Let's Check-in!

And Energize!

What we do!

Slam Out Loud uses art forms like spoken word poetry, storytelling, visual arts and theatre to help children between the ages of 10-16 from disadvantaged communities find their voice through creative expression.

We work with professional artists and e-learning resources to help children build the Creative Confidence that empowers them to dream bigger and create their future. We are recognized as one of the top 100 most innovative ideas in Education by HundrEd (Finland) and have won several social entrepreneurship awards in India and China.

Visual and performance arts to build Creative confidence and have greater life outcomes

Theatre

Spoken Word Poetry

Slam Out Loud

Storytelling

Visual Art

Child → Arts → Creative Confidence → Voice → Greater Life Outcomes

The Jijivisha Fellowship
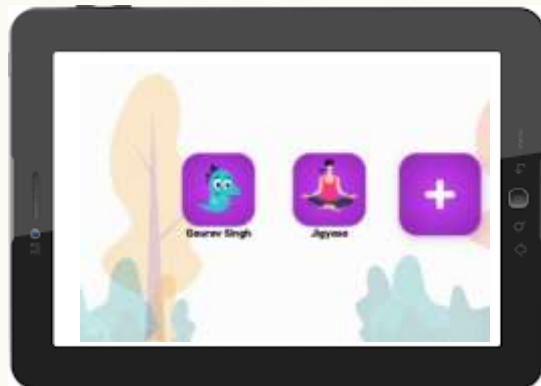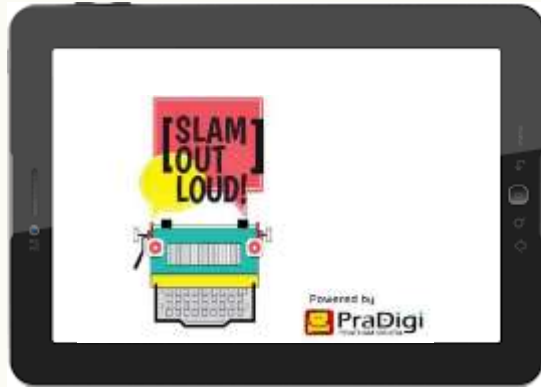
1 Artist per year per class

Contextually Designed

Monitoring and Evaluation across skills and art form growth

Watch a fellow in action here

5-Year Program

Voice For All

Languages | **Interactive** | **Content Sharing** | **Community Led**

Our Progress So Far

55000 Children

1 Mn Artworks

15 TEDx Speakers

6x Increase in Art Learning Hours

Response during COVID19 –

Given the restrictions COVID19 has induced, running an in person program for the next quarter seems challenging.

Over the past 3 months, Slam Out Loud has been running "Arts For All" enabling free access to quality arts-based learning resources for disadvantaged children, as a contextual solution to prioritize student well being during the pandemic. Our resources are free of cost, interactive and accessible in English & Hindi (and being translated in other languages) - made available through low-tech distribution channels of WhatsApp, IVR, Radio and TV- for use by organisations, teachers, parents and children.

Safe Space for Expression

Prioritize well-being

Low-tech solutions

An ed-tech, low-resource, remote, art based learning model by Slam Out Loud

Our Process

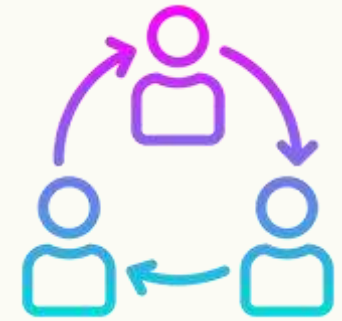(Children/ parents/ educators/ institutions access the program

