

# SEL & Theatre

with teaching artist Taylor Moschetti

While we are getting settled, answer in the chat box: **What is your favorite food?**

Materials Needed for Meeting:

1. Notebook, Journal, Loose Leaf Paper, or Something to Write on
2. Writing Utensil



# Hello!

I am Taylor Moschetti.

(she/her)

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# Who am I?

- Freelance Teaching Artist since 2009
- Bachelor's Degree in Theatre
- Artistic Director of Laughing Pig Theatre
- ASU Gammage Teaching Artist trained in the Kennedy Center method
- Drama Therapy intern becoming an RDT
- SEL Xrossing Guard for AZ Dept. of Ed



# Be Authentically YOU!

- Promote SEL in a way that makes sense for you
- Some of these suggestions/tips may not fit with your personal style, that is OKAY!
- Find the ones that work for you and your community

# What is SEL?

Social Emotional (SEL) Learning is the process through which all young people and adults acquire and apply the knowledge, skills and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. (CASEL)



“

“Play touches and stimulates vitality, awakening the whole person - mind, body, intelligence and creativity.”

-Viola Spolin



# Why Theatre? & Why SEL?

- cultivates imagination
  - builds community
  - emphasis on collaboration
  - develops communication skills
  - grows self-confidence
  - teaches empathy
  - fosters problem-solving skills
- advances equity
  - cultivates emotional learning and healthy relationships
  - emphasis on identity, agency, belonging



# It begins with YOU

What is something that energizes you?

# Make a List

Write down 5-10 things that “fill your cup.”

# Self-Care

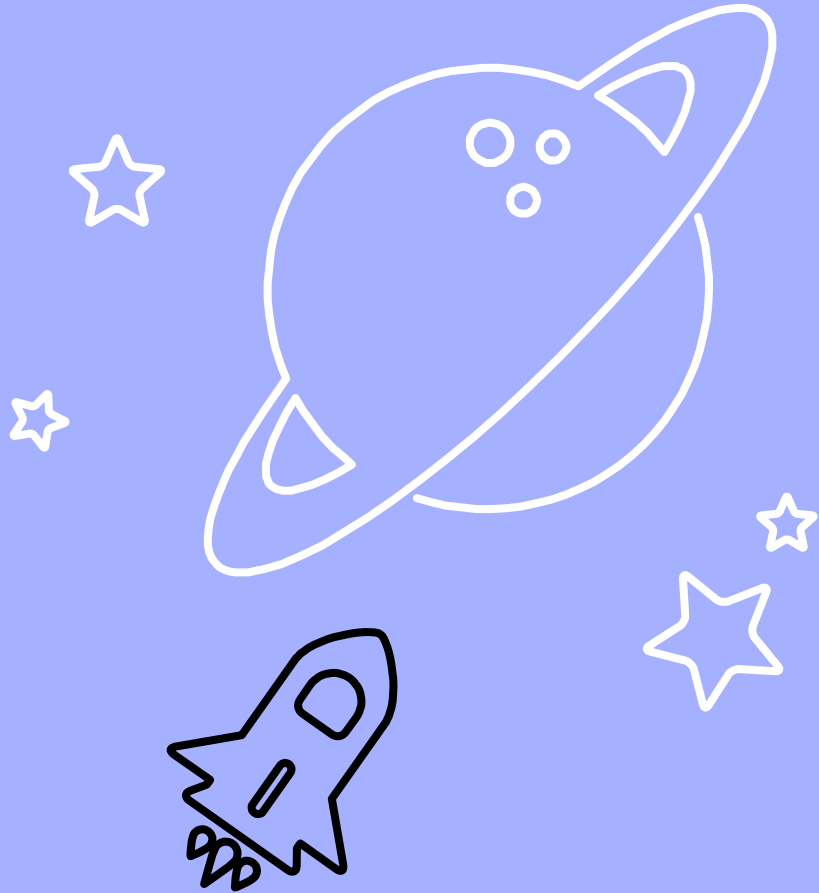
- Caring for our physical, psychological, emotional, spiritual, social, and professional health

## Why is important?

- Increases our ability to be mindful and present
- Helps maintain healthy relationships and class environment
- Poor routines around self-care can lead to burn-out

When we practice self-care, our students notice.

