



# Dance & Social Emotional Learning

---

HELEN BUCK-PAVLICK

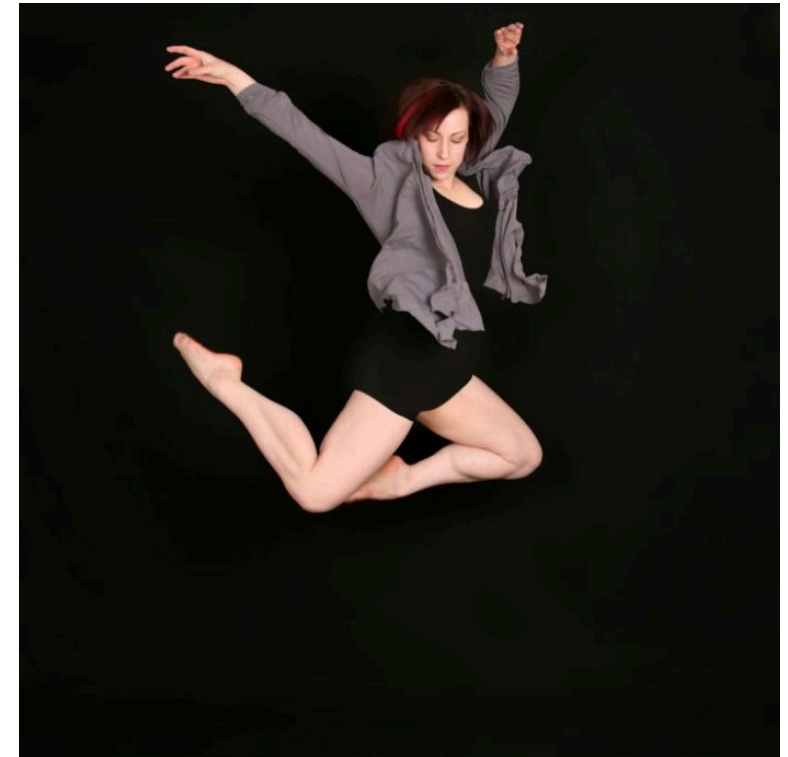
ARIZONA DEPARTMENT  
OF EDUCATION

# Helen Buck-Pavlick

## MFA, RSDE, RYT200

---

- Chicago Native
- Dance teacher of 20 years
- Lover of travel (visited 20 countries)
- Publications/Research
  - *“Using Empathy and Somatics in Dance Class to Engage Early Adolescent Learners From Low Socioeconomic Communities”*, DEiP (2020),
  - *“The Superhero in Me: Connectivity Between the Dual Identities of Inner Superhero and Outer Alter-Ego”*, JDSP (2020)
  - *“Increasing Social and Emotional Capacities in Early Adolescent Learners Through Collaborative Multi-Generational Pedagogical Action Research”*. Thomas, H., Dyer, B., Buck-Pavlick, H., Kong, Z, Fung, L., NDEO (2018)





# Opening Ritual Experience

---

MINDFUL BREATHING



# Objectives

---

I Can Connect the  
Social Emotional  
Competencies to  
Dance Standards.

I Can Create  
Educational Activities  
that Intentionally  
Support Objectives in  
Social Emotional  
Learning & Dance.

“I have no doubt that the survival of the human race depends at least as much on the cultivation of social and emotional intelligence, as it does on the development of technical knowledge and skills. Most educators believe that the development of the whole child is an essential responsibility of schools, and this belief is what has motivated them to enter the profession.”

