

## ARTS IMPACT LESSON PLAN

### Theater and Social Emotional Learning Infused Lesson

#### *Acting Out the Meta-moment*

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Grade Level: Intermediate

#### Enduring Understanding

Using the meta-moment tool can develop self-awareness and change behavior during challenging situations. Facial expression and body movement/stance can communicate emotions.

#### Lesson Description (Use for family communication and displaying student art)

*Students will practice self-awareness noticing what happens in their bodies and minds when they have a particular feeling. They will act out a scenario that causes a challenging feeling and use the meta-moment tool to change their behavior.*

### Learning Targets and Assessment Criteria

**Target:** Demonstrates self-awareness.

**Criteria:** Identifies one's emotions and their influence on behavior.

**Target:** Communicates a specific personal emotion through physical action.

**Criteria:** Uses face and body to express feelings in a given situation.

**Target:** Applies a meta-moment strategy to a challenging situation.

**Criteria:** Changes behavior while acting out a scenario.

#### Vocabulary

Arts:  
Emotion  
Escalation  
Exaggeration  
Facial Expression  
Meta-moment  
Physical Action  
Self-awareness

#### Materials

##### Museum Artworks or Performance Seattle, WA

Seattle Children's Theatre  
Book-It Repertory Theatre

##### Tacoma, WA

Broadway Center for the Performing Arts

##### Materials

Chart paper and markers; meta-moment poster/graphic; Reflection Worksheets and pencils; Classroom Assessment Worksheet

#### Learning Standards

##### WA Arts State Grade Level Expectations

For the full description of each WA State Arts Grade Level Expectation, see:


<http://www.k12.wa.us/Arts/Standards>

- 1.1.1 Elements: Character, Conflict
- 1.2.1 Skills: Body Movement/Stance, Facial Expression, Gestures, Stage Position
- 2.1.1 Creative Process
- 2.2.1 Performing Process
- 2.3.1 Responding Process
- 3.1.1 Communicates through the Arts
- 4.2.1 Connection between Theater and Social Emotional Learning

##### Social Emotional Learning Standards

- 1. Self Awareness –Individual has the ability to identify and name one's emotions and their influence on behavior.
- 2. Self-Management – Individual develops and demonstrates the ability to regulate emotions, thoughts, and behaviors in contexts with people different than oneself.

## ICON KEY:

 = Indicates note or reminder for teacher

 = Embedded assessment points in the lesson

## Pre-Teach

Introduce Meta-Moment the day before the lesson. Have a discussion with class about the meta-moment, what the tool is, when to use it, and how it works. Then, elicit a list of experiences that cause challenging feelings for which we'd apply the meta-moment tool.

Introduce the enduring understanding and be sure to define "self-awareness." (Examples of experiences that may cause challenging feelings include: math test, feeling wronged in four square, doing something fun that out of the ordinary routine during the school day.)


## Lesson Steps Outline

### Day One


**1.** Warm students up by exploring movement with focus and concentration.

 Criteria-based process assessment: Moves with self-awareness.


**2.** Introduce the first challenging experience. Narrate the experience while all students act it out independently.

 Criteria-based process assessment: Identifies one's emotions and their influence on behavior. Uses face and body to express feelings in a given situation.


**3.** Narrate the scenario a second time with pauses as the emotion escalates.

 Criteria-based process assessment: Identifies one's emotions and their influence on behavior. Uses face and body to express feelings in a given situation.

**4.** Discuss with class the strategies that help us change our behavior when we notice we are feeling angry.

 Criteria-based teacher checklist, self and peer assessment: Identifies one's emotions and their influence on behavior. Uses face and body to express feelings in a given situation. Changes behavior while acting out scenario.

**5.** Lead reflection.

 Criteria-based teacher checklist, self-assessment: Identifies one's emotions and their influence on behavior. Changes behavior while acting out scenario.

## **Day Two**

Repeat full lesson process with different emotion and scenario.

