

## Community-Word Project – Lesson Plan 2016-17



**School/Grade:** PS/MS 279 4th grade,

**Teachers:** Beth Hickey, Nancy Melendez, Eileen Horan, Kaitlyn Bakker, Samantha Calvert, Daniela Orellana, Awilda Tufuoh

**TA:** Mary Cinadr & T. Scott Lilly – Intern: Jessica Mortellaro-Finney

**Lesson #: 12**

**Date: 3-14-17**

### Warm Up:

**Objective:** Students will connect to the breath in order to facilitate bravery and creativity.

(4 min) Students will be lead in a grounding meditation. Students will release the breath on sound, and then be lead into the mantra, “I am a creative genius. The world needs what I have to give.” Reflection: How did they feel after this exercise? How did it feel to let the sound come out of their breath? What does “creative genius” mean to them?

### Intro. Activity

**Objective:** Students will unleash creative possibilities using their bodies and voices.

**Activity Name:** “I am a tree”

(7 minutes) One student will come to the center of the circle and name themselves as an object or person (ex. “I am a tree”) and create a pose. Then two more students will create a tableau naming themselves as objects/people somehow related to the first. Then the first student will choose one of the other students to take “off stage” with them (ex. “I’m taking the bluejay”) The remaining student will restate their identity and two more students will create a new tableau. The object of this exercise is to think fast, not filter any ideas, and to create characters that we might not normally think of. We can be anything! A river, a bird, a sword, someone’s love! Students will be encouraged to think outside the box, think like Pioneers.

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### Main Exercise

**Objective:** Students will practice their individual creative writing skills, along with community building through teamwork and telling a story with their bodies.

**Activity name:** Community Story

After reflecting on our intro activity, students will be asked to work in groups at their desks.

TA’s will pass out slips of paper that have sentence prompts i.e. “Once upon a time...”, “Then one day....”, “and because of that...”

(3 min) Students will individually fill out 1 or 2 slip of paper being inspired by the characters from our intro activity.

(5min) TA’s will hand out colored paper and tape to create their story on. Students as a group will piece together the slips and tape them to the paper to create a community story.

(5 min) Students in each group will create 2 tableaux that represent their story and pick which lines will be represented by each. One student will be the narrator.

(10 min) Students will present their stories and tableaux in the circle “fishbowl style”.

**Closing Ritual**

**Objective: Group Affirmation**

We will reflect on the activity and highlights from the presentations. How did it feel to take the line you wrote and put it into a group story? What surprised you about the story you ended up with? Did anyone have a favorite moment from someone else's story?

We Strike our Name Statue Pose. We Clap 12 Times together. "Huzzah!"

Focus Bowl for 10 seconds.

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**Classroom Teacher Role:** Focus with us in the Circle. During group work classroom teacher can go around to the different groups and help them put together their community stories and tableaux and help to hand out the materials (slips, colored paper, and tape) for the activity.