– LINDA DARLING-HAMMOND  
HANDBOOK OF  
SOCIAL AND  
EMOTIONAL  
LEARNING:  
RESEARCH AND  
PRACTICE, 2015

-COUNCIL OF  
CHIEF STATE  
SCHOOL  
OFFICERS, 2017

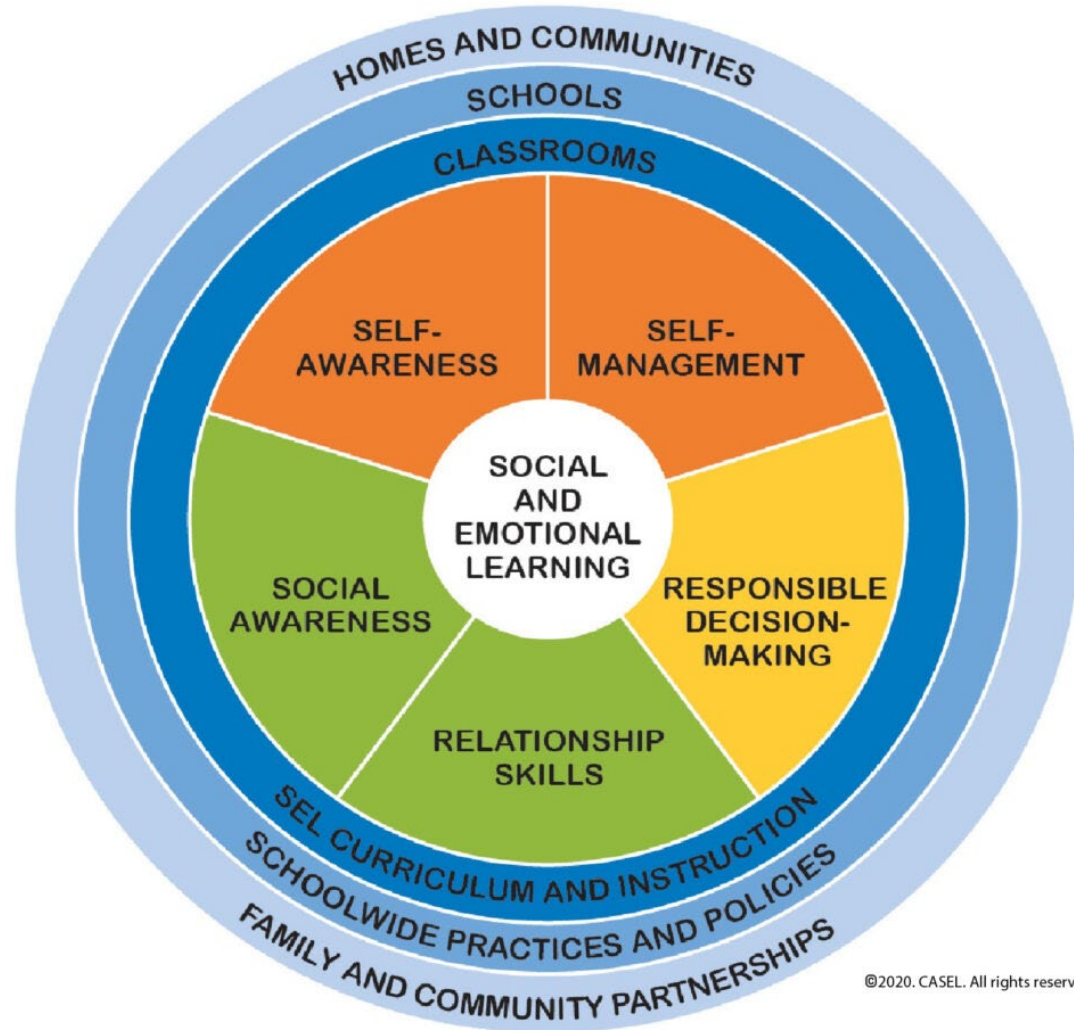
“Transformative SEL is a process whereby students and teachers build strong, respectful relationships founded on an appreciation of similarities and differences; learn to critically examine root causes of inequity; and develop collaborative solutions to community and social problems.”

# What my students have taught me is that they want:

---

- to form authentic relationships with me as their teacher
- to perceive that their interests and feelings are being heard and validated
- agency over their choices



