



WORK IN PROGRESS

NG AND LIFE SKILLS THROUGH ART

PRESENTED BY

JILL DESKIN, MS NCC AND LINDSEY WUEST, M.ED

**PRIME TIME PALM BEACH COUNTY
AFTERSCHOOL SYMPOSIUM 2025**

#AfterschoolSYM2025

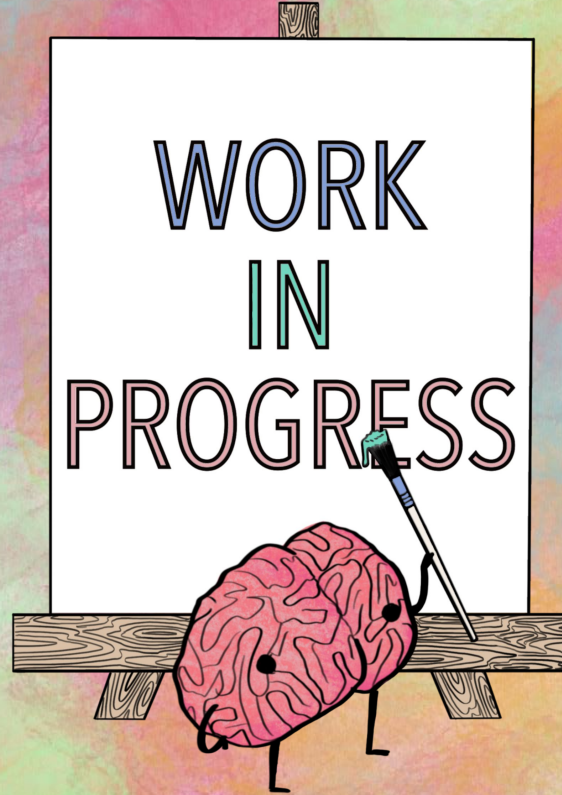


Partners



Sponsors





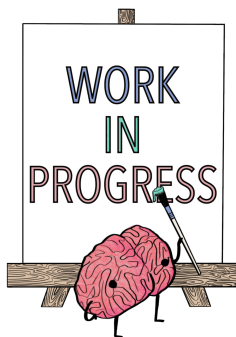
Wellbeing and Life Skills through Art

PRESENTED BY

JILL DESKIN, M.S, NCC & LINDSEY WUEST, M. ED

Welcome!

We are so glad you are here!



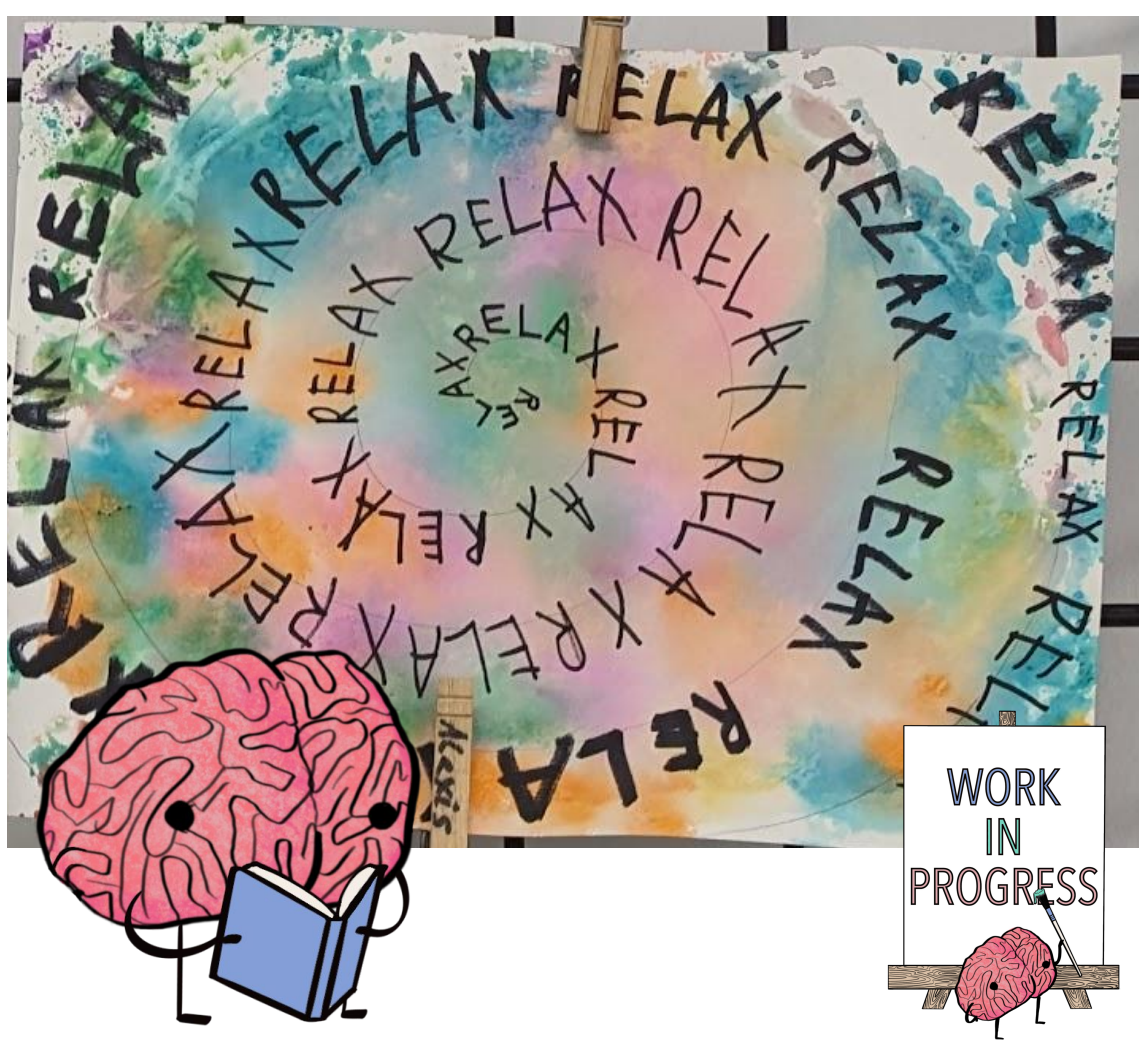
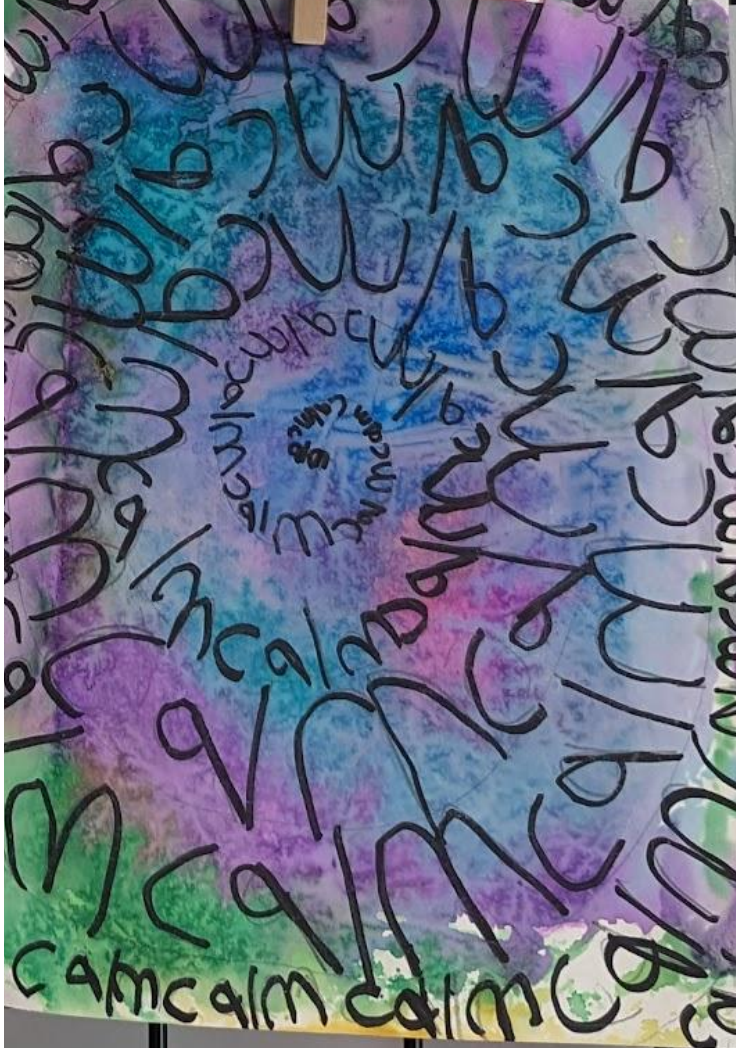
TO DO:

Get started on Meditative Artwork

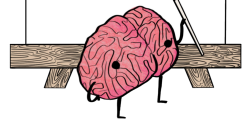
See examples on metal grids

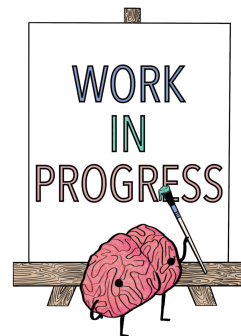
- Create a large swirl using pencil, starting in the middle of your paper and swirling toward the edges
- Then repeatedly write a word or affirmation you'd like to meditate on this morning
- Feel free to get creative and/or silly





WORK
IN
PROGRESS





YOUR PRESENTERS



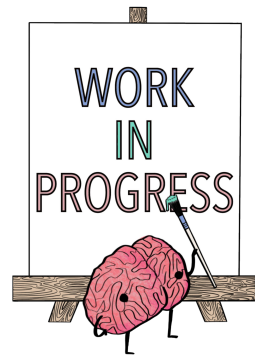
JILL DESKIN

M.S, NCC
SCHOOL COUNSELOR

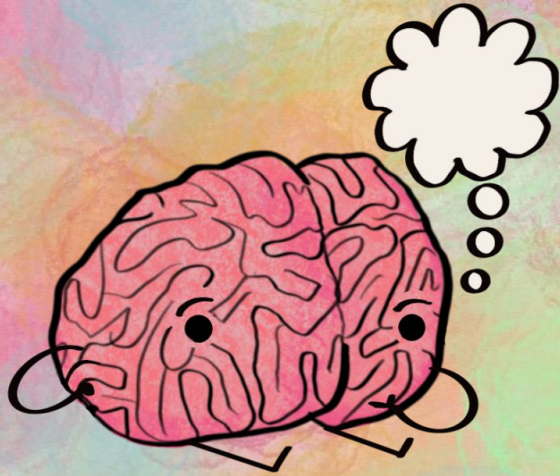


LINDSEY WUEST

M. ED
ART SPECIALIST

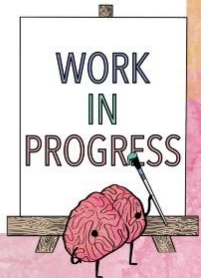


DISCUSSION



Who is in the room?

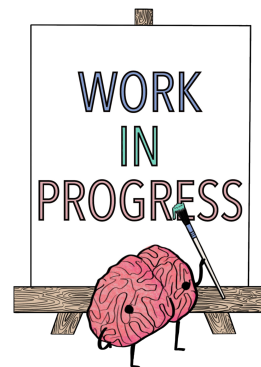
Which social and emotional needs
do your students demonstrate?



WORK IN PROGRESS

Work in Progress is an **arts-based program for K-5 students** designed to meet modern **emotional needs** through the **creation of artwork**.

Students focus on five realms of resilience : **self esteem, feelings, social awareness, coping skills** and **the brain**. Each day a developmentally appropriate **lesson** is delivered followed by a **supporting art project**. The lessons build as the curriculum progresses; by the end of the program, each student will have a portfolio of artwork evidencing learning of social and emotional topics.



Please
tell
me
about
it!



