

Lesson Title	Looking to the Future	Medium	Drama
Curricular Unit	Decision Making: Identifying various consequences of actions	Lesson #	4
Lesson Goals			
Socio-emotional	Decision Making: Identifying various consequences of actions		
Artistic	Principles of Theatre: • balance • collaboration • discipline • emphasis • focus • intention • movement • rhythm • style • voice		
Academic	Describe how characters in a story respond to major events and challenges.		
Lesson Details (45 minutes total)			
Opening Routine	<i>To help create routine and sooth anxiety, every class should begin with the same activity.</i>		
Time:	<i>Consider creating an opening routine that allows students to move, incorporates rhythm, and invites students to offer something (a dance move, a clapped rhythm, a silly sound) that is repeated back by either just one other person or by the whole group.</i>		
Warm Up	Combine with lesson intro		
Time:			
Lesson Intro	Sculpture garden		
Time: 10 minutes	<ol style="list-style-type: none"> 1. Pair students up (if necessary, pair students with volunteers) 2. Explain that one student is the sculptor while the other will be clay. The sculptor will GENTLY move the clay into a desired shape (but the shape has to be comfortable for the clay to hold for more than a few seconds). 3. Allow 60 seconds to sculpt and then invite the sculptors to move around while looking at the various sculptures. 4. Have students switch roles and repeat. 		
Brain break	<i>Choose a brain break in the moment. Brain break used will determine whether the energy of the room becomes energized, calmed, or focused.</i>		
Time:			
Main Lesson	Tableau Predictions		
Time: 18 mins	<ol style="list-style-type: none"> 1. Explain the rules of a tableau (actors must remain frozen and silent and