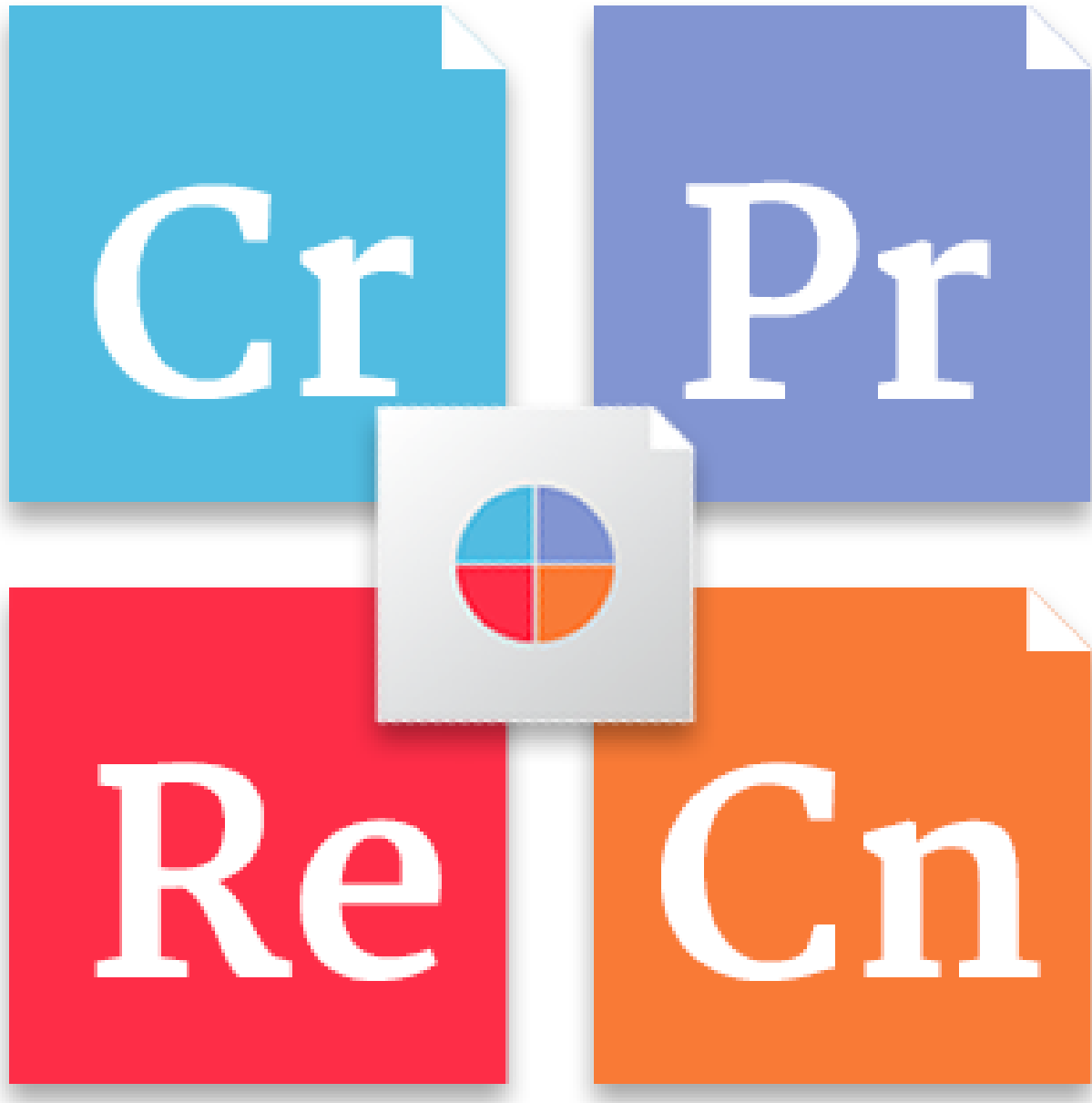


©2020. CASEL. All rights reserved.

[www.casel.org](http://www.casel.org)

[www.azed.gov/standards-practices/standards-and-competencies](http://www.azed.gov/standards-practices/standards-and-competencies)





[www.nationalartsstandards.org](http://www.nationalartsstandards.org)

[www.azartsstandards.com](http://www.azartsstandards.com)

# Standards VS Competencies

---

## STANDARDS

- What a student needs to know, understand, and be able to **do in a specific content area, including processes by the end of each grade level/course.**
- Build across grade levels in a progression.
- Adopted by State Board of Education
- Mandatory Implementation

## COMPETENCIES

- What a student needs to know, understand, and be able to do **with specific knowledge, skills and behaviors within a context.**
- Life Skills
- Voluntary Implementation

# Intersections

---

PLEASE USE [PADLET](#) TO BRAINSTORM WHAT DANCE STANDARDS YOU SEE CONNECTING WITH EACH SOCIAL EMOTIONAL LEARNING COMPETENCY?

