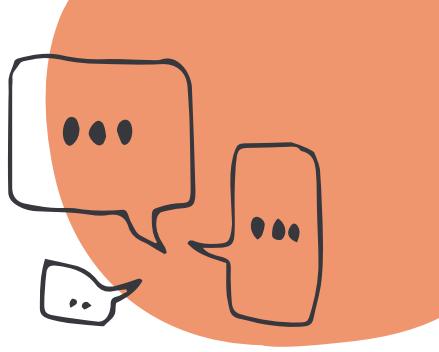


UNIT PLAN BRAINSTORMS



It's Possible! (Science)

What is something that you want to try but don't think you are capable of? Take steps with your class to make something that you think you can't do approachable. Ask each student to write down something they've always wanted to try. This could be anything from riding a bike to going to outer space! Then, throughout the year, task them with doing research on that goal to see if it's possible and what it would take to accomplish it. Prompt them to reach out to community members or experts that have experience with their goal to learn more. They may also want to read a book on the subject or look up articles online. At the end of the year, prompt everyone to either enact their big plan or set up a timeline for how to do it! If, after collecting data on the subject, they decide that their goal isn't possible or isn't for them, then challenge them to choose an alternative and work towards that. To end the unit, let each student present their findings to the class and state what comes next for them when it comes to achieving the (seemingly) impossible.

Starting the Conversation (Social Studies, History, Theater)

Talking about disability can seem difficult or taboo, but it shouldn't be! With the right language and knowledge, your students can have conversations about disability with care and empathy. Start by explaining what disability is and how to refer to people who are disabled with respect using [GIVE's Inclusive Language Guide](#). You can explain that there are many types of disabilities; some are visible and some are invisible. Encourage students to ask questions to learn more, as long as they ask with respectful language and intentions. Introduce [the History of Disability Rights](#) to give context to the ableism and societal barriers put upon communities with disabilities as well as the fight for disability justice and equality. Afterwards, research some artists with disabilities as a class and view some of their work. Ask your class questions like: *What struck you about this work of art?* and *Was this artwork in conversation with what we've learned about disability, and, if so, how?* To culminate, challenge your class to create a dance, song or informative theater piece about what they've learned, using the artwork they just experienced as inspiration. Invite another class to watch your art and spark a conversation about disability! For more resources, please visit the GIVE Guide at [TeachwithGIVE.org](#).

It's Time for the Breakdown! (Dance)

Get ready to bust a move! Introduce your students to hip-hop with a unit all about breaking. To kick things off, watch some videos of breakdancing to get context around the art form (you can start with this [80s television special](#) or this [history of breaking from Vox](#)). Next, divide your class into groups and task them with coming up with a name for their new hip-hop crew. Prompt each crew to come up with four to five breakdancing poses. They can even do research on their own to find additional inspiration for their moves, whether that's a fun freeze or some fancy footwork. Afterward, have each crew take turns teaching their breaking steps to the class, so everyone can learn. Once your students have a bank of different poses and moves, host a cypher, or a circle where everyone takes turns performing in the center. Ask your class for their favorite hip-hop jams and let students improvise between what they learned from each other and what they feel in their heart. You can even ask another class to watch the cypher, creating an audience for your students' newfound skills.