

## Arts for Learning CT PROGRAM GUIDE

### LEARNING OBJECTIVES

- Foster critical thinking/higher order thought habits of mind and body
- Stopping repetitive negative thoughts and behaviors
- Self-regulation/impulse control
- Enhanced empathy, social justice and leadership qualities situational awareness- understanding situations to respond and communicate more effectively



*Momentum*  
*Mindfulness*  
Linda Peck

### ABOUT THE PROGRAMS

The fast pace that students and teachers have to keep up with in schools today can create anxiety, lack of focus and concentration and behavior challenges. This short or long-term workshop, facilitation or residency, uses movement modalities like Theatre, Mime and Asian Mindfulness disciplines, such as Tai Chi, to engage students in a process of going inward to learn outwardly. It creates a space in the business of learning, to process the information through a sense place creating calmness, clarity and new insights into learning. Using a mind-body centering approach, students become more self-aware, spatially aware, and are able to function at higher competencies, academically, socially and physically. This hybrid program will make a large impact on how your students learn, and how they are able to apply their learning.



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Arts for  
Learning  
Connecticut



# About the Artist & Program Preparations

## ABOUT THE ARTIST

Linda Peck presents performances and workshops using a nontraditional, whole-body approach to learning that is innovative, engaging, and educational. Her programs allow students to take influences from art and literature and—through the use of mime, theatre, martial arts, sign language, and more—bring them into the body in ways that spark new understanding. She holds a Bachelor of Arts in theatre and philosophy from The George Washington University, and has studied theatre and mime in both Europe and the United States. With over 32 years of experience as a teacher, performer, artist, and facilitator, Linda has programs for all ages, suitable for schools, seniors, businesses, conferences, and fitness centers.

## PRE PROGRAM

The teacher will give an option to choose which direction a student should take. Ask each student what they think Mindfulness means and have them write on a file card. If they can't write teacher will write for them. Then each student gets to interpret for themselves what they mean. Then asked to give an example of a way in which they were mindful, not thoughtful but mindful.

## POST PROGRAM

Each student practices for one minute daily taking a mind space from the activity they are working on.

## PROGRAM GOALS

- Students will be able to understand abstract ideas and connect them to more practical applications
- Enhanced large and small motor skills, which connect to thought
- Increased sense of self, confidence to handle difficult challenges
- New insight into how to learn, and confidence that it will be learned
- Breakthrough moments where learning becomes evident that was previously unseen
- Students will have the ability to discern more effectively importance of circumstances and how to respond
- Learning will take on a whole new look of engagement and relevance for a student

## CURRICULAR LINKS

### NATIONAL COMMON CORE CURRICULUM STANDARDS — ENGLISH & LANGUAGE ARTS

#### **Language Standards K-5-Knowledge of Language; Vocabulary Acquisition and Use**

Use knowledge of language and its conventions when writing speaking, reading or listening; Demonstrate understanding of figurative language, word relationships and nuances in word meaning; Explain the meaning of simple similes, metaphor in context.

#### **Speaking and Listening Standards K-5; Comprehension and Collaboration**

Engage effectively in a range of collaborative discussions one on one and in groups (teacher led); Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

*"Linda Peck worked with our school for several years through cultural arts and her contribution was invaluable. I have requested that she continue through a grant she was applying for with the Local Cultural Council." — Gwen Agna, Jackson Street School*



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