

Lesson Title	Giving to Others	Medium	Visual Arts
Curricular Unit	Enable Action	Lesson #	15
#REF!			
Lesson Goals			
Socio-emotional	Exercise prosocial behaviors that benefit others		
Artistic	Use and maintain materials, equipment and tools safely at work and performance spaces		
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	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	Have students draw a picture of the person sitting next to them		
Time: 6 mins			
Lesson Intro	Speak about kind actions for your friends and for others. What are some acts of kindness we can do for others? What can we do for our friends when others are being mean to them and when they are simply sad or upset? How can we help to make them happy?		
Time: 8 mins			
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	Make something special with the students that they will have a hard time giving up. It could be a version of slime, jewelry, or another trendy item that they value.		
Time: 15 mins			
	Have students create the item and then give it away to the younger students.		
	Discuss how hard it is to give away something you value and how much courage it takes to do so. What do you give up when you help someone in trouble?		
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**

paper, pencils, any materials needed for the special project

<b>Lesson Rubric</b>	<b>Developing (1)</b>	<b>Adequate (2)</b>	<b>Excellence (3)</b>
<b>Social/Emotional Skill</b>			
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
<b>Artistic Skill</b>			
Use and maintain materials, equipment and tools safely at work and performance spaces.	Students needed many reminders on how to use materials 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
<b>Academic Skill</b>			

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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