



**Using the SEW-Arts Framework to  
Support Social and Emotional  
Wellbeing through the Arts**

**A Quick Start Guide**



The SEW-Arts project and associated Framework was developed by The Kids Research Institute Australia through funding from Healthway and in partnership with Edith Cowan University, and supported by The West Australian Ballet, the WA Youth Theatre Company, and the Art Gallery of Western Australia.



Healthway and The Kids Research Institute Australia acknowledge Aboriginal and Torres Strait Islander people as the Traditional Custodians of the land and waters of Australia. We also acknowledge the Noongar Wadjuk, Yawuru, Kariyarra and Kurna Elders, their people, and the land upon which the Institute is located and seek their wisdom in our work to improve the health and development of all children.

# Contents



## Overview

What is the aim of the SEW-Arts Framework?

Who is this for?

Overarching Principles

Framework Components

- Wellbeing Factors
- Wellbeing Pedagogies
- Map the Gap tool

Supporting Resources



## How to use the Framework

For Teaching Artists

For Arts Organisations



## Wellbeing Factor Self-Reflection Tracking Sheet

# Overview

SEW-Arts: An intentional approach to promoting social and emotional wellbeing (SEWB) through the arts.

The SEW-Arts Framework was co-designed with young people, arts organisations, and psychologists, creating a unique strength based-approach that can be adapted to any arts organisation and applied flexibly.

## What is the aim of the SEW-Arts Framework?

The SEW-Arts Framework aims to empower young people with skills to enhance their SEWB. Teaching artists are equipped with tools to support this development, while the arts organisation creates an environment that fosters wellbeing across the arts community.

## Who is it for?

Teaching artists and arts organisations engaged with arts programs for adolescents (aged 12 and above).

## Overarching Principles

- The SEWB of young people is closely linked to that of the adults they engage with.
- SEW-Arts emphasises the value of an intentional approach to promoting SEWB through the arts.
- The SEW-Arts Framework supports teaching artists without expecting them to act as psychologists or art therapists.
- Designed to empower young people, the Framework encourages young people to take an active role in their SEWB.
- The Framework is strength-based, enhancing and building upon existing practices within arts organisations to promote SEWB.
- Cultural understanding is prioritised, recognising the central role of kinship in supporting SEWB.
- A trauma-informed approach is integrated into all activities and communications.



## Framework Components

The SEW-Arts Framework is made up of three parts:






- **Wellbeing Factors**
- **Wellbeing Pedagogies**
- **Map the Gap tool**

## Wellbeing Factors

SEW-Arts Wellbeing Factors are grouped into four categories: Tuning In, Feeling, Discovering and Connecting. Each Wellbeing Factor includes a description, key messages, questions for young people, reflection questions for teaching artists, and activity ideas.



### Tuning In

-  In the zone
-  Self-awareness: Emotions
-  Self-awareness: Thoughts
-  Mindfulness
-  Sensory Awareness



### Feeling

-  Coping with criticism
-  Expressing emotions
-  Managing pressure
-  Compassion



### Connecting

-  Positive peer comparison
-  Listening
-  Empathising
-  Working in groups



### Discovering

-  Doing what I value
-  Positive body image
-  Learning from mistakes
-  Trying Something new



**Tuning In:** Reflecting on your emotions, thoughts, and physical responses to experiences. It involves the skills of noticing.



**Feeling:** Allowing emotions to flow without suppressing them. Acknowledging your emotions and expressing them in healthy ways.



**Connecting:** Building emotional or social connections allows you to be your authentic self, explore commonalities with others, embrace your individuality, and foster a sense of belonging within a community.



**Discovering:** Learning about yourself through an adaptive form of risk-taking that results in building strengths, discovering your own values, and identifying ways to be the person you want to be.

## Pedagogies

The following pedagogies are designed to promote SEWB. Each Pedagogy is accompanied by a summary and an overview of its practical application.

