
<b>03</b> SOCIAL AWARENESS	CR/SoA	PR/SoA	RE/SoA	CN/SoA
<b>04</b> RELATIONSHIP SKILLS	CR/RS	PR/RS	RE/RS	CN/RS
<b>05</b> RESPONSIBLE DECISION-MAKING	CR/RDM	PR/RDM	RE/RDM	CN/RDM

## The Arts Education and Social and Emotional Learning (SEL) Framework...



...is designed to illuminate the intersection between arts education and social-emotional learning to allow for the intentional application of appropriate teaching and learning strategies, with the overarching goal of enhancing Arts Education.

Here's another to visually organize the SEL Competencies and Theatre Standards.

## Standards & SEL Crosswalk

Attributed to Music but useful to everyone!



CASEL Core Competency	Sub Competency	Date	Music Standard	Unit	Lesson
Self-Awareness	Identifying Emotions				
	Accurate Self-perception				
	Recognizing Strengths				
	Self-confidence				
	Self-efficacy				
Self-Management	Impulse Control				
	Stress Management				
	Self-discipline				
	Self-motivation				
	Goal-setting				
	Organizational skills				
Social Awareness	Perspective-taking				
	Empathy				
	Appreciating Diversity				
	Respect for Others				
Relationship Skills	Communication				
	Social Engagement				
	Relationship-building				
	Teamwork				
Responsible Decision-Making	Identifying Problems				
	Analyzing Situations				
	Solving Problems				
	Evaluating				
	Reflecting				
	Ethical Responsibility				

The next 7 slides will provide

# **EXAMPLES**

**of**

Putting Instructional  
Content at the  
Intersection

Creative Process  
Anchor Standard

SEL Competency  
PA Career Ready Skills Continuum

Instructional Resource






EDUCATIONAL  
THEATRE  
ASSOCIATION

Creative Process  
Anchor Standard

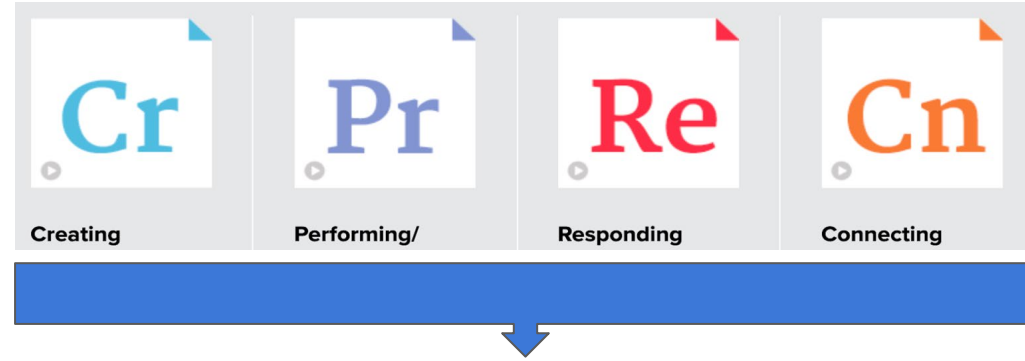


SEL Competency  
PA Career Ready Skills Continuum

Instructional Resources  
“Social and Emotional  
Learning & Theatre -  
Making the Connection”

Self-Awareness	Identifying Emotions	<b>PA Career Readiness Skills Categories</b>  <b>A. Self-Awareness and Self-Management</b>  <i>Recognize and regulate emotions</i>  
	Accurate Self-perception	
	Recognizing Strengths	
	Self-confidence	
Self-Management	Self-efficacy	<b>Related Employability Skills:</b> Respect, Dependability & Reliability, Communication, Professionalism, Teamwork, Integrity, Business Fundamentals, Adaptability, Initiative, Planning & Organizing
	Impulse Control	
	Stress Management	
	Self-discipline	
	Self-motivation	
Social Awareness	Goal-setting	<b>B. Establishing and Maintaining Relationships</b>  <i>Communicate and collaborate amongst diversity</i>  
	Organizational skills	
	Perspective-taking	
	Empathy	
Relationship Skills	Appreciating Diversity	<b>Related Employability Skills:</b> Problem-solving, Decision making, Critical Thinking, Integrity, Teamwork, Adaptability, Professionalism, Communication, Respect
	Respect for Others	
	Communication	
	Social Engagement	
Responsible Decision-Making	Relationship-building	<b>C. Social Problem-Solving Skills</b>  <i>Demonstrate empathy and respectful choice</i>  
	Teamwork	
	Identifying Problems	
	Analyzing Situations	
	Solving Problems	
	Evaluating	
	Reflecting	<b>Related Employability Skills:</b> Teamwork, Integrity, Communication, Respect, Customer Focus, Critical Thinking, Professionalism, Reading, Writing, Problem-solving
	Ethical Responsibility	

