

## ARTS IMPACT LESSON PLAN

### Theater and Social Emotional Learning Infused Lesson

#### *Focus and Mindfulness*

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Grade Level: Primary

#### Enduring Understanding

Using Focus and Mindfulness can lead to controlled body movement.

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

*Students will apply focus and mindfulness to their body movements. They will begin to focus on their hands and then the focus will expand to their whole bodies and sustained movement throughout the room.*

### Learning Targets and Assessment Criteria

**Target:** Demonstrates Focus.

**Criteria:** Concentrates on hand for a sustained period of time (10 seconds).

**Target:** Demonstrates mindfulness.

**Criteria:** Moves hands and body in a slow and controlled manner.

**Target:** Demonstrates Perseverance.

**Criteria:** Persists in working through the challenges of sustained, controlled movement.

#### Vocabulary

Arts Infused:  
Body  
Control  
Focus  
Mindfulness  
Movement

#### Materials

##### Museum Artworks or Performance

##### Seattle, WA

Book-It Repertory Theatre  
Living Voices  
Seattle Children's Theatre

##### Tacoma, WA

Broadway Center for the Performing Arts

##### Materials

Music that is calm and relaxing; Class  
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>

1.2.1 Skills and Techniques: Movement, Focus  
4.2.1 Dance and Social Emotional Connection

##### Early Learning Guidelines, if applicable

*For a full description of Washington State Early Learning and Child Development Guidelines see:*

<http://www.del.wa.gov/development/guidelines/>

(First Grade) 1. About me and my family and culture: Learning to learn: Focus attention on a task/topic and ignore distractions; start to be able to focus on tasks assigned by others.

(First Grade) 3. Touching, seeing, hearing and moving around: Using the large muscles (gross motor skills): refine skills for moving from one place to another (locomotor skills).

##### Social and Emotional Learning Standards

2. Self-Management – Individual develops and demonstrates the ability to regulate emotions, thoughts, and behaviors in contexts with people different than oneself.

3. Self-Efficacy – Individual has the ability to motivate oneself, persevere, and see oneself as capable.

### ICON KEY:

 = Indicates note or reminder for teacher

 = Embedded assessment points in the lesson

### Pre-Teach

Introduce movement safety.

### Lesson Steps Outline

**1.** Warm students up by introducing the concept of Mindfulness.

 Criteria-based process assessment: Demonstrates mindfulness.

**2.** Introduce the concept of Focus.

 Criteria-based teacher checklist: Concentrates on hand for a sustained period of time (10 seconds)

**3.** Introduce movement into the concept of Focus. Add music as students practice being Mindful.

 Criteria-based teacher checklist: Moves hands and body in a slow and controlled manner.

**4.** Lead students while they apply Focus and Mindfulness to their entire bodies.

 Criteria-based teacher checklist, self-assessment: Moves hands and body in a slow and controlled manner.

**5.** Guide the students to walk slowly across the room from one point to the next with music. Ask them to use the 21st Century Skill of Perseverance as they work through the challenge of moving slowly and with control.

 Criteria-based teacher checklist, peer-assessment: Persists in working through the challenges of sustained, controlled movement.

## LESSON STEPS

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"Mindfulness" is often defined as one's ongoing awareness of what is happening in one's mind, body, and the surrounding environment. More artfully put, mindfulness is paying attention to the "river of now". Mindfulness is both awareness of what is happening without any judgement or appraisal and a focused attention on the present moment, rather than the future or past.

**1. Warm students up by introducing the concept of mindfulness.** Instructs students to sit. Leads students through a guided "inventory" of both themselves and the immediate environment.

- *Today we are going to explore being mindful. "Mindfulness" simply means being aware of your body and your surroundings at all times – not just some of the time, but ALL of the time.*
- *First, we will focus on our bodies through breathing. We will stay seated. Close your eyes. Put your hand in the center of your body, just below your ribs. Keep your hand there and focus on that spot as you take in a deep breath. Now, slowly let the breath out as you silently count to five.*
- *Repeat. Notice what happens to the spot where your hand is when you inhale and exhale. You don't have to do anything else, just be aware.*

▣ Repeat deep breaths 3-5 times.

