

Lesson Title	With Feeling This Time	Medium	Drama
Curricular Unit	Identifying Emotions - Emotional Literacy	Lesson #	4

Lesson Goals

Socio-emotional	Identifying emotions - Emotional literacy
Artistic	Principles of Theatre: • balance • collaboration • discipline • emphasis • focus • intention • movement • rhythm • style • voice
Academic	Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.

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: 6 mins	Mirroring Have students pair up (or assign pairs) and have one student be the person and the other the mirror. Students should stand facing one another for the entire activity with the mirror copying each movement that the person makes. After 2 minutes, students should switch roles.
Lesson Intro Time: 6 mins	Emotion Mirrors Have students switch partners and chose roles of person or mirror. For this round, the teacher will call out an emotion word and the person should move in any way that they feel represents the emotion. The mirror should follow. Again, switch roles after 2 minutes.
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: 20 mins	Start a neutral scene with two players. For example, a customer goes into a store to return something. Have the two players act it out straight. Then, have them do it again, using emotion suggestions from the audience. For example: in the second round of play, the customer is fearful and the clerk is jubilant. (They can each have a different emotion, or both the same.) Coach students to play the emotion without stating it outright. If time, try giving students the emotions secretly and having them try to 'read' the other person. After the scene, ask audience players if they could name each actors' emotion.
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

a few short scenes to be used in the main lesson

Lesson Rubric	Developing (1)	Adequate (2)	Excellence (3)
Social/Emotional Skill			
Identifying emotions - Emotional literacy	Students were able to use a generic word to describe their feelings (good or bad)	Students were able to use a broad feeling word to describe their feelings (ie. happy, sad, mad, excited, scared)	Students were able to use a specific feeling word to describe their feelings (ie. anxious, exhilarated, confident, hopeful, distrustful)
Artistic Skill			
Principles of Theatre: • balance • collaboration • discipline • emphasis • focus • intention • movement • rhythm • style • voice	Students were able to demonstrate a basic understanding and application of the principle	Students were able to demonstrate a good understanding and application of the principle or principles used in the lesson	Students were able to demonstrate an exceptional understanding and application of the principle or principles used in the lesson
Academic Skill			
Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.	Students were able to express experiences or events through weak use of sensory, concrete, or figurative language	Students were able to express experiences or events through adequate use of sensory, concrete, or figurative language	Students were able to clearly express experiences or events through effective use of sensory, concrete, or figurative language