

Lesson Title	No More Monster in My Closet	Medium	Drama
Curricular Unit	Enable Action	Lesson #	16

Lesson Goals

Socio-emotional	Exercise prosocial behaviors that benefit others
Artistic	Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts.
Academic	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

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	<p>If You Love Me Baby Smile</p> <p>Everyone sits in a circle, and one person goes up to somebody in the group and tries to make them smile by saying, "if you love me baby, smile" and they are not allowed touching the person at all. They may make funny faces or whatnot. If the person does not smile or laugh, they will reply, "I love you baby, but I just can't smile". And if the person succeeds, the person they made smile moves on, and if they lose, they have to go to another person.</p>
Lesson Intro Time: 12 mins	Allow students to continue to rehearse their scenes.
Brain break Time:	<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: 15 mins	<p>Say, "In our warm up today, we worked on making other people smile. Let's see if we can't find the courage to help make ourselves and others smile."</p> <p>The Boggart Game</p> <p>Pair students up. Share that they will take turns being both boggart and wizard. The wizard could share with the boggart actor something common that they are scared of (ie spiders, zombies, clowns, etc). The boggart should act as if she is that scary thing. Together, the pair can come with a way to make the scary think less scary or even silly so that when the wizard actor yells out "Ridikulus!" the bogart characters changes how they act. Practice this a few times and then switch roles.</p> <p>Allow time for any pairs who want to volunteer to perform for the others to do so.</p>
Cool down/Closing Time:	<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

scripts

Lesson Rubric	Developing (1)	Adequate (2)	Excellence (3)
----------------------	-----------------------	---------------------	-----------------------

Social/Emotional Skill

Exercise prosocial behaviors that benefit others	Students were able to demonstrate ways to alert a helper when another person was hurt or in danger	Students were able to demonstrate ways to offer comfort to someone who is hurting AND/OR encourage safe behaviors	Students were able to demonstrate ways to directly address the person who caused the harm in a safe manner
--------------------------------------------------	----------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------

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

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.	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
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------	-------------------------------------------------------------------------------------------	-----------------------------------------------------------------------