

Whole HeART Teaching

Relationship Building: Identifying What's in Our Heads and Our Hearts

DATE: February, 2021

LESSON TOPIC: *Identifying Facts, Feelings, Needs, and Goals*

Objectives: Students will know or be able to... • Identify several facts, feelings, needs, and goals that are on their hearts and minds today. • Identify a main character for their play. • Identify several of their main character's facts, feelings, needs, and goals. • Analyze a character's facts, feelings, needs, and goals to identify potential sources of conflict and joy. • Differentiate between internal (Man vs. Himself) and external conflict (Man vs. Man, or Man vs. World).	Assessments and Evidence of Understanding (what will I look/listen for in my assessments?): • Students are able to name a fact, feeling, need, and/or goal for a character that was in the last play or narrative work the class read together. • Students are able to name four facts, feelings, needs, and/or goals for the main character they've chosen for their play. • Students are able to name an internal conflict, external conflict, internal joy, and external joy for a character that was in the last play or narrative work the class read together. • Students are able to name an internal conflict, external conflict, internal joy, and external joy for the main character they've chosen for their play.
PENNSYLVANIA COMMON CORE STANDARDS: CC.1.4.9–10.N Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.	Types of participation offered: • Drawing • Freewriting • Non-verbal sharing with full class • Verbal sharing in pairs
AGENDA: :00 - Our Head and Heart Drawings :05 - Our Head and Heart Share :10 - Choosing a Main Character :15 - Character Head and Heart Drawings :25 - Pair Share :35 - Identifying Conflict and Joy for Our Characters :45 - Reflection :50 - Volunteer Reflection Share :55 - Exit Ticket and Exit Ritual 1:00 - End of Workshop	Materials/Advanced preparation/Set Up/Room configuration: • Two Head and Heart Templates per student, or two blank pieces of 8 ½ by 11 paper per student. • Coloring tools • Collection of portraits (blend of paintings and photography) displayed around the room. • Printable Fact-Feeling-Need-Goal Idea Bank (<i>optional</i>)

Transition moments needed:

- Distribution of Head and Heart templates or blank pieces of paper.
- Students leave their seats twice to walk the room. First to explore the Head and Heart Gallery, then the Portrait Gallery.

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- Identify a simple method to pair students.
 - Students may need to leave their seats for Partner Share.
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Entrance Ritual: *Thank You For...*

As students enter and get settled, facilitator greets each student with, “**NAME, thank you for _____.**” That blank is filled with an *affirming fact* that the facilitator notices about the student.

Entrance Ticket: *Head and Heart Drawings for Ourselves*

Part I. Drawing Our Heads and Our Hearts

Facilitator distributes a *Head and Heart Template*, or instructs students to simply label one side of a blank piece of paper “HEAD” and the other side “HEART”.

Facilitator invites students to use coloring tools to scribble, draw, and/or write in response to the following prompts:

- What facts, feelings, needs, and or/goals are in your head today?
- What facts, feelings, needs, and/or goals are in your heart today?

Before students begin, facilitator notes that they will be asked to non-verbally share their head or heart drawing OR a one-word reflection in the next step. If a student is struggling, refer to a bank of possible facts, feelings, needs, or goals that they can use as a starting place.

Part II. Sharing Our Heads and Our Hearts (*Movement Moment - See Below*)

Facilitator invites students to place their drawing somewhere in the room, then find a different place to stand. (For a low-risk option, a student may share a single word that came up during their drawing time, written on a separate piece of paper.)

To explore the gallery, the facilitator asks students to walk around the room at a pace that will be set with a verbal count. Facilitator counts, “1-2-3-4-Pause.” On each pause, students stop in front of the nearest drawing. As students examine the drawing, the facilitator counts, “Inhale-2-3, Exhale-2,3,” and students study the drawing for the length of that inbreath and outbreath.

Facilitator repeats the walk/examine counts with students up to three more times, as desired.

Primary Activity: *Identifying Our Main Character's Facts, Feelings, Needs, and Goals*

Note: While the directions below reference students who are writing a play, this activity can be modified for students who are playing a role in a performance as a character study, or for students who are reading fiction as a tool for analysis.