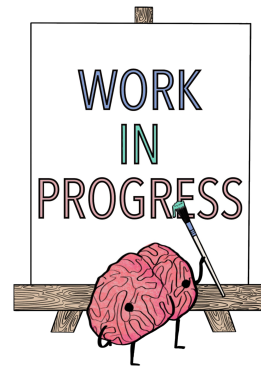
AT A GLANCE

**Each lesson combines a resilience lesson with
an aligned art project.**

5 UNITS OF STUDY

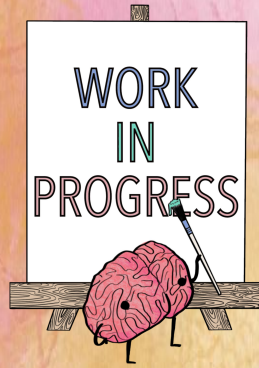
4 LESSONS PER UNIT

**14 UNIQUE ART PROJECTS ACROSS GRADE
LEVELS**



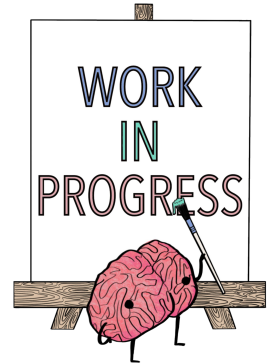
A work of art is a world in itself reflecting
senses and emotions of the artist's world.

-Hans Hofmann



WE WILL DISCUSS

1. INSPIRATION FOR WORK IN PROGRESS
2. SOCIAL & EMOTIONAL TOPICS COVERED
3. REFLECTION & ART SKILLS COVERED
4. EXAMPLE LESSONS & PROJECTS
5. IMPLEMENTING WORK IN PROGRESS
 - NEEDS: TIME, SPACE, MONEY, BUY-IN
6. OUTCOMES



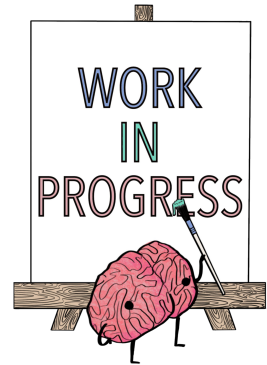
THOUGHT PROCESS

IT'S NO SECRET: ART INSPIRES REFLECTION AND
INTROSPECTION

LET'S PURPOSEFULLY PAIR THE CREATION OF
ARTWORK WITH RESILIENCE

NURTURE STUDENTS' AND BRAIN DEVELOPMENT
THROUGH EXPLICIT TEACHING OF RESILIENCE TOPICS
WITH ART-MAKING

LET'S FIND SOMEONE WHO KNOWS HOW TO DO THIS



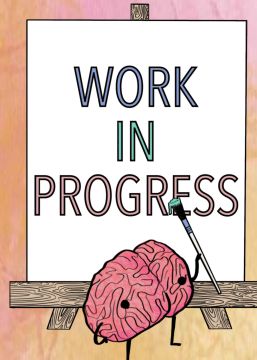
STUDENTS' DEMONSTRATED NEEDS:

EMPATHY PERSPECTIVE TAKING

SELF ESTEEM COPING SKILLS

CREATIVE OUTLETS

INSPIRATION



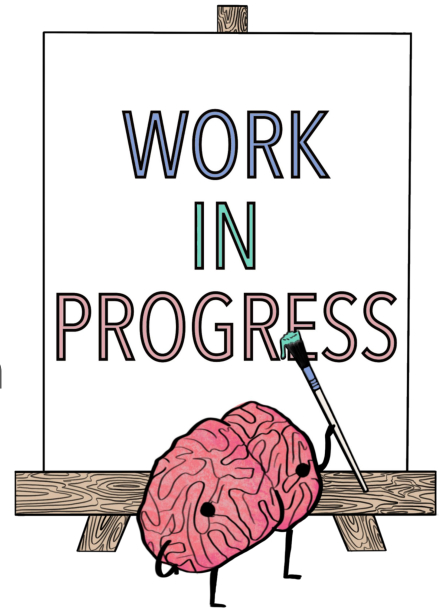
OUR INTENTION

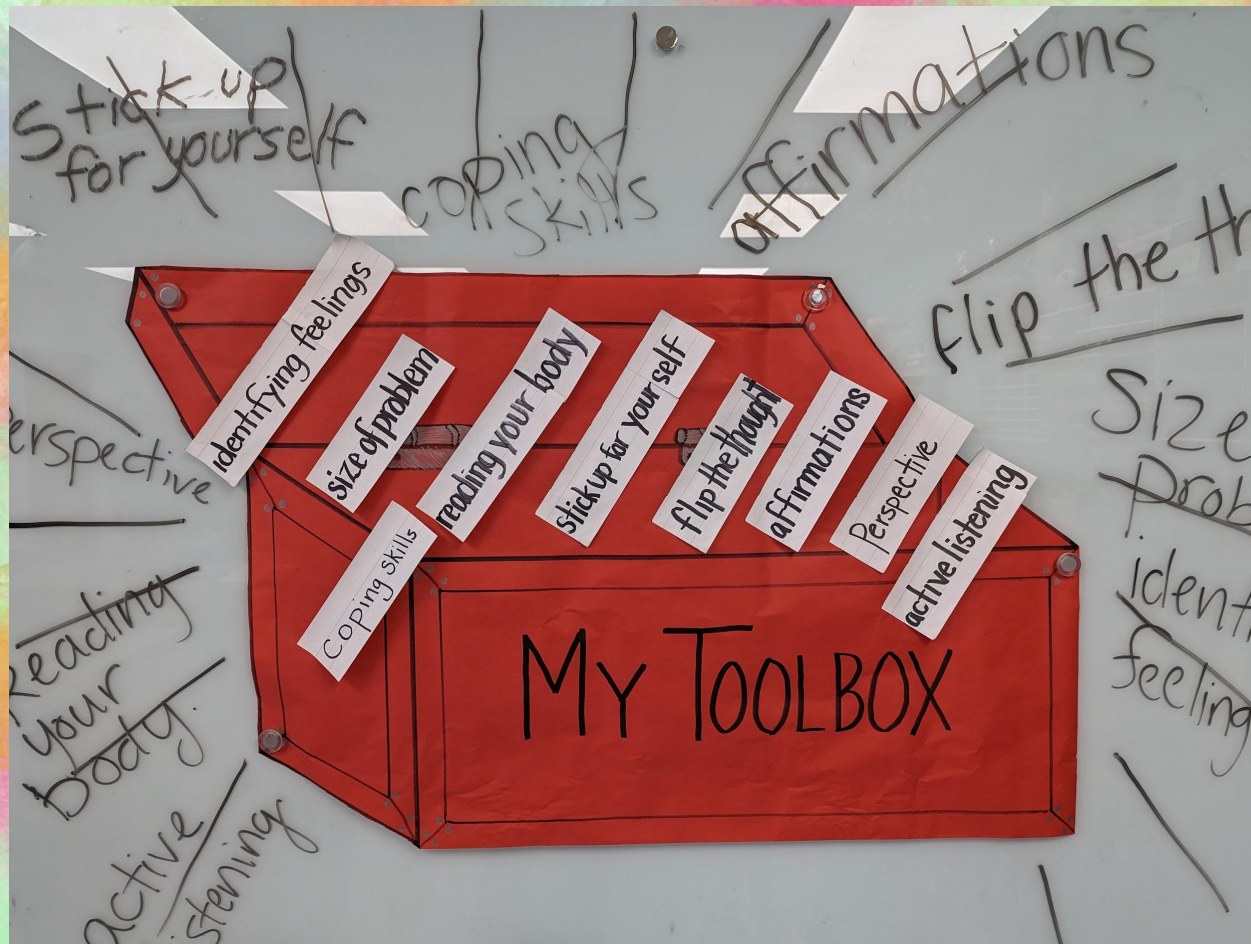
Resilience through Art is

PREVENTATIVE CARE for kids.

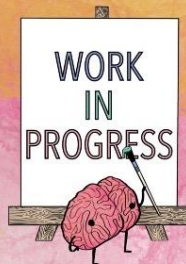
Being **PROACTIVE** rather than **REACTIVE**.

It is our intention for students to leave the program
with a TOOLBOX FULL OF STRATEGIES for
WORKING THROUGH challenging SOCIAL AND
EMOTIONAL SITUATIONS.



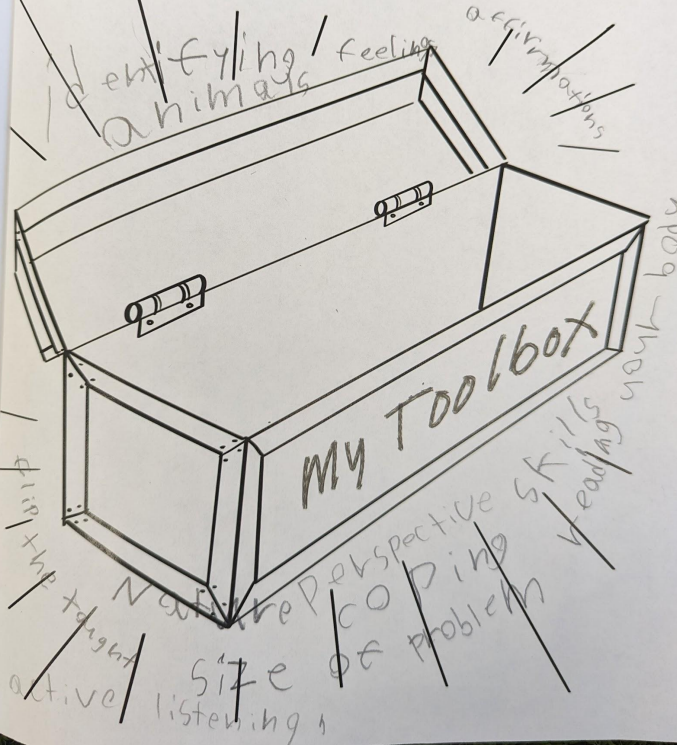
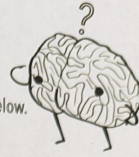


Our Giant Toolbox

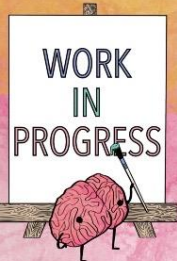


My Toolbox

Draw or write your tools or strategies in and around the toolbox below.
stick up for you self.



Student Toolbox



SOCIAL AND EMOTIONAL TOPICS

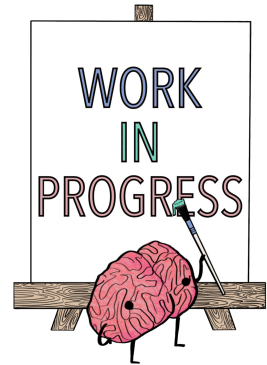
SELF ESTEEM

STRESS MANAGEMENT

EMPATHY

RELATIONSHIPS

MY BRAIN



REFLECTION AND ART SKILLS

REPRESENTING EMOTION INTROSPECTION

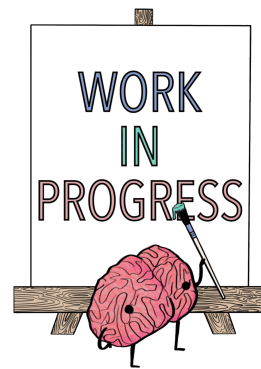
ROUGH DRAFTS PROCESS ART

EXPRESSIVE MARK-MAKING CRITIQUE

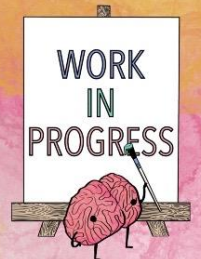
ART-MAKING AS A COPING SKILL

HANDWRITING

NOT TO MENTION: pencil grip, drawing, using a paintbrush, gluing, cutting, care for supplies, tempera paint, watercolor, colored pencil, proper usage of permanent markers, tracing, collage, sitting in a chair, being in a classroom, flushing, etc. etc.



