



ART BASED
**SOCIAL & EMOTIONAL
LEARNING CURRICULUM**

FOR CHILDREN WITH DISABILITIES

Module 5: Community & Systems

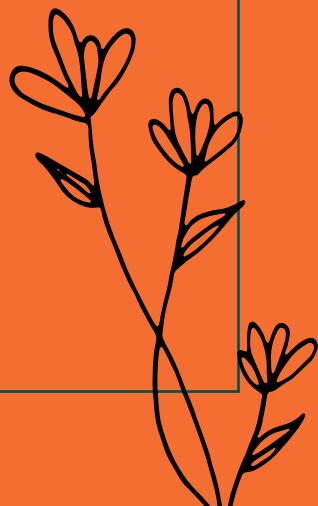
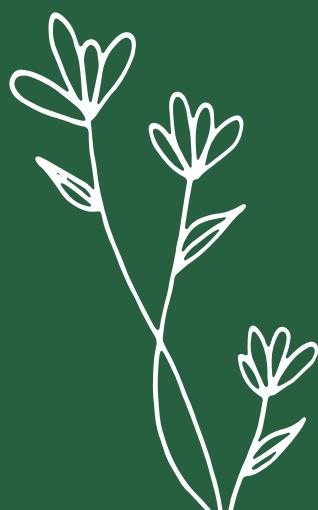




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WHAT ARE COMMUNITY & SYSTEMS?

The fifth component of Social & Emotional Learning

An individual cannot exist independently in a society, everyone is not only interconnected but needs one another to co-exist. The understanding of community and systems becomes important in this regard. There are two larger components to the same:

1. Appreciating Interdependence
2. Community & Global Engagement

Interdependence refers to being mutually dependent on one another. People all around us and we as individuals are dependent on others and each other for almost everything, big or small such as caring relationships, the world economy, and clarity of the air we breathe. It is the ability where they can work with others to reach a goal and to enjoy mutually supportive relationships, accomplish big goals, and sustain emotional well-being. Interdependence is the recognition that some things are better when you work together and support each other.

There are several levels to being connected such as feeling connected in our own internal thoughts, emotions, and actions, in the systems within our physical body, relationships with others, and several more in our day-to-day lives. This connection and engagement with each other becomes crucial. This is more heightened for the children as engaging in community services makes them feel and understand their contribution to society and its impact on someone, giving them a “can-do” attitude to make the community, and in turn the world, a better place. This community engagement helps create a supportive environment and fosters social, emotional, and academic development with the aim at being holistic in these approaches.

This component of Social Emotional Learning helps build several aspects of a child, specifically in case of a disability, such as:

1. Social Inclusion: Children with disabilities may feel isolated, but being part of a community helps them build connections, friendships, and supportive networks.
2. Increased Empathy and Understanding: This exposure allows children to appreciate differences, reducing stigmas associated with disabilities and encouraging a more inclusive mindset.
3. Enhanced Social Skills: This is particularly important for children with disabilities who may face challenges in communication and socialization. Community engagement provides real-life situations to practice and refine these skills.
4. Advocacy and Awareness: Engagement in community and global initiatives provides a platform for advocating for the rights and inclusion of children with disabilities.
5. Holistic Development: By appreciating interdependence and engaging with the broader community, children with disabilities can experience a more comprehensive and enriching learning environment.
6. Support Networks: Community engagement creates opportunities for building support networks. Families, educators, and community members can collaborate to provide additional resources, assistance, and understanding for children with disabilities, contributing to their overall well-being.

#1 ADAPTIVE SCULPTURE

Focus Age: Can be tried with children of any age, preferably younger age groups

Objective

The way the sculpture comes together will be testament of how the children collectively build something together.

Materials Required

- Clay
- Paper
- Fabric
- Other found objects, etc.



Instructions

1. Provide a variety of materials to the kids like clay, paper, fabric, and found objects.
2. Facilitate a discussion on how they all can contribute to the sculpture. Encourage kids to contribute their unique elements to a collaborative sculpture.
3. Discuss how each part is crucial for the sculpture's overall balance and beauty. Provide freedom to the children to create something as they please.
4. Facilitate a discussion in the classroom regarding what they learned from each other's inputs and the experience working together.
Try to inculcate the feeling of how everyone's input is an essential component in creating the final sculpture.
5. Have a brief discussion with the children:
What materials did you choose to use in the collaborative sculpture, and why?
How did you feel when someone else added to or changed a part of the sculpture that you had worked on?
How can the lessons learned from this activity be applied to working together on other projects or tasks in the future?



#2 STORYTELLING THROUGH ART

Focus Age: Older kids, 10+ years

Objective

Every student's contribution to the story and their input is crucial to the development of the narrative, emphasising interdependence in storytelling.

