

## MY FEELING SELF Pre-K & K (8 classroom visits)

**CENTRAL QUESTION:** *Through theater and imaginative play, how do we identify and express our emotions in a connected and collaborative environment?*

### OBJECTIVES:

- **CYCLE 1: FIND YOUR FEELINGS ((Imagination))**  
*Objective:* Students begin to connect with each other and with their emotions.
- **CYCLE 2: SHOW YOUR FEELINGS ((Body))**  
*Objective:* Students explore how to express their emotions with their bodies and share their feelings safely with their community.
- **CYCLE 3- SAY YOUR FEELINGS ((Voice))**  
*Objective:* Students explore how to express their emotions with their voices and share their feelings safely with their community.

### LEARNING OUTCOMES:

#### *Through Creative Root Programming, Students Will...*

- Learn the use of the Actor's Tools (Imagination, Body, & Voice)
- Develop an understanding and expression of emotion
- Explore what it looks like to share their emotions with their ensemble
- Find joy & connection with their classroom community

### CONNECTIONS:

- TH:Cr1.1.K c. With prompting and support, students transition between imagination and reality in dramatic play or a guided drama experience (for example, process drama, story drama, creative drama)
- TH:Cr2.1.K a. With prompting and support, interact with peers and contribute to dramatic play or a guided drama experience (for example, process drama, story drama, creative drama).



- TH:Cr3.1.K a. With prompting and support, ask and answer questions in dramatic play or a guided drama experience (for example, process drama, story drama, creative drama).
- TH:Re8.1.K b. With prompting and support, explore the student's own culture through dramatic play or a guided drama experience (for example, process drama, story drama, creative drama)
- TH:Cn11.2.K b. With prompting and support, tell a short story in dramatic play or a guided drama experience (for example, process drama, story drama, creative drama).
- DA:Cr2.1.K b. Express an idea, feeling, or image, through improvised movement moving alone or with a partner.
- SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. SL.K.1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). SL.K.1.b Continue a conversation through multiple exchanges.

## SEL Connections

- 1A.1a Identify emotions (e.g., happy, surprised, sad, angry, proud, afraid) expressed in "feeling faces" or photographs.
- 1A.2a Name the emotions felt by characters in stories.
- 1A.6a Share feelings (e.g., through speaking, writing, drawing) in a range of contexts.
- 1A.2b Describe your physical responses to strong emotions.
- 1A.5b Demonstrate a range of emotions through facial expressions and body language.
- 2A.3a Describe how others are feeling based on their facial expressions and gestures.
- 2B. 1a Identify examples of classroom behavior that are sensitive to the needs of others (e.g., taking turns, listening to one another, supporting each other's ideas).
- 2C. 7a Practice sharing encouraging comments with others.
- 2C. 6b Use appropriate nonverbal communication with others (e.g., movements, gestures, posture, facial expressions).
- 3A. 2b Explain why it is important to treat others as you would want to be treated.
- 3B. 4a Use "I-statements" in expressing feelings.

