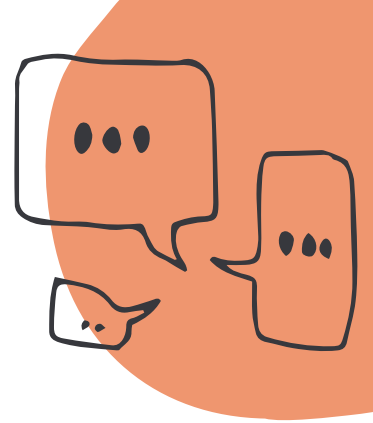


# UNIT PLAN BRAINSTORM



## Accessibility? Yes! (English Language Arts, Theater)

Part of the beauty of the arts is sharing it with the community around you! That's why it's important to make sure that every presentation can be experienced by every type of audience. Work with your students to brainstorm what makes a performance accessible and eventually bring this change to your school. Start with a classroom discussion on what the word "accessibility" means and how it can be created. Once you have that definition, source some barriers to accessibility in your school or community from your students, using this [GIVE checklist](#) as a guide. Once you've done that, turn your focus to an event coming up at your school; this could be a recital, science fair or school assembly. Brainstorm with your students how you can make this event more accessible, taking into account the audience attending, the physical space and the content presented. Come up with at least three actionable items to promote accessibility and bring them to your school's administration. Then, have your class help see these items through, whether that's through keeping in contact with staff to make sure the changes are implemented or creating signage for the day of. When it's done, you'll have taught your students how to think about everyday accessibility and made a direct impact on your own community.

To support this unit, use the Context to Consider Page in the Learn and Engage section.

## Representation Matters (English Language Arts, History, Theater)

A quarter of America's population has a disability, but often artists with disabilities are not highlighted in mainstream media. Take some time with your class to learn about some famous trailblazers in history and culture that also have disabilities. Start by leading a conversation about disability history and justice in your classroom. Some topics to start with are the Americans with Disabilities Act and the idea of the social model of disability, which can be explored in depth utilizing the [Disability Rights and Education History resource at TeachwithGIVE.org](#). After your class has a basic understanding of disability justice in America, ask each student to pick an area of interest to them—this could be theater, sports, activism, visual arts or music. Then, have them research a pioneer in that field with a disability, including where they come from, their career achievements and fun facts. You can also use the [Inclusive Curriculum & Showcasing Artists with Disabilities resource at TeachwithGIVE.org](#) to get your students started. Once everyone's research is finished, have everyone present their chosen person to the class. Use this knowledge as a way to follow and uplift the work of artists with disabilities throughout the rest of the year.

To support this unit, use the YOUnique Creativity Page in the Discover and Create section.

## Cirque du Science (Science, Theater)

Acrobatics, aerial dancing, stilt walking... all these circus tricks may seem like magic, but they're really just science in motion! Work with your students to explore the physics embedded in this art form. Start by exploring the concept of gravity and the basic laws that surround it. Demonstrate how gravity works on simple classroom objects and then lead discussions afterward. Next, start to embody the laws of gravity in your own body! Have students try to balance on one leg, balance a book on their head or jump as high as they can, and then explain how gravity impacted each movement. You may also want to dive into concepts like center of gravity, velocity and centripetal force to help supplement these scientific findings. Once you've experimented with physics in the classroom, let your students choose a video of a seemingly impossible circus act, and, using their newfound knowledge, use gravity to help explain how it's possible. **Bonus:** Try to recreate a simple circus stunt like juggling or weight sharing in your classroom (safely, of course) now that you know some of the science behind it!

To support this unit, use the Circus of the Classroom Stars Activity in the Respond and Connect section.