Materials Required

- Images of random things/items/articles that can be used for creating a story
- A4 size sheet



Instructions

1. Facilitate a discussion: *What does the word "interdependence" mean to you? Can you think of examples of interdependence in nature or our everyday lives?*
2. Choose a theme related to interdependence and ask kids to illustrate a part of a story using materials that are provided, they put it together on a sheet of paper individually at first.
3. Combine all the artworks to create a collaborative storybook. Start a story and have each child contribute a part.
4. Discuss how each illustration contributes to the narrative and help students narrate the story in the classroom as a collective and build the story from one another's input.
5. You can prompt the students with the following questions:
How did the different illustrations help to enhance and enrich the story?
Did the final storybook turn out the way you expected? Why or why not?

#3 SCENTED ART

Focus Age: Younger Age groups

Objective

Scented art and smell can be an engaging and multisensory approach. This can enhance the overall experience for children with disabilities, by stimulating their sense of smell along with their artistic expression.

Materials Required

- Scented markers
- Paints
- Anything with a distinct smell etc.
- Art supplies like sheets, colors, etc.



Instructions

1. Use scented markers with a variety of fragrances. Each color can have a different scent, making the art experience more interactive.
2. Instead of markers, non-toxic paints can also be used mixed with extracts and essential oils, etc.
3. Facilitate a discussion and encourage children to explore how different scents make them feel and incorporate those feelings into creating an artwork based on how they feel because of those scents.

Popular scents include vanilla, citrus, mint, lavender, and more.

4. You can support the discussion through the following questions:

What emotions or feelings do you associate with different scents like vanilla, citrus, mint, and lavender?

Can you think of any memories or experiences that are connected to specific scents?

What did you learn about yourself or your classmates through this sensory art experience?



#4 PAPER CHAIN OF INTERDEPENDENCE

Focus Age: Younger Age Groups

Objective

The activity will help them understand interdependence between individuals.

Materials Required

- Paper/Coloured Sheets
- Glue



Instructions

1. The children create a paper chain or rings from paper which are linked together where each link represents a person in their community.
2. On each link, they can draw or write something they appreciate or rely on from others.
3. Finally as the chain links together and it comes together, we can see how the connections between individuals are created.
4. Facilitate a discussion in the classroom talking about what will happen if one of the links break and how each link is important for the entire chain.

Questions to support the discussion include:

What does "community" mean to you? Can you think of examples of communities you belong to?

If you could add one more thing to your paper link now, what would it be, and why?

Reflecting on the paper chain and the discussion about community, what did you learn about the importance of connections between individuals?

#5 INTERCONNECTED HANDS ART

Focus Age: Younger Age Groups

Objective

The idea of the activity is to represent how everyone is linked together and dependent on each other.

Materials Required

- Paper
- Pencil
- Colors



Instructions

1. Facilitate a discussion: *What does it mean to support someone else? Can you give examples of how you've supported someone in the past?*
2. Help students trace their hands on pieces of paper.
3. Each child traces on separate pieces of paper, decorates them, and then arranges them in a way that shows the hands interconnecting.
4. Discuss in the classroom how the hands that connect show that we are there to support one another.
5. Facilitation discussion along the following lines through questions such as:
Can you think of any challenges that might arise when trying to support others in the classroom? How do you think we can overcome these challenges?
What is one thing you can do starting today to demonstrate your support for your classmates or friends?

- Set classroom norms around how this can be done regularly between students daily to build a helpful and supportive environment.

#6 WE ARE ALL STARS AND A MOON

Focus Age: Younger Age groups

Objective

The idea of the activity is to showcase how each one is unique and has their own skillsets that sets them apart and also, what is something that unites them all together.

Materials Required

- Paper
- Scissors
- Pencil
- Colors



Instructions

1. Help children draw stars on pieces of paper provided to them.
2. Cut out these stars to have star-shaped templates. These can be of different sizes.
3. Ask children to write or draw on the stars what makes them unique.
4. On a separate and bigger piece of paper, draw a moon and cut it out.
5. Provide this to the children and ask them to write or draw on this as a group what do they all have in common with one another?
6. Facilitate a discussion *in the classroom around how their differences and uniqueness complement each other to make the classroom a supportive ecosystem.*
What is one thing you learned about your classmates today that you didn't know before?

#7 DEFINE YOURSELF IN ONE WORD

Focus Age: All age groups,
preferably younger children

Objective

The idea of the activity is to highlight the uniqueness of each student and what we all bring to the table that makes us whole as a community.

Materials Required

- Paper
- Sketch pens



Instructions

1. Every child needs to think of a word that describes them, either an adjective, a strength or how they perceive themselves which should start with the first letter of their name.
2. Every student has to write the adjective or word that describes them along with their name on the paper, for example: 'Empathetic Emily' or 'Resilient Raha'
3. This activity can also be done in pairs with the pairs giving each other an adjective that describes them or the students can work towards finding adjectives with every individual letter in their names, for example:

R = Resilient

$A \equiv$ Attentive

H = Hardworking

A = Adorable

4. Facilitate a discussion and *explain to the students each one's uniqueness and how all of them together make the class whole, with every individual's strength.*

Why do you think it's important to think about and celebrate our individual strengths and qualities?

