

Lesson Title	One of These Things is Not Like the Other	Medium	Drama
Curricular Unit	Identifying Emotions in Others - Facial Recognition	Lesson #	7

Lesson Goals

Socio-emotional	Identify feelings in others
Artistic	Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts.
Academic	Refer to details and examples in text to support what the text says explicitly and make inferences.

Lesson Details (45 minutes total)

Opening Routine Time:	<i>To help create routine and sooth anxiety, every class should begin with the same activity. Consider creating an opening routine that allows students to move, incorporates rhythm, and invites students to offer something (a dance move, a clapped rhythm, a silly sound) that is repeated back by either just one other person or by the whole group.</i>
Warm Up Time: 6 mins	Face stretching Lead students through a number of exercises meant to warm up and stretch their facial muscles in preparation for the lesson's main activity.
Lesson Intro Time: 6 mins	Facial expression practice Invite students to practice expressing a range of emotions using just their faces, no gestures or movements.
Brain break Time:	<i>Choose a brain break in the moment. Brain break used will determine whether the energy of the room becomes energized, calmed, or focused.</i>
Main Lesson Time:	One of These Things is Not Like the Other The object of this activity is to spot which person's face is demonstrating a different emotion. Ask for a volunteer to be the first guesser and leave the room with a volunteer. The remaining students will be given an emotion that they will express only with facial expressions. They will have to hold the expression during the exercise, but can take a break and resume as needed. One person in the group will be asked to create a facial expression that is not related to the given emotion. Once the group is ready with their facial expression, the guesser can be called back into the room. They should try to guess 2 things. 1) Which person's facial expression does not match the others and 2) what emotion everyone is trying to portray. Continue with several rounds until either everyone has had a chance to be the guesser or time runs out.
Cool down/Closing Time: 20 mins	<i>Similar to the opening routine, your closing should be the same activity each day as an expected way to signal the end of the class and transition to what comes next.</i>

Materials

Lesson Rubric	Developing (1)	Adequate (2)	Excellence (3)
Social/Emotional Skill			
Identify feelings in others	Students were able to use a generic word to describe another person's feelings (good or bad)	Students were able to use a broad feeling word to describe another person's feelings (ie. happy, sad, mad, excited, scared) AND/OR provide context clues that led to their understanding of the other person's feelings	Students were able to use a specific feeling word to describe another person's feelings (ie. anxious, exhilarated, confident, hopeful, distrustful) AND provide an explanation for how they determined the other person's feelings
Artistic Skill			
Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts.	Students were able to identify the general emotion or meaning behind the work of art -OR- students were able to apply a general sense of emotion or meaning behind their artwork	Students were able to identify the emotion or meaning behind the work of art -OR- students were able to apply an emotion or meaning behind their artwork through description of context clues	Students were able to identify the emotion or meaning behind the work of art -OR- students were able to apply an emotion or meaning behind their artwork and explain how and why the artwork conveys emotions/feelings
Academic Skill			
Refer to details and examples in text to support what the text says explicitly and make inferences.	Students were able to provide responses with little to no evidence from source	Students were able to provide responses with adequate and relevant evidence from source	Students were able to smoothly integrate evidence from source into response