# Instructional Resource Intersections



## Four Instructional Resources:

A Teaspoon of Light/K-2

Regulating Robot/3-5

Pantomime/MS

Forum Theatre/HS



# Self Awareness

	ARTISTIC PROCESS			
SEL COMPETENCY	CREATING	PERFORMING	RESPONDING	CONNECTING
Identifying Emotions	<a href="#">A Teaspoon of Light/K-2</a> <a href="#">Regulating Robot/3-5</a> <a href="#">Pantomime/MS</a> <a href="#">Forum Theatre/HS</a>	<a href="#">Pantomime/MS</a> <a href="#">Forum Theatre/HS</a>		<a href="#">A Teaspoon of Light/K-2</a>
Accurate Self Perception		<a href="#">Forum Theatre/HS</a>		
Recognizing Strengths	<a href="#">Regulating Robot/3-5</a> <a href="#">Forum Theatre/HS</a>	<a href="#">Regulating Robot/3-5</a>		
Self Confidence				
Self-Efficacy				



# Self Awareness

	ARTISTIC PROCESS			
SEL COMPETENCY	CREATING	PERFORMING	RESPONDING	CONNECTING
Impulse control	<a href="#">Regulating Robot/3-5</a>	<a href="#">Regulating Robot/3-5</a>		
Stress Management		<a href="#">A Teaspoon of Light/K-2</a>		
Self-Discipline	<a href="#">Regulating Robot/3-5</a>	<a href="#">Regulating Robot/3-5</a>		
Self-Motivation				
Goal Setting				
Organizational Skills	<a href="#">Regulating Robot/3-5</a> <a href="#">Pantomime/MS</a> <a href="#">Forum Theatre/HS</a>			





# Social Awareness

	ARTISTIC PROCESS			
SEL COMPETENCY	CREATING	PERFORMING	RESPONDING	CONNECTING
Perspective Taking		<a href="#"><u>Regulating Robot/3-5</u></a> <a href="#"><u>Forum Theatre/HS</u></a>		<a href="#"><u>Pantomime/MS</u></a> <a href="#"><u>Forum Theatre/HS</u></a>
Empathy	<a href="#"><u>Regulating Robot/3-5</u></a>	<a href="#"><u>Forum Theatre/HS</u></a>	<a href="#"><u>A Teaspoon of Light/K-2</u></a> <a href="#"><u>Regulating Robot/3-5</u></a>	<a href="#"><u>Regulating Robot/3-5</u></a>
Appreciating Diversity				
Respect for Others	<a href="#"><u>Pantomime/MS</u></a> <a href="#"><u>Forum Theatre/HS</u></a>	<a href="#"><u>Regulating Robot/3-5</u></a>		<a href="#"><u>Regulating Robot/3-5</u></a>



# Relationship Skills

	ARTISTIC PROCESS			
SEL COMPETENCY	CREATING	PERFORMING	RESPONDING	CONNECTING
Communication	<a href="#">A Teaspoon of Light/K-2</a> <a href="#">Regulating Robot/3-5</a> <a href="#">Forum Theatre/HS</a>	<a href="#">A Teaspoon of Light/K-2</a>		
Social Engagement		<a href="#">Forum Theatre/HS</a>		
Relationship Building		<a href="#">Regulating Robot/3-5</a>		<a href="#">Regulating Robot/3-5</a>
Teamwork	<a href="#">A Teaspoon of Light/K-2</a> <a href="#">Regulating Robot/3-5</a> <a href="#">Forum Theatre/HS</a>	<a href="#">Pantomime/MS</a> <a href="#">Forum Theatre/HS</a>		
Communication	<a href="#">A Teaspoon of Light/K-2</a> <a href="#">Regulating Robot/3-5</a> <a href="#">Forum Theatre/HS</a>	<a href="#">A Teaspoon of Light/K-2</a>		