- *Keeping your eyes closed, and staying seated (you may relax the hand you are holding below your ribs), I want you continue taking full breaths but now open your awareness to your entire body. You don't have to do anything else, just be aware. How does your back feel? How do your arms feel? Your feet? Do you feel warm? Cold? Hungry? etc.*
- *Now, open your eyes and shift your attention to the room. Simply look around. What do you see? What things, shapes, colors do you see? Now, listen. What sounds do you hear? Do you hear sounds outside the room? Do you hear a clock? The heater? etc. What do you smell?*
- *Now, close your eyes again and return to yourself. Take a deep breath.*

Criteria-based process assessment: Demonstrates mindfulness.

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**2. Introduce the concept of Focus.**

- *A big part of being mindful is to have Focus. Turn and talk with a partner and tell each other what you think focus is. (Students turn and talk.) Who's has some thoughts to share? (Students share out.) Focus is concentrating on the task or job you have to do.*
- *Let's practice Focus: I'm going to have you put out your right hand and look at it for 10 whole seconds. I'll count to ten while you do it. But first I want you to watch me do it. (Teacher models.)*
- *What do you see when you watch me?*
- *Now it's your turn. I'll count to ten while you focus on your right hands. Then we'll do the same thing with your left hands.*

Criteria-based teacher checklist: Concentrates on hand for a sustained period of time (10 seconds).

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### **3. Introduce movement into the concept of Focus. Add music as students practice being Mindful.**

▣ Music choice should be a selection that is calming and soothing.

- *Now we are going to add movement to our Focus. We are going to keep our Focus on our hand while we slowly move it up and down. Watch me. (Teacher models moving hand slowly up and down while counting to 10.)*
- *Now it's your turn to do what I just did. Starting with your right hand at the side, you're going to slowly move it up while I count to 10 and down while I count to 10.*
- *Keeping your focus on your hand while you are moving. It is an example of being "mindful".*

▣ Count while students focus on their right hands. Repeat for the left hand. Repeat entire sequence with music.

Criteria-based teacher checklist: Moves hands and body in a slow and controlled manner.

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### **4. Lead students while they apply Focus and Mindfulness to their entire bodies.**

- *We are going to turn our focus inward and focus on our entire bodies. We are going to pretend our bodies are melting, but they are going to melt very slowly. This time I am going to count to 15. So watch me first while I melt my body slowly and when I'm done tell me what I did.*

▣ Model and reflect with students afterwards.

- *Now it's your turn to pretend you're melting. Remember we are going to do it slowly and silently. Remember to keep your focus on yourself, on your body. First we are going to do it with me counting and then we are going to do it with music.*
- *Ask yourself, are you concentrating and moving slowly with control?*

▣ Count while students melt to the ground and then repeat with music.

Criteria-based teacher checklist, self-assessment: Moves hands and body in a slow and controlled manner.

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### **5. Guide the students to walk slowly across the room from one point to the next with music. Ask them to use the 21st Century Skill of Perseverance as they work through the challenge of moving slowly and with control.**

▣ Divide the class in half, with one half walking and the other half watching, then switch.

- *Now we are going to focus on our bodies while we slowly move across the room. I will model it first. We are going to keep our eyes straight forward while being mindful and in control of everything we do. (Teacher models.)*
- *How do you think I did? Why?*
- *Now it's your turn. Your challenge is to be persistent. Challenge yourself to move slowly and with control all the way from one side of the room to the other.*

▣ Facilitate half the class moving slowly across the room while the other half watches, then switch groups.

- *What do you see? How can you tell that students are persistently challenging themselves to stay moving slowly and with control?*

Criteria-based teacher checklist, peer assessment: Persists in working through the challenges of sustained, controlled movement.

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**ARTS IMPACT LESSON PLAN Arts Infusion Lesson**

*Focus and Mindfulness*

**CLASS ASSESSMENT WORKSHEET**

Disciplines	Theater	Theater	Theater 21 <sup>st</sup> Century Skill	Total 3
Concept	Focus	Mindfulness	Perseverance	
Criteria	Concentrates on hand for a sustained period of time (10 seconds)	Moves hands and body in a slow and controlled manner.	Persists in working through the challenges of sustained, controlled movement.	
Student Name				
1.				
2.				
3.				
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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: *Focus and Mindfulness***

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Dear Family:

Today your child participated in an **Arts and Social Emotional Learning** Infused lesson. We talked about Focus and Mindfulness.

- We focused on our hands and bodies as we slowly moved them.
- We moved through the room in a focused and controlled manner.
- We learned that being mindful of our bodies mean being in control of what we do.

At home, you could practice focusing on slow movement to music.

**Enduring Understanding**

Using Focus and Mindfulness can lead to controlled body movement.