

Project Title: Art for Social Change

Duration: 10 – One Hour Classes
Plus Presentation

Content Area: Theater

Grade: 4/5

Integrated Area: Health

Teacher: Donna Swift

Project Description:

Students will investigate individually about what bullying is, what the effects are and what stops it. In groups, they will use their research to create a project with the intent of freeing the school of bullying behavior. Students will choose their own medium, set their own timelines, get peer feedback and present their project to the school community in the health fair.

Driving Question:

How do we make our school bully-free?

Content Standards:

National Health: 1.5.3 Describe ways in which safe and healthy school and community environments can promote personal health.

CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Arts Anchor Standards:

Creating #1: Generate and conceptualize artistic ideas and work.

Performing/Presenting/Production

#5 Develop and refine artistic techniques and work for presentation.

#6 Convey meaning through the presentation of artistic work

Secondary Standards:

CCSS.ELA-LITERACY.CCRA.W.7

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

National Health: 4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

Health Anchor #6 Demonstrate the ability to use goal-setting skills to enhance health.

Health Anchor #8 Demonstrate the ability to advocate for personal, family, and community health.

MA Writing 5- 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped in paragraphs and sections to support the writer's purpose.

b. Provide logically ordered reasons that are supported by facts and details.

d. Provide a concluding statement or section related to the opinion presented.

Performance Objectives: *What must all students know and be able to do as a result of this PBL experience?*

Students will be able to conduct research to create a persuasive piece of art targeted to the specific audience of the Chilmark School. Students will be able to collaborate by expressing their ideas while considering the ideas of others. Students will effect social change through their art.

Evidence of Success: *How will you know students have successfully achieved objectives and standards?
 The student's will create a project that causes positive change in the culture of the school.*

Entry Event:

Students will watch *Assertions: Student's Speak Out About Bullying*, followed by a discussion with the actors/creators of the piece. This is a theater piece performed on Martha's Vineyard where the script was created from the writings of Vineyard students on their thoughts, feelings and truthful events about the topic of bullying.

Content Lessons: *Identify any content on which you will provide instruction or embed learning activities.*

Vocabulary definitions and differences of conflict, teasing and bullying.

Improv scenes that demonstrate teasing, conflict and bullying.

Writing Exercise - Write about a conflict you have had with a classmate from their point of view.

Improv scenes that demonstrate teasing, conflict and teasing.

RESOURCES:

School Based	Technology	Materials	Community
Library - books about empathy and bullying	Classroom computers for research and presentation tools	Drama Closet of costumes/props	Actors/ Creators of Assertions
Find out about work Guidance Counselor does in class	Ipad iMovie Power Point		Parents
	Video Camera		
	http://kidshealth.org/en/kids/bullies.html http://kidshealth.org/en/kids/being-bullied.html https://www.youtube.com/watch?v=bokjYnPeSuA&feature=youtu.be https://www.cartoonnetwork.com/stop-bullying/ https://www.youtube.com/watch?v=Fg8wxcepAxM https://www.youtube.com/watch?v=9d1_ZKILR98 http://www.pacer.org/bullying/about/		

ASSESSMENT and REFLECTION

21 st Century Skills taught, assessed or	What will be explicitly simply encouraged?	Formative Assessment Tools	Summative Assessment Tools
	Assessment (if applicable)	Quizzes/Tests	Written Product (rubric) X
Collaboration X	Assessed in rubric	Journaling/Learning Logs X	Presentation (rubric) X
Communication (Presentation) X	Assessed in final project rubric	Plans/Outlines/Prototypes X	Other Product (rubric)
Critical Thinking X	Encouraged	Rough Drafts X	Test
Creativity X	Encouraged	Checklists	Peer Evaluation
		Anecdotal notes X	Self-Evaluation

PRODUCT:

	Description	Assessment Tool	Audience	
Group	Piece of Art	Rubric	School Community	x
Individual	Artist Statement	Rubric		

Timeline: List any key dates or milestones for this project.

Class #1 ENTRY ACTIVITY AND DISCUSSION.

Students will watch *Assertions: Student's Speak Out About Bullying*, followed by a discussion with the actors/creators of the piece. This is a theater piece performed on Martha's Vineyard where the script was created from the writings of Vineyard students on their thoughts, feelings and truthful events about the topic of bullying. Students will ask the actors/creators questions that will culminate with the driving question. "How can we make our school bully free?"

Homework: Watch https://www.youtube.com/watch?v=9d1_ZKILR98 with your family. Discuss and interview family members about bullying.

Class #2 VOCABULARY/INVESTIGATION

TERMS TO WRITE ON BOARD:

TEASING: Everyone is having fun. Power is EQUAL.