Beneficiaries receive activities in text, posters, videos and voice formats
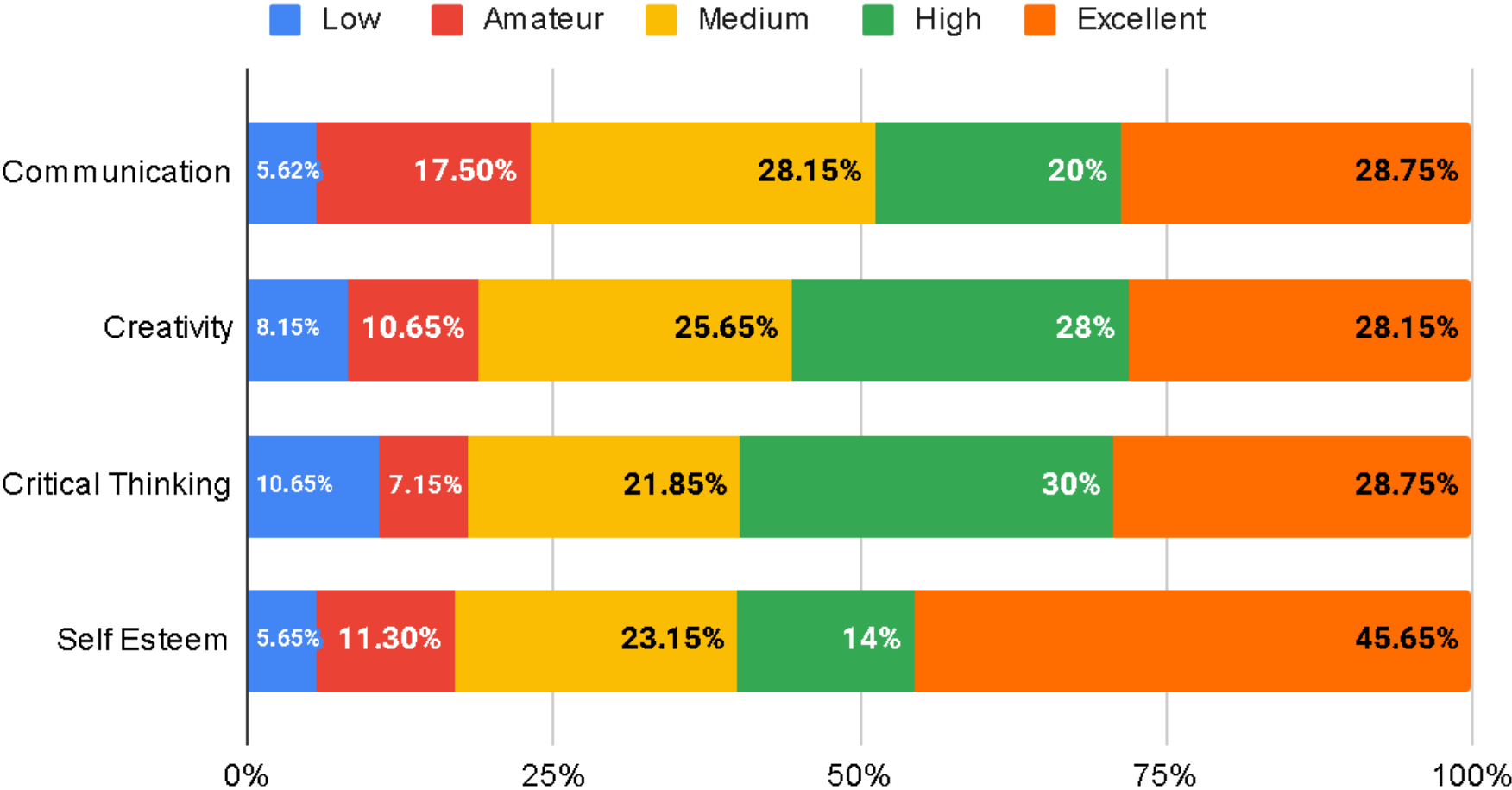

Students engage in hand-on arts activities

Online Mentorship, converts into in-person once lockdown reopens

Students share art-work + build SEL and life skills leading to Creative Outcomes and building resilience

Overall Results - Social Emotional Skills

Comparison of SEL Skills (Self -Reported) at End of Program

Legend: ■ Low ■ Amateur ■ Medium ■ High ■ Excellent

Skill	Low	Amateur	Medium	High	Excellent
Communication	5.62%	17.50%	28.15%	20%	28.75%
Creativity	8.15%	10.65%	25.65%	28%	28.15%
Critical Thinking	10.65%	7.15%	21.85%	30%	28.75%
Self Esteem	5.65%	11.30%	23.15%	14%	45.65%

X-axis: 0%, 25%, 50%, 75%, 100%

We found that there was **significant increase in all 4 skills** because of the Arts for All program.

Self Esteem and Communication skills saw the highest development

Program Highlights

More than 51% of the kids attended at least 1 Live Workshop

8 out of every 10 kids want to keep receiving similar Art Activities in future

42% of kids started engaging in arts based learning for at least 2 hours per week.

58% of the kids enjoyed these activities.

75% of the kids found these activities interesting.

