



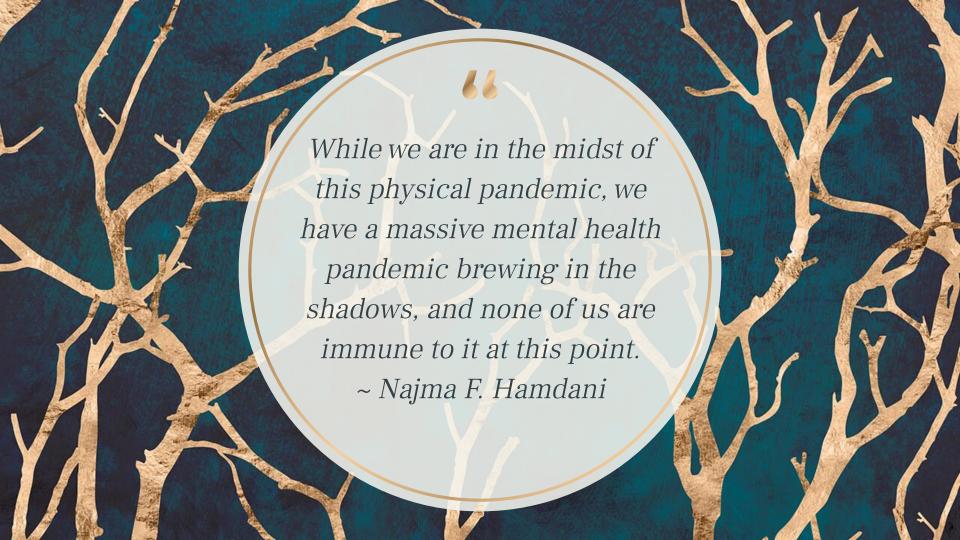


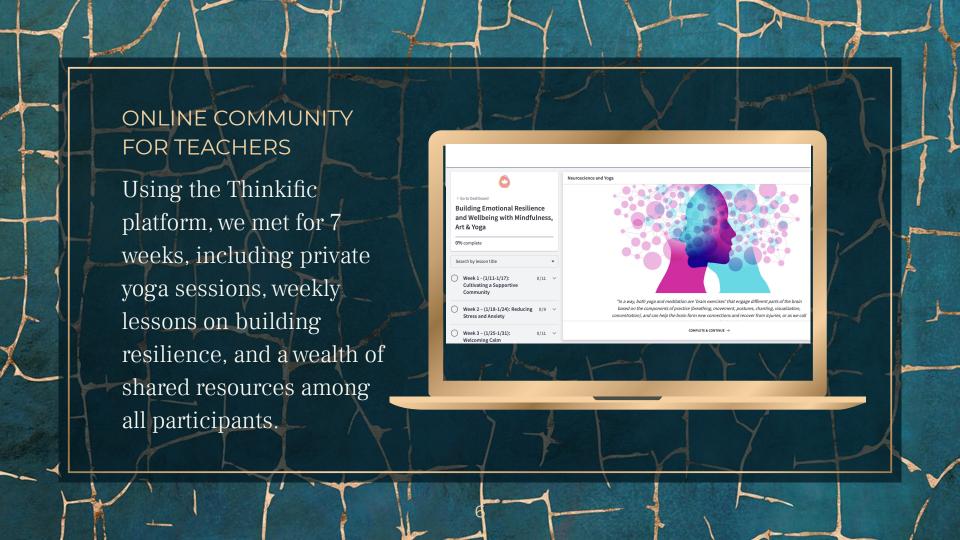


HELLO!

I am Julie Sawyer

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Building Resilience Through the Chakras and Sketchbook Prompts



TEACHERS HAVE REPORTED:

Physical Health Issues

Back pain, headaches, poor eating habits and/or mindless eating, lack of sleep or insomnia, tight hips and shoulders, lack of energy



Mental Health Issues

The need for hope, a new way of looking at things, high anxiety, depression, the need for connection and support

Feeling Overwhelmed Exhausted at all times, want & need to

Exhausted at all times, want & need to support students and/or teachers they serve, acutely aware of "you're lucky to have your job," lack of resources, lack of subs, many more hours of work

ESSENTIAL QUESTION

If mental health is "the next pandemic," as many current studies suggest, how can we as leaders help to build the resilience of teachers and their students?

BALTIMORE MUSEUM OF ART'S ART, MINDFULNESS, AND THE BRAIN

"Learn Brain Basics including why the mind needs emotional -not rational -- motivation in order to accomplish goals."

BALTIMORE MUSEUM OF ART BMA

YOUR "SOCIAL" BRAIN & THE POWER OF NARRATIVE (Bill Casebeer continued)

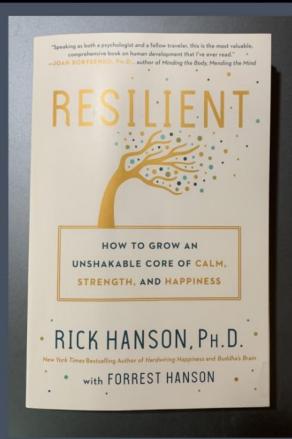
Cognitive Neuroscience Literature about Art and the Brain:

- How art causes people to think about other's thoughts ("theory of mind")
- How art create neurobiological experiences of empathy and sympathy
- How identity in the brain is influenced by art
- The role art plays in creating and reinforcing identity
- How we reason about things that are "sacred" as opposed to things that can be negotiated
- How art can change what we think other people think of us

