

Lesson Title	My Personal Bubble	Medium	Drama
Curricular Unit	Calming Technique: Moving away or creating personal space	Lesson #	9
Lesson Goals			
Socio-emotional	Impulse control: Demonstrate calming technique		
Artistic	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.		
Academic	Retell stories, including key details, and demonstrate understanding of their central message or lesson.		
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	Don't pop my bubble		
Time: 10 mins	<p>Students should try to walk through space in time to music/drumming while pretending they are inside a bubble. If they bump into anyone else, their bubble will pop! (If students would respond well, consider asking those whose bubbles popped to sit out for one section of music/drumbeat. They can reenter the game on the next section)</p> <p>Using rope or string, create a wide perimeter in the classroom space - preferably the whole space at first.</p> <p>Play some music or provide a steady drum beat. When the beat stops, students should freeze. Begin beat again and walking should restart. Try this a few times in this space before using the rope to outline a smaller space. Students should repeat the exercise while staying in this smaller space. Continue making the space smaller until the students are not longer able to walk without popping one another's bubble.</p> <p>Save 3 minutes of exercise time to discuss when it was easiest to maintain the objective of the game (not popping bubbles!)</p>		
Lesson Intro	Combined with warm-up		
Time:			
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: 3-5 mins			
Main Lesson	Move In or Move Away		
Time: 20 mins	<p>1. Provide each student with a scenario card (Its my birthday, I forgot my homework, I had my favorite lunch at school today, I have to go to the dentist, etc). Invite them to take a few moments and determine how they might mime this action.</p> <p>2. After a few minutes to work, invite students to create a circle. Explain, "Each of you will have the chance to perform in the middle of the circle. When you perform, please tell us what you are doing (should match what is on your card, and mime the actions that go along with this."</p> <p>3. "Everyone on the outside of the circle should think about the scenario our performer is performing. If that same thing happened to you, would you want to get closer to other people or would you want to move away and spend some time alone? If you want to be with other people, move closer to, but not touching, the performer. If you want to find your own space, take a few steps away from our circle."</p> <p>4. Invite the first person in and gently facilitate the steps of the process. Repeat until all students have had a chance to both perform and respond.</p>		

Cool down/Closing

Time:

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.

Materials

Rope or string, scenario cards

Lesson Rubric	Developing (1)	Adequate (2)	Excellence (3)
Social/Emotional Skill			
Impulse control: Demonstrate calming technique	Students were able to demonstrate calming technique with prompting from teacher	Students were able to demonstrate calming technique using strategies demonstrated by the teacher	Students were able to independently demonstrate calming techniques
Artistic Skill			
Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.	Students were able to minimally apply the required skills necessary to the project.	Students were able to apply most of the required skills necessary to the project.	Students were able to apply all of the required skills necessary to the project.
Academic Skill			
Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Students were able to retell stories with little to no detail from source	Students were able to retell stories with adequate and relevant detail from source	Students were able to retell stories with significant and specific detail from source