

Post-Launch Lesson Plan

GRADE K, PLANET A | ARTISTIC WORK ENVIRONMENT



Objectives

- Students will understand the artistic careers they explored and act out different artistic professions.
- Students will apply their creativity and imagination to act out various creator roles.
- Students will understand how to collaborate with their peers, fostering communication, teamwork, and creativity through movement and acting.

Preparation & Materials Needed

- An empty space for movement
- Small props or costumes (optional)

Lesson Plan

Total Time: 24-33 minutes

<p>INTRODUCTION</p> <p>1-2 Minutes</p>	<p>Let's build on what we learned from Planet A, where people are creators!</p> <p>Now, we'll explore how these creative jobs help make the world a more colorful place.</p>
<p>DISCUSSION</p> <p>5-7 Minutes</p>	<p>Begin by gathering the students in a circle or at their desks. Ask them to reflect on the artistic careers they imagined in the pre-launch lesson. Have them think about the creator they drew themselves as and what that job might look like in action.</p> <p>Discussion Questions:</p> <ul style="list-style-type: none"> • <i>How many of you sometimes like to work on things by yourself? How many prefer to work in teams or groups?</i>



DISCUSSION
(continued)

- *What kind of work do creators in that career do every day?*
- *How does being a creator help people tell stories or express ideas?*
- *What skills do you need to be a creator in that job?*

ACTIVITY
15-19 Minutes

“Artist in Action” Charades

Prompt: *Now let’s play a game to put ourselves in the shoes of the artists we learned about! You’re going to act out what it’s like to do the work of an artist.*

Instructions:

- Each student will take turns acting out an artistic career they chose in the pre-launch lesson (e.g., chef, dancer, painter, sculptor).
- The other students will guess which creator role they are portraying based on their actions.
- Encourage students to use their body and imagination to act out the job.

For example:

- A **chef** might mime mixing ingredients and decorating a cake.
 - A **dancer** might act out a dance move or spin.
 - A **painter** might pretend to paint a picture on a canvas.
 - A **sculptor** might use their hands to “shape” a block of clay.
- If students feel shy, they can work in pairs or small groups, acting out their careers together. Alternatively, you can assign pairs to work together and act out a full scene from their chosen career (like a chef serving a cake to a guest or a dancer performing with a partner).
 - Optional: If available, provide props (such as kitchen tools for the chef or a paintbrush for the painter) to help students get into character.

ACTIVITY
(continued)

Sharing Their Action:

After everyone has had a chance to act out their role, invite them to share their experiences. Each student can explain what they did, what tools or props they imagined using, and how they felt while acting out their artistic career.

Discussion Prompts:

- *What tools or materials did you pretend to use in your job?*
- *How do you think your work helps tell a story or share an idea?*
- *What was the most fun part of pretending to be an artist?*

CONCLUSION
3-5 Minutes

To wrap up the lesson, have students think about what they enjoyed most about being a **creator** and if they might want to try other artistic jobs.

Reflection Questions:

- *What did you enjoy most about acting out your artistic job?*
- *What do you think it takes to be a successful creator in your chosen job?*
- *Is there another artistic career you would like to try? Why?*
- *How did it feel to use your body and imagination to show what a creator does?*

*Next, we'll fly on our spaceship to see what **Planet S** has in store for us!*