EXAMPLE LESSONS AND PROJECTS



SELF ESTEEM

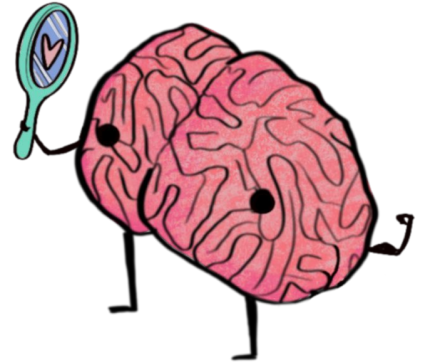
S.E.L.
LESSONS

K-5: What is self esteem?

K-5: Positive Self-Talk

K-5: Stick Up for Yourself

K-5: Just Ask

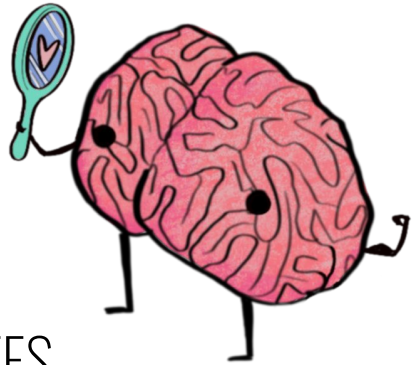


SELF ESTEEM ART PROJECTS

K-5 AFFIRMATION CREATIONS:
MONSTERS SCREAMING OUT POSITIVE AFFIRMATIONS

K-5 ATTRIBUTE ACROSTIC POETRY:
A POEM USING LETTERS OF THEIR NAMES AS
INSPIRATION FOR IDENTIFYING POSITIVE CHARACTER ATTRIBUTES

4-5 SIGNS OF AFFIRMATION:
STREET SIGN INSPIRED AFFIRMATIONS

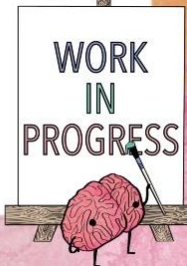




Teacher Example

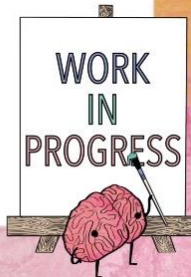


Student Work





Student Work





Teacher Example



Student Work

SELF ESTEEM

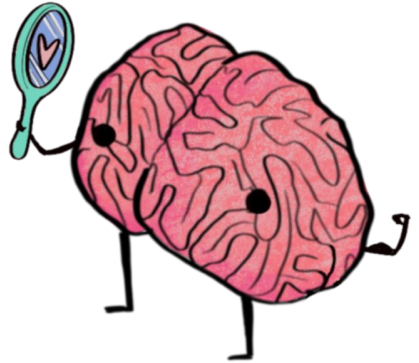
S.E.L.
LESSONS

Positive Self Talk

Tone of Voice (Sarcasm)

Defining Yourself

Inside Vs. Outside



SELF AWARENESS ART PROJECTS

BUILDING AND/OR BUSTING NEURAL PATHWAYS

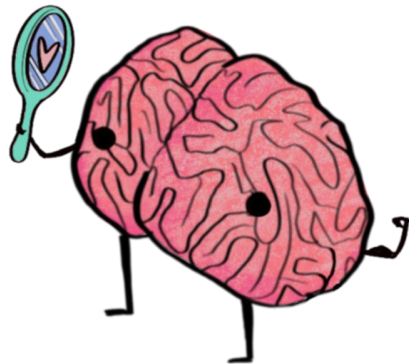
CHOOSE TO BUILD OR DESTROY A NEURAL PATHWAY,
BUT MAKE IT CREATIVE.

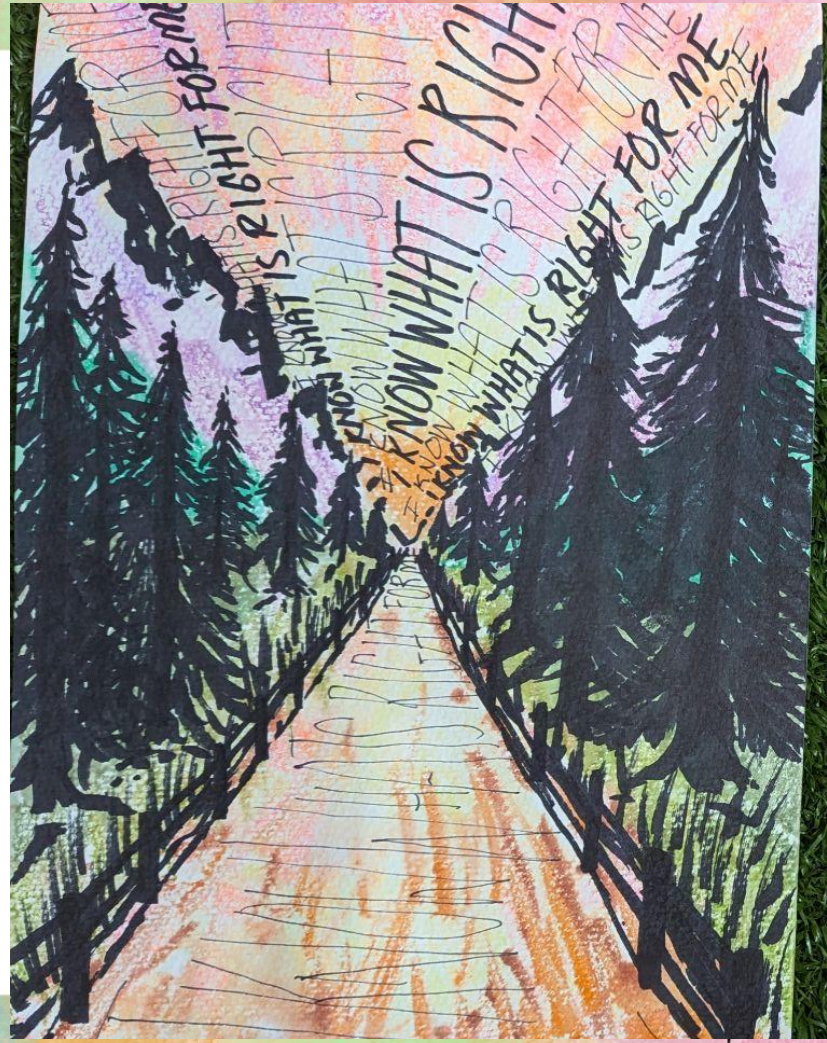
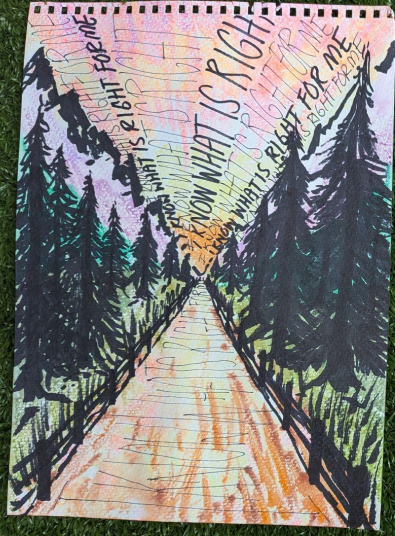
WEARING A MASK

REPRESENT THE MASK YOU WEAR WITH COLOR AND IMAGERY

YOU vs. YOURSELF

WHAT YOU SAY TO YOURSELF -VS- WHAT YOU'D SAY TO OTHERS





BUSTED
AFFIRMATION:
**I HATE
MYSELF. I
AM NOT
GOOD
ENOUGH. I
CAN'T DO
THIS.**



CHOSEN
AFFIRMATION:
**Each day I
make
choices to
bring me
closer to my
truest self.**

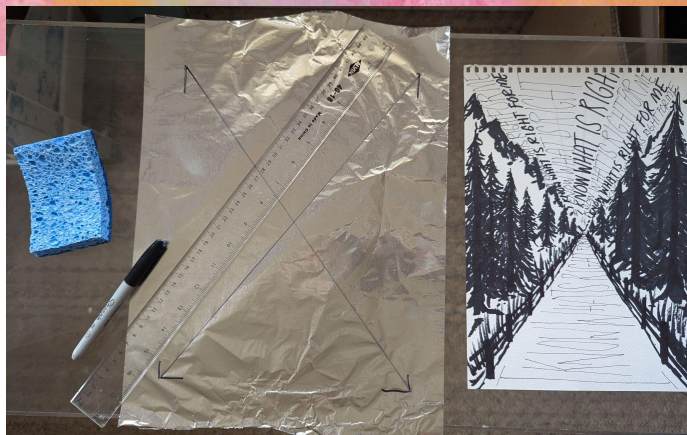
WORK
IN
PROGRESS



DAY 2 *Optional Foil Monoprinting Process*

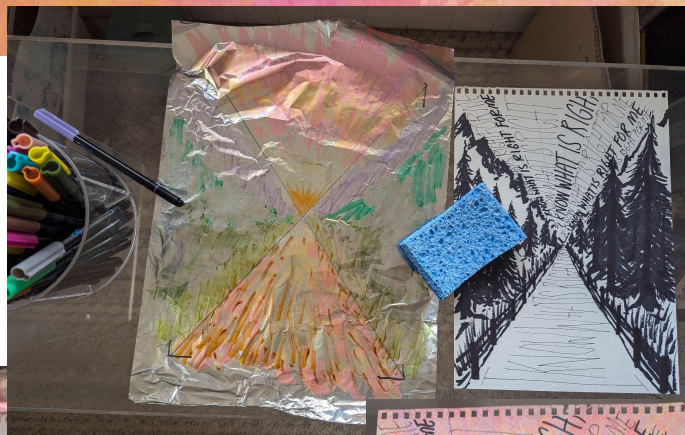
1

Draw an X with permanent marker to help plan color application



2

Wet the entire paper using a sponge



3



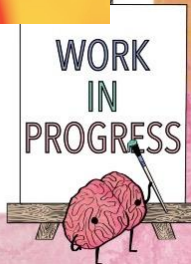
4



5

Let paper dry on the foil face down.





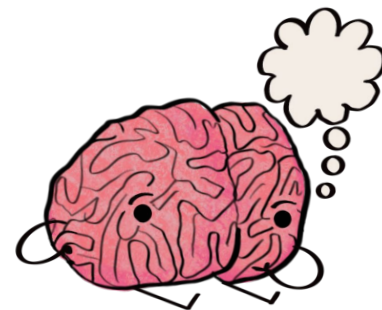
FEELINGS

S.E.L.
LESSONS

Identifying Feelings

Size of Problem

Body Feelings



FEELINGS ART PROJECTS

K-1 SPECTRUM OF EMOTIONS:

FACES DEMONSTRATING INTENSITY OF EMOTION PEOPLE CAN EXPERIENCE

2-3 EMOTIONAL MARK-MAKING:

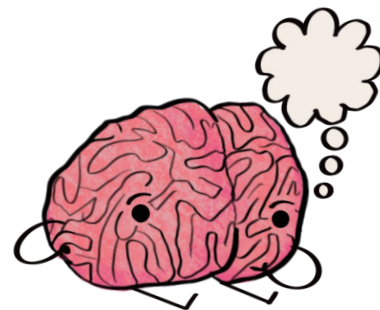
USING COLOR, BRUSHSTROKES & MARK-MAKING TO REPRESENT THEIR FEELINGS

4-5 INSIDE VS. OUTSIDE:

PHOTOGRAPH AND PAINTED PAPER COLLAGE EMBELLISHED WITH FEELINGS-
THE FEELINGS THEY SHARE WITH THE WORLD VS THE FEELINGS THEY KEEP INSIDE OF THEIR HEADS

K-5 BODY TRACING:

