

Lesson Title	You Can Help Me	Medium	Drama
Curricular Unit	Calming Technique: Asking for help	Lesson #	11
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	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	Students will stand in a big group/clump. (Remind students to be aware of personal space).		
Time: 5 mins	For the beginning, a leader is chosen who is in front of the group. The leader starts slowly moving in a stylized walk or movement, everyone else follows the leader. If the group's direction changes, whoever is currently in the front of the group becomes the new leader. As with the mirror exercise, it should never be obvious who is leading the flock. The exercise continues until several kids have had the chance to lead the flock.		
Lesson Intro	You Can't Take Me!		
Time: 10 mins	Divide students into 2 or more groups 1. Suggest a place or environment (ie. school, bedroom, playground, etc) and ask the students to play the part of the objects in the environment (ie. classroom: books, desks, trash can, teachers desk, etc) 2. The teacher goes to the group and exclaims, "My, look at all this useless stuff! I've got to get rid of some of this junk!" 3. The teacher selects one student and says, "I think I'll take THIS thing away", and the student replies, "NO, YOU CAN'T TAKE ME!". After the teacher asks "why," the student answers, without mentioning the name of his object, in this form: "If you take me away. . ." followed by something that would go wrong without the object. (For example, if the student is pretending to be the bed, she might say, "If you take me away, no one will get any sleep"). 4. Once all the students have had their say, the audience tries to guess what room they are in, and then what object each student is. Then the teacher moves on to the next group.		
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	You Can't Take Me Part 2		
Time: 20 mins	1. For this round of this game, the students should think about smaller objects that might be found		

1. For this round of this game, the students should think about smaller objects that might be found in their assigned place or environment (ie. a pencil sharpener, paintbrush, jewelry box, etc).
2. When the teacher tries to get rid of an object, the student should call out to someone else in the group. "(Insert group member name), I need help! I am going to be taken away!" The other student can provide a positive reason why the small object should stay in the place.
3. Discuss questions: How did it feel to ask for help? How did that change the way you played the game? Were there times in the game when you felt anxious or stressed? Did that feeling go away?

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

none

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			
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