

Social Emotional Arts: Learning Objectives

Social Emotional Arts recognizes multiculturalism as inclusive of gender, race, ethnicity, age, sexual orientation, differences in physical abilities, exceptional educational needs, giftedness, religion, class, and economic background, and embeds the concept in its arts curricula.

The Social Emotional Arts Certificate Program adopts an anti-bias curriculum grounded in appropriate developmental approaches that directly addresses bias as youth interact and construct identity and attitudes, thereby avoiding a tourist approach of multiculturalism that emphasizes “exotic” differences between cultures (Derman-Sparks, 2001*).

SOCIAL	EMOTIONAL	COGNITIVE
Recognizing Feelings	Identifying and Labeling Feelings	Decision-Making
Understanding Impact of Actions on Others	Developing Coping Strategies	Planning
Other-Perspective Taking	Self-Awareness	Organizing
Understanding Cultural Uniqueness of Self and Peers	Awareness of Cultural Uniqueness of Self and Peers	Breaking Down Large Tasks
Reading Nonverbal Cues	Self-Management / Impulse Control	Understanding New Concepts
Appreciating Different Viewpoints and Their Cultural Contributions	Being in the Present Moment	Critical Thinking
Turn Taking	Decreasing Self-Judgment	Being Able to Stand Up For Self and Peers
Listening / Sharing	Embracing Self-Definition	Cause and Effect
Problem Solving	Stress Management	Goal Setting / Future-Oriented Thinking
Connecting through Shared Experience	Frustration Tolerance	Sustaining Focus
Connecting via Identifying Cultural Differences and Similarities	Developing Mastery	Attention to Detail
Cooperation / Team Work	Self-Esteem	Attention to the Big Picture
Communication Skills	Increasing Self-Identity	Analytical Skill Building
		Integrate Sensory Stimuli



*Derman-Sparks, L. & A.B.C. Task Force (2001) *Anti-bias curriculum: Tools for empowering young children*. Washington, DC: National Association for the Education of Young Children.

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