What are some ways we can support each other in embracing and expressing our individuality moving forward?

#8 INTERDEPENDENCE BETWEEN US ALL

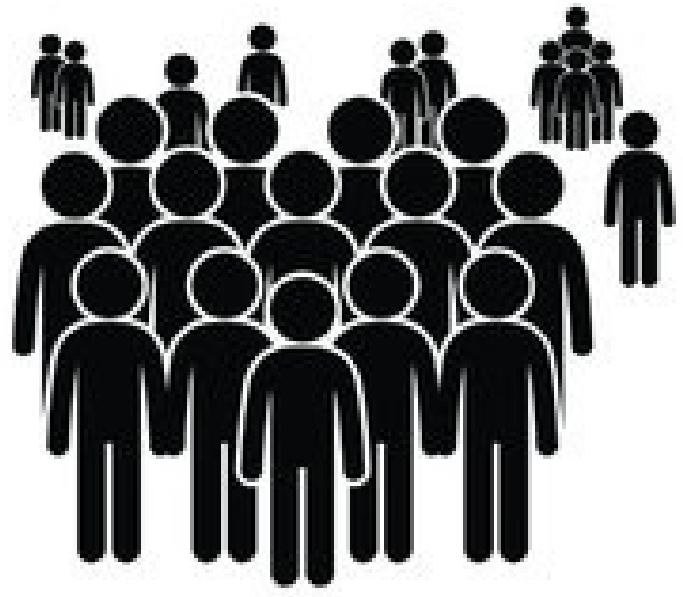
Focus Age: All age groups

Objective

The idea of the activity is to explain the interdependence between individuals and how everyone is connected and depends on each other in the ecosystem.

Materials Required

- Paper
- Pens



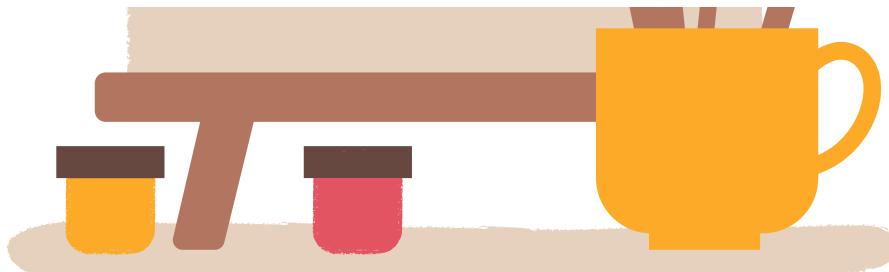
Instructions

1. Ask the students to think about something they recently ate or drank, like tea, a sandwich, an omelet, etc.
2. Ask them to draw a picture of the same.
3. Ask/support them in listing all the ingredients used, like for tea - milk, sugar, tea leaves, water, etc.
4. Now, initiate a discussion in the classroom around how many people would be involved in the making of the said item, in making, assembling, and getting it to you.
5. Around the drawing, list down or label the number of people who made it or got the item to you, like a farmer, delivery person, factory worker, etc.
6. Now, nudge them to think about how many people are connected to one another to get us a basic dish to the table every day. This shows us the interdependence that exists around us.
7. Now, support the students in showcasing gratitude and saying thank you to the individuals who brought them the dish by taking a moment to consider how many people have contributed to our lives knowing and unknowingly.
8. Also, nudge them to share what emotions and bodily sensations they might be feeling after this activity.



END OF MODULE 5

Sources, Links & Information



Sources for Images & Additional Information

- Images for the Module:
<https://images.app.goo.gl/xkszEzC4uBY3CRxe9>
<https://images.app.goo.gl/rJTPsuZ4Y1VfZ8MV6>,
<https://images.app.goo.gl/Tu5GNYRohS3SfKLcA>,
<https://images.app.goo.gl/xck6xxAaBM36fwzk9>,
<https://images.app.goo.gl/fRVPHToj9tNdQbuJ9>,
<https://images.app.goo.gl/m27eXNim7WgBpmQF9>,
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- Community and Children
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- Interdependence [https://www.psychologytoday.com/us/blog/your-daughter-doesn't-have-be-miserable/202202/growing-beyond-independence-the-benefits#:~:text=Interdependence%20is%20the%20ability%20to,and%20sustain%20emotional%20well%20being](https://www.psychologytoday.com/us/blog/your-daughter-doesn-t-have-be-miserable/202202/growing-beyond-independence-the-benefits#:~:text=Interdependence%20is%20the%20ability%20to,and%20sustain%20emotional%20well%20being)
- Storytelling through Art
<https://azimpromjiuniversity.edu.in/telling-stories-through-art#:~:text=When%20art%20is%20chosen%20as,of%20telling%20stories%20through%20art.>

