SEW-ARTS
Social Emotional Wellbeing & the Arts

How the SEW-Arts Wellbeing Factors were developed

So, how did we get here?

It all started with conversations.

Insights from young people, parents, and artists.

How the SEW-Arts Framework was built

Building the Framework followed these key steps:

- Developing **a set of principles** to guide Framework development and implementation

- **Listening** to young people, their parents, and teaching artists through interviews and workshops. Young people were asked two core questions:
  1. What do you need to feel good about yourself?
  2. How does the arts help you have good wellbeing?

  Teaching artists were asked what they currently do to enhance young people's social and emotional wellbeing and what support they need.

- Identifying **key themes and sub-themes** from their comments.

  From the responses, two clear themes emerged. Wellbeing was dependent on: **Being Myself** and **Connecting with Others**. These two themes were made up of various sub-themes.

- **Consulting with a psychologist/artist** to identify which sub-themes were evidence based. These became known as the Wellbeing Factors.
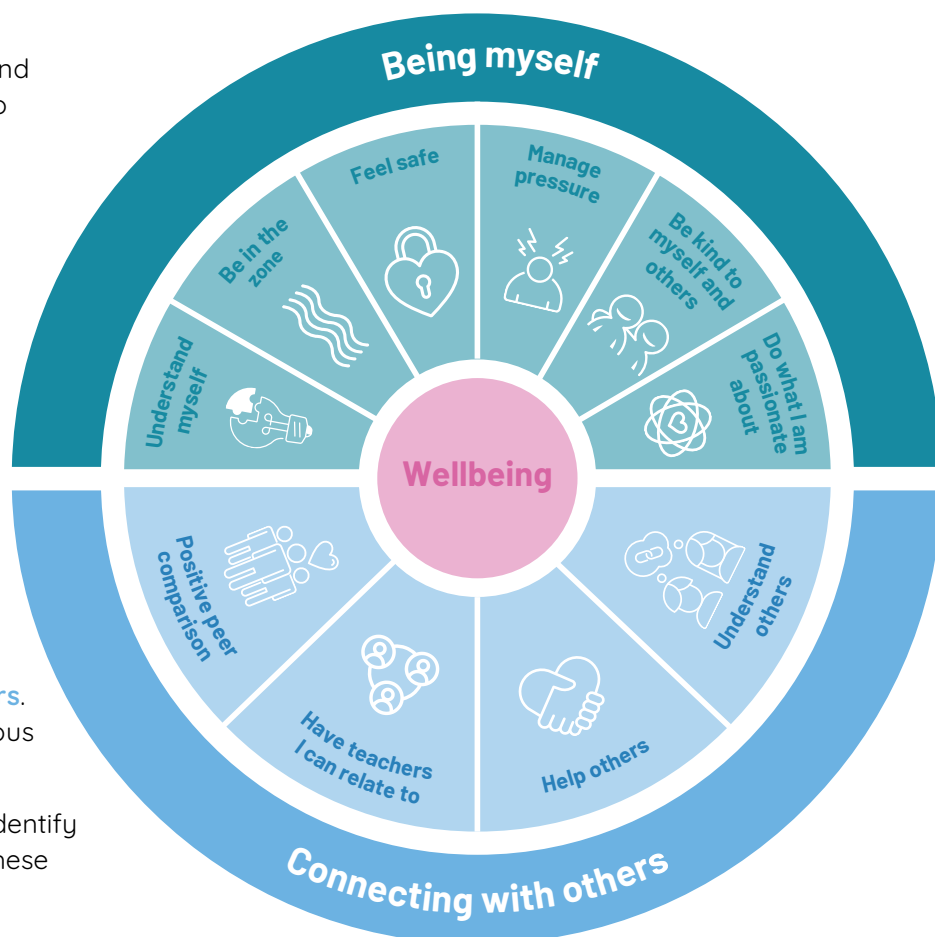
- **Grouping the Wellbeing Factors** into four main areas of wellbeing: Tuning In, Feeling, Connecting, Discovering.

- **Identifying methods of teaching** that enhanced social and emotional wellbeing.

- Noting the need for **organisational supports**.

What makes the Wellbeing Factors effective?

The Wellbeing Factors help teaching artists (TAs) intentionally support social and emotional wellbeing (SEWB) through the arts. Each Wellbeing Factor is:

- **Theoretically impactful** – aligns with models like the Social-Ecological Model.

- **Responsive to existing SEWB practices** – connects with evidence-based programs.

- **Grounded in real-world experiences** – co-designed with WA youth, parents, arts educators, and artists.

- **Youth-friendly** – helps young people build language and tools for understanding themselves.

Being myself — Feel safe, Be in the zone, Manage pressure, Be kind to myself and others, Understand myself, Do what I am passionate about, Wellbeing, Positive peer comparison, Understand others, Have teachers I can relate to, Help others — Connecting with others

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.

The Four Key Areas of the SEW-Arts Wellbeing Factors

Tuning In

Reflecting on your emotions, thoughts, and physical responses to experiences. It involves the skill of noticing. For Aboriginal people, this may also include deep listening and connecting to Country, tuning into the land to understand oneself and how others feel as part of connecting.

Includes:
Mindfulness
In the zone
Self-awareness: thoughts
Self-awareness: emotions
Sensory awareness

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.

Includes:
Working in groups
Listening
Empathising
Positive peer comparison

Feeling

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

Includes:
Expressing emotions
Compassion: self & others
Coping with criticism
Managing pressure

Discovering

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

Includes:
Doing what you value
Learning from mistakes
Trying something new
Positive body image

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