

|                        |                        |                 |                    |
|------------------------|------------------------|-----------------|--------------------|
| <b>Lesson Title</b>    | <b>Need A Hand?</b>    | <b>Medium</b>   | <b>Visual Arts</b> |
| <b>Curricular Unit</b> | <b>Instill Courage</b> | <b>Lesson #</b> | <b>14</b>          |

**Lesson Goals**

|                        |   |
|------------------------|---|
| <b>Socio-emotional</b> | Exercise prosocial behaviors that benefit others  |
| <b>Artistic</b>        | Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts. |
| <b>Academic</b>        | Write narratives to develop real or imagined experiences or events.   |

**Lesson Details (45 minutes total)**

|                                     |  |
|-------------------------------------|--|
| <b>Opening Routine</b><br>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> |
| <b>Warm Up</b><br>Time: 6 mins      | Stick figure drawings<br><br>Invite students to draw a picture of 2 stick figures where one figure is supporting the other (ie two people holding hands, one person carrying the other)  |
| <b>Lesson Intro</b><br>Time: 8 mins | Discuss how students can stand up for one another during tough times.<br><br>Share examples of Alberto Giacometti's sculptures - how do they resemble the stick figures just drawn?  |
| <b>Brain break</b><br>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>   |
| <b>Main Lesson</b><br>Time: 15 mins | Demonstrate how to use tin foil to create sculptures of people similar to the Giacometti sculptures.<br><br>Invite students to recreate their stick figure drawings as a sculpture.  |
| <b>Cool down/Closing</b><br>Time:   | <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**

paper, pencils, tin foil

| <b>Lesson Rubric</b>  | <b>Developing (1)</b>  | <b>Adequate (2)</b>   | <b>Excellence (3)</b>  |
|---|--|---|--|
| <b>Social/Emotional Skill</b>   |  |   |  |
| Exercise prosocial behaviors that benefit others  | Students were able to demonstrate ways to alert a helper when another person was hurt or in danger   | Students were able to demonstrate ways to offer comfort to someone who is hurting AND/OR encourage safe behaviors   | Students were able to demonstrate ways to directly address the person who caused the harm in a safe manner   |
| <b>Artistic Skill</b>   |  |   |  |
| 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 |
| <b>Academic Skill</b>   |  |   |  |
| Write narratives to develop real or imagined experiences or events.   | Students were able to develop a narrative that may have inconsistencies in setting, characters, or point of view   | Students were able to develop a narrative that adequately establishes setting, characters, or point of view   | Students were able to develop a narrative with clear focus that effectively establishes setting, characters, or point of view  |