# Self Awareness (Identity)

---

## Core Competency

- Identify and label one's feelings
- Relating feelings and thoughts to behavior
- Accurate self-assessment of strengths and challenges
- Self-efficacy
- Optimism

## Equity Elaborations

- Engaging in identity exploration and coming to a resolution regarding one's own identity
- Examining the importance of other personal and collective identities
- Recognizing one's biases and deriving constructive meanings of social Identities
- Grounding in and affirming of cultural heritage(s)
- Recognizing how everything is interconnected in and across diverse contexts



# Self Management (Agency & Efficacy)

---

## Core Competency

- Regulating one's emotions
- Managing stress
- Self-control
- Self-Motivation
- Setting and achieving goals

## Equity Elaborations

- Coping with acculturative stress
- Coping with discrimination/prejudice
- Developing a sense of agency and resiliency
- Addressing personal & group challenges to achieve self & collective goals



# Social Awareness (Belonging & Engagement)

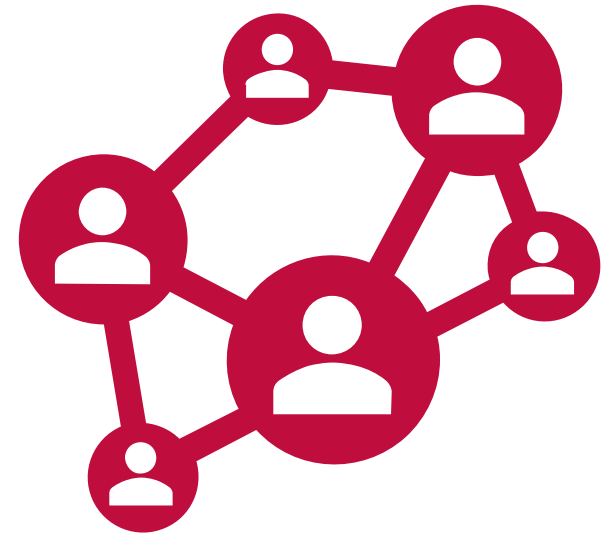
---

## Core Competency

- Perspective taking
- Empathy
- Respect for diversity
- Understanding social/ethical norms
- Recognizing family, school and community support

## Equity Elaborations

- Engaging in perspective taking with people from different & similar backgrounds
- Discerning the importance of diversity (situational)
- Understanding the meaning of diversity in contexts (climate)
- Recognizing cultural demands & opportunities
- Understanding social norms for positive, constructive behavior across settings



# Relationship Skills

---

## Core Competency

- Building relationships with diverse individuals and groups
- Communicating clearly
- Working cooperatively
- Resolving conflicts
- Seeking Help

## Equity Elaborations

- Demonstrating cultural competence
- Leveraging cultural fluency
- Collective efficacy & working collaboratively
- Promoting collective wellbeing and positive social behaviors



# Responsible Decision-Making (Belonging & Engagement)

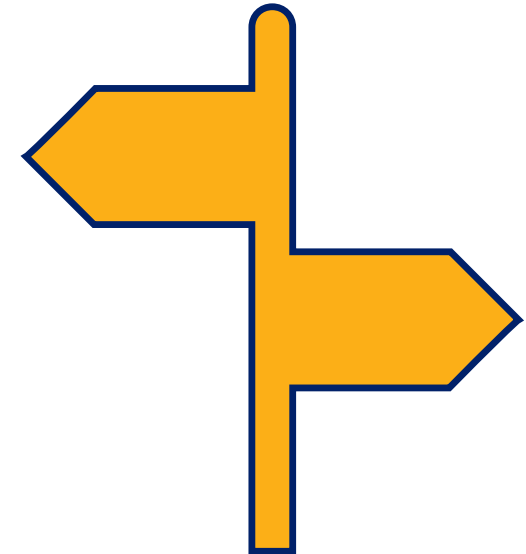
---

## Core Competency

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical Responsibility

## Equity Elaborations

- Considering diversity salience and climate
- Assessing the impact of beliefs and biases
- Pursuing co-created, inclusive, mutually beneficial solutions
- Reflecting on the broader ethical consequences of one's decisions for intragroup, intergroup, and institutional relations

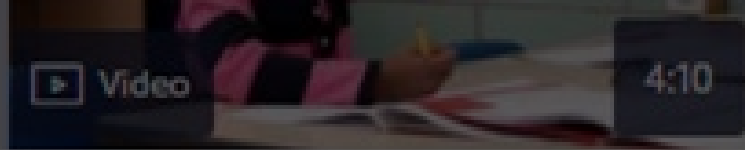




# Review Padlet Responses

---





### Self-Awareness | Social-Emotional Learning

Learn how you can help children develop self-awareness, the foundation of...

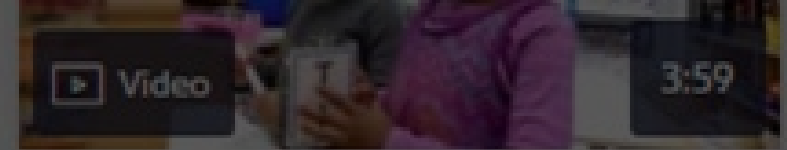
Grade 13+



### Self-Management | Social-Emotional Learning

Learn how to teach children ways to manage their feelings and turn them into positive...