IDENTIFYING WHERE THEY EXPERIENCE COLOR-CODED EMOTIONS INSIDE A REAL TRACING OF THEIR BODY



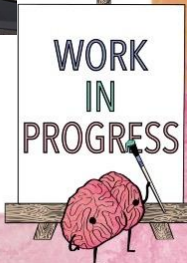




Teacher Example



Student Work

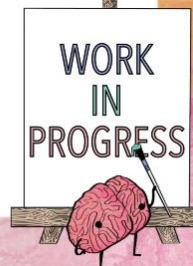


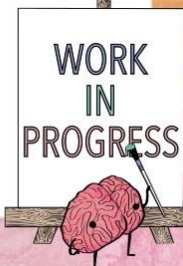


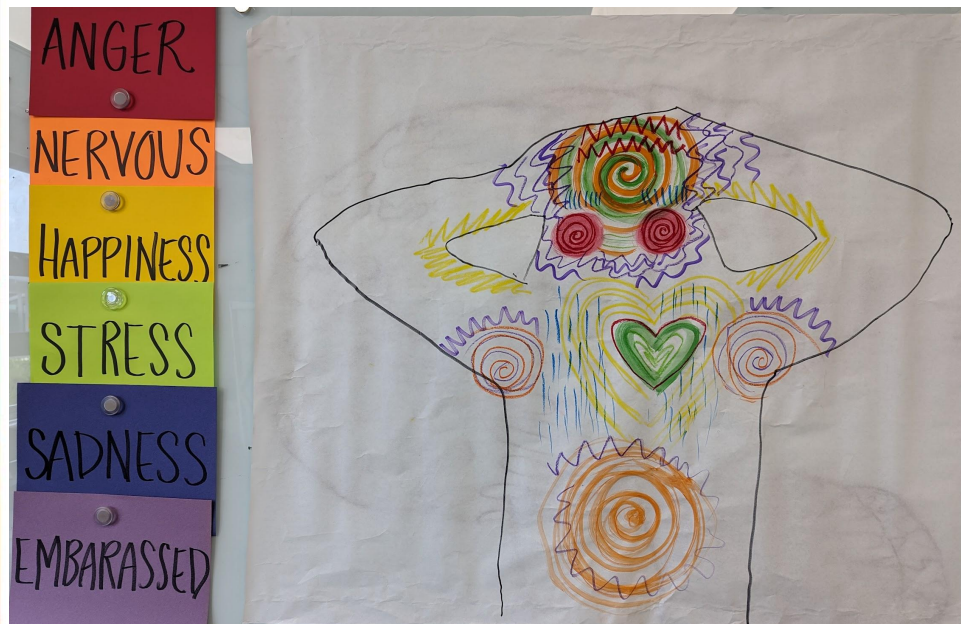
Teacher Example



Student Work







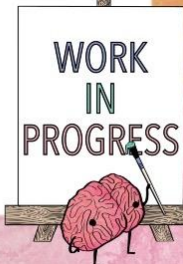
Teacher Example



Student Work



ANGER
NERVOUS
HAPPINESS
STRESS
SADNESS
EMBARRASSED



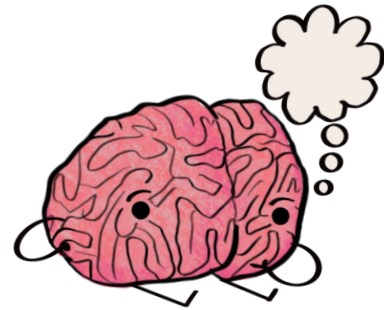
STRESS MANAGEMENT

S.E.L.
LESSONS

Bottom up/Top Down Feelings

Size of Problem

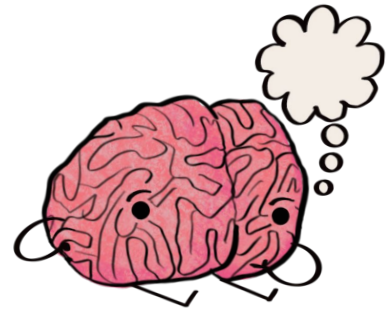
Coping Skills



STRESS MANAGEMENT ART PROJECTS

BODY FEELINGS

USING MARK MAKING TO IDENTIFY
WHERE EMOTIONS ARE EXPERIENCED IN THE BODY
USING A LIFESIZE UPPER-BODY TRACING AS A GUIDE



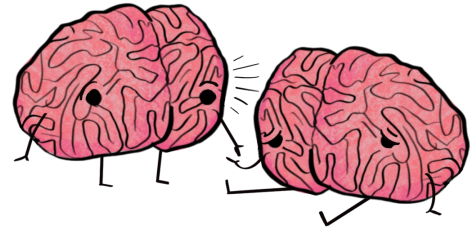
SOCIAL AWARENESS

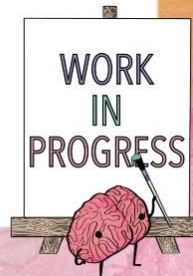
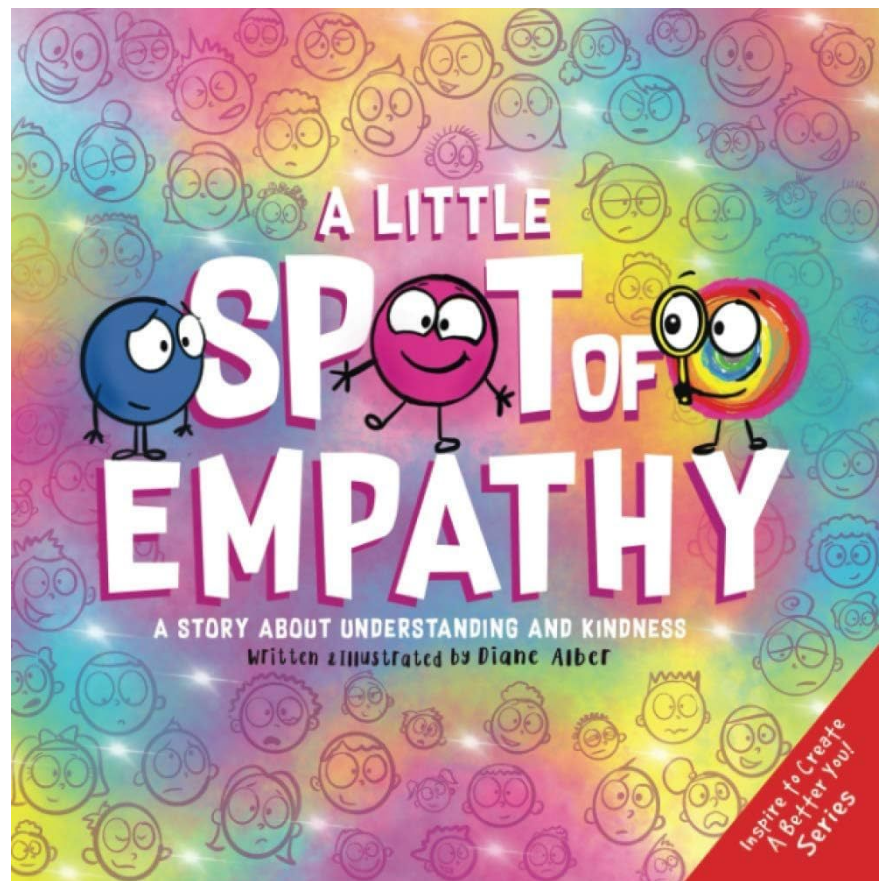
S.E.L.
LESSONS

READ ALOUD: "A LITTLE SPOT OF EMPATHY"

**LESSON BASED ON THE CHILDREN'S BOOK
"A LITTLE SPOT OF EMPATHY" BY DIANE ALBER*

PERSPECTIVE TAKING ROLE PLAY





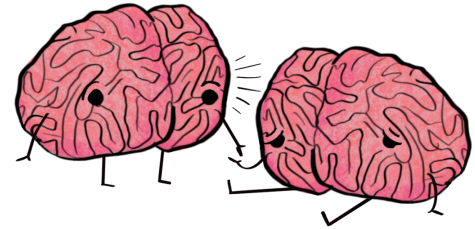
SOCIAL AWARENESS ART PROJECTS

K-5 “WHAT’S IT LIKE TO BE YOU?” INTERVIEW:
SEEKING TO UNDERSTAND HOW THEIR PEERS THINK

K-3 “A LITTLE SPOT OF EMPATHY”*:
CREATING A SPOT THAT FEELS MAD OR SAD FOR A CERTAIN REASON & BRAINSTORMING
EMPATHETIC RESPONSES THAT SHOW ACTIVE LISTENING

**PROJECT BASED ON THE CHILDREN’S BOOK “A LITTLE SPOT OF EMPATHY” BY DIANE ALBER*

4-5 PERSPECTIVE TAKING ZINES:
ZINES DEMONSTRATING DIFFERENT PEOPLE’S PERSPECTIVES OF
THE SAME SITUATION

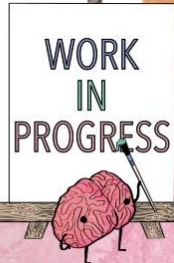


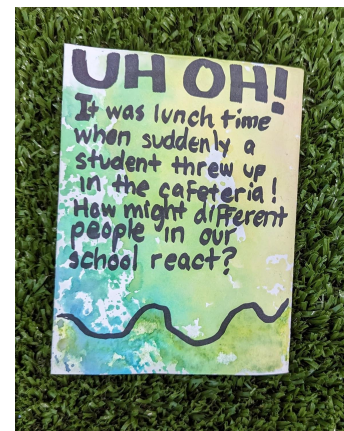
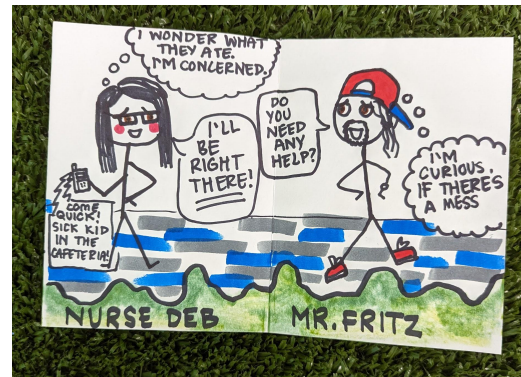
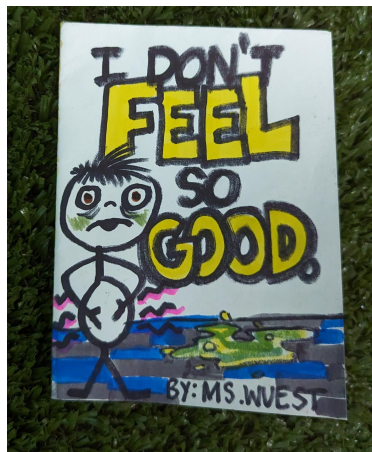


Teacher Example

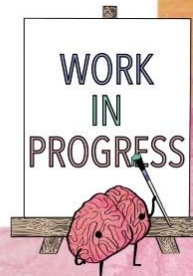


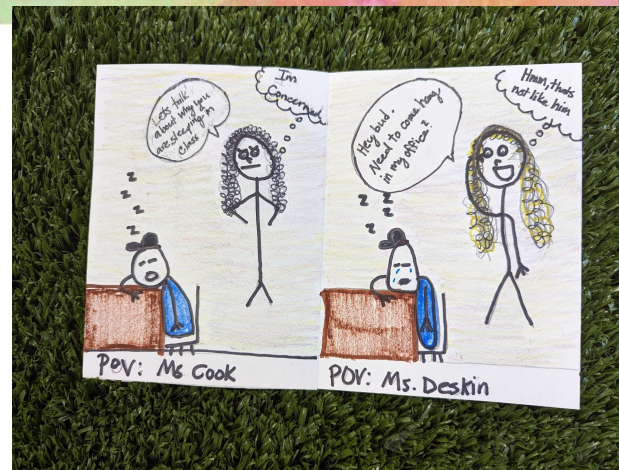
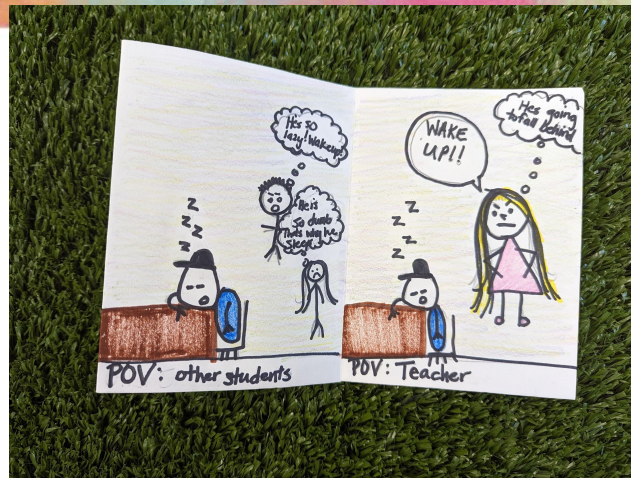
Student Work