Relatable  
Teachers



Autonomy or  
Personal Voice



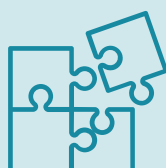
Process as well  
as Product



Exploring Issues



Decreasing  
Stereotypes



Playfulness -  
Balance of  
Seriousness &  
Fun



Reflection

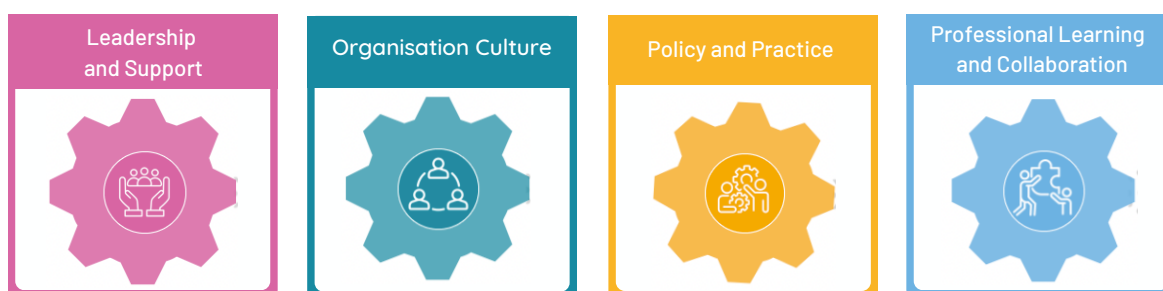


Teachable  
Moments



## Map the Gap tool

The tool enables arts administrators to benchmark and track progress in fostering an organisational environment that supports SEWB. Divided into **four categories**, it provides questions to assess current SEWB efforts, highlighting strengths and areas for improvement.



### Leadership and Support

	Not commenced	In planning	Preparing to implement	Partially in place	Integrated
<b>Committed &amp; Engaged Leadership</b> The Organisation's Leadership Team (OLT) communicates a clear commitment to improve staff, participant & community SEWB The OLT develops and promotes an effective & clear policy/ies to improve staff, participant and community SEWB	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Planning for System &amp; Resource Support</b> OLT allocates sufficient resources such as staff, time, funding & other resources to effectively implement planned wellbeing strategies An action plan is developed in consultation with key stakeholders in the arts community (including young people, staff, and families) to ensure whole-of-community buy-in to the implementation of strategies that promote SEWB	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Example questions from 'Leadership and Support'



[The SEW-Arts Map the Gap Tool](#)

## Supporting Resources

### SEW-Arts eLearning Modules

The SEW-Arts eLearning comprises three distinct modules tailored to different roles within the arts community. Modules 1 (Wellbeing Factors) and 2 (Wellbeing Pedagogies) are curated for Teaching Artists, while Module 3 is crafted specifically for arts administrators.



[SEW-Arts eLearning Modules](#)

### SEW-Arts TA survey

This survey is aligned with the Wellbeing Factors and can help individuals pinpoint the Wellbeing Factors and Pedagogies most pertinent to their practice.



[The SEW-Arts TA Survey](#)

### Wellbeing Factor Cards

SEW-Arts Wellbeing Factors are grouped into four categories: Tuning In, Feeling, Discovering and Connecting. Each Wellbeing Factor Card includes a description, key messages, questions for young people, reflection questions for teaching artists, and activity ideas.



[Wellbeing Factor Cards](#)

### Wellbeing Factor Self-Reflection Tracking Sheet

Helps identify your current practices aligned with the SEW-Arts Wellbeing Factors and track progress in implementing and strengthening these practices over time.



[Wellbeing Factor Self-Reflection and Tracking Sheet](#)

### Wellbeing Pedagogy Cards

Each Pedagogy is accompanied by a summary and an overview of its practical application.



[Wellbeing Pedagogy Cards](#)

### SEW-Arts Map the Gap Tool

The tool enables arts administrators to benchmark and track progress in fostering an organisational environment that supports SEWB. Divided into four categories, it provides questions to assess current SEWB efforts, highlighting strengths and areas for improvement.



[The SEW-Arts Map the Gap Tool](#)

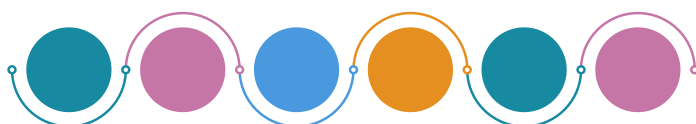
### SEW-Arts Website

The website aims to support arts organisations to intentionally promote the social and emotional wellbeing (SEWB) of young people through their programs.



