

Tenacity Lesson Plan #2

Tree Gallery Walk

TERM 2014

LOCATION G+L+S

PROGRAM VideoGames and Learning

Overview of Lesson Drawing can be a relaxing and calming exercise to help put students in the right mindset for learning. This activity will provide students with another relaxation tool when technology is not available and help demonstrate to students that higher quality work can be done with concentration and patience. This activity pairs nicely with Tenacity, a meditation app by Games+Learning+Society.

Materials Needed iPad with Tenacity
Plain paper
Coloring utensils
Clock or stopwatch
Tape

Content of Lesson Time Needed: 30 minutes.

Set Up: Have the students sit comfortably either at their desks or on the floor. If a stopwatch is unavailable, utilize a room with a clock. Be sure to have the iPads charged and ready to use, if available.

Part I: Pass around the stack of paper until every student has one. Next, pass around a box with the various coloring utensils and have the students quickly select a coloring utensil of their choosing. When everyone has the necessary materials, explain the activity. Each student will have 30 seconds to make a drawing of a tree.

“When I say *begin*, use your drawing utensil to draw a tree. You will only have 30 seconds. When I say *stop*, put down your drawing utensil.”

When time is up, collect the student drawings and set them aside. It will not be necessary for them to put their name on their paper.

Part II (optional): Disperse the iPads to each student. Have them silently play Tenacity for 5 minutes. If there are not enough iPads for each student, consider dividing them into pairs. Have one partner play Tenacity, while the other helps the instructor prepare for the gallery walk by hanging up the 30 sec. tree drawings on the wall around the room. After each student has completed gameplay, explain the following activity.

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Part II (no iPads): Part II, but with an instructor-led breath counting activity like Tenacity, just without the technology.

Part III: Again, pass around the stack of plain paper until every student has one. Students will complete another tree drawing with more time allotted and focus on their breathing during the exercise..

“When you are finished with Tenacity, you will begin a second drawing of a tree, however, this drawing will be done differently. Instead of 30 seconds you will have 3 minutes. Just like when you play Tenacity, you will need to focus on breathing while working on your drawing. At the beginning of each inhale place your utensil on the paper and move it around the paper working on your drawing without lifting it until you have exhaled and completed the breath. Basically, each stroke of your utensil will represent one breath. In addition to completing the tree, focus on making consistent deep breaths and corresponding strokes. Let’s practice on the backside of your paper for a bit...”

After practicing, put three minutes on the clock and have the students begin. If not done previously, hang the 30 sec. tree drawings on the wall around the room in preparation for the gallery walk while the students draw.

Part IV: After everyone has completed their second drawings, ask for a few volunteers to hang them. Hang the second drawings next to the first drawings around the room. Randomly divide the students into groups of 2 or 3, depending on class size. Groups will participate in a tree drawing gallery walk, in which they will walk around the room comparing and contrasting the two drawings. It may be helpful to prepare a list of discussion questions and topics prior to the gallery walk.

“As you will notice your two drawings are randomly spaced around the room. The 30 sec. tree drawing and the 3 min. tree drawing are placed next to one another so you can easily compare them. While you walk, amongst your group discuss the following questions.”:

- Which of the two drawings was completed in 30 secs.? 3 mins.? Why do you think that?
- What do you notice about the drawings? Ex: length/thickness of strokes, detail, size, etc...
- Besides having more time, what was different about the second drawing activity? Did you feel any different during the second activity than the first?
- Are there any activities during school that you feel rushed or stressed? How could you apply some of the skills used in Tenacity to relax or concentrate?

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“Please be mindful that you are analyzing the artwork of your peers. Avoid being harsh or hurtful of other’s drawings. The focus of this activity was not artistic skill, but rather realizing the differences in your work and mood when more relaxed and focused, in addition to acquiring a new relaxation technique to use when you’re stressed.”

If students complete the gallery walk ahead of schedule, follow up with a whole classroom discussion or allow them to put more detail into their tree drawings.

Learning Objectives Students will be able to visualize and feel that higher quality work can be done with greater concentration and patience.

Students will be acquire a new relaxation and concentration technique.

Social/Emotional Content

(MMSD-SELS) Students will use language to interact with others and communicate effectively in activities and discussions.

(MMSD-SELS) Students will evaluate how external influences affect their ability to follow expectations.

(MMSD-SELS) Students will analyze factors that create stress and apply coping strategies.

*Madison Metropolitan School District- Social and Emotional Learning Standards.