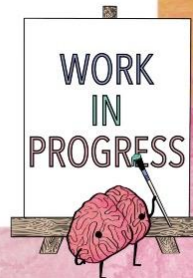
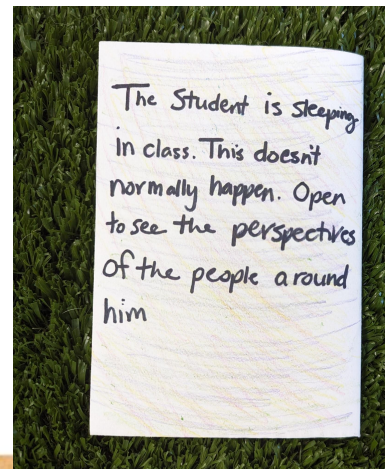


Teacher
Example

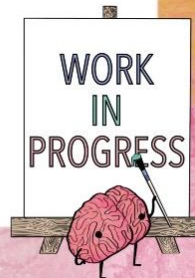




Teacher Example



Student Work



EMPATHY

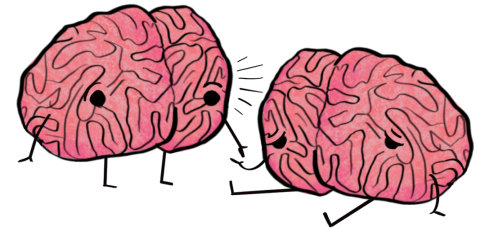
S.E.L.
LESSONS

IDENTITIES AND MORALS

PERSPECTIVE TAKING

EMPATHIC LISTENING

CONFLICT RESOLUTION



EMPATHY

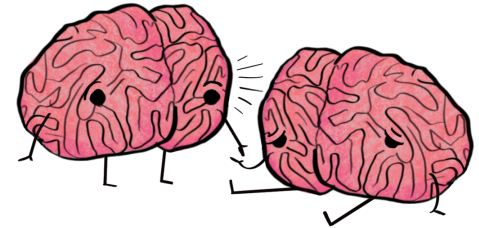
ART
PROJECTS

EMPATHETIC LISTENING

LISTEN AND RESPOND LIKE A TRUE FRIEND

THROUGH MY EYES

SEE AN ARGUMENT FROM THE OTHER POINT OF VIEW





SARCASM
oh yeah, you really need your PHONE.

DON'T SAY THIS
High! Your phone sucks anyway, bro.

MY DAD TOOK AWAY MY PHONE!

EMPATHY
No way! Tell me what happened!

SARCASM
wow, I'm so sad for you.

MY TWO BEST FRIENDS GOT ON THE TEAM, BUT I DIDN'T! UGHHH

EMPATHY
Oh my gosh, how do you feel?!

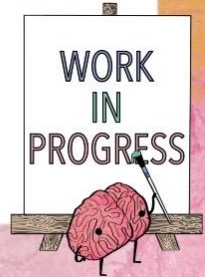
DON'T SAY THIS
No friends and no team? What a loser.

SARCASM
Your life is soooo hard.

MY PARENTS ARE FIGHTING AGAIN.

DON'T SAY THIS
I bet they were fighting because of you.

EMPATHY
That's super stressful. Wanna talk?



SUPPORT
Oh, no! How
are you
doing today?

**WE HAD
A BIG FIGHT
YESTERDAY**

COMPARISON
That sucks.
At least
you have
a partner.

COMPARISON
OH NOOOO!
AT LEAST YOU
ACTUALLY
HAVE A

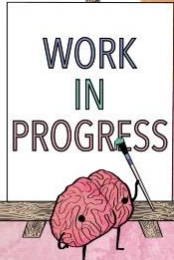
SUPPORT
Congrats!
You worked
hard for
this.

**I GOT
INTO
YALE!**

COMPARISON
Congrats!
I wish I
was going
to an Ivy
League.

SUPPORT
ARE YOU OK?
IS YOUR NEIGH-
BOR OK?

**I HIT MY
NEIGHBOR'S
TRUCK WITH
MY MOM'S CAR**



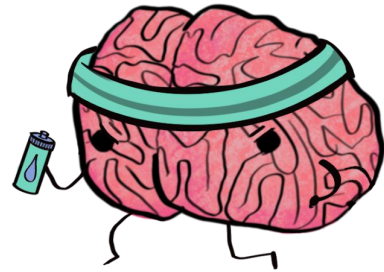
COPING SKILLS

S.E.L.
LESSON

MUSIC & JOURNALING

NATURE, EXERCISE & GROUNDING

THE POWER OF PETS & THERAPY ANIMALS



COPING SKILLS ART PROJECTS

K-5 SPIRALING MUSIC MEDITATION:

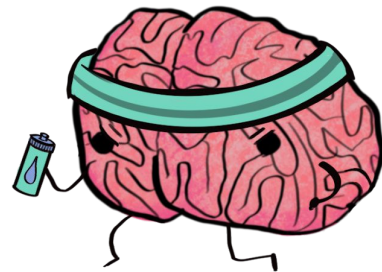
LISTENING TO CALMING MUSIC WHILE PRACTICING MEDITATIVE CREATIVITY USING A SPIRALING REPEATED, HAND-WRITTEN, POSITIVE WORD

K-5 NATURE JOURNALING:

USING OUR FIVE SENSES TO OBSERVE AND MINDFULLY APPRECIATE NATURE

K-5 THE POWER OF PETS & THERAPY ANIMALS:

APPRECIATING THE ANIMALS WHO HELP US REGULATE OUR EMOTIONS THROUGH THE CREATION OF A COLLABORATIVE ANIMAL PORTRAIT

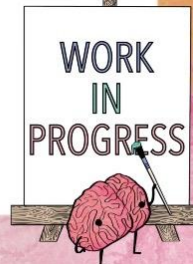


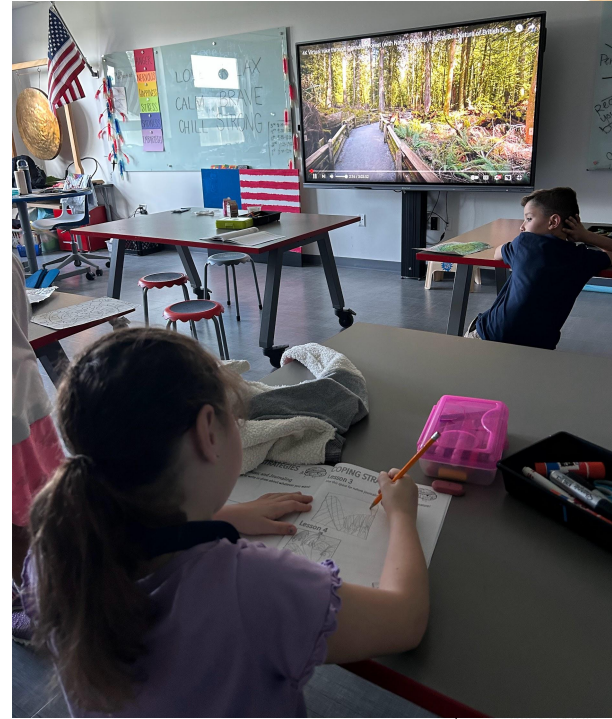


Teacher Example



Student Work





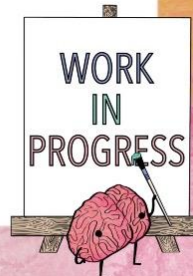
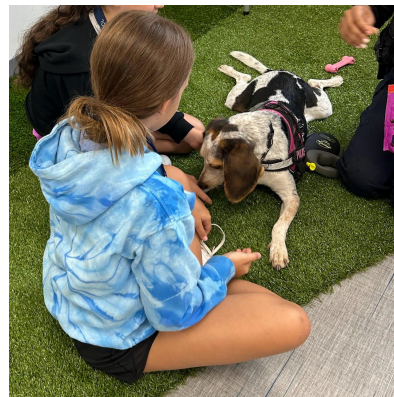


Teacher Example



Students
@
Work





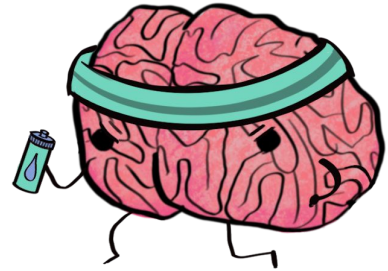
LET'S BE REAL

S.E.L.
LESSON

SOCIAL MEDIA/ADVERTISING

AI

PERFECTIONISM



REAL TALK

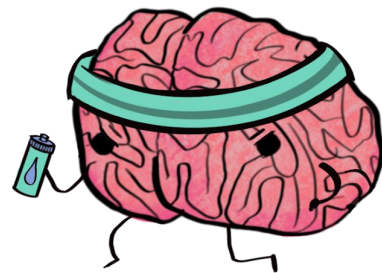
ART
PROJECTS

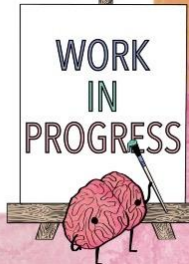
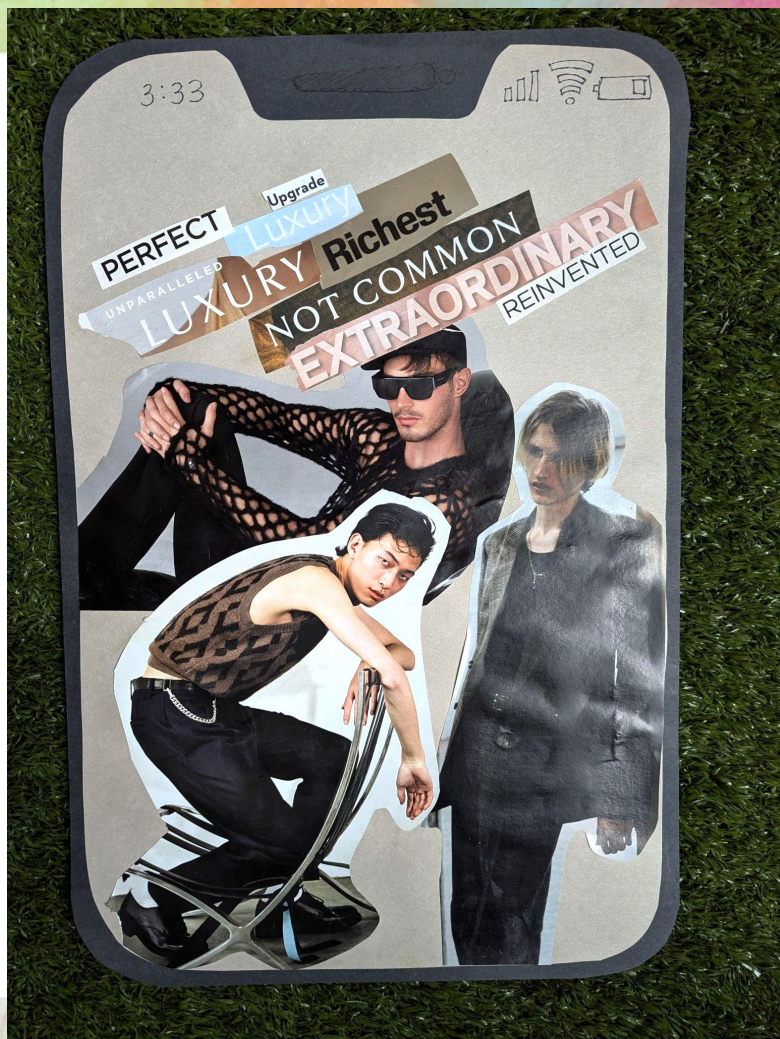
ADVERTISING'S INFLUENCE

