

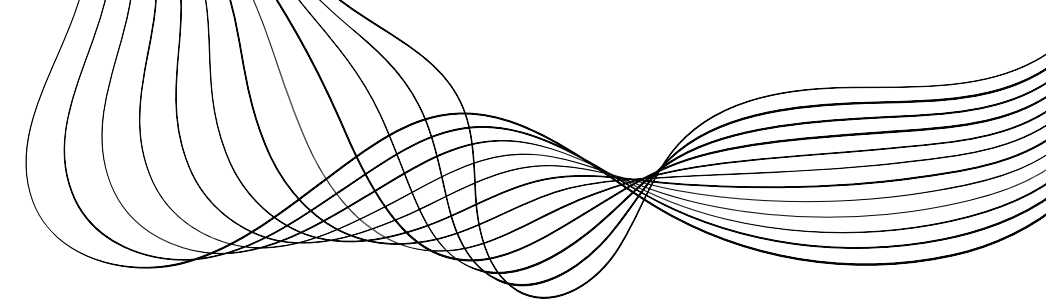
The Program

- **WHAT:** EXPRESSIVE ARTS PROGRAMING DESIGNED WITH THE FOLLOWING **GOALS** IN MIND:
 - **EXPRESS TO CONNECT WITH SELF**
 - INCREASE MIND-BODY CONNECTION
 - SELF-REGULATION
 - SELF SETTLING
 - ACTIVATION WHEN NEEDED
 - IDENTIFYING ENERGY LEVELS & LEARNING TO MODULATE
 - BREATHING
 - BODY AWARENESS
 - INCREASE CONFIDENCE
 - **EXPRESS TO CONNECT WITH OTHERS**
 - DEVELOPING NONVERBAL EMPATHY
 - INCREASE SENSE OF COMMUNITY
 - INCREASE COMMUNICATION AND COLLABORATION
 - **EXPRESS TO CONNECT WITH ENVIRONMENT**
 - SPATIAL AWARENESS
 - IDENTIFY ENERGY LEVELS NEEDED IN DIFFERENT SITUATIONS
 - INCREASE ABILITY TO FOCUS AND “CONTROL”



- **WHO:** THIS PROGRAM INCLUDES DEVELOPMENTALLY APPROPRIATE INTERVENTIONS FOR ELEMENTARY STUDENTS BETWEEN THE AGES OF 5 AND 11
- **WHEN:** AFTER SCHOOL ONCE A WEEK FOR 6 WEEKS (45 MINUTES-1 HOUR)
- **WHERE:** ANY OPEN SPACE THAT IS AVAILABLE, CLASSROOM, GYM, CAFETERIA, OUTDOORS IF WEATHER PERMITS
- **WHY:** THE ONGOING EFFECTS OF THE COVID-19 PANDEMIC ARE STILL BEING RESEARCHED AS TIME GOES ON
 - SCHOOLS REPORT UPTICK IN DISRUPTIVE BEHAVIORS
 - CHILDREN SPENT DECREASED TIME IN SCHOOLS WITH THEIR PEERS
 - THE ARTS ARE AN EXCELLENT WAY TO INTEGRATE MENTAL HEALTH INTO A CREATIVE AND FUN CONTEXT

Example Outline



WEEK 1

- MAIN GOAL: ESTABLISH COMMUNITY
- NAME GAME WITH MOVEMENT
- DISCUSS DIFFERENT TYPES OF FEELINGS AND WAYS TO SHOW THEM THROUGH MOVEMENT AND DRAWING BREAK INTO GROUPS AND CREATE FOR EACH EMOTION (SETS THE STAGE FOR WEEKLY BRIEF FEELINGS CHECK IN)
- LEARN THE BRAIN DANCE
- MIRRORING
- FEELINGS FREEZE DANCE
- CHECK OUT- LEARN NEW BREATHING SKILL

WEEK 2

- MAIN GOAL: BUILD COMMUNITY MOVE TOWARDS CONNECTION TO OTHERS
- FEELINGS CHECK IN: GROUP MOVEMENT CALL AND RESPONSE TO REFLECT HOW THEY ARE FEELING TODAY
- BRAIN DANCE
- REVISIT MIRRORING EXERCISE
- PLAY FEELINGS CHARADES- DISCUSS NONVERBAL EMOTION CLUES
- FEELINGS FREEZE DANCE
- CHECK OUT- REVISIT LAST WEEK'S BREATHING SKILL & ADD A NEW ONE

WEEK 3

- MAIN GOAL: CONNECTION TO ENVIRONMENT
- FEELINGS CHECK IN: GROUP MOVEMENT CALL AND RESPONSE TO REFLECT HOW THEY ARE FEELING TODAY
- BRAIN DANCE
- SPATIAL AWARENESS EXERCISES
- "STOP"
- MOVE AROUND THE ROOM
- ENERGY LEVELS ACTIVITY- SIZES AND SPEEDS MODULATION
- FEELINGS FREEZE DANCE
- CHECK OUT- REVISIT LAST WEEK'S BREATHING SKILL & ADD A NEW ONE

WEEK 4

- MAIN GOAL: CONNECTION TO SELF
- FEELINGS CHECK IN: GROUP MOVEMENT CALL AND RESPONSE TO REFLECT HOW THEY ARE FEELING TODAY
- BRAIN DANCE
- BODY TRACING (OR HAND TRACING DEPENDING ON RESOURCES) ACTIVITY
- FEELINGS FREEZE DANCE
- CHECK OUT- REVISIT LAST WEEK'S BREATHING SKILL & ADD A NEW ONE

WEEK 5

- MAIN GOAL: CONNECTION TO SELF AND ENVIRONMENT
- FEELINGS CHECK IN: GROUP MOVEMENT CALL AND RESPONSE TO REFLECT HOW THEY ARE FEELING TODAY
- BRAIN DANCE
- NEW SKILLS
- WHAT DOES FEEL LIKE? WHAT CAN I DO WHEN I FEEL IN SCHOOL?
- FEELINGS FREEZE DANCE
- CHECK OUT- REVISIT LAST WEEK'S BREATHING SKILL & ADD A NEW ONE

WEEK 6

- MAIN GOAL: CONNECTION TO SELF TO ENVIRONMENT AND TO OTHERS
- FEELINGS CHECK IN: GROUP MOVEMENT CALL AND RESPONSE TO REFLECT HOW THEY ARE FEELING TODAY
- BRAIN DANCE
- WORK TOGETHER IN GROUPS TO MAKE A FEELINGS DANCE
- USING MIRRORING AND THE VARIOUS BREATHING TECHNIQUES FROM THE PAST WEEK. OTHER STUDENTS WATCH AND IDENTIFY WHAT FEELINGS AND COPING SKILLS THEY SAW
- FEELINGS FREEZE DANCE
- CHECK OUT- REVISIT LAST WEEK'S BREATHING SKILL & ADD A NEW ONE
- GIVE HANDOUTS FOR MEMORY