Part I. *Choosing a Main Character*

Facilitator invites students to either walk to the Portrait Gallery to select a picture that inspires a main character for their play, or to proceed with a character they already have in mind. (Students

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who've decided on their main character can be invited to browse the gallery to "shop" for other characters for their play.)

Part II. *Drawing Our Main Character's Heads and Our Hearts*

Facilitator distributes a second *Head and Heart* template, or instructs students to label a new blank piece of paper "HEAD" and "HEART". Facilitator then gives a "We Do" prompt: "What is a fact, feeling, need, and/or goal from the last play/narrative work we read together?"

Facilitator invites students to use coloring tools to scribble, draw, and/or write words in response to the following prompts:

- What facts, feelings, needs, and or/goals are inside your character's head?
- What facts, feelings, needs, and/or goals are inside your character's heart?

Before students begin, facilitator notes that they will be asked to share two details about their character's head and two details about their character's heart with a partner. If a student is struggling, suggest they refer to the *Fact-Feeling-Need-Goal Idea Bank* for character ideas, or encourage them to refer back to their own Head and Heart drawing as a starting place.

Part III. *Pair Sharing Our Main Character's Heads and Our Hearts*

Facilitator divides students into pairs. Each student will take a turn being the Speaker and the Listener. Before partners begin sharing, the facilitator gives another "We Do" prompt: "What is a conflict (character) had that relates to the facts, feelings, needs, and/or goals we named for them earlier? What about a joy (character) had that relates?"

Speaker Prompt: Share two details about your character's head, and two details about your character's heart. You may also share your character's head and heart drawings with your partner *if you choose*.

Listener Prompt: After listening carefully to your partner, respond by using these two sentence starters: "Based on what you shared, a conflict I imagine for your character is..," and, "Based on what you shared, a joy I imagine for your character is..."

Part IV. *Connecting Our Character's Heads and Hearts to Conflict and Joy*

After students return to their seats, the facilitator introduces the concepts of internal vs. external conflict, and internal vs. external joy.

- **Internal conflict:** disagreement between a character's head and heart. Otherwise known as *Man vs. Himself*.
- **External conflict:** disagreement between a character's head/heart and the outside world. Otherwise known as *Man vs. Man*, or *Man vs. World*.
- **Internal joy:** agreement between a character's head and heart which gives them internal happiness, strength, talents, etc.
- **External joy:** agreement between a character's head/heart and the outside world which gives them a sense of belonging, status, power, etc.

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Facilitator can engage the students in one last “We Do” if desired: “Did (character) have an internal conflict? External conflict? Did (character) have an internal joy? What about an external joy?”

Facilitator sets a timer for five minutes, and invites students to brainstorm answers to the following prompts for their main character.

- **Internal conflict(s)** that my character could have in my play...
- **External conflict(s)** that my character could have in my play...
- **Internal joy(s)** that my character could have in my play...
- **External joy(s)** that my character could have in my play...

Reflection: *One Word, One Phrase, One Sentence Skill-Share*

Facilitator invites students to think of a skill they used during class and how they would articulate that skill in one word, phrase, or sentence. Prompt students who are ready to share to give a thumbs up. When a student shares, they call on another student who has their thumb up to share, and so on. If a student doesn't wish to share, they simply do not give a thumbs up and their right to pass is respected.

Exit Ticket: *Fact, Feeling, Need or Goal*

Facilitator invites students to non-verbally submit a fact, feeling, need, or goal they have after today's workshop. Facilitator can use the *Fact, Feeling, Need, or Goal Template*, or share a Google form which allows students to choose a fact, feeling, need, or goal by multiple choice and expand on their thoughts using a long answer field.

Exit Ritual: *Thank You For...*

Facilitator invites the students to look around the room, reflecting silently on someone who helped, inspired, or supported them today - including themselves! Then, after a guided inhale/exhale, the group says in unison, “**Thank you for _____,**” filling in the blank as they see fit. (To offer a low-risk means of participation, students can also choose to mouth their thank you silently.)

Movement Moments:

- Facilitator invites a moment of regulation during the Entrance Ticket by asking students to stand and move around the room in a slow, steady rhythm, and by offering opportunities for deep breath.
- Facilitator invites a moment of regulation during the Exit Ticket by inviting stillness during observation, and by offering an opportunity for deep breath.