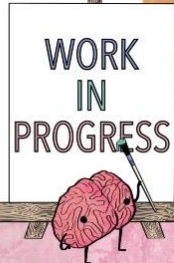
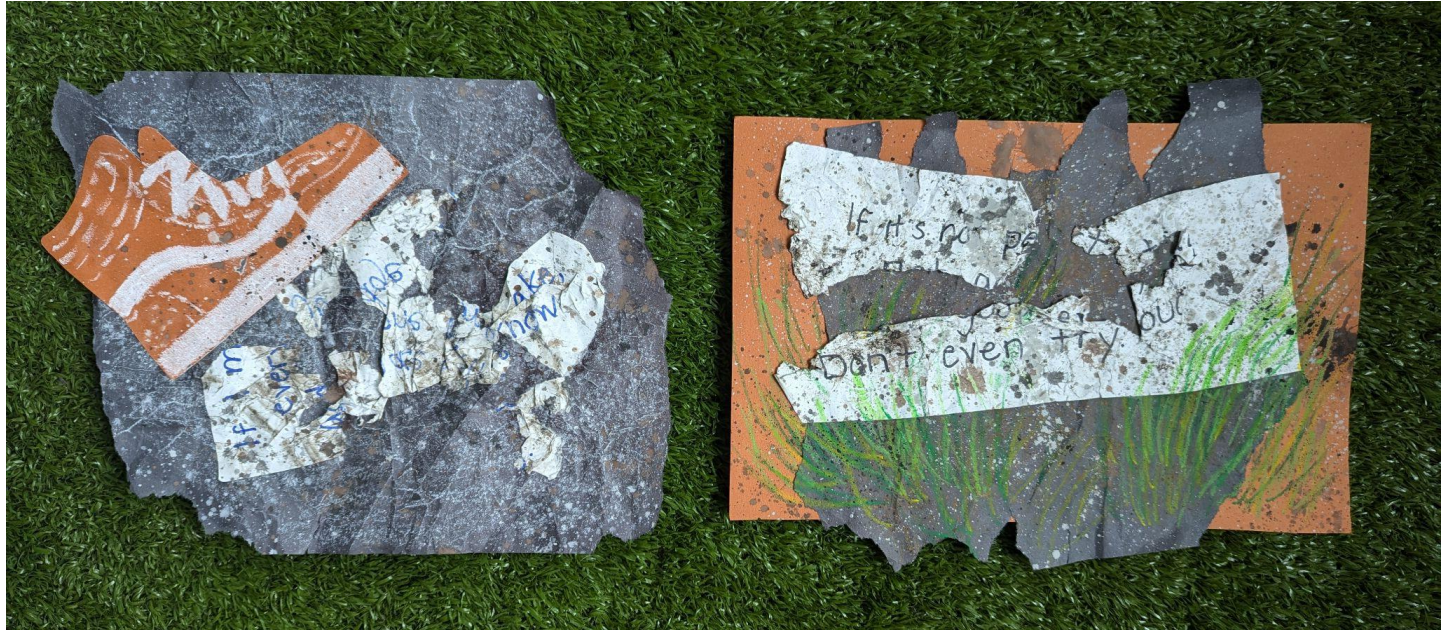
CUT TO THE HEART OF ADVERTISER'S REAL INTERESTS
USING COLLAGE

PERFECTIONISM

DESTROYING THE THOUGHTS THAT HOLD YOU BACK







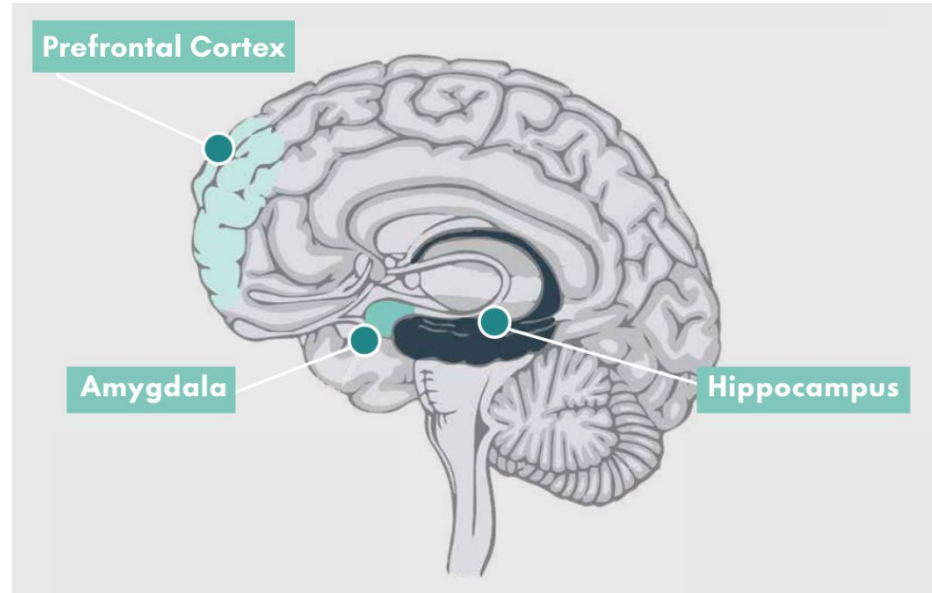


MY BRAIN

S.E.L. LESSON

BRAIN ANATOMY

“FLIPPING YOUR LID”



MY BRAIN

ART PROJECTS

K-5 BRAIN ANATOMY & ELECTRICAL IMPULSES

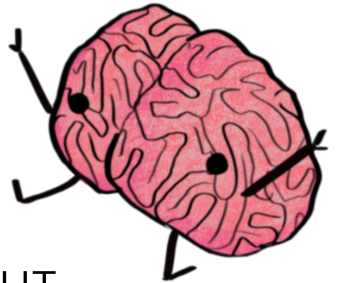
IDENTIFYING PARTS OF THE BRAIN & HOW THE BRAIN WORKS

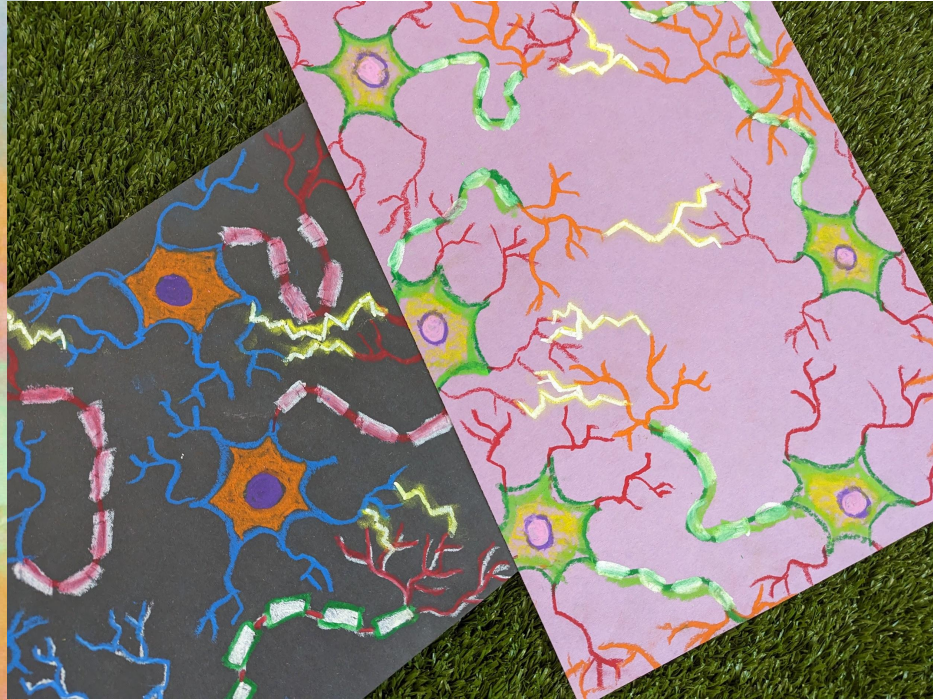
2-3 FLIPPING YOUR LID:

PORCUPINES AND TURTLES AS A METAPHOR FOR FIGHT OR FLIGHT
RESPONSES IN BRAIN

4-5 THE POWER OF NEURONS:

CREATING A MODEL OF A NEURON AND IDENTIFYING ITS PARTS





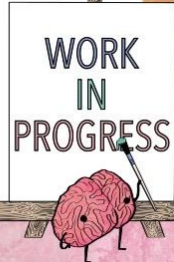
Teacher Example



Student Work



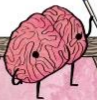
Student Work



T



WORK
IN
PROGRESS



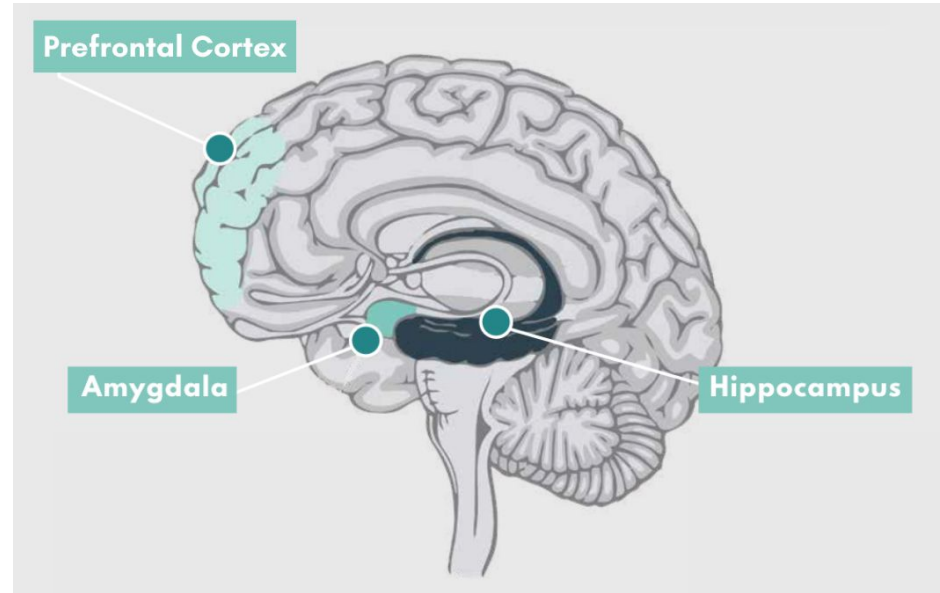
IN YOUR HEAD

S.E.L.
LESSON

BRAIN ANATOMY

EXECUTIVE FUNCTIONING

PROCRASTINATION



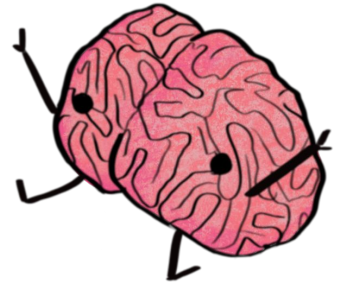
IN YOUR HEAD

ART PROJECTS

FLIPPING OUT
FIGHT, FLIGHT OR FREEZE

ARTIST'S CHOICE AND ARTIST'S STATEMENT
CHOOSING YOUR FAVORITE PIECE

INTERACTIVE ART SHOW
ENGAGE WITH THE ARTWORK AND THE ARTIST





GET BACK IN CONTROL!
TAKE A WALK
BREATHE
SPLASH YOUR FACE WITH H₂O
UNCLENCH YOUR JAW
STRETCH **COUNT TO TEN**
AFFIRMATIONS
TAKE A BREAK FROM THE
SITUATION

