

Lesson Title	Butterflies in my Belly	Medium	Visual Arts
Curricular Unit	Identify emotions: Body recognition (interoception)	Lesson #	3

Lesson Goals	
Socio-emotional	Self awareness: Identify emotions
Artistic	Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts.
Academic	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Lesson Details (45 minutes total)

Opening Routine 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>
Warm Up Time: 5 mins	Discuss how emotions can be experienced within our bodies. Provide metaphoric examples like butterflies in our stomachs or tightness in our chests. Name a few emotions (select carefully) and invite students to share how they experience that emotion in their body.
Lesson Intro Time: 10 mins	Have students lie down on large sheets of paper and have a partner trace the outline of their body. Switch roles so that everyone's outline is completed.
Brain break Time: 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>
Main Lesson Time: 20 mins	Invite students to illustrate how they experience emotions within their body by drawing or painting scenes within their body outline. Students could choose to illustrate their feelings with either a color that corresponds with that emotion for them or a picture of how they are feeling (ie. drawing a number of butterflies in their belly or icicles on their feet)
Cool down/Closing Time: 2 mins	<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	
Roll of paper that can be cut to student length, markers, perhaps acrylic paint and paintbrushes	

Lesson Rubric	Developing (1)	Adequate (2)	Excellence (3)
Social/Emotional Skill			
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)
Artistic Skill			
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
Academic Skill			

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