**EDUCATIONAL & THERAPEUTIC BENEFITS OF THE**

**SREET ARTS**

**for students with learning, attention, motivation and/or behaviour challenges \*\*\*** A confidential questionnaire for special needs supporting staff, teachers and parents \*\*\*

**SAFE in SCHOOLS** believes that *all children* are in need of the “benefits of *true* *PLAY*”: playful activities - with an implanted potential for never-ending development, unique for every person - that are fully physical, kinesthetic and “hypnotic”.

**SAFE in SCHOOLS** offers a mixture of the old neighbourhood games (like skipping, hoola hoop, balance sticks and ballgames), popular sports tricks (like Harlem Globetrotter basketball and Freestyle football/soccer) and a variety of Social Circus\* skills (like juggling, diabolo, flower sticks, poi, Chinese plates and acrobatics). We also include other “universal” passions, like forms of dance and music – if in demand.

Below you will find a list of educational and therapeutic benefits that have been linked with the development of the Street Arts. **SAFE in SCHOOLS** playshops are designed in such a way these benefits will be fully realized. Many of them are inter-connected; please identify only the most appropriate benefits you feel the student needs to (A) help him/her with current issues in the school and (B) work on his/her general life issues, outside of school.

NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Physical benefits** | **Emotional benefits** | **Mental benefits** | **Social benefits** |
| **⭘Fine motor skills**  **⭘Ambidexterity**  **⭘Balance**  **⭘Eye-Hand/Foot coordination**  **⭘Energy release**  **⭘\_\_\_\_\_\_\_\_\_\_** | **⭘Expression & Imagination**  **⭘Stress management**  **⭘Self-esteem**  **⭘Perseverance**  **⭘Acceptance of “mistakes”**  **⭘\_\_\_\_\_\_\_\_\_\_\_\_** | **⭘Concentration**  **⭘Attention span**  **⭘Problem solving**  **⭘Positive self-talk**  **⭘Learning how to learn**  **⭘\_\_\_\_\_\_\_\_\_\_\_\_** | **⭘Teamwork**  **⭘Making friends**  **⭘Teaching peers**  **⭘Participation in communal projects**  **⭘Sharing skills with family & community**  **⭘\_\_\_\_\_\_\_\_\_\_\_\_** |

\* "Social Circus" encourages creative, artistic expression, and physical activity while expanding learning opportunities and teaching valuable physical and social skills.  "Social Circus" fosters the development of self-confidence, trust, expression, cooperation and team building. This is done through the diversity of circus skills (there is something for everyone, and every skill set, from pyramid building to clowning, theater, dance, juggling hand to hand, plate spinning...anything creative! ) but also through interactive social, trust and team building games, exercises, and follow up discussion and sharing in circle. It is a growing technique to reach youth and young people "at-risk" that promotes health, healing, and inclusiveness (quoted from http://www.socialcircuscircle.ca/)

**1.**What should we know about the student regarding his current challenges in the school (e.g.: ADHD, behavioural problems, boundary issues, medication etc.)? What are his/her strengths in the classroom?

2. What should we know about the student’s general life challenges? For example, being a “bully” (will be inspired to teach his skills to his peers), having suffered abuse (will be inspired to do “safe contact” exercises, like acrobatics), prone for substance abuse (will be inspired to become sensitive for the effects of endorphins), etc. What are his/her strengths in general in life?

This confidential form will serve as a first communication between all the significant people around the student and the player/facilitators on the SAFE session’s floor. As the African proverb goes: *“it takes a village to raise a child”*

We would love to hear from you regularly! You are more than welcome to come and see your student – with all the others - in action. It is a free show!

**The SAFE Team**

www.safeinschools.com