# Responsible Decision-Making

	ARTISTIC PROCESS			
SEL COMPETENCY	CREATING	PERFORMING	RESPONDING	CONNECTING
Identifying Problems	<a href="#">Regulating Robot/3-5</a> <a href="#">Forum Theatre/HS</a>	<a href="#">Forum Theatre/HS</a>	<a href="#">Regulating Robot/3-5</a>	<a href="#">Pantomime/MS</a> <a href="#">Forum Theatre/HS</a>
Analyzing Situations	<a href="#">Forum Theatre/HS</a>	<a href="#">Regulating Robot/3-5</a> <a href="#">Forum Theatre/HS</a>	<a href="#">Regulating Robot/3-5</a>	<a href="#">Pantomime/MS</a> <a href="#">Forum Theatre/HS</a>
Solving Problems	<a href="#">A Teaspoon of Light/K-2</a> <a href="#">Forum Theatre/HS</a>	<a href="#">Regulating Robot/3-5</a>		<a href="#">Regulating Robot/3-5</a>
Evaluating		<a href="#">Regulating Robot/3-5</a> <a href="#">Forum Theatre/HS</a>	<a href="#">A Teaspoon of Light/K-2</a> <a href="#">Pantomime/MS</a> <a href="#">Forum Theatre/HS</a>	<a href="#">Regulating Robot/3-5</a>
Reflecting		<a href="#">Forum Theatre/HS</a>	<a href="#">A Teaspoon of Light/K-2</a> <a href="#">Regulating Robot/3-5</a> <a href="#">Pantomime/MS</a> <a href="#">Forum Theatre/HS</a>	<a href="#">Regulating Robot/3-5</a>
Ethical Responsibility		<a href="#">Regulating Robot/3-5</a>	<a href="#">Regulating Robot/3-5</a> <a href="#">Forum Theatre/HS</a>	<a href="#">Regulating Robot/3-5</a>



[Click to Teach/Click to Learn:](#)  
[Interactive Lessons Suitable for](#)  
[Self-Paced Learning](#)