# Story Time



# Goal Setting

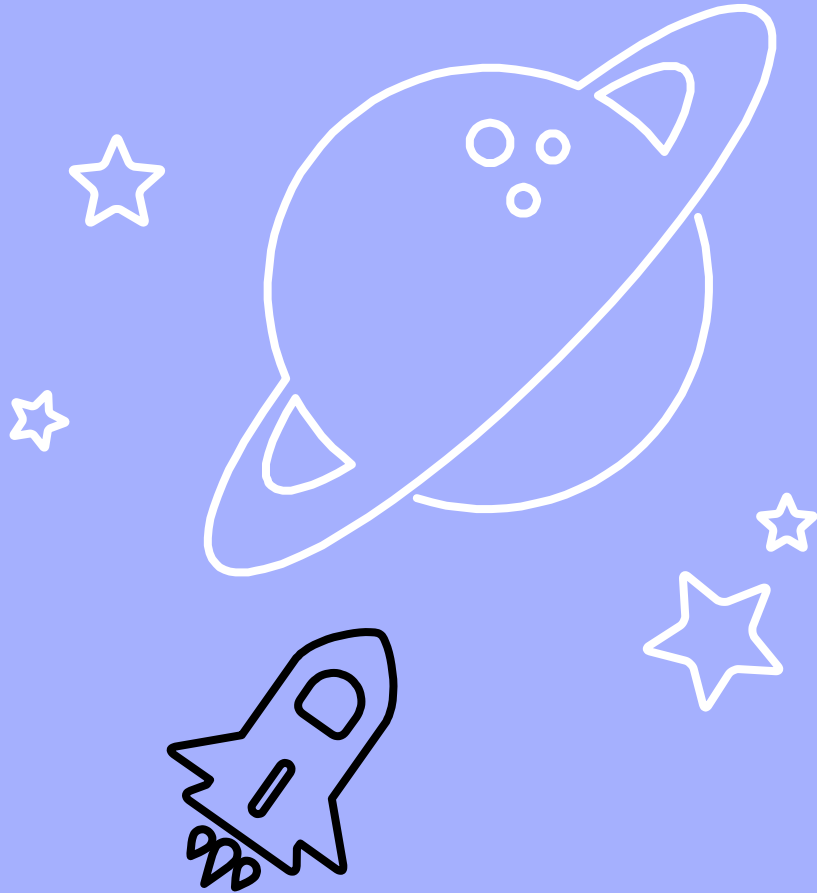
I invite you to reflect on your own personal self-care practices.

Make a self-care goal for yourself.

Start small.

# Values

What are the values you hold in your classroom and outside the classroom?



# Facilitator's Credo

I believe that every student is doing the best that they can.

I acknowledge that everyone's best is different and not all students learn the same way.

I know that my students are affected by the energy that I bring into the room, and I will do my best to be in-the-moment.

I understand that my intent does not always equal my impact, and I commit to the process of repair.

I believe that we can all learn from each other.

I commit to holding space and co-creating a safe energized theatrical space.

I foster radical curiosity, authenticity, and empathy.

“There are few places outside his own play where a child can contribute to the world in which he finds himself. His world: dominated by adults who tell him what to do and when to do it -benevolent tyrants who dispense gifts to their good subjects and punishment to their bad ones, who are amused at the cleverness of children and annoyed by their stupidities.”

