

*Kellond*

3<sup>rd</sup>-5<sup>th</sup>



Week 2- June 13-16

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**Lesson Title: Week 2: Relationship Skills and Self-Management**

**Objective(s):** Student will be able to: Given activities that work on relationship skills and self-management, the students will demonstrate understanding of working in teams, engaging with others, communication, and self-motivation by actively participating to the best of their ability.

**Fine Arts Standard(s):**

TH.CR.2.3a, TH.CR.2.4a; TH.CR.2.5a

**Core Curriculum Standard(s):**

3.SL.1; 4. SL.2; 5. SL.1

3.W.2; 4.W.2; 5. W.2

**Lesson Instructions:**

**Day 1:**

**Anticipatory Set:**

- **People/Shelter/Storm:** Divide the students into groups of three. With each small group, two players create a shelter, a roof over the third player who is the person. The shelters stand facing each other and reach out their arms until their fingertips touch over the head of the person. When the leader says people, the people leave their shelters and find a new shelter. The shelters do not move. When the leader says shelter the students creating the shelters break apart and find a new person to make a shelter around. In this instance, the people do not move. The shelters can stay together or split up. When the leader says storm, everyone runs around for five seconds and when the leader says times up, they have to form into new groups of three.

**OMA Lesson:**

- **Machine Work:** Group/whole class machine- Ways to adapt the machine- louder, softer, faster, slower.
  - **Realistic:** You can have cards ready with options or have the students choose their own.
    - Vacuum, blender, computer, car wash, oven, car, wash machine, household appliances.
  - **Invented machines:** In small groups, have the students invent a machine. Have one person talk about the machine, how it works, what it does, etc.
  - **Emotion machine:** In small groups/as a class, create a machine that shows an emotion.
    - Scared/fear, joy/happiness, silly, angry/mad, embarrasses, sadness, disgusted, etc.
  - **Theme:** In small groups/ whole class, create a machine that represents a theme. The class can decide or have cards ready with ideas.
    - blue, Bob, touch, smell, love, friendship

Closure:

- What helped you work well with the other people in your group/class?

Assessment:

- Were the students able to work together to create the different machines?

## Day 2:

Anticipatory Set: Choose one:

- Go/ Stop/ Drop/ Melt: Students find their own space in the room. Teacher demonstrates each “level.”
  - Go- walk around the room- review keeping arms to your side, head/eye up watching where you are going, avoiding others so they don’t touch anyone.
  - Stop- Stop with both feet on the ground
  - Drop- quickly drop to the floor, stay on your toes.
  - Melt—slowly melt to the floor, stay on your toes, add a melting sound.
  - Add on any other movements.
- Woosh: Students stand in a circle. The teacher passes the whoosh around the circle in one direction. When students are ready, add in more wooshes around the circle. Can also add whoa, and zap.

OMA Lesson:

- Giants House- Divide the students into groups- The class says, “come to the giant’s house and see what we can see.” Then the teacher or students name an object that could be in an imaginary giant’s house. The group works together to make the object and all players need to be part of the object. When completed, share the different objects that were created. You can give a time limit as well.
- Group Object: Divide the class into groups. Each member has to stand in a different corner of the room. Teacher calls out an object (lawnmower, oven, car, shapes) the group has to run together and create the object with their bodies.
- Ten Second Objects: In small groups the name of an object is called out and the group has to make the shape of the object out of their own body shapes, while the leader counts down slowly from ten to zero. Groups can also be given a few minutes to devise objects of their own which the rest of the class tries to guess.
  - Examples are, a car, a ship, a wash machine, a fire, a clock.

Closure:

- What needs to happen for everyone to accomplish the tasks? What is happening when a group is not successful?

Assessment:

- Were the students able to work together as a team?

### **Day 3-4: (Responsible Decision Making and Social Awareness)**

#### Anticipatory Set:

- Day 3: Model/ Artist/ Clay: 3 players, a Model, and Artist, and Clay.
  - One is a lump of Clay, who stands in the middle between the Artist and the Model.
  - Behind the Clay is a second player who is a Model. Model takes a pose, which the `Clay` is not supposed to see, therefore they are turned around facing the Artist.
  - The third player is the Artist who is facing the Clay and the Model. They will model the Clay after the Model. The Artist is not supposed to touch the Clay, can't speak, and it not allowed to show the Clay what to do or to become.
  - When done, let the Model inspect the artwork and see if details fit.
  - Rotate through the different roles.
- Day 4: Flocking: Invite students to stand in a group, all facing the same direction. The students should have enough room to move from a standing position without touching one and other. The individual at the front most part of the group leads everyone in controlled movement. The teacher should model this first. "I am going to move slowly and invite you to follow or mirror my movement as accurately as possible. I'm going to move in a way that allows for everyone to follow me." The students should follow, mirroring the leader. If and when the teacher shifts direction and therefore shifts out of the group's line of vision, a new leader at the front of the group emerges and leads until his/her movement shifts focus to another leader. The object of the activity is for the group to look like they are moving as one. All movement should be improvised. This activity can be done with or without music. This can also be done in small groups of four to five.
  - What did you notice about being the leader of the group? What were some of the characteristics of being a good leader?
  - What did you notice about being a follower? What were some of the skills you had to use to be a good follower?
  - How did we work together as a group during this activity?
  - Why is it important to be a good leader and a good follower? How do we take these skills and characteristics of leading and following and apply them to how we work together as a classroom of learners?

#### OMA Lesson:

##### Days 3 and 4:

- Create a scene as a class: If we were to create a story, what kind of story could we create? What would be the setting, who are the characters including are the protagonist and antagonist. What does each character want, their motivation and what is their relationship? What is happening in the story?
- Brainstorm ideas and then decide on two main characters, a protagonist, and an antagonist.
- Have students in small groups or pairs develop the antagonist and their how they came to be, to create an antagonist story:

- Character analysis:
  - Students will create a simple character analysis and character drawing of the antagonist.
  - Students will create a background story of the antagonist of how they became the antagonist. They will create a story board of the background of the antagonist (how they became the antagonist), the actual story of them being the antagonist, and then how the antagonist will change (how the antagonist can be helped, to stop them from being the antagonist). Include any characters that will help the antagonist change their ways.
  - Include images of the antagonist during the three different stages. Draw a picture of the antagonist before, as the antagonist, and how they changed.
  - Have the students share their work.
  - If time permits, hot seat students as the antagonist and the people that help them to change. Asking them questions, while the students are in role.

Closure:

- How can someone's circumstances help to explain but not excuse their choices?

Assessment:

- Were the students able to work together to create a character's circumstances?

**Optional Extension Activities:**

- Teach students dialogue and have the students write out scenes using the created characters.
- Perform them for the class.
- Talk about costumes and costume design. Have the students create costumes that reflect the different characters.

**Vocabulary:**

- Protagonist: The leading character or one of the major characters in a drama, movie, novel, or other fictional text. The main figure or one of the most prominent figures in a real situation.
- Antagonist: A person who actively opposes or is hostile to someone or something; an adversary.
- Storyboard: A sequence of drawings, typically with some directions and dialogue, representing the shots planned for a movie or television production.
- Character: A person in a novel, play, or movie.
- Setting: The place or type of surroundings where something is positioned or where an event takes place.