

<b>Lesson Title</b>	<b>Storyboarding Stress</b>	<b>Medium</b>	<b>Drama</b>
<b>Curricular Unit</b>	<b>Understand personal stress response: Trigger recognition</b>	<b>Lesson #</b>	<b>6</b>

### Lesson Goals

<b>Socio-emotional</b>	Self awareness: Understand personal stress response
<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>	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

### Lesson Details (45 minutes total)

<b>Opening Routine</b> 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> Time: 5 mins	Hold a quick discussion to review the class's definition of stress from the previous lesson.
<b>Lesson Intro</b> Time: 5 mins	Share with the students an example of a storyboard that might be used to show the progress of an animated film. Invite them to share things that they notice about the storyboards.
<b>Brain break</b> Time: 3-5 mins	<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> Time: 25 mins	<p><b>Pitch a film idea</b></p> <ol style="list-style-type: none"> <li>1. Invite students to pretend they are going to pitch a film idea to an animated film company. They need to draw out a storyboard that shows what happens in their proposed movie. To win a contract, their storyboards will need to clearly show who the characters are and have a clear beginning, middle, and ending. The film company is looking for films about ordinary kids and how they handle stressful kid problems.</li> <li>2. Give students a sheet of paper with 6-8 boxes for them to draw their storyboard.</li> <li>3. If time permits, invite one or two students to "pitch" their idea. Invite the audience members to identify what the stress "trigger" was and whether the characters reacted without thinking or had a thoughtful response.</li> </ol>
<b>Cool down/Closing</b> 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

storyboard example, storyboard paper and pencils/markers

<b>Lesson Rubric</b>	<b>Developing (1)</b>	<b>Adequate (2)</b>	<b>Excellence (3)</b>
Social/Emotional Skill			
Self awareness: Understand personal stress response	Students were able to identify when they are feeling uncomfortable	Students were able to identify how they feel when they are stressed	Students were able to identify how they act when they are feeling stressed
Artistic Skill			

<p>Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts.</p>	<p>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</p>	<p>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</p>	<p>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</p>
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Academic Skill

<p>Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>Students were able to express ideas with simplistic language</p>	<p>Students were able to adequately express ideas with a mix of general and precise language</p>	<p>Students were able to effectively express ideas with precise language</p>
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