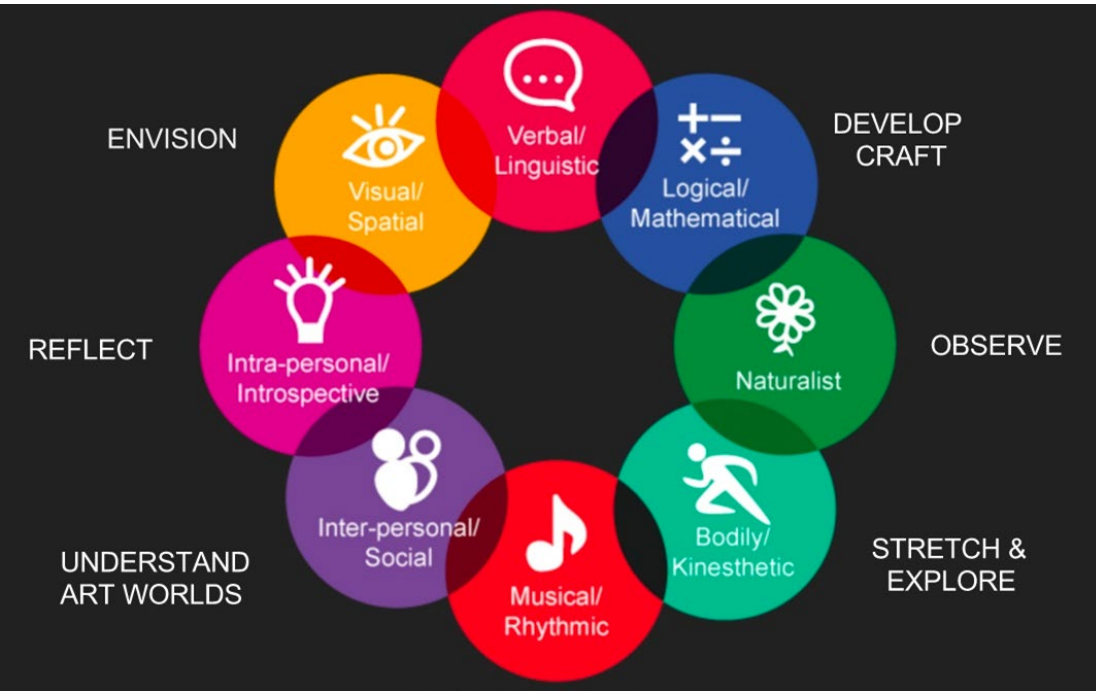
# Intentional Intersections

***Walk a Mile in My Shoes: Sound Design Lesson***



Self Awareness	Accurate Self Perception
Social Awareness	Empathy
	Respect for Others
Relationship Skills	Communication
Responsible Decision-Making	Reflecting





## Topic 6

# Habits of Mind

 <p><b>1. Persisting</b>  <i>Stick to it!</i>          Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.</p>	 <p><b>2. Managing Impulsivity</b>  <i>Take your time!</i>          Thinking before acting; remaining calm, thoughtful and deliberative.</p>	 <p><b>3. Listening with understanding and empathy</b>  <i>Understand others!</i>          Devoting mental energy to another person's thoughts and ideas; Make an effort to perceive another's point of view and emotions.</p>	 <p><b>4. Thinking flexibly</b>  <i>Look at it another way!</i>          Being able to change perspectives, generate alternatives, consider options.</p>
 <p><b>5. Thinking about your thinking</b>          (Metacognition)  <i>Know your knowing!</i>          Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</p>	 <p><b>6. Striving for accuracy</b>  <i>Check it again!</i>          Always doing your best. Setting high standards. Checking and finding ways to improve constantly.</p>	 <p><b>7. Questioning and problem posing</b>  <i>How do you know?</i>          Having a questioning attitude; knowing what data are needed &amp; developing questioning strategies to produce those data. Finding problems to solve.</p>	 <p><b>8. Applying past knowledge to new situations</b>  <i>Use what you learn!</i>          Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>
 <p><b>9. Thinking &amp; communicating with clarity and precision</b>  <i>Be clear!</i>          Strive for accurate communication in both written and oral form; avoiding over-generalizations, distortions, deletions and exaggerations.</p>	 <p><b>10. Gather data through all senses</b>  <i>Use your natural pathways!</i>          Pay attention to the world around you. Gather data through all the senses. taste, touch, smell, hearing and sight.</p>	 <p><b>11. Creating, imagining, and innovating</b>  <i>Try a different way!</i>          Generating new and novel ideas, fluency, originality</p>	 <p><b>12. Responding with wonderment and awe</b>  <i>Have fun figuring it out!</i>          Finding the world awesome, mysterious and being intrigued with phenomena and beauty.</p>
 <p><b>13. Taking responsible risks</b>  <i>Venture out!</i>          Being adventuresome; living on the edge of one's competence. Try new things constantly.</p>	 <p><b>14. Finding humor</b>  <i>Laugh a little!</i>          Finding the whimsical, incongruous and unexpected. Being able to laugh at one's self.</p>	 <p><b>15. Thinking interdependently</b>  <i>Work together!</i>          Being able to work in and learn from others in reciprocal situations. Team work.</p>	 <p><b>16. Remaining open to continuous learning</b>  <i>Learn from experiences!</i>          Having humility and pride when admitting we don't know; resisting complacency.</p>

# How Do (Dance, Media, Music, Theatre, Visual) Habits of Mind Support SEL and PA Career Ready Skills Learning?

  
What Are the  
Habits of Mind?

How do artists use “Studio Habits of Mind”?