WORK
IN
PROGRESS



IMPLEMENTATION

TIME

SPACE

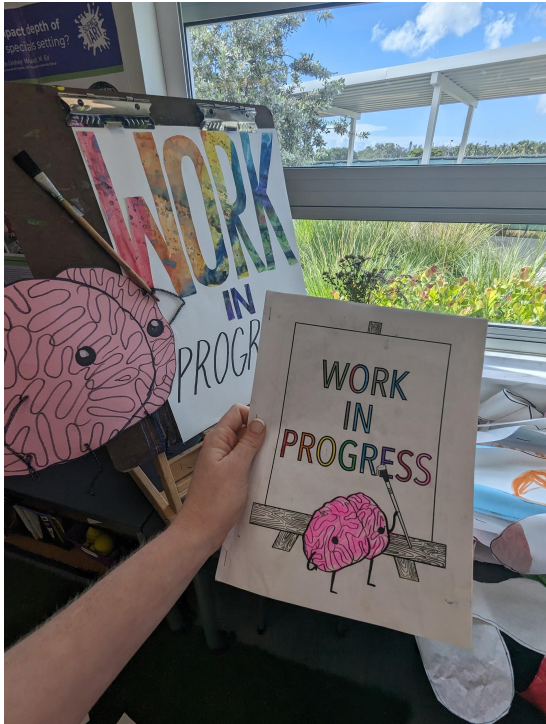
MONEY

BUY-IN



IMPLEMENTATION

TIME



- One Quarter of a SY in Art
- Year-Long Club
- Summer School Special
- Monthly Push-In
- Every Friday of a SY
- Camp

IMPLEMENTATION

SPACE

- This program was designed intentionally to be low-mess and space-saving- *aside from the optional body-tracing activity, which can be substituted by simply using a small body cutout, right. Painting can always be substituted for coloring.*
- All program activities can be done in a regular classroom with access to an outdoor space for grounding and nature journaling- *which can be substituted with a nature walk video, as we did during a Heat Advisory, right*



IMPLEMENTATION

MONEY



- Our Program was \$ponsored by Cleveland Clinic Florida
- This program was intentionally designed to use minimal, accessible materials you would find in most elementary school art rooms/classrooms
- Pencil, Sharpie, scissors, glue, marker, tempa, Oil Pastel, white paper, colored and patterned paper.

Painting of Vallie was done using acrylic on canvas, supplied by my art club Studio Sessions

IMPLEMENTATION

BUY-IN

THE SELLING POINTS:

- Low to No-Cost Implementation
- Can be taught by *(almost?)* anyone
- Integrate the arts without a formal art program (*not that we want to encourage lack of a formal art program*)
- Preventative care for student and relationship issues
- JOY: Kids love doing art
- Beautiful products to display

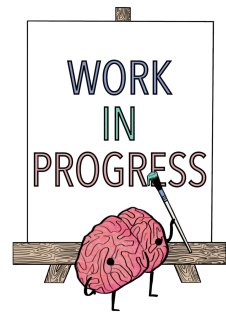


OUTCOMES



A cartoon illustration of a brain with a face and legs, holding a blue pen and writing 'WORK IN PROGRESS' on a whiteboard. The brain is pink with a face, and the text is written in a stylized, blocky font. The whiteboard is on a wooden stand.

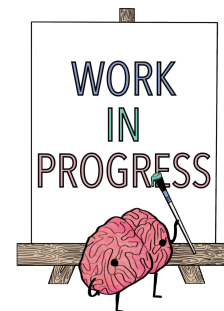
OUTCOMES



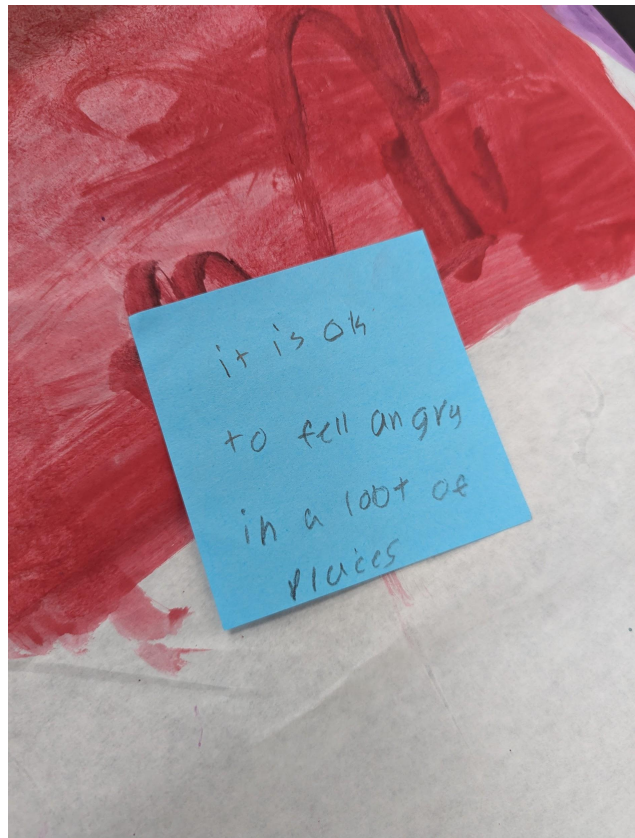
OUTCOMES



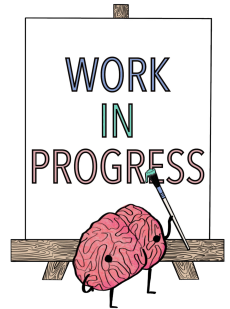
OUTCOMES



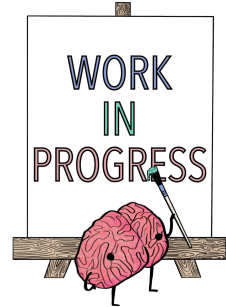
OUTCOMES



OUTCOMES



OUTCOMES



OUTCOMES

Students rated their understanding of topics at the beginning (left column) and end of each week (right column).

3rd Grade- Feelings

Do you have the tools to recognize your feelings, listen to your body, and understand the size of the reaction to size of problem?

3	5
2	5
5	5
1	2
4	5
2	3
1	5
3	5
2	5

4th Grade- Coping Skills

Do you have the tools to calm yourself down when you are experiencing BIG emotions?

3	5
4	5
	5
	4
	4
	5
3	4
2	5
4	5
	4
2	5
4	5

5th Grade- Empathy

Do you understand what it looks like to show empathy to others?

3	4
3	5
3	5
2	4
4	4
2	4
2	5

OUTCOMES

Check in and Check out
How am I doing at the beginning and end of each class?

Before Class After Class

Self Esteem

Feelings

Social Awareness

Coping Strategies

Reflection

M T W Th M T W Th M T W Th M T W Th

Check in and Check out

How am I doing at the beginning and end of each class?

Before Class After Class

Self Esteem

Feelings

Social Awareness

Coping Strategies

Reflection

M T W Th M T W Th M T W Th M T W Th

Check in and Check out
How am I doing at the beginning and end of each class?

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Feelings

Social Awareness

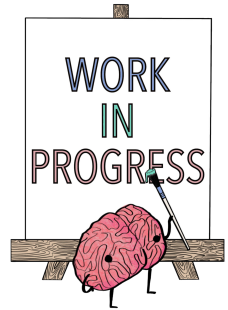
Coping Strategies

Reflection

M T W Th M T W Th M T W Th M T W Th M T W Th

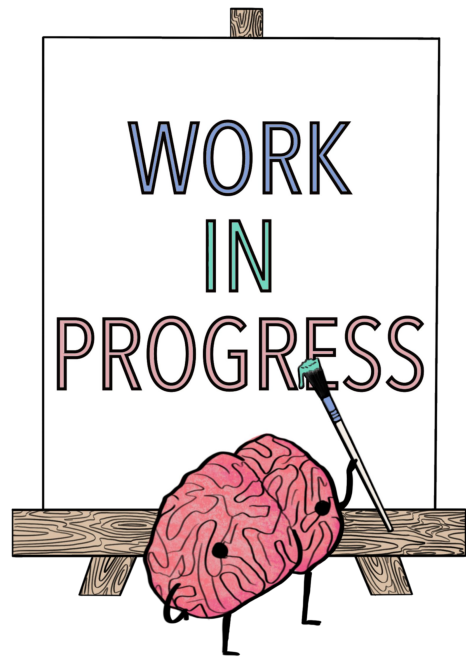
GENERAL REMINDERS

- Our program was M-Th, 30 minute classes. If you are using this for a 5 day curriculum, day 5 can be a make up/work day. Early finishers can complete the About the Author section in their workbook, or color.
- Regarding art materials, look at what you have and rely on that. Use these projects as inspiration, not as the rule.
- You can print out the teacher examples and place on the tables to assist the kids.
- The lessons do not need to be taught by a licenced professional, but could be an added bonus. This program was created and taught by a licensed professional school counselor and a licensed art teacher.
- This is not art therapy. This program is using art to better help students understand their . Please make sure you are not using “art therapy” when describing this program to others.



TO WRAP IT UP

Together, we will **use the magic of art to inspire growth-** socially, emotionally and artistically. **We are all works in progress just working to progress.** Let's give our next generation the **tools to become mindful members of our community.** Let's give our students a chance to **practice introspection and reflection through creativity.** Let's inspire our students with the **bravery to be their authentic selves** and the **wisdom to accept the differences of others.**

