

## Community-Word Project – Lesson Plan 2017-18



**School/Grade/CT(s):** TYWLS, 9<sup>th</sup> grade

**Date:** Wednesday, January 31, 2018

**Teaching Artists:** AnJu Hyppolite and Elizabeth Olear

**Lesson #:** 1

**Theme of Lesson:** Body Awareness/Comfort/Acceptance/Gender

**Inquiry Questions:**

1. How can we tell our written stories with our physical bodies?
2. How does the way we feel (about ourselves, our life, etc.) show up in our bodies?
3. How will telling our stories and being in touch with our feelings empower us to build ourselves up and our communities?

**Opening Ritual:** (5 minutes) 2 minute meditation & word of the day

**Objective:** To settle the mind and ready ourselves for class.

### **Intro Activity**

**Objective:** To clear the mind, promote relaxation, set an intention for the day, and engage the students artistically

**Activity:** (7 minutes) set intention for the day, and 5 minute writing exercise

TATs will prompt the students by scaffolding:

1. What does it mean to be comfortable in your body?
2. How do you find ways of finding comfort in your body?

### **Main Exercise**

**Activity:** Viewing of Blondell Cummings, *Chicken Soup*, and choosing a memory

**Objective:** TATs will show Blondell Cummings, *Chicken Soup*. A discussion will follow to have students reflect on the film/Cummings' movements and concept of what they noticed. After the discussion the students will write down four memories from their personal lives.

### **Key questions:**

- What is Cummings doing in this performance piece?
- Do her movements remind you of anything you have seen before? What do you think these movements are trying to represent?
- Who do you think she is trying to depict?
- Is Cummings ever speaking in the piece? What type of audio do you hear?
- What do you notice about her clothing choices?
- What do you notice about the space she is in?

- Are there other movements you think she could have used?

**Closing Ritual Objective:** TATs will prompt the students to share, as a group, the intention that they set at the beginning of class. Everyone will simultaneously state, "Today, I will focus on (insert intention)."

**Objective:** To give voice to our intentions as a community.

**Multiple Intelligences Addressed:**

Highlight the intelligences used throughout this lesson plan.

**Logical-mathematical; Spatial; Linguistic; Bodily-kinesthetic; Interpersonal; Intrapersonal; Naturalistic; Existential**

**Classroom Teacher Role:** To help keep the students focused and participate in discussions.

**TAP Trainee Roles:** Lead Lesson

**Creative Elements:** Journaling, Performance, Identity, Body

**Skill(s):** Listening, Leadership, Sharing/Presenting in front of the class, Citizenship

**Theme(s):** Body

**Reflective Anecdotes/Student Development:**

**Outcomes:**

Highlight each outcome that applies to this lesson. Provide one indication of how you are addressing each outcome.

**Leaders, Emotionally Intelligent/Expressive, Literate, Critical Thinkers, Citizenship, Culturally Aware, Creative Thinkers/Imaginative**

**Indications:**

- Students will show leadership skills by leading the opening ritual & sharing.
- Students are exploring their emotional intelligence and expression through writing about their bodies and their comfortability as it relates to the body.
- Literacy and creativity are explored through free writing in the journals.
- Critical thinking is exhibited through reflecting on their own writing and their peers.
- Citizenship is displayed through respecting each other's work.