-Viola Spolin



# Biases

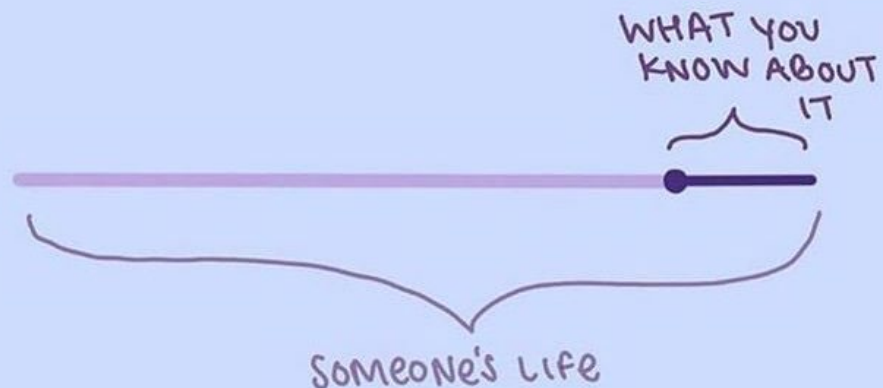
Our actions and words matter. Our values can inform our teaching style. Get intentional.

# Trauma-Informed Facilitation

- Choosing appropriate scripts for community
- Fostering a Non-Judgemental Environment
- Making consent a part of classroom culture (touching, borrowing, etc.)
- Honoring students' emotions
- Validating students' experiences
- Acknowledging that we all live in our own realities
- Meeting the Student where they are
- Thinking about the language used in classroom

I believe that every student is doing the best that they can.

# WHY YOU SHOULD BE GENTLE WITH PEOPLE



# Resistance

- Warm-ups
- Model
- Collaborate
- Offer Alternatives
- Safe Space

## ***Reflection Questions:***

Were more warm-ups needed?

Were my instructions clear?

Are my/their needs met?

Do they feel safe?

Does the student have the skills to communicate their needs?

Is there another option that can be given?

I acknowledge that everyone's best is different and not all students learn the same way.

# Ritual & Routine

- Consistency and predictability help cultivate a safe environment
- Some students lack this predictability and safety in their homes
- Trauma-informed practice

I commit to holding space and co-creating a safe energized theatrical community.

# Embracing Diversity

- Choosing appropriate scripts for school community
- Studying Theatre outside of Western culture
- Learning how to say names of students
- Honoring personal pronouns/names
- Considering different family structures
- Not assuming anyone's experience
- Committing to the process of healing and repair:  
"Ouch"/"Oops"

I believe that we can all learn from each other.

I understand that my intent does not always equal my impact, and I commit to the process of repair.

# Mindful Facilitation

Meets every student where they are at

Fully Present

Encourages Curiosity

Embraces “Mistakes”

Thinks about the Community

Believes Everyone is the Expert of Themselves

Gives Space and Supports Students

I foster radical curiosity, authenticity, and empathy.

# Model

- Model SEL behaviors
- Model the exercise/activity

Our actions and words matter. Teachers can make a lasting impression.

I know that my students are affected by the energy that I bring into the room, and I will do my best to be in-the-moment.



# SEL Competencies

- Self-Awareness
- Self-Management
- Responsible Decision Making
- Relationship Skills
- Social Awareness

# Theatre Competencies

- Creating
- Performing
- Responding
- Connecting

“

“The techniques of the theater are the techniques of communicating.”

-Viola Spolin



# Self Awareness

How we think about ourselves and who we are

Understanding thoughts, culture, feelings, and what we believe we are capable of & how these things influence our behaviors and beliefs

# Self-Management

The ability to manage those emotions, thoughts, and actions in different situations so we can achieve individual and collective goals

Coping with stress and anxiety, persevering through challenges, and taking action to create positive change

# Social Awareness

How we understand others.

How we learn to take different perspectives and empathize people that are different from us

Understanding the broader norms and systems around us influence how we develop and create a sense of belonging

# Relationship Skills

How we connect and engage effectively with others

How we form lasting friendships and connections

Communicating clearly, solving problems together, managing conflicts and disagreements, standing up for ourselves and the rights of others

# Responsible Decision-Making

This is how we put it all together to make caring and constructive choices

Thinking critically about consequences, analyzing our impact of our actions on ourselves and others, identifying solutions that support our collective well-being

# SEL Competencies Review

## Self Awareness

- Understanding our identity, emotions, values

## Self-Management

- managing our emotions and coping

## Social Awareness

- understanding others

## Relationship Skills

- connecting and engaging with others

## Responsible Decision Making

- making constructive caring choices



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“Theatre is the art of  
looking at ourselves.”