Grade 13+

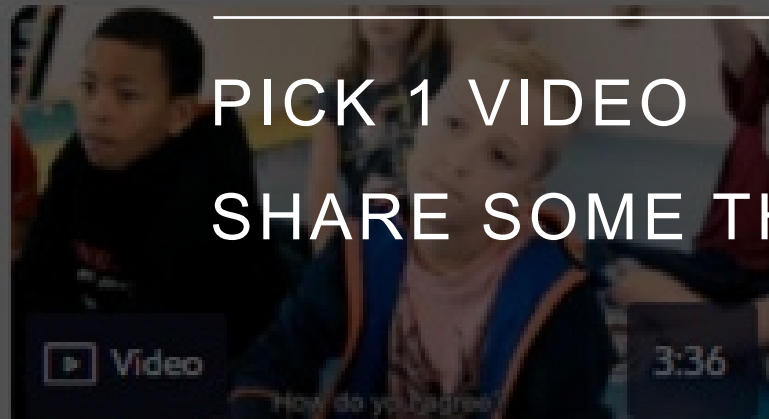


### Social-Awareness | Social-Emotional Learning

Discover ways to help children develop social awareness and learn empathy by putting...

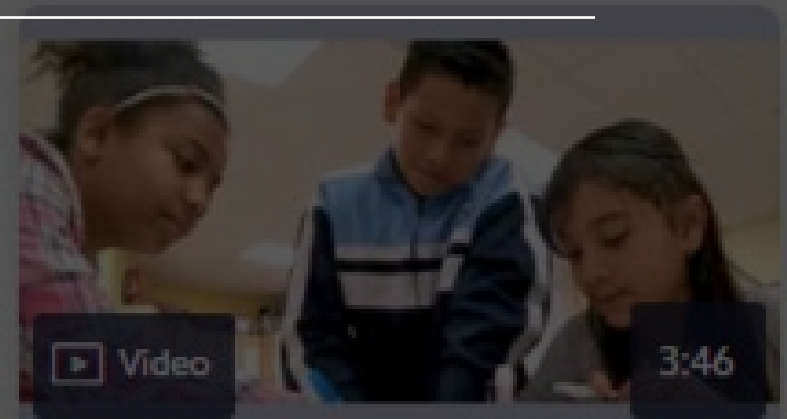
Grade 13+

# PBS VIDEOS



PICK 1 VIDEO

SHARE SOME THOUGHTS ON [PADLET](#)





## **SOCIAL EMOTIONAL LEARNING & THE ARTS RESOURCE TOOLKIT**



# Intersections

DANCE & SEL  
PADLET



## Social & Emotional Learning & The Arts Activity Crosswalk

Artistic Discipline	Grades
Music	6-12
<b>Activity Description</b>	
Create a playlist of three songs that represent your life right now. Present your playlist to a friend or family member and share the reasons for your choices.	
<b>Artistic Process(es)</b>	<b>Social &amp; Emotional Learning Core Competency/(ies)</b>
Present	Self-Awareness
<b>Anchor Standard(s)</b>	<b>Social &amp; Emotional Learning Sub Competency/(ies)</b>
#4 Select, Analyze & Interpret Artistic Work for Presentation	Identify & Label one's feelings Engaging in identity Exploration
<b>What Mastery Looks Like...</b>	<b>What Mastery Looks Like...</b>
Young artist selects presents a thoughtful playlist of works tied to the theme of their current life circumstances. Young artist thinks about individual pieces as part of playlist with awareness of how each conveys a different mood or message.	Young artist can clearly articulate how their feelings are expressed through music. Young artist can share what aspects of their identity are represented in the music.



# Crosswalk Activity

---

1. DISCUSS YOUR VIDEO, THE BRAINSTORM PADLET, AND THE ARTS & SEL INTERSECTIONS IN A SMALL GROUP
2. CHOOSE ONE ACTIVITY TO SHARE OUT TO THE LARGE GROUP USING THE TEMPLATE



Arizona  
Department of Education

Questions?

[HELEN.BUCK-PAVLICK@AZED.GOV](mailto:HELEN.BUCK-PAVLICK@AZED.GOV)  
602.542.5179