



YERBA BUENA  
CENTER FOR  
THE ARTS

701 Mission Street  
San Francisco, CA  
94103

## Resource for Educators | K-2 Curriculum By Tate Jawdat, for YBCA's Educational Programs

### **CONJURING POWER: Feeling Finder**

In this activity, students work in pairs and identify feelings expressed in the exhibit. They will discuss and then strike a pose that reflects that feeling.

#### **Materials**

Graphic Organizers (Feeling Finder), Clipboards, Pencils

#### **Pre-Visit: Introduce Feelings**

- Brave, Happy, Hopeful, Powerful, Loving

Allow students to describe how they define and recognize these feelings in others. Have students practice striking a pose that shows these feelings.

#### **During Visit: Rounds 1-3**

*As we walk through the exhibit, let's be feelings detectives. Look at the art and stories. What feelings do you notice?*

Instruct students to work in pairs and locate an art piece to focus on. Students will discuss the feeling they recognize in the artwork.

#### **Model**

Point to a piece: "This artwork feels **brave** to me because..."

#### **Strike a Pose**

At the end of each round, instruct students to silently strike a pose to show the feeling they identified in the artwork.

*"Think about the feeling you just found. Strike a silent pose that shows that feeling."*

#### **Draw**

After the final round, give students time to select one feeling and sketch themselves feeling it.

\*All emojis in this lesson were designed by OpenMoji – the open-source emoji and icon project. License: CC BY-SA 4.0





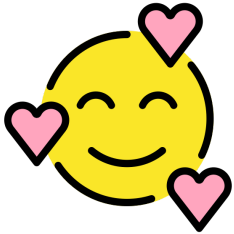


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**CONJURING POWER:**  
**FEELING FINDER**

Name \_\_\_\_\_

Choose an artwork that shows one of these feelings:

<p>Brave</p> 	<p>Happy</p> 	<p>Hopeful</p> 	<p>Powerful</p> 	<p>Loving</p> 
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Talk to your partner:

“This artwork feels \_\_\_\_\_ because ...”

“When I look at this artwork, I feel \_\_\_\_\_ because ...”

“I know the people in this artwork feel \_\_\_\_\_ because they ...”

Choose 1 feeling and draw yourself feeling it!



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## ***CONJURING POWER: Power Trio***

In this activity students will create three drawings. The first drawing is of someone powerful from their life. The second drawing is of someone they identify from the exhibit. The third drawing (in the center of their paper) is a self portrait.

### **Materials**

Graphic Organizers (Power Trio), Clipboards, Pencils,

### **Establish Criteria**

Ask students:

- What does it mean to be powerful?
- What are some different ways people can use their power to help the world?
  - Nurses can use their power to help people who are sick.
  - Elders can use their power to teach young people.

There are many different ways we can use our power: to be kind, to be brave, to stand up for ourselves and our communities. In this exhibit you will see people using their power in different ways

### **Step 1: Pre-Visit**

Instruct students to draw someone in their life who is powerful in Box 1. If time allows, have students share about who they selected either with peers or to the whole group. Inform students that, at the show, they will be searching for another powerful person to draw.

### **Step 2: During Visit**

Instruct students to draw someone from the exhibit who is powerful in Box 2.

### **Step 3: During or Post Visit**

Instruct students to create a self-portrait in the center box.

### **Debrief**

- What is the same about the three people you drew?
- What could you do if you combined all your power?
- How will you use your power to build a better future?



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**CONJURING POWER:**

Name \_\_\_\_\_

**POWER TRIO**

1 Draw someone you know who is powerful.		2 Draw someone from the exhibit who is powerful.
What makes them powerful?		What makes them powerful?



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## **CONJURING POWER: Magic Portal**

Select a piece from the exhibit for the students to analyze as a whole group (or smaller groups with at least one adult facilitator per group). Students will envision themselves entering the artwork and describe and draw the world they find.

### **Materials**

Graphic Organizers (Magic Portal), Clipboards, Pencils

### **Selection & Silent Observation**

Select a piece that students can comfortably sit/stand around. Instruct students to observe silently for 30-45 seconds.

### **Before We Step Through (Group Discussion)**

After a student has shared their response to question 1, follow up with question 2 so responses are anchored to evidence.

1. What is going on in this artwork?
2. What makes you think that?
3. What else do you see?

### **Introduce the Portal & Step Inside (Pairs, Small Groups, or Whole Group Discussion)**

*"I've got to tell you a secret." \*Dramatic Pause\* "This artwork is a magic doorway. If we step inside, what might we see?"*

Encourage students to explain their responses to these questions.

- Who lives here?
- What would it sound like?
- What would it feel like?
- What would happen next?

### **Draw Yourself in the Portal World**

Instruct students to draw what they have envisioned and share with class during debrief.



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**CONJURING POWER:**  
**MAGIC PORTAL**

Name \_\_\_\_\_

Draw what the world inside the portal looked like.

Describe what the portal world felt like.