THE VISUAL ARTS AND MENTAL HEALTH: Different programmes will emphasise different aspects of: WELLBEING SOCIAL ENRICHMENT AND ADULTS WITH MENTAL HEALTH HISTORIES. **RELATIONSHIP BUILDING** CONNECTING FREQUENTLY Measured by: WITH OTHERS COMMENTED ON THEIR ISOLATION, LOW CONFIDENCE AND FEELING 'NORMAL' SELF-WORTH LOW SELF-ESTEEM **TURNING UP AND ENGAGING IN** 'EVERYDAY WORLD' ACHIEVEMENT AND APPRECIATION VISUAL **ARTS** CONFIDENCE MAKING IMMERSION / FLOW CALM / SOMETHING RESTORATION **DEPRESSION** DISTRACTION / ESCAPE CULTURE / ART RECOGNISED PATHWAY BUT NO EVIDENCE **BUILDING A** IN THIS REVIEW **NEW IDENTITY PROGRESSION** WONDER / BEING PART OF SOMETHING **BIGGER** PRESSURE TO COMPLETE: PRESSURE TO COMMIT TO **CONCERN THAT ACTIVITIES ACTIVITIES WILL** COME TO AN END

"The creative process, like a spiritual journey, is intuitive, non-linear, and experiential. It points us toward our essential nature, which is a reflection of the boundless creativity of the universe."

~ John Daido Loori, The Zen of Creativity: Cultivating Your Artistic Life



"There's a fundamental idea in psychology and medicine that the path your life takes depends on just three causes: how you manage your challenges, protect your vulnerabilities, and increase your resources. These causes are located in three places: your world, your body, and your mind."

"You can't always count on the world, other people, or even your own body. But you can count on durable inner strengths hardwired into your nervous system . . ."

"Mental resources like determination, self-worth, and kindness are what make us resilient: able to cope with adversity and push through challenges in the pursuit of opportunities."

"Well-being and resilience promote each other in an upward spiral."

"BRAIN RESEARCH SHOWS THE ARTS PROMOTE MENTAL HEALTH"

According to Brittany Harker Martin's article in June 2020, the visual arts:

- lessen anxiety and depression
- promote health and wellness
- foster adaptive responses to stress
- reduce cortisol levels (markers for stress)
- can induce positive mental states
- tap into our emotions in healthy ways
- are effective tools for mindfulness
- access and engage different parts of the brain

POSITIONALITY OF ART TEACHERS:

Art Teachers:

- have the capacity to teach cognitive strategies and skills
- can help students construct meaning from symbols and perception
- can increase student motivation and engagement
- Have the capacity to address the variety in learners in order to optimize self-direction and self-regulation, to sustain effort and engagement, and to help students manage stress and maintain focus (Glass, Meyer & Rose, 2013)
- are skilled at finding personal links between students' lives & subject matter; contextualizing; and offering students the opportunity to transform content into visual texts.

"Going down to a river that is flooded and turbulent, if you are swept away by the current -- how can you help others across?"

Sutta Nipata 2:8





Sketchbook prompt:



What have you been carrying during this period of teaching through the pandemic?

What other responsibilities have you shouldered?

Are there fears that have weighed you down?

Sketchbook prompt:



What would it look like to be able to accept all that has come your way – the weight, the changes, the uncertainty, and to be in control of your emotions and your health during this crisis?

SEL Sketchbook Prompt

Sketchbook prompt:



How can you take care of yourself and maintain a flow of positive emotions and good health in the present moment? What would this balance of uncertainty and acceptance look like visually?

Week 1: Recognition, Making Intentions

The first yoga session provided insight into how I am entering my home after a work day. **Even** though it was hard to prioritize myself over family late afternoon, it gave me the energy to extend myself further into the evening. I could move throughout the evening physically and emotionally lighter.

... responding to the prompts **led me to work from the inside out. From the internal literal and figurative knots to the external release of energy** . . . I was invited to tap into the fears, anxiety, & stress that I am holding in a way that is productive.

The movement and organization of the glass pieces help me feel a sense of control and accomplishment each day.

Shannon Gagne

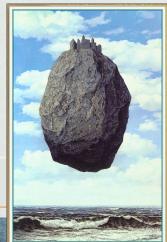


SEL Sketchbook Response

This mixed media piece reflects the weight I carry during the last year. I wanted to reference Magritte's painting "The Castle of

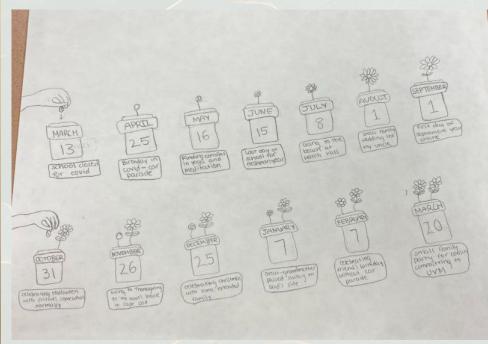
Pyrenees, 1959". There is a duality between a heaviness and hope that is fighting for power that I am trying to balance.

Simsbury Art Teacher





Student work



For my timeline reflection, I chose two flowers being planted. One for the beginning of the pandemic in March 2020, this is when I felt my growth to start as a person, and the second for the end of summer/beginning of this school year for my growth continuing. My original plan was for my flowers to be "wilted" whenever I felt low, which was a lot as I was struggling to continue my recovery with my eating disorder and faced a lot of internal struggle. However I changed my view on this and decided to draw the flowers as continually growing, because those low points have helped my growth. They have also shaped the person I am working on becoming and bettering to this day.

Ways to Build Resilience through the Arts:

- 1. Cultivate a Supportive Community
- 2. Reduce Stress & Anxiety
- 3. Service to Our Community
- 4. Remember Your Resources
- 5. Develop Inner Strength



Title: School Day: 2020

"This art class is the only place I can be honest with how I am really feeling. You are the only teacher who has asked on a regular basis how I am doing."