## LESSON STEPS

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### Day One

#### 1. Warm students up by exploring movement with focus and concentration.

- *Yesterday we looked at the meta-moment chart; today we're going to explore how the meta-moment tool can develop self-awareness and change our behavior during challenging situations. Remember that self-awareness means noticing what you are thinking and what your face and body are doing.*
- *First, we're going to start to become more aware of our bodies and warm ourselves up. You can start by moving around the room as softly and gently as you can, as if you are walking on pillows or on a delicate glass floor.*
- *Be aware of each movement you make. Notice your thigh muscle lift your leg and move it to next position as you move in the space. Notice your foot lifting off the floor and observe as you set it back down. Try focusing on your left leg for a few steps, then focus on your right leg.*
- *Observe your hands and arms in the space.*
- *Experiment with moving faster or more slowly at times. Look for empty spaces to move through; watch for the other bodies in the room.*
- *Your thoughts might stray away from your focus on your body. If they do, simply notice that change and redirect your attention back to your moving body parts.*

▣ Have students explore showing emotions in their faces and bodies.

Criteria-based process assessment: Moves with self-awareness.

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#### 2. Introduce the first challenging experience. Narrate the experience while all students act it out independently.

- *Now, I'm going to narrate an experience that you may find challenging, while I narrate you will act out the scenario on your own, without talking. Pay close attention and notice how you feel, what you're thinking, and what your face and body are doing.*
- *Imagine that you just got to school. It's Friday morning and you're feeling really excited because it's going to be a really great Fun Friday today! You go into your backpack to find your homework so you can turn it in. You're digging through your backpack and homework folder and you can't find it. You know it's Fun Friday and you need to turn it in or else you'll miss out and have to go to study hall instead of playing games with your friends. You keep looking and then you remember; you can't believe it! You left it on the kitchen table! How do you feel? What is your body doing?*
- *Turn and talk to someone near you and tell them how you felt, what you were thinking, and what your face and body were doing when you were searching for your homework and realized you left it at home.*
- *Let's hear from two groups. How did you feel? What were your face and body doing? What were you thinking?*

Criteria-based process assessment: Identifies one's emotions and their influence on behavior. Uses face and body to express feelings in a given situation.

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### **3. Narrate the scenario a second time with pauses as the emotion escalates.**

- *If you were angry or frustrated, how angry or frustrated were you? Were you a little bit angry, pretty angry, or were you furious? We're going to observe what happens when we escalate this emotion we're feeling. Remember when we exaggerated our statues in theater? This is the same idea.*
- *I'm going to narrate the situation again to help us notice how our emotions escalate.*
- *Imagine that you just got to school. It's Friday. You go into your backpack to find your homework so you can turn it in. You're digging through your backpack and homework folder and you can't find it. You're starting to feel angry. Pause, notice your body and mind. You know it's Fun Friday and you need to turn it in. You keep digging and digging and you're getting even more angry. Pause, notice your body and mind. Finally, you remember, you left it on the kitchen table, and you are furious! Pause, notice your body and mind.*
- *Now step it back to the beginning of your search, when you're just a little bit angry. What are you thinking? What are your face and body doing?*
- *Turn and talk to someone near you and tell them what is the difference in your body and mind between furious and just a little bit angry? Let's hear from one group.*
- *How does it help you to notice what your body feels like when you are just a little bit angry? ... Exactly! It's like an early warning system. Sometimes, when you know you're just starting to get angry, you can make better choices than when you are really angry.*

Criteria-based process assessment: Identifies one's emotions and their influence on behavior. Uses face and body to express feelings in a given situation.

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### **4. Discuss with class the strategies that help us change our behavior when we notice we are feeling angry.**

- *What did you notice your face and body do when you were angry? If you could press the pause button, what could you do or think instead?*

Chart strategies on anchor chart to refer to later.

- *Now I'm going to narrate the scenario one more time. This time, we're going to press the pause button and try to get more control over our feelings and actions. Before we begin, choose one strategy that we've discussed or that you already know and plan to use it.*
- *Imagine that you just got to school. it's Friday. You go into your backpack to find your homework so you can turn it in. You're digging through your backpack and homework folder and you can't find it; you're starting to feel angry. Pause, notice your body and mind. You know it's Fun Friday and you need to turn it in, what can you do or think to stay in control as you look for your homework, try that now. How did you feel? What was your face and body doing? What are you thinking?*

- *Now, turn and talk to someone near you and share the strategy you used. Let's hear from a group.*

Criteria-based teacher checklist, self and peer assessment: Identifies one's emotions and their influence on behavior. Uses face and body to express feelings in a given situation. Changes behavior while acting out scenario.

