

Lesson Title	Guided Drawing, Guiding Others	Medium	Visual Arts
Curricular Unit	Calming Technique: Asking for help	Lesson #	11
Lesson Goals			
Socio-emotional	Impulse control: Demonstrate calming technique		
Artistic	Use and maintain materials, equipment and tools safely at work and performance spaces		
Academic	Retell stories, including key details, and demonstrate their understanding of their central message or lesson		
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	Ask students to think about the most recent time they asked for help: What was easy or difficult about it? Is there anything that they could have done differently. Allow each student a chance to share		
Time: 7-10 minutes			
Lesson Intro	combined with warm up		
Time:			
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	Guided drawing		
Time: 20 minutes	1. Explain to students that they will be creating a piece of art based on the directions the instructor provides.		
	2. No direction will be repeated by the instructor and if they need help recommend that they ask a classmate.		
	3. Remind students to listen carefully.		
	4. Students will now draw what they hear:		
	1. Draw one straight line from one edge of your page to the other.		
	2. Draw a tick-tac-toe board somewhere in the middle.		
	3. Draw 5 circles, any size, anywhere on your paper.		
	4. Draw a sun with sunglasses in the top right corner		
	5. Fill in three of the five circles.		
	6. Write your initials on the back of your paper.		
	7. Fill in four areas of your paper however you may like.		
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

pencils, paper, colored pencils, 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 indepedently demonstrate calming techniques

Artistic Skill			
Use and maintain materials, equipment and tools safely at work and performance spaces	Students needed many reminders on how to use material safely and appropriately	Students were able to use materials safely and appropriately with little reminding	Students were able to use materials safely and appropriately with no reminders
Academic Skill			
Retell stories, including key details, and demonstrate their understanding of their central message or lesson	Students were able to retell stories with little to no detail from the source	Students were able to retell stories with adequate and relevant detail from source	Students were able to retell stories with significant and specific detail from the source