

<b>Lesson Title</b>	I'm Gonna Be (500 Miles)	<b>Medium</b>	Music			
<b>Curricular Unit</b>	Goal setting: Identifying a goal	<b>Lesson #</b>	13			
<b>Lesson Goals</b>						
Socio-emotional	Goal setting					
Artistic	Use and maintain materials, equipment and tools safely at work and performance spaces.					
Academic	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.					
<b>Lesson Details (45 minutes total)</b>						
<b>Opening Routine</b>	<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>					
Time:						
<b>Warm Up</b>	Hand out their started calming strategy song sheets and allow them a few minutes to play through what they wrote in the last class.					
Time: 10 mins						
<b>Lesson Intro</b>	Begin by asking the students if they know what a goal is. "A goal is something that you hope to achieve that you put in time and effort to work towards"					
Time: 5 mins						
Discuss the performance at the end of the class session and define the class goal: to play a song on the boomwhackers together.						
Introduce the sheet music for their performance songs						
<b>Brain break</b>	<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>					
Time:						
<b>Main Lesson</b>	1. To practice listening and watching each other for cues to play, have the students break into pairs to practice musical phrases from Lesson 11 on the boom whackers.					
Time: 15 mins						
	2. After a few minutes, help students to switch partners and try a different music phrase.					
	3. Use remaining time to ask students how they felt about working together. Did they feel stressed at any time? What did they do to help themselves calm down? Did they use any of the calming strategies discussed in previous classes?					
<b>Cool down/Closing</b>	<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>					
Time:						
<b>Materials</b>						
musical phrases ( <a href="https://docs.google.com/document/d/1vmsl83vRWZBoO_0tJTy0Ulh85LCHRhy2wg3RR8g-3gE/edit?usp=sharing">https://docs.google.com/document/d/1vmsl83vRWZBoO_0tJTy0Ulh85LCHRhy2wg3RR8g-3gE/edit?usp=sharing</a> ); boom whackers; piano						
<b>Lesson Rubric</b>	<b>Developing (1)</b>	<b>Adequate (2)</b>	<b>Excellence (3)</b>			
Social/Emotional Skill						
Goal setting	Students were able to identify a goal	Students were able to identify a goal and develop a plan	Students were able to take steps towards achieving the plan			
Artistic Skill						
Use and maintain materials, equipment and tools safely at work and performance spaces.	Students needed many reminders on how to use materials safely and appropriately	Students were able to use materials safely and appropriately with little reminding	Students were able to use materials safely and appropriately with no reminders			
Academic Skill						

Confirm understanding of a text read aloud of information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Students were able to ask or answer general questions with little to no key details.

Students were able to ask or answer questions with adequate and relevant detail from source

Students were able to ask or answer questions with significant and specific detail from source.