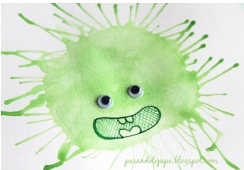


| Lesson Title | Blowing our worries away | Medium | Visual Arts |
|---|---|--------------|-------------|
| Curricular Unit | Calming Technique: Breathing | Lesson # | 7 |
| Lesson Goals | | | |
| Socio-emotional | Impulse control: Demonstrate calming technique | | |
| Artistic | Elements of Visual Arts: • color • form/shape • line • space • texture • value | | |
| Academic | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. | | |
| 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 | Combined with Lesson Intro | | |
| Time: | | | |
| Lesson Intro | Worry Monsters | | |
| Time: 10 mins | | | |
|  | <ol style="list-style-type: none">1. Pour a puddle of liquid water color onto a square of paper2. Using a straw, blow the water color paint out and away from the center of the puddle to create limbs and tentacles3. Repeat to create a few more "monsters"4. Once dry, add googly eyes or draw faces with markers. | | |
| 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: | | | |
| Main Lesson | Flowering Branches | | |
| Time: 20 mins | | | |
|  | <ol style="list-style-type: none">1. Pour a line of brown, black, or green paint onto the paper and have students repeat the process of blowing the paint through the straw to create smaller branches from the main branch. Allow to dry.2. Pour desired color of liquid water color paint into cup with a squirt of dish soap and water. Stir mixture and then blow into the mixture with a straw until colored bubbles come just above the surface of the cup.3. Place practice paper over cup and press gently to create a print of the colored bubbles. Once students are comfortable with the process, they can print flowers onto their branch painting. | | |
| Cool down/Closing | 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. | | |
| Time: | | | |
| Materials | | | |
| liquid water color, water color paper, straws, dish soap, water, cups, googly eyes, markers | | | |
| 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 | | | |
| Elements of Visual Arts: • color • form/shape • line • space • texture • value | Students were able to successfully mimic the element as demonstrated by the instructor | Students were able to demonstrate requested elements without supplied example | Students were able to identify elements within either their own works or works of others |
| 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 |