## **Topic 7 Resources**

**PA Department of  
Education**

**Toolkit Links**





# Practices in the Arts Classroom



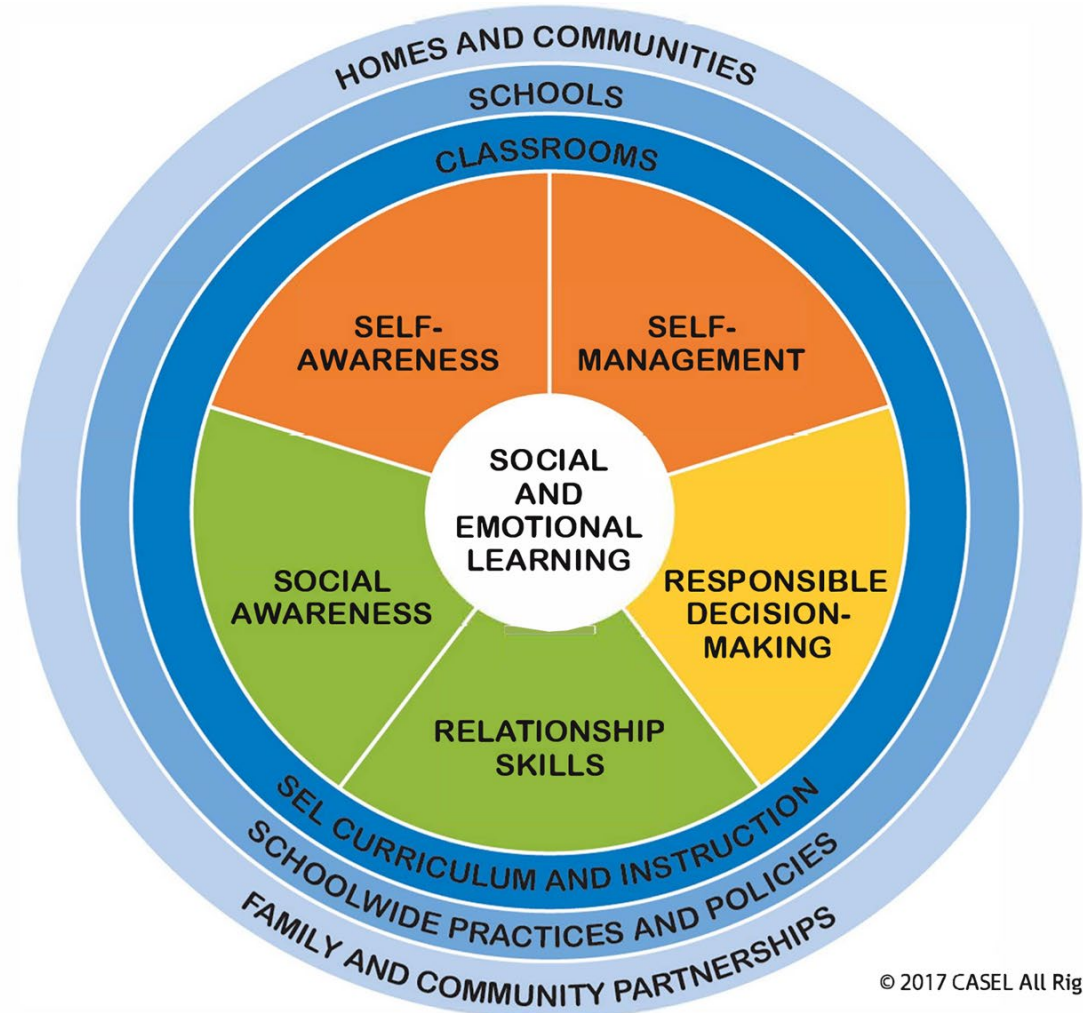
[pdesas.org](http://pdesas.org)

[PA Career Ready  
Toolkit](#)



Educating Hearts.  
Inspiring Minds.

Social Emotional  
Learning is the  
responsibility of the  
teacher, school,  
family and  
community.



Use the systems and language that best support your school and community initiatives.

**SEL Competencies**  
(and/or)  
**PA Career Ready Skills**

**PA Arts and  
Humanities  
Standards**  
(and/or)  
**National Core  
Arts Standards**

**Instructional Resource:**  
Lesson Plan, Technique, Tool,  
Assessment, etc.

# Learning about Social Emotional Learning

1. **What** has challenged you in this toolkit/training?



2. **What** has been reaffirmed?

3. **What** might you do differently?





# The End

Well, almost...

Next slide please!