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## **5. Lead reflection.**

- *Now we're going to write and reflect on:*
  - *What did you notice about your body and thoughts when you felt angry?*
  - *What strategy did you use during this meta-moment to keep you from becoming furious?*
- *Do these strategies work? Are they realistic? Do they work in real life? What do you do if your strategy doesn't work?*

Criteria-based teacher checklist, self-assessment: Identifies one's emotions and their influence on behavior. Changes behavior while acting out scenario.

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## **Day 2: Repeat full lesson process with different emotion and scenario.**

After step four, have the students show a partner feeling angry and then using their meta-moment strategy. Have partners give feedback about what they noticed.

## ***Acting Out the Meta-moment Reflection Worksheet***

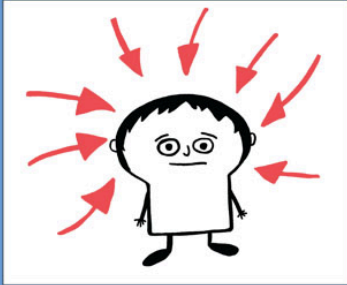
Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. *What did you notice about your body and thoughts when you felt angry? Optional: Draw and label a picture to answer the question.*

2. *What strategy did you use during this meta-moment to keep you from becoming furious?*

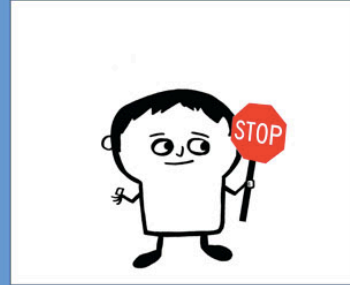
# TAKE A META-MOMENT



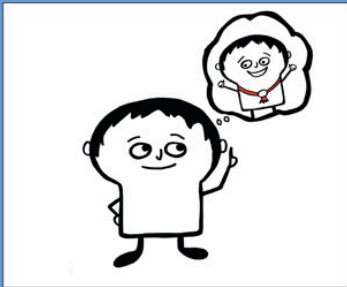
1. Something happens



2. Sense



3. Stop



4. See your best self



5. Strategize



6. Succeed!

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**ARTS IMPACT LESSON PLAN Arts Infusion**

*Acting Out the Meta-moment*

**CLASS ASSESSMENT WORKSHEET**

Disciplines	<b>SOCIAL EMOTIONAL</b>	<b>THEATER</b>	<b>THEATER</b>	Total 3
Concept	<b>Self-awareness</b>	<b>Emotion</b>	<b>Action</b>	
Criteria	Identifies one’s emotions and their influence on behavior.	Uses face and body to express feelings in a given situation.	Changes behavior while acting out a scenario.	
Student Name				
1.				
2.				
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21.				
22.				
23.				
24.				
25.				
26.				
27.				
28.				
29.				
30.				
Total				
Percentage				

*What was effective in the lesson? Why?*

*What do I want to consider for the next time I teach this lesson?*

*How could I connect the concepts in this lesson with other disciplines?*

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

### THEATER LESSON: *Acting Out the Meta-moment*

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Dear Family:

Today your child participated in an **Arts and Social Emotional Learning** Infused lesson. We talked about self-awareness and the meta-moment.

- We discovered we can notice what happens in our bodies and minds when we have a particular feeling.
- We used our facial expressions and bodies to act out a scenario that caused a challenging feeling. We used the meta-moment tool to change our behavior and acted it out.

At home, you could practice self-awareness and use the meta-moment tool when challenging feelings arise. You can use your faces and bodies to act out strategies to control emotions.

### **Enduring Understanding**

Using the meta-moment tool can develop self-awareness and change behavior during challenging situations. Facial expression and body movement/stance can communicate emotions.