Monitoring & Evaluation

	CREATIVE CONFIDENCE RUBRIC			
	4 (Proficient)	**3 (In-Progress)**	**2 (Basic)**	**1 (Beginner)**
COMMUNICATION	The student can articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts, listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions, and use communication for a range of purposes (e.g. to inform, instruct, motivate, and persuade).	The student is comfortable in expressing thoughts and ideas using oral, written, and nonverbal communication. There is some degree of variation in skills depending on form and context. The student listens effectively but may face some difficulty in deciphering meaning (knowledge, values, attitudes, and intentions). The student can successfully use communication in some domains but may struggle with others (e.g. confident while informing and speaking in smaller groups, not confident in expressing opinions on larger platforms.)	The student is able to express thoughts and ideas through oral, written, and nonverbal communication with some difficulty. Variation in skills is limited. The student is not able to sustain attention while listening to peers or educator. The student may struggle significantly in at least 2 domains of interaction with others (e.g. afraid to speak on stage, unable to take compliments, etc.)	The student faces significant difficulty in expressing thoughts and ideas through oral, written, and nonverbal communication. There is little to no variation in skills employed depending on context. The student lacks adequate listening skills and often misunderstands instructions/intentions. The student struggles significantly in various domains of communication.
CRITICAL THINKING	The student is able to use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation, analyze how parts of a whole interact with each other to produce overall outcomes in complex systems, and synthesize and make connections between information and arguments.	The student is able to use various types of reasoning with some consideration to the requirements of the situation. They may focus more on parts than the whole or vice versa while working towards a specific goal, and can synthesize and make connections between information and arguments most of the time.	The student uses limited forms of reasoning to find solutions to situational problems. They face some difficulty in connecting individual parts to the larger whole, and may struggle in many connections between information and arguments frequently.	The student finds it difficult to use different forms of reasoning to find solutions to situational problems and struggle to connect smaller parts to the larger whole (e.g. unable to understand objective of the activity beyond the immediate purpose). They struggle to make connections between information and arguments.
COLLABORATION	The student demonstrates ability to work effectively and respectfully with diverse teams, exercises flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal, and assumes shared responsibility for collaborative work, valuing the individual contributions made by each team member.	The student works effectively and respectfully with diverse teams and demonstrates some helpfulness and flexibility in accomplishing a common goal. They can assume responsbility for collaborative work but may struggle to acknowledge the value of each individual contribution.	The student can work effectively in a team but may struggle to be respectful/helpful at all times when working towards a common goal. They can often asssume responsibility for collaborative work but prefer to work individually and might not be able to acknowledge individual contributions.	The student struggles to work effectively as a part of a team and displays disrespectful behavior towards others, especially when working towards a common goal (e.g. getting frustrated while completing a group assignment.) The student does not take responsbility of collaborative work and prefers to work alone.
CREATIVITY	The student uses a wide range of idea-creation techniques (such as brainstorming), creates new and worthwhile ideas (both incremental and radical concepts), and can	The student uses some varied idea-creation techniques and is able to create new, worthwhile ideas most of the time (both incremental and radical	The student uses simple idea-creation techniques but struggles in coming up with new, worthwhile ideas often. The student is able to do at least 1-2 of the following: elaborate, refine, analyze	The student struggles to employ idea-creation techniques and has difficulty in coming up with new, worthwhile ideas. The student is unable to elaborate, refine, analyze

Sample Activities

SLAM OUT LOUD
PRESENTS
ART FOR ALL

खेल: कंक्रीट पोअम

Step 1: आप कोई ऐसी चीज़ चुनिए, जिसके बारे में आप कविता लिखना चाहते हैं

Step 2: तब आप उस चीज़ का आकार तय कीजिए । अब अपनी शीट पे पेंसिल से उस चीज़ का आकार बनाइए

Step 3: आपकी ड्रॉईंग इतनी बड़ी होनी चाहिए ताकि आपकी पूरी कविता उसमें समा सके।

Step 4: अब आप उस चीज़ के बारे में सोचिए और अपनी कविता लिख डालिए।

Step 5: उस चीज़ का आकार आपको अपनी कविता की लम्बाई, और कविता का लय तय करने में मदद करेगा

SLAM OUT LOUD
PRESENTS
ART FOR ALL

GAME: CREATE YOUR OWN PATTERN

Step 1: Collect different small objects from your house.

STEP 1

Step 2: Trace each item one by one on a paper and repeat several times.

STEP 2

Step 3: Outline the drawings using a sketch pen.

STEP 3

Step 4: Colour your drawings and fill the background using different colours.

STEP 4

EVERYTHING HAS BEAUTY, BUT NOT EVERYONE SEES IT ~ CONFUCIUS

Let's do one activity ourselves!

Activity to Experience:

I used to think___ Now I think___?

How does expressing gratitude make you feel?

Please share images of your work, your name, city and school via **Whatsapp on 9952018542**.

We will be sharing your works live!

"Individuals everywhere will have a voice that empowers them to change lives "

Thank you!