

Lesson Title	More Alike Than Not	Medium	Drama
Curricular Unit	Identify Shared Values	Lesson #	11

Lesson Goals

Socio-emotional	Identify shared values and differences
Artistic	Elements of Theatre: • scenario • script/text • set design
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	<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	Move Your Butt - Variation of activity from Lesson 1
Time: 10 mins	The rules of the activity remain the same, but instead of naming identifying features or common likes, students should be encouraged to name things they value. For example: Move your butt if you like to help other people Move your butt if you think being kind is good Move you butt if you stand up for others This may need the teacher or a volunteer to help offer ideas for the first few rounds.
Lesson Intro	Share this brief video: https://youtu.be/96kl8Mp1uOU
Time: 8 mins	Follow up with a short conversation and ask students to identify where they saw either empathy or something shared.
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	Review various scenarios that had been brainstormed in the last class and ask students to vote on their 2 favorites. Break students into 2 groups, assign each group one of the scenarios, and have them decide what characters might be needed for their scenario (based upon the number of students in the group) Provide an extra movement activity if students begin to lose focus from sitting too long or begin to argue too much.
Time: 15 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

video, paper & pencils

Lesson Rubric	Developing (1)	Adequate (2)	Excellence (3)
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Social/Emotional Skill

Identify shared values and differences	Students were able to identify physical likenesses and differences between themselves and others	Students were able to identify similar values they shared or identify differences beyond physicality	Students were able to identify ways in which they appreciated differences between themselves and others
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Artistic Skill

Elements of Theatre: • scenario • script/text • set design	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
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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
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