To what extent does dedicating the first 10 minutes of the class to collective SEL learning support teamwork, influence social cohesion, and build empathy over the duration of the class?

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PROCEDURE

FINDINGS

STRATEGIES

- Generate group cohesion during first 10-minutes of session
- Managing materials
- Creating small groups
- Small quantities of materials
- Use analogies to convey ideas and techniques
- Reinforce group responsibility and ownership of project



PERFORMANCE OUTCOMES

- Increased (high) participation
- Increased (high) enthusiasm
- Students engaged in conversations
- Peer encouragement
- Mutual sharing of ideas
- Peer planning and ownership of project
- Teamwork from beginning to end





PROJECTED OUTCOMES

- Student ownership/leadership
- student work on same team
- high expectations of quality of painting technique
- accuracy of brushwork
- respect for materials
- mindfulness

REFLECTIONS

- Using SEL techniques during first 5-10 minutes of session is critical to set the stage for student unity of cohesion
- Building a group mindset empowers leadership through student generated directives, reinforcing ownership and commitment
- Pre-setting materials for distribution through small groups enables flow and sets the stage for a soothing atmosphere

PERFORMANCE INDICATORS

- Students participate in SEL warmup/ anticipatory set in first 5 minutes of class
- Students center their collective energy
- Students change from phonetic to common focus
- Students generate goals/ plan of operation
- Students' overall investment
- Students check own work
- Students double check each other's work
- Students compliment one another
- Students constructively receive feedback
- Students navigate space to accomplish task
- Students use "please" and "thank you"
- Students volunteer to help clean up

TEACHER RESPONSES

- "It was relaxed and really easy to get into it"
- Enjoyed "the calming music & environment" & "Collaborating / being with colleagues."
- "I liked the painting way more than I thought I would! Sometimes I have a perfection complex and if it's not perfect, it stresses me out. But seeing it all together - amazing!!"
- "The session was very organized and the activity flew by!"
- "All of the teachers worked really well together. No pressure to be a perfect painter."
- "Working with team members that I don't necessarily see all day. The teachers are also pretty awesome and down to earth."

EVIDENCE COLLECTION TOOLS

- Student: journals, worksheets, artist statements, reflections, self-assessment
- Video and photographic documentation of student work
- Teacher surveys, interviews, and focus groups