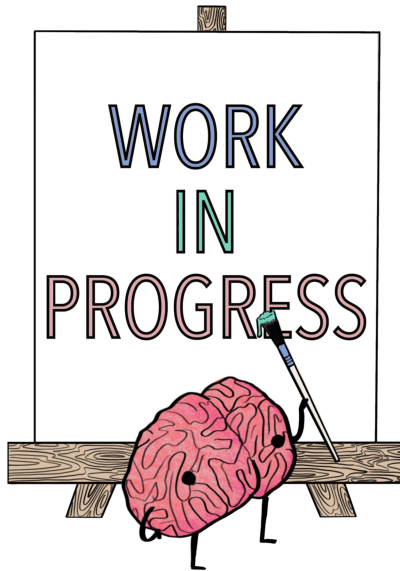


CONTACT US



JILL DESKIN

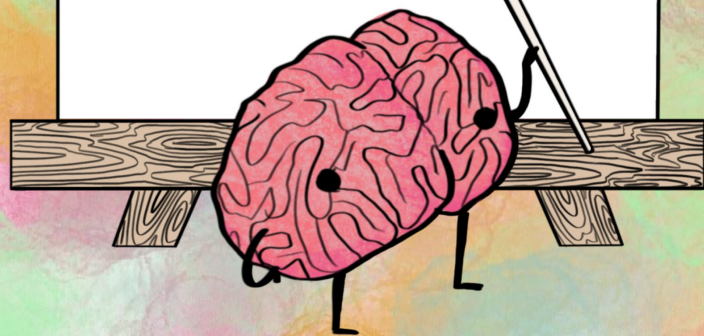
JDESKIN@FAU.EDU



LINDSEY WUEST

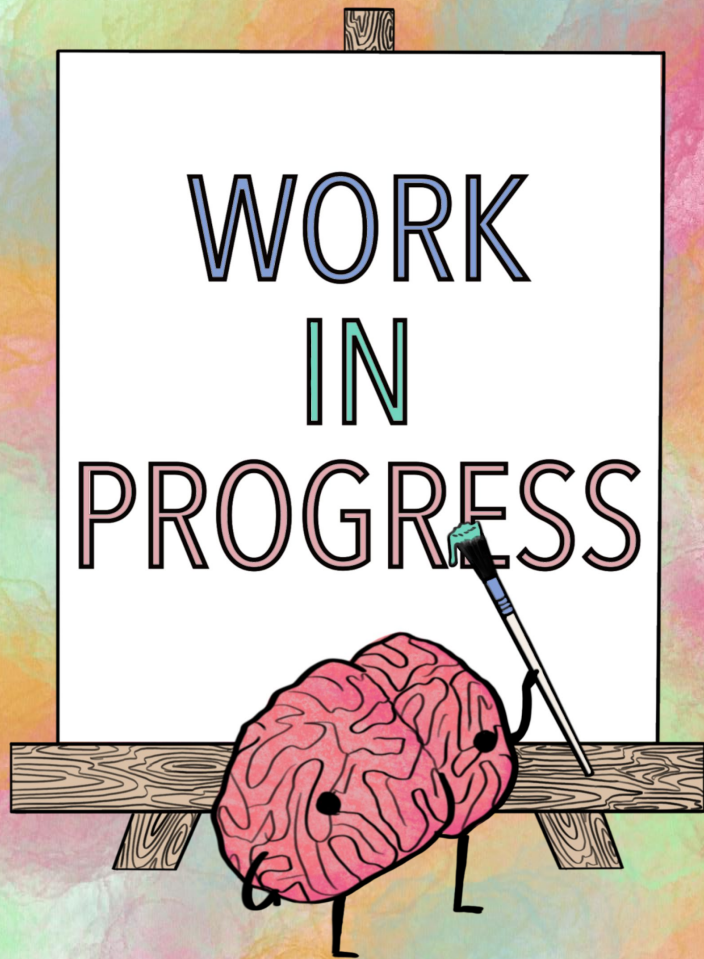
WUESTL@FAU.EDU

WORK
IN
PROGRESS



SURVEY

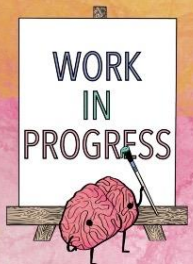
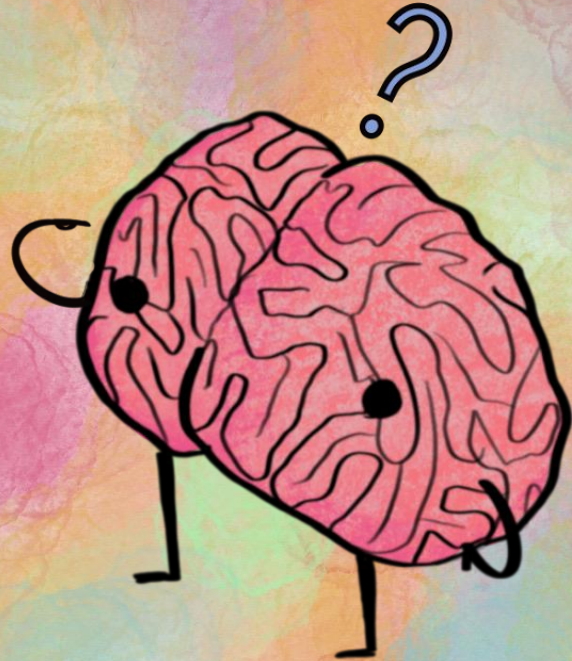




Outline on TPT is FREE!
Scan here to access the outline of our program.

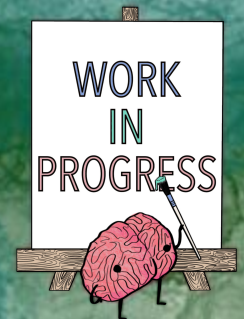


Questions?



In Your Head

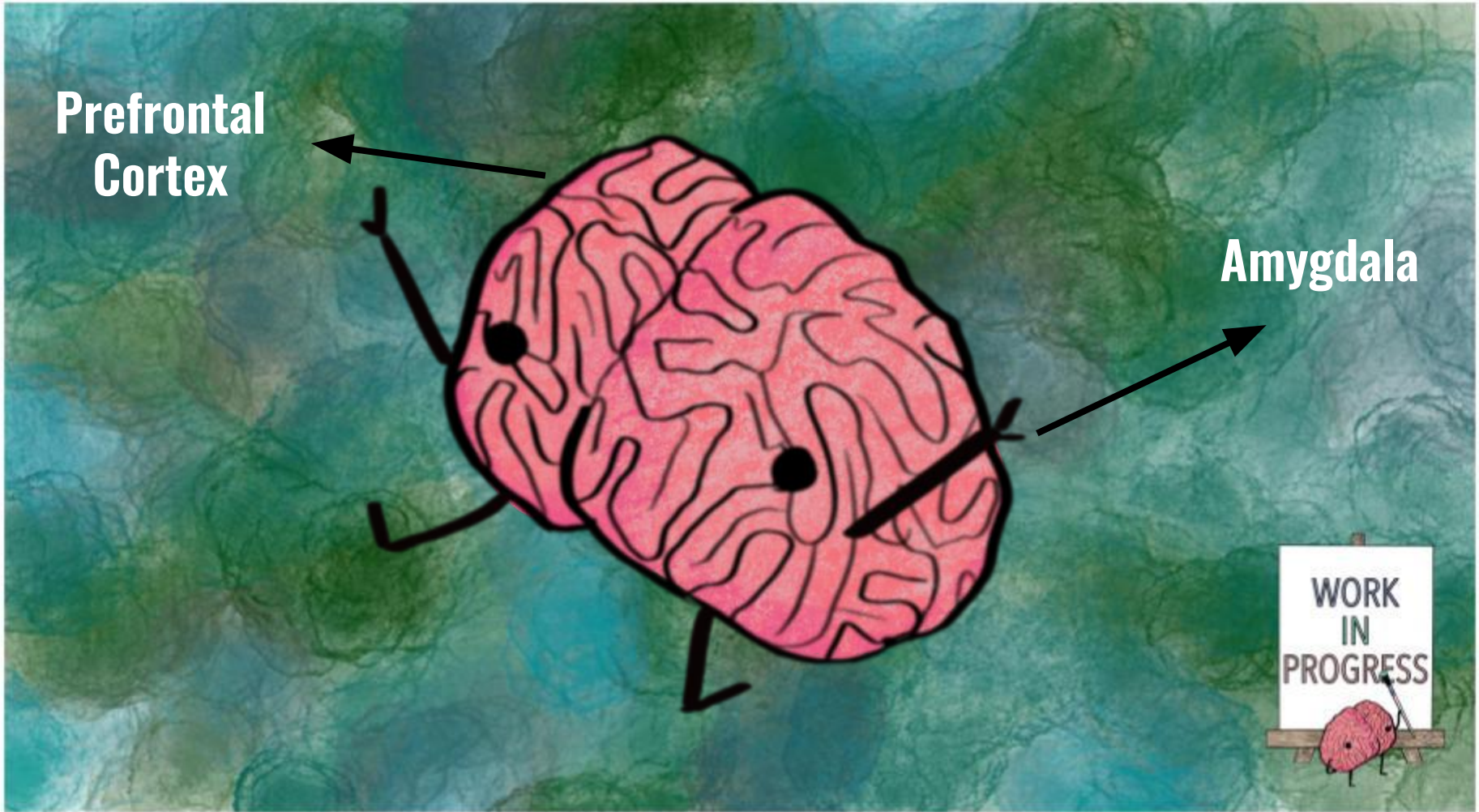
Anatomy



**Prefrontal
Cortex**

Amygdala

WORK
IN
PROGRESS



Prefrontal Cortex (PFC)



- Stop and think before acting
- Understanding perspective
- Shows empathy
- Problem solve
- Take care of yourself and others
- Isn't fully developed until 25!



Amygdala

- **Watches out for danger**
 - Fight
 - Flight
 - Freeze
- **Creates BIG emotions**
- **Shuts down your PFC when activated**



Fight Flight or Freeze

Fight

- Yelling, screaming, cussing
- Hitting, kicking etc.
- Demanding, controlling
- Irritability, angry etc.
- Moving towards what feels threatening

Flight

- Running away
- Unfocused
- Fidgeting/Restless
- Preoccupied with everything else
- Procrastinating
- Moving away from what feels threatening

Freeze

- Shutting down/Mind goes blank
- Urge to hide
- “I Don’t know”
- Daydreaming
- Unable to move

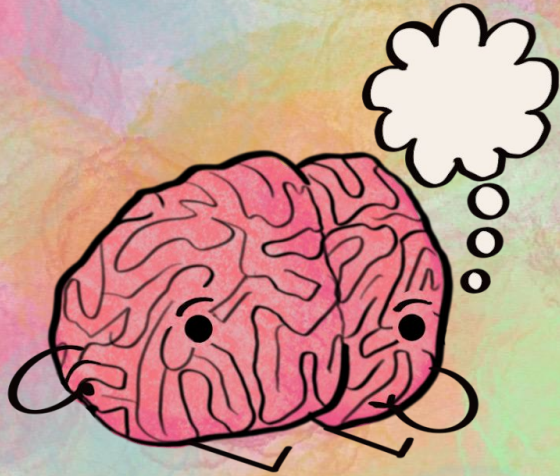


How to bring PFC back in control

- **Coping skills**
 - Deep breathing
 - Self-Care
 - Affirmations
- **Acknowledge BIG emotions, and remind your brain you are safe**
 - Man, I am feeling really angry...
 - I am so frustrated, I need to calm down

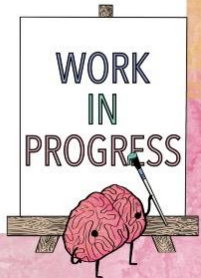


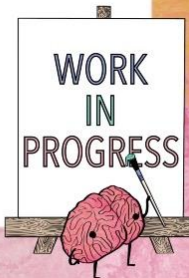
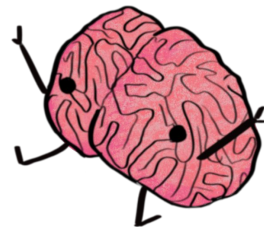
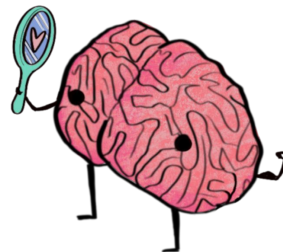
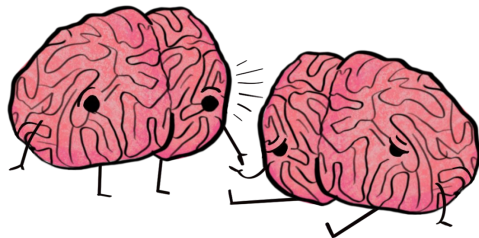
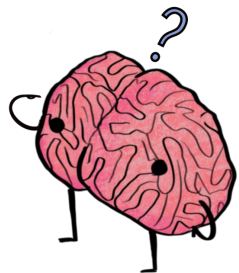
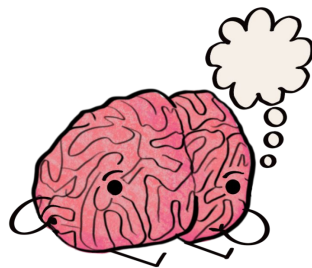
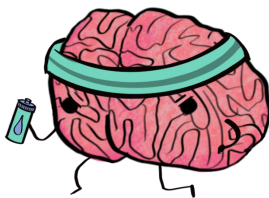
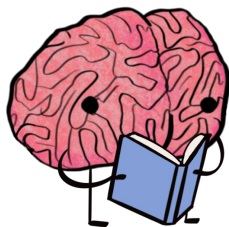
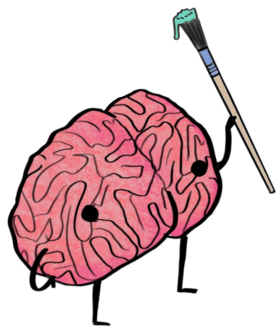
DISCUSSION



Share about a time you experienced a student (*or yourself*) opening up through art.

Do any of your current projects align with what was discussed today?





WE WILL DISCUSS:

- INSPIRATION FOR WORK IN PROGRESS
- SOCIAL & EMOTIONAL TOPICS COVERED
- REFLECTION & ART SKILLS COVERED
- BUILDING A TOOLBOX
- IMPLEMENTING WORK IN PROGRESS
 - NEEDS: TIME, SPACE, MONEY, BUY-IN
- DISCUSSION

