

Lesson Title	Holding Kittens & Throwing Stars	Medium	Drama
Curricular Unit	Identify Differences	Lesson #	14
Lesson Goals			
Socio-emotional	Identify shared values and differences		
Artistic	Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts.		
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	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	Allow students time to complete or revise their scripts with help from teacher/volunteer.		
Time: 15 mins			
Lesson Intro	Combine 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	Ninja star, kitten, angry chihuahua		
Time: 20 mins			
	Have the class silently walk around an open space.		
	Tell the students that they are going to mime passing different objects from person to person as they walk through the space. To pass an object, they must make perfect eye contact with the person they are passing to.		
	Teacher begins by making eye contact with a student and throwing them a ninja star. A sound should be added to the motion.		
	This ninja star should now get thrown from student to student till it comes back to you.		
	Next, throw a baby kitten. Encourage the students to add a sound as they pass it.		
	Next, pass an angry chihuahua.		
	Reflect on how each of the objects were passed differently.		
	With remaining time, allow students to make the suggestions of what object is passed and allow them to begin the cycle.		
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 and pencils

<b>Lesson Rubric</b>	<b>Developing (1)</b>	<b>Adequate (2)</b>	<b>Excellence (3)</b>
<b>Social/Emotional Skill</b>			
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
<b>Artistic Skill</b>			
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
<b>Academic Skill</b>			
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