-Augusto Boal



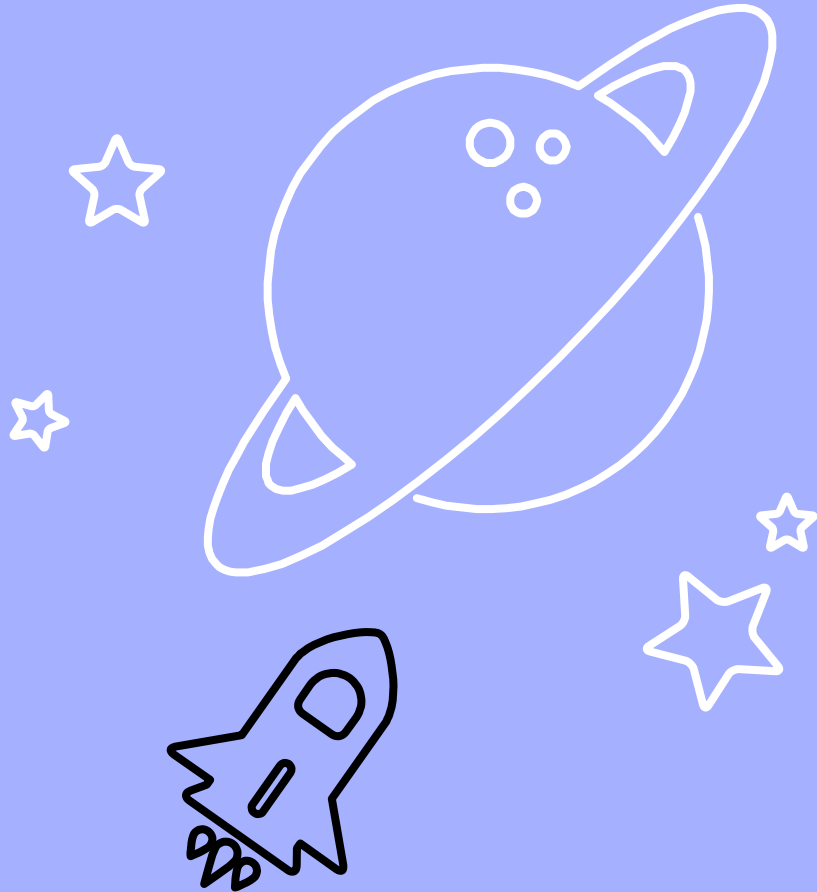
# Easy Additions to your SEL Toolkit

- Meditation/Mindfulness
- Sensory Play/Messy Play
- Journaling
- Emotion Check-in
- Yoga/Mindful movement
- Deep Breathing Exercises
- Affirmations
- Warm-ups
- Closure/Reflection Time

# SEL

## Favorites

What is your favorite way to build community in your classroom?



# Self Awareness & Theatre

- Emotion Check-ins
- Journaling
- Mindful Stretching
- Personal Inventory
- “I am...” poems
- Personal Monologue Writing
- Emotional Discovery and tracking

# Self-Management & Theatre

- Imagination Vacations
- Sensory Exploration
- Viewpointing
- Preparing Students for Stage Fright/Auditions

# Social Awareness & Theatre

- Character Interviews
- Character Analysis
- Acting
- Witnessing/Being an Audience Member
- Image Theatre

# Relationship Skills & Theatre

- Story Circles
- Most Theatre games/Warm-ups
- Rehearsal/Performance process (any job)
- Ouch/Oops Process
- Rainbow of Desire
- Dramatic Play

# Responsible Decision Making & Theatre

- Devising a Theatre Performance
- Problem-Solving through Improv
- School/Local Community Advocacy through performance
- Forum Theatre
- Invisible Theatre



# Thank you!

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# Theatrical Practices to Check-out

Dorothy Heathcote's work with Dramatic Play

Ethno Theatre

Devised Theatre

Sue Jennings's Neuro-Dramatic Play

Augusto Boal's Theatre of the Oppressed

Anne Bogart's Viewpointing

# References

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