

Lesson Title	Choose How To Move	Medium	Drama
Curricular Unit	Choice Making: Identifying Choices	Lesson #	2

Lesson Goals	
Socio-emotional	Choice Making: Identifying one or more alternative choices
Artistic	Use and maintain materials, equipment and tools safely at work and performance spaces.
Academic	Recount stories and determine their central message, lesson, or moral.

Lesson Details (45 minutes total)

Opening Routine *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.*
 Time:

Warm Up **Imagination stretching**
 Time: 5 -7 mins
 Have the students in a circle and and follow the instructor in a variety of stretches with imagery.
 Example 1: Butterfly - put the bottoms of your feet together and move your knees up and down like a butterfly. Ask where they are flying, land on a flower, etc.
 Ex 2: Seal - lie on your stomach and push off the floor/look to the ceiling and balance a ball on your nose.

Lesson Intro **Duck Duck Animal**
 Time: 5 - 7 mins
 Just like duck duck goose except the students may choose any animal they like. Students sit in a circle, with the student being it walking around tapping each persons head calling them duck until they choose a student and call them a different animal. Both students run to the starting spot, moving and making noises like the called out animal.

Brain break *Choose a brain break in the moment. Brain break used will determine whether the energy of the room becomes energized, calmed, or focused.*
 Time:

Main Lesson
 Time: 20 mins
 Have the students lie on their backs on the floor/find a comfortable seat. (Lower the lights if appropriate/available)
 Guide them through an imagination scape of becoming hibernating bears. Illustrate what it feels like to be a bear to them, how they move, etc.
 Invite students to move around the space as bears through the woods, and guide them to an imaginary cave. In the cave you can guide them through laying down and "hibernating".

Cool down/Closing *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.*
 Time:

Materials
 none

Lesson Rubric	Developing (1)	Adequate (2)	Excellence (3)
Social/Emotional Skill			
Choice Making: Identifying one or more alternative choices	Students were able to identify that choices were available	Students were able to name one choice available to them	Students were able to name one or more choices available to them
Artistic Skill			

Use and maintain materials, equipment and tools safely at work and performance spaces.

Students needed many reminders on how to use materials safely and appropriately

Students were able to use materials safely and appropriately with little reminding

Students were able to use materials safely and appropriately with no reminders

Academic Skill

Recount stories and determine their central message, lesson, or moral.

Students were able to determine the central message, lesson, or moral following prompts from teacher.

Students were able to determine the central message, lesson, or moral in general terms

Students were able to determine the central message, lesson, or moral in specific terms and/or add specific supporting detail.