CONFLICT: No one is having fun. Power is EQUAL.

BULLYING: One or more people are having fun while one or more people are not having fun.

Power is UNEQUAL. It must happen OVER A PERIOD OF TIME to be considered bullying.

THEATER ACTIVITY: Split the groups into groups of 4-5. Have each group pick from pieces of paper that say either "TEASING", "CONFLICT" or "BULLYING". Groups do not let the other groups know what they have. The groups must create a truthful scene that exemplifies their word. The groups perform their scenes for the audience of classmates. The audience guesses what word the group picked. Why do you think it is teasing, conflict or bullying? Is it easy or hard to tell conflict from teasing and bullying when you watch it? Does your experience inform what you see? What do each of the characters think from their point of view?

Homework: Write a description of a conflict you had with a friend from their point of view.

Class #3 RESEARCH/INVESTIGATE

The room will be set up with three learning centers. One table will have books suggested by the librarian, one will have the posters supplied by the guidance counselor, one will be computers with the student friendly websites. Students will be split into groups and travel from one center to the next spending 15 - 20 minutes in each. Students will work on their fact sheets individually to

get their ideas together before working in groups. The teacher will encourage students to also use information from their family interviews.

Homework: Finish fact sheet.

(Teacher will supply written feedback on the fact sheets.)

Class #4 BRAINSTORM and PLAN

Students will split into groups chosen by the teacher based on their fact sheets and learning styles. Using their fact sheets students brainstorm on what the group will create. Groups will write a proposal using the guidelines and checklist provided.

At the end of class students fill out PROJECT PLAN/CHECKLIST.

Homework: Finish proposal.

(Teacher will provide written feedback on the proposals for content and originality.)

Class #5 BUILD/ CREATE

Once proposals are handed back students will start to create their projects. The teacher works with each group asking guiding questions during their work session. Who is your audience? What is your message? Are you giving your audience an experience? How do facts help support your message? Has this project been done before? How is this project unique? Are you following your proposal?

At the end of class students fill out PROGRESS CHECKLIST.

Class #6 BUILD/CREATE/REHEARSE/REVISE

Students are given 10 minutes at top of class to touch base with groups and get projects ready to share with peers. Each group is paired with another group to show/share their projects in whatever state it is in. Each group gives the other feedback using provided forms PAIR/SHARE Forms. Students will revise projects using peer feedback. Students are informed that they will show their projects to the teacher for feedback next week.

Teacher introduces the artist statements.

At the end of class, students fill out a PROJECT PLAN/CHECKLIST

Homework: Finish rough draft of Artist Statement.

Class #7 PRESENT/REVISE. Drafts of artists statements are due. At top of class, students are given time to finish their details and then show their projects to the teacher. The teacher gives verbal feedback to the students. The students work the rest of class to incorporate feedback. (Teacher will give written feedback on the rough draft of the artist statement)

CLASS #8 CATCH UP. Teacher hands back artist statements rough drafts. If students are caught up they can work on their final artist statements in class.

Class #8 PRESENT. Student take time at the top of class to prepare to share with the class in preparation for the whole school presentation. Each group presents their projects while the rest of the class is the audience. Verbal discussion and feedback are given by the audience and the teacher.

Homework: Final drafts of artist statements incorporating feedback.

PRESENTATION at HEALTH FAIR including Artist Statements.

Class #10 REFLECTION

Teacher leads a class discussion asking the following questions:

What did you learn from this project?

What impact do you hope your project will have on the school community?

What challenged you in this project?

How do you feel about your final project?

Anything else you want to say?

Students then write their own answers to the questions individually.

PROJECT PLAN /CHECK LIST

NAME:_____ GROUP:_____ DATE:_____

	PROGRESS: List your groups accomplishments and outcomes.	PLANS: What are you next steps to keep going or solve problems?	NEXT: List what your next tasks will be.
ACTION: What did you do in the session?			
ISSUES: What problems came up?			
PLANS: What plans are working? What needs to be revisited or reworked?			
<i>Education Closet</i>	<i>Greenstein, L</i>	<i>Assessing 21st Century Skills</i>	<i>2012, pg. 174</i>

Progress Check List

I shared by ideas with the group. Always Sometimes Not at All

I shared this idea: _____

Next time I will share this idea: _____

I listened to the ideas of others Always Sometimes Not at All

I heard this idea from my partner(s): _____.

I added this idea to my partner's idea: _____.

I did all parts of my job Yes No Not Sure

Name _____ **BULLYING FACT SHEET:**

EFFECTS of BULLYING:
(include 2 statistics)

WAYS to STOP IT:

What will our school look like without bullying?

What you want your audience to know:

Creative ways to tell an audience your message:

PAIR/ SHARE: Peer Feedback

YOUR PROJECT HAD: (CIRCLE ONE)

Many facts

Some facts

No facts

I LEARNED: (CIRCLE ONE)

Many new things about bullying

A few things about bullying

Nothing new

I enjoyed the following in your project: _____

I think your project needs more: _____

PAIR/ SHARE: Peer Feedback

YOUR PROJECT HAD: (CIRCLE ONE)

Many facts

Some facts

No facts

I LEARNED: (CIRCLE ONE)

Many new things about bullying

A few things about bullying

Nothing new

I enjoyed the following in your project: _____

I think your project needs more: _____

PROJECT PROPOSAL CHECKLIST:

Include the following:

- ___ The title.
- ___ Who is in your group.
- ___ What medium will you use.
- ___ How will you use the info on your fact sheet?
- ___ What role will each student have in the project?

ARTIST STATEMENT

Write a three paragraphs artist statement for your project.

Paragraph #1 Who you are and what you created. Describe your project

Paragraph #2 How did you create this? Include who you worked with and how you solved challenges.

Paragraph #3 Why you created this.

REFLECTION: ANSWER THE FOLLOWING QUESTIONS.

What did you learn from this project?

What impact do you hope your project will have on the school community?

What challenged you in this project?

How do you feel about your final project?

Anything else you want to say?

Artist Statement Rubric:

	4	3	2	1
Writing - Organization and Clarity	Artist statement is introduced clearly, states an opinion, and creates an organizational structure in which ideas are logically grouped in paragraphs and sections to support the writer's purpose.	Artist statement contains only two of the following: introduced clearly, states an opinion, and creates an organizational structure in which ideas are logically grouped in paragraphs and sections to support the writer's purpose.	Artist statement contains only one of the following: introduced a clearly, states an opinion, and creates an organizational structure in which ideas are logically grouped in paragraphs and sections to support the writer's purpose.	Artist statement unclear and unorganized.
Writing - Supporting Facts and Details	Statement provides logically ordered reasons that are supported by five or more facts and details.	Statement provides logically ordered reasons that are supported by less than three facts and details.	Statement provides logically ordered reasons that are supported by only two facts and details.	Statement does not provide logically ordered reasons that are supported by facts and details.
Writing- Conclusions	Statement provides a concluding section related to the overall project.	Statement provides a concluding paragraph related to the overall project.	Statement provides a concluding sentence related to the overall project.	Statement provides a no conclusion.

Project Rubric:

	4	3	2	1
Creativity and Supporting details	Project describes ways in which safe and healthy school and community environments can promote personal health by demonstrating how to stop bullying in an original way.	Project describes ways in which safe and healthy school and community environments can promote personal health by demonstrating how to stop bullying by imitating a project that already exists with some original ideas.	Project describes ways in which safe and healthy school and community environments can promote personal health by demonstrating how to stop bullying by imitating a project that already exists.	Project does not include ways to create safe and healthy school and community environments can promote personal health.

Communicating goals and advocating for personal family and community health.	Project clearly communicates the goal of creating a bully-free school. The project demonstrates advocating for personal, family, and community health by providing steps 3 or more steps to create a bully-free school.	Project clearly communicates the goal of creating a bully-free school. The project demonstrates advocating for personal, family, and community health by providing steps 1 or more steps to create a bully-free school.	Project communicates the goal of creating a bully-free school but it could be extended. The project demonstrates advocating for personal, family, and community health by providing 1 step to create a bully-free school.	Project does not state the goal of creating a bully-free school. The project demonstrates advocating for personal, family, and community health by providing unrealistic steps to create a bully free school.
Presentation	Student used all the actor tools of voice, body, imagination, concentration, and collaboration during the presentation.	Student used some of the actor tools of voice, body, imagination, concentration, and collaboration during the presentation.	Student used only one of the actor tools of voice, body, imagination, concentration, and collaboration during the presentation.	Student did not use the actor tools during the presentation.
Collaboration	Student was a strong collaborator during the project, listening to their partners, adding their ideas and leading the group to make sure everyone was included in the creation.	Student was a solid collaborator during the project creation, listen to partner ideas and adding their own.	Student was a good collaborator during the project, they either added their ideas or listened to other's ideas but not both.	Student did not collaborate. The either did not add ideas or only wanted to use their ideas.
Revisions	Student eagerly took feedback and incorporated it into the final project.	Student took feedback with difficulty but did incorporate in the final project.	Student heard feedback and attempted to incorporate but was unsuccessful.	Student did not incorporate feedback in final project.