[The SEW-Arts Website](#)

# How to use the SEW-Arts Framework for Teaching Artists



1

## Decide on your Wellbeing Factor Focus

### *The SEW-Arts Teaching Artist (TA) Survey*

- Before you explore the Wellbeing Factors, it may be helpful for you to gauge how well you feel you are currently providing opportunities and guidance for young people to enhance their social and emotional wellbeing by completing the SEW-Arts TA survey. This survey is aligned with the Wellbeing Factors and can help individuals pinpoint the Wellbeing Factors most pertinent to their practice.
- Discuss your results with TA's in your organisation (if applicable).
- Decide on **one or two** Wellbeing Factors to focus on.
- Map your current practices using the Wellbeing Factor Self-Reflection Tracking Sheet



[The SEW-Arts TA Survey](#)



[Wellbeing Factor Self-Reflection and Tracking Sheet](#)

2

## Upskill yourself in your chosen Wellbeing Factor/s

- Go to eLearning Module 1 and review your Wellbeing Factor/s. Module 1 is structured for a gradual exploration of various Wellbeing Factors, allowing participants to delve into specific aspects over an extended timeframe rather than completing the entire Module at once.
- Or, find your Wellbeing Factor/s in the [Wellbeing Factor cards](#).



[SEW-Arts eLearning Modules](#)

3

### Plan your activities to highlight the Wellbeing Factor/s

- Ensure there's an **intentional focus** on the Wellbeing Factor/s.
- Ensure the **key messages are integrated into your activities** (either explicit or implied).

Review the activity suggestions housed on the SEW-Arts Website for some ideas to get you started!

4

### Check if your teaching is aligned with Wellbeing Pedagogies

- Using the results of the TA survey, investigate eLearning Module 2 and reflect on your teaching practice. To ensure depth of exploration, it's recommended to focus on **one or two** Wellbeing Pedagogies at a time, beginning with those that aren't already a part of your teaching style, with the option to revisit the module over time.
- Or, read the Pedagogy cards.



[SEW-Arts eLearning Modules](#)

5

### Plan an evaluation of your Wellbeing Factor Focus

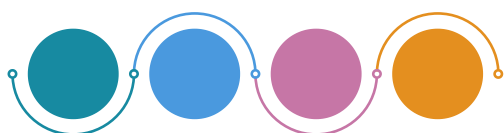
- Check the SEW-Arts eLearning Modules and website for evaluation ideas.
- Evaluate how well you have **empowered** young people to develop the Wellbeing Factor/s.
- Evaluate your teaching practice.

6

### Regularly revisit your Wellbeing Factor Focus

- Go back to Step 1 as you embed social and emotional wellbeing into your practice.

# How to use the SEW-Arts Framework for Arts Organisations



1

## Identify how your organisation can enhance social and emotional wellbeing

- Review eLearning Module 3 and complete the Map the Gap tool.
- Or, download the Map the Gap tool from the SEW-Arts website and complete it.



[SEW-Arts eLearning Modules](#)

2

## Create goals based on your identified areas of need

- Choose one or two needs identified in the Map the Gap tool.
- Identify a goal or goals associated with these needs.
- Plan a set of actions to achieve the goals.

3

## Regularly meet to assess your progress towards goals

4

## Reassess your focus

- Revisit the Map the Gap tool as goals are achieved or your capacity to focus on other components increases.



# Wellbeing Factor Self-Reflection Tracking Sheet

This sheet helps you identify your current practices aligned with the SEW-Arts Wellbeing Factors and track your progress in implementing and strengthening these practices over time.

Instructions:

- Review the Wellbeing Factors under each Key Area.
- Reflect on and list what you already do that aligns with each WB Factor in the "Current Practices" column.
- Track your progress over time by completing the "Progress Tracking" column. Shade in the boxes using the corresponding colour to indicate your level of progress for each Wellbeing Factor:



- List the Key messages used (explicit or implied) or ones you have created yourself.
- Periodically review and update your notes. Create a new version each time to track your personal growth and evolving strategies.

## Examples of what to record

- Example Activities – Capture lesson ideas and techniques.
- Perceived Effectiveness – Reflect on what works well and what needs adjustment.
- Key Variables – Note age, group size, and art form.

**Use accumulated insights to refine future sessions**



DATE:		NAME:						
		Current Practices	Progress Tracking				Key Messages	
			Not started	Experi- menting	Comfortably part of practice	Embedded in what I do	Explicit	Implied
Key Area	Wellbeing Factor							
Tuning In	Mindfulness							
	In the zone							
	Self-awareness: thoughts							
	Self-awareness: emotions							
	Sensory awareness							
Feeling	Expressing emotions							
	Compassion: self & others							
	Coping with criticism							
	Managing pressure							

DATE:		NAME:						
		Current Practices	Progress Tracking				Key Messages	
			Not started	Experi- menting	Comfortably part of practice	Embedded in what I do	Explicit	Implied
Key Area	Wellbeing Factor							
Connecting	Working in groups							
	Listening							
	Empathising							
	Positive peer comparison							
Discovering	Doing what you value							
	Learning from mistakes							
	Trying something new							
	Positive body image							