

MY JOYFUL SELF—4th-8th Grades (16 to 24 Classroom Visits)

CENTRAL QUESTION: *How do we find and cultivate moments of joy and good news that happen around us every day in our homes, schools, and the world at large? How do we confidently share those moments with others?*

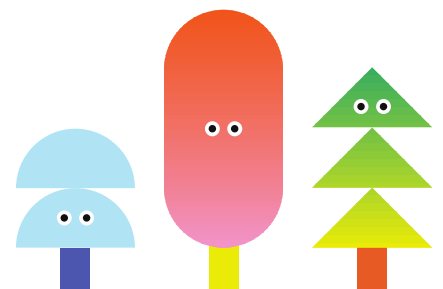
OBJECTIVES:

- **CYCLE 1: FIND & SHARE THE GOOD NEWS FROM YOUR HOME//SELF**
Objective: Students will get to know each other, build a strong ensemble foundation, start to explore their Actor's Tools, and begin to find the good news in their HOME//SELVES. Students explore the skill of speaking confidently and clearly.
- **CYCLE 2: FIND & SHARE THE GOOD NEWS IN YOUR SCHOOL//COMMUNITY**
Objective: Students continue to build their ensemble and explore their Actor's Tools while finding and sharing the good news in their SCHOOL//COMMUNITY. Students explore the skill of crafting and asking good questions.
- **CYCLE 3: FIND & SHARE THE GOOD NEWS FROM THE WORLD**
Objective: Students continue to build their ensemble and explore their Actor's Tools while finding and sharing the good news in the WORLD. Students explore the skill of world building w/ movement & design to bring their stories to life.
- **CYCLE 4: REHEARSAL & SHARE OUT!**
Objective: Students rehearse and perform their live Good News Shows!

LEARNING OUTCOMES:

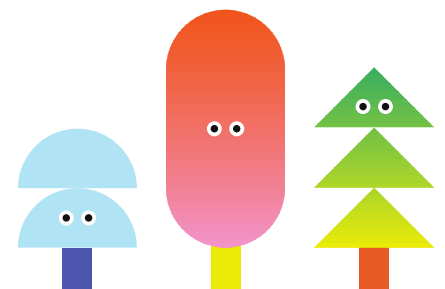
Through Creative Root Programming, Students Will...

- Learn & develop the use of the Actor's Tools (Imagination, Body, & Voice)
- Find and cultivate joy and connection in their circles of self//family, school//community, and world.
- Collaborate effectively as a classroom ensemble.
- Develop confidence in their voice, skills & ideas.



CONNECTIONS:

- TH:Cr1.1.5 b. Visualize and design elements that support the story and given circumstances in a drama/theatre work.
- TH:Cr2.1.5 a. Devise original ideas for a drama/ theatre work that reflect collective inquiry about characters and their given circumstances. b. Share leadership and responsibilities to develop collaborative goals when preparing or devising a drama/ theatre work
- TH:Cr3.1.5 a. Revise and improve an improvised or scripted drama/theatre work through repetition and self- and group review. b. Use physical and vocal exploration for character development in an improvised or scripted drama/theatre work.
- TH:Pr5.1.5 b. Demonstrate the use of technical elements in a drama/theatre work.
- TH:Cn10.1.5 a. Explain how drama/theatre connects oneself to a community or culture.
- TH:Cn11.1.5 a. Investigate community, historical, and social issues and incorporate other content areas in drama/theatre work.
- CCR.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- CCR.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- CCR.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCR.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally
- CCR.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- W.5.2.a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. I
- W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.



SEL Connections

- 1A.4d Use “I-statements” to express various emotions.
- IB.2d Describe ways in which you contribute to the school community.
- 2A.4f Ask open-ended questions to encourage others to express themselves.
- 2A.5f Use follow-up questions to clarify messages.
- 2C.2e Respond positively to constructive criticism.
- 3A.4e Analyze what it means to be responsible with regard to one’s family, friends, school community.
- 3A.1f Recognize that an individual is responsible for his/her behavior.
- 3A.2f Identify the need for rules at school, home, and in society.
- 3C.2d Analyze your rights and responsibilities as a member of your school community.
- 3C.5d Brainstorm ways you could contribute to your community (e.g., help a neighbor, contribute to community safety, help keep your block clean).

