

FLOP

Main Themes: Power of the Human Spirit, Self Esteem, Belonging, Fear of Failure

Curriculum Ties

English Language Arts

General Outcome 1: Explore thoughts, ideas, feelings and experiences

1.1 Discover and explore

- **Express Ideas and develop understanding**
- **Experiment with language and forms**
- **Express preferences**

1.2 Clarify and Extend

- **Consider the ideas of others**
- **Combine ideas**

General Outcome 2: Comprehend and respond personally and critically to oral, print and other media texts.

2.1 Use Strategies and Cues

- **Use prior knowledge**
- **Use comprehension strategies**

2.2 Respond to Texts

- **Experience various texts**
- **Construct meaning from texts**
- **Appreciate the artistry of texts**

2.3 Understand Forms, Elements and Techniques

- **Understand forms and genres**
- **Understand techniques and elements**
- **Experiment with language**

General Outcome 3: Manage Ideas and Information

3.1 Select and Process

- **Use a variety of sources**
- **Access information**
- **Evaluate sources**

3.4 Share and Review

- **Share ideas and information**

General Outcome 5: Respect, support and collaborate with others

5.1 Respect others and strengthen community

- **Appreciate diversity**
- **Relate texts to culture**
- **Celebrate accomplishments and events**

Social Studies

Kindergarten

K.1 I am Unique

- **Value their unique characteristics, interests, gifts and talents**
- **Appreciate the unique characteristics, interests, gifts and talents of others**
- **Examine what makes them unique individuals**
- **Explore how we demonstrate respect for ourselves and others**

K.2 I Belong

- **Value how personal stories express what it means to belong**
- **Examine ways in which people create a climate of cooperation**

Grade 1

1.1 My World: Home, School and Community

- **Value self and others as unique individuals in relation to their world**
- **Value the groups and communities to which they belong**
- **Examine how they belong and are connected to their world**

Grade 4

4.2 The Stories, Histories and Peoples of Alberta

- **Appreciate how an understanding of Alberta's history, people and stories contributes to their own sense of belonging and identity**

Drama

First Goal (K-6): To acquire knowledge of self and others that results from reflecting on dramatic play

- **Realize and appreciate the uniqueness for self**
- **Grow in self confidence**
- **Develop sensory awareness**
- **Sharpen observations of people, of situations and of the environment**
- **Give meaning to abstract concepts realized through dramatic play**

Second Goal (K-6): To develop competency in communication skills through drama.

- **Develop an awareness of the body and voice as tools for communication**
- **Develop an ability to discuss and share experiences**
- **Explore the use of dramatic symbols and theatre conventions**

Third Goal (K-6): To foster an appreciation for drama as an art form

- **Develop an awareness of an respect for potential excellence in self and others**
- **Develop a capacity to analyze, evaluate and synthesize ideas and experiences**
- **Develop an awareness and appreciation of the variety of dramatic forms of expression**

Health and Life Skills

Relationship Choices: Students will develop effective interpersonal skills and demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions

Understanding and Expressing Feelings

- **Kindergarten**
 - **R-1: demonstrate knowledge of different kinds of feelings and a vocabulary of feeling words**
 - **R-2: explore the relationship between feelings and behaviours**
 - **R-5: identify ways of making friends**
 - **R-7: identify causes of conflict in school or play**
- **Grade 1**
 - **R-1: recognize and demonstrate various ways to express feelings**
 - **R-4: compare and contrast positive and negative nonverbal communication and associated feelings**
 - **R-5: identify the characteristics of being a good friend**
 - **R-6: examine how personal behaviour and attitudes can influence the feelings and actions of others**
- **Grade 2**
 - **R-2: identify possible psychological and physiological responses to stress**
 - **R-4: develop communication strategies to express needs and seek support**
 - **R-6: develop strategies to show respect for others**
 - **R-8: recognize and value strengths and talents that members bring to a group**
- **Grade 3**
 - **R-1: recognize the effects of sharing positive feelings on self and others**
 - **R-3: develop, with guidance, effective communication skills and strategies to express feelings**
 - **R-5: develop strategies to build and enhance friendships**
- **Grade 4**
 - **R-2: identify and use short term strategies for managing feelings**
 - **R-4: demonstrate respectful communication skills**
 - **R-6: identify and describe ways to provide support to others**

- **R-7: practice effective communication skills and behaviours to reduce the escalation of conflict**
- **Grade 5**
 - **R-1: recognize that presenting feelings may mask underlying feelings**
 - **R-4: recognize that stressors affect individuals differently, and outline ways individuals respond to stress**
 - **R-9: explore respectful communication strategies that foster group/team development**
- **Grade 6**
 - **R-1: recognize that individuals can choose their own emotional reactions to events and thoughts**
 - **R-3: develop personal strategies for dealing with stress/change**
 - **R-4: identify, analyze and develop strategies to overcome barriers to communication**
 - **R-8: analyze the influence of groups, cliques and alliances on self and others**