## Toolkit Links

1	<a href="#">What is SEL Video</a>	<a href="https://www.youtube.com/watch?v=4YxyAcV9QXc&amp;feature=emb_title">https://www.youtube.com/watch?v=4YxyAcV9QXc&amp;feature=emb_title</a>
	<a href="#">Compare the Frameworks</a>	<a href="http://exploresel.gse.harvard.edu/frameworks/">http://exploresel.gse.harvard.edu/frameworks/</a>
2	<a href="#">What is SEL?</a>	<a href="https://casel.org/what-is-sel/">https://casel.org/what-is-sel/</a>
	<a href="#">Music &amp; SEL Vimeo</a>	<a href="https://vimeo.com/393005958">https://vimeo.com/393005958</a>
	<a href="#">Arts Education and Social-Emotional Learning Outcomes Among K-12 Students</a>	<a href="https://consortium.uchicago.edu/sites/default/files/2019-05/Arts%20Education%20and%20Social-Emotional-June2019-Consortium%20and%20Ingenuity.pdf">https://consortium.uchicago.edu/sites/default/files/2019-05/Arts%20Education%20and%20Social-Emotional-June2019-Consortium%20and%20Ingenuity.pdf</a>
	<a href="#">The Benefits of Drama Education</a>	<a href="https://reflectionsofeducator.files.wordpress.com/2012/09/benefits-of-drama-education.pdf">https://reflectionsofeducator.files.wordpress.com/2012/09/benefits-of-drama-education.pdf</a>
3	<a href="#">AIR Teacher Social and Emotional Competencies</a>	<a href="https://gtlcenter.org/sites/default/files/SelfAssessmentSEL.pdf">https://gtlcenter.org/sites/default/files/SelfAssessmentSEL.pdf</a>



## Toolkit Links

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[SEL Competencies](https://casel.org/core-competencies/)

<https://casel.org/core-competencies/>

[Pennsylvania Career Ready Skills Continuum](https://www.education.pa.gov/Documents/K-12/Safe%20Schools/PA%20Career%20Ready%20Skills/The%20Pennsylvania%20Career%20Ready%20Skills%20Continuum.pdf)

<https://www.education.pa.gov/Documents/K-12/Safe%20Schools/PA%20Career%20Ready%20Skills/The%20Pennsylvania%20Career%20Ready%20Skills%20Continuum.pdf>

[PA Arts Standards](http://pdesas.org/Standard/Search)

<http://pdesas.org/Standard/Search>

[PA Arts Curriculum Framework](http://pdesas.org/CMap/CFramework)

<http://pdesas.org/CMap/CFramework>

[National Core Arts Standards](https://www.nationalartsstandards.org/)

<https://www.nationalartsstandards.org/>



## Toolkit Links

5	<a href="#"><u>Abraham Maslow's Hierarchy of Needs</u></a>	<a href="https://www.verywellmind.com/what-is-maslows-hierarchy-of-needs-4136760"><u>https://www.verywellmind.com/what-is-maslows-hierarchy-of-needs-4136760</u></a>
	<a href="#"><u>Norman Webb's DOK for the Arts</u></a>	<a href="https://www.coloradoplrc.org/files/archives/dok-arts.pdf"><u>https://www.coloradoplrc.org/files/archives/dok-arts.pdf</u></a>
	<a href="#"><u>Sample Teaching Activities to Support Core SEL Competencies</u></a>	<a href="https://www.casel.org/wp-content/uploads/2017/08/Sample-Teaching-Activities-to-Support-Core-Competencies-8-20-17.pdf"><u>https://www.casel.org/wp-content/uploads/2017/08/Sample-Teaching-Activities-to-Support-Core-Competencies-8-20-17.pdf</u></a>
	<a href="#"><u>Using Improv to Teach SEL</u></a>	<a href="https://newyorkimprovtheater.com/2017/03/23/social-emotional-learning-using-improv-in-schools-to-teach-sel/"><u>https://newyorkimprovtheater.com/2017/03/23/social-emotional-learning-using-improv-in-schools-to-teach-sel/</u></a>
	<a href="#"><u>Social Emotional Learning Through the Arts</u></a>	<a href="https://static1.squarespace.com/static/5b62f7232487fd03344fb77d/t/5ee6f77cc7d20c58c2b24901/1592194950685/SEL+Through+the+Arts+FINAL+COPY.pdf"><u>https://static1.squarespace.com/static/5b62f7232487fd03344fb77d/t/5ee6f77cc7d20c58c2b24901/1592194950685/SEL+Through+the+Arts+FINAL+COPY.pdf</u></a>
	<a href="#"><u>Arts Education and Social and Emotional Learning (SEL) Framework</u></a>	<a href="https://selarts.org/"><u>https://selarts.org/</u></a>





