

Lesson Title	Here Comes a Thought	Medium	Music
Curricular Unit	Calming Technique: Mindfulness	Lesson #	10
Lesson Goals			
Socio-emotional	Impulse control: Demonstrate calming technique		
Artistic	Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts.		
Academic	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.		
Lesson Details (45 minutes total)			
Opening Routine	<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:			
Warm Up	Combine with lesson intro		
Time:			
Lesson Intro	Play clip of "Here Comes a Thought" from Steven Universe. Ask questions regarding the video. What do the butterflies represent? Has anyone felt like Connie in this video? How can our understanding of ourselves and the world around us inform how we interact with others?		
Time: 10 mins			
Brain break	<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:			
Main Lesson	<ol style="list-style-type: none">1. Have the students stand in a circle and show them the tuning fork and explain what it is used for.2. Invite students to close their eyes if they are comfortable.3. Tell the students to focus all their attention on the sound they are about to hear. As the tuning forks sounds, students should sway their bodies side to side, making the movement smaller as the sound diminishes. (This may be best demonstrated by the teacher or a volunteer first)4. As the sound comes to an end, ask students to inhale and exhale deeply, moving their arms over their heads and back down before repeating a few times, perhaps using different force each time the tuning fork is sounded.5. Repeat this process 2-3 times and then ask students if they can define mindfulness. Facilitate the conversation until everyone has a working understanding. Ask students how being mindful helps them to be successful in the tuning fork activity.6. Repeat the tuning fork process a few more times before asking how the students practiced mindfulness during these rounds.		
Time: 18 mins			
Cool down/Closing	<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:			
Materials			
"Here Comes a Thought" - Steven Universe (https://www.youtube.com/watch?v=dHg50mdODFM) Tuning Fork Frame Drums			
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			
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			
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.