

Lesson Title	Bodies for Feelings	Medium	Drama
Curricular Unit	Identify emotions: Body recognition (interoception)	Lesson #	3
<b>Lesson Goals</b>			
<b>Socio-emotional</b>	Self awareness: Identify emotions		
<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.		
<b>Lesson Details (45 minutes total)</b>			
<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:	Combined with Lesson Intro		
<b>Lesson Intro</b> Time: 15 mins	<p><b>Emotional Quadrants</b></p> <ol style="list-style-type: none"> <li>1. Use tape to create a large rectangle divided into 4 smaller rectangles on the classroom floor.</li> <li>2. Have a number of emotion words written in large print on sheets of paper. One should be placed in each quadrant.</li> <li>3. Play music while students move neutrally between and through the 4 quadrants.</li> <li>4. When the music stops, they should act out whichever emotion is labeling the quadrant they are in.</li> <li>5. After a few rounds, switch the emotion cards out.</li> </ol> <p>****Remind students that they should not bump into or touch one another during this activity.</p>		
<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: 18 mins	<p><b>Bodies for Feelings</b></p> <ol style="list-style-type: none"> <li>1. Ask students, "if feelings were living things, what would their bodies look like? What color skin does happy have? Does angry have long hair? Would excited have a tail?"</li> <li>2. Use the emotion word card from the previous activity to assign a specific emotion to each student. Invite students to draw a picture of what they imagine the "body" of an emotion might look like. Make sure students know that there is a time limit to complete their drawing. Give them a 2 minute and 30 second warning.</li> <li>3. After they have had time to complete their drawing, allow students some time to imagine how they might move through the room if they were in the body they just drew.</li> <li>4. After a little practice time, invite students to perform the movement for others. Audience member can try to guess what emotion they think the performer is acting out.</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**

tape, emotion word cards, blank paper, markers

<b>Lesson Rubric</b>	<b>Developing (1)</b>	<b>Adequate (2)</b>	<b>Excellence (3)</b>
<b>Social/Emotional Skill</b>			
Self awareness: Identify emotions	Students were able to use a generic word to describe their feelings (good or bad)	Students were able to use a broad feeling word to describe their feelings (ie. happy, sad, mad, excited, scared)	Students were able to use a specific feeling word to describe their feelings (ie. anxious, exhilarated, confident, hopeful, distrustful)
<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>			
Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Students were able to express ideas with simplistic language	Students were able to adequately express ideas with a mix of general and precise language	Students were able to effectively express ideas with precise language