## Toolkit Links

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[Standards & SEL Crosswalk](https://quavered.com/wp-content/uploads/2019/12/MusicSEL-Crosswalk.pdf)

<https://quavered.com/wp-content/uploads/2019/12/MusicSEL-Crosswalk.pdf>

[Social and Emotional Learning & Theatre-Making the Connection](https://learn.schooltheatre.org/social-and-emotional-learning-and-teaching-theatre)

<https://learn.schooltheatre.org/social-and-emotional-learning-and-teaching-theatre>

[A Teaspoon of Light/K-2](https://www.teritotoi.org/wp-content/uploads/2020/05/Teaspoon-of-Light_FINAL2.pdf)

[https://www.teritotoi.org/wp-content/uploads/2020/05/Teaspoon-of-Light\\_FINAL2.pdf](https://www.teritotoi.org/wp-content/uploads/2020/05/Teaspoon-of-Light_FINAL2.pdf)

[Regulating Robot/3-5](https://www.teritotoi.org/wp-content/uploads/2020/04/Regulating-Robot_FINAL-.pdf)

[https://www.teritotoi.org/wp-content/uploads/2020/04/Regulating-Robot\\_FINAL-.pdf](https://www.teritotoi.org/wp-content/uploads/2020/04/Regulating-Robot_FINAL-.pdf)

[Pantomime/MS](https://7a3af0eddf7a8ca80419-a4b3f6521c7786b5204179499a47bfc0.ssl.cf2.rackcdn.com/edta_30d53f7261b564ec318c4ae4acc4230d.pdf)

[https://7a3af0eddf7a8ca80419-a4b3f6521c7786b5204179499a47bfc0.ssl.cf2.rackcdn.com/edta\\_30d53f7261b564ec318c4ae4acc4230d.pdf](https://7a3af0eddf7a8ca80419-a4b3f6521c7786b5204179499a47bfc0.ssl.cf2.rackcdn.com/edta_30d53f7261b564ec318c4ae4acc4230d.pdf)

[Forum Theatre/HS](https://7a3af0eddf7a8ca80419-a4b3f6521c7786b5204179499a47bfc0.ssl.cf2.rackcdn.com/edta_ea63cc5690c0bb77606ba9d6ba83def1.pdf)

[https://7a3af0eddf7a8ca80419-a4b3f6521c7786b5204179499a47bfc0.ssl.cf2.rackcdn.com/edta\\_ea63cc5690c0bb77606ba9d6ba83def1.pdf](https://7a3af0eddf7a8ca80419-a4b3f6521c7786b5204179499a47bfc0.ssl.cf2.rackcdn.com/edta_ea63cc5690c0bb77606ba9d6ba83def1.pdf)

[Educational Theatre Association](https://www.schooltheatre.org/home)

<https://www.schooltheatre.org/home>

[Click to Teach/Click to Learn](https://learn.schooltheatre.org/click-to-teach-lesson-plans)

<https://learn.schooltheatre.org/click-to-teach-lesson-plans>

[Walk a Mile in My Shoes: Sound Design Lesson](https://learn.schooltheatre.org/walk-a-mile-sound-design)

<https://learn.schooltheatre.org/walk-a-mile-sound-design>



## Toolkit Links

6	<a href="#">What Are the Habits of Mind?</a>	<a href="https://www.teachthought.com/pedagogy/what-are-the-habits-of-mind/">https://www.teachthought.com/pedagogy/what-are-the-habits-of-mind/</a>
	<a href="#">Studio Habits of Mind</a>	<a href="http://www.artcorelearning.org/studio-habits-of-mind">http://www.artcorelearning.org/studio-habits-of-mind</a>
7	<a href="#">PDE Standards Aligned System (SAS)</a>	<a href="http://pdesas.org/">http://pdesas.org/</a>
	<a href="#">PDE Career Ready Skills Toolkit</a>	<a href="https://www.education.pa.gov/K-12/CareerReadyPA/CareerReadySkills/Toolkit/Pages/default.aspx">https://www.education.pa.gov/K-12/CareerReadyPA/CareerReadySkills/Toolkit/Pages/default.aspx</a>

Now you have reached...



The End