



Yearlong Objectives

- Express oneself in words and art.
- Work as an ensemble.
- Understand the power and importance of uniqueness.

Essential Questions

- What can I do when I feel uncomfortable?
- Why is it important to exercise self-compassion?
- What is a sculpture?

Lesson Objectives

- Create a sculpture representing an important personal space.
- Use knowledge of self-compassion to practice coping strategies.

National Arts Standards

- Formulate an artistic investigation of personally relevant content for creating art. *(VA:Cr1.2.6a)*
- Design or redesign objects, places, or systems that meet the identified needs of diverse users. *(VA:CR2.3.6a)*
- Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work. *(TH:Cr2-6.b)*



Materials needed

Building sculptures from Lesson 3.2, large parchment paper (at least 6 feet long), magazines or old books and other paper scraps, glue sticks, scissors, large space to put class project on, glue gun

Additional teacher prep: *On the parchment paper, sketch a rough map of the city you live in. Include major geographic features including rivers, mountains, and roads; label each of these features. Also include a large square in the bottom left-hand corner for places that aren't in this city. Add a compass rose.*



Time needed

90 minutes



Vocabulary for this lesson

Social-Emotional: *compassion, self-compassion, comfortable, uncomfortable*

Visual Arts: *sculpture, collage*

Theatre: *ensemble, body*



Warm-Up Phase (15 minutes)

Circle: Favorites question: *What is your favorite animal?*

Optional follow-up question: *How are you feeling right now? Use an emotion word*

Team-building game: One-Word Story, Level 3 (see [Team-Building Games](#))



I Do/ We Do (20 minutes)

Explicitly Teach

- Review the strategy of thinking about a place that feels safe when experiencing an uncomfortable emotion. Review the definition of _____.
- Tell students that today we will be working as an ensemble to create a class map of our safe spaces using our sculptures from last class. *You worked hard to create your safe place sculptures. Now we will contribute them to a class map. This is a great way to contribute something small to a large piece of art. How is this like working as an ensemble when we are playing a theater game? How is it different?*
- Review the definition of _____. *We will be adding geographic details to this class map before placing our safe places on the collage. What do you know about collages from the first class in this unit?*
- Review the parts of a map, including a compass rose, the geographic features, and what people typically use maps for.

Keep in Mind

- Go over norms for an art space. *Art space needs to be safe, respectful and calm. What needs to happen to ensure everyone feels that way?*
- This is the first time we are creating a project that we can't take home. *Why might it be challenging to share an art project with others? What can you do if you start to feel frustrated with someone else's work?*



You Do (55 minutes)

The project, step-by-step

- Divide class into four groups. One group will create the roads, one will create the water, one will create the green space, and one will create the mountains.
- Water will be blue, green space will be green, mountains will be brown, and roads will be black.
- Take some pages of a magazine. Look through the magazine for images that include your color. (For example, if you are helping to make the road, you might find a shampoo advertisement that has black hair in it.)
- Cut out or tear out strips of paper that are your color.
- Using a glue stick, attach your color to the class map where it belongs. (For example, if you cut out a swatch of black hair, you would glue it to the map where the teacher has labeled something a “road.”)
- When the map is mostly covered, the teacher should help the students to attach each of their safe sculptures (from Lesson 3.2) to the map where they belong. If a student doesn't know exactly where her sculpture would go on the map, she can make her best guess. If a student's safe place is not in the city represented on the map, she may place hers in the large square drawn in the left-hand corner of the map.

Extensions: Students are working together for the entire project, so no one should finish “early.” If students run out of space to collage, they may help another group, or layer on top of their finished collage space.

Closure: Have each group walk around the map. Write on a slip of paper one thing you notice when you look at the map. Turn the paper in when you head out.

Optional Writing Prompt: How does it feel to contribute to a class project like this? Why do you think?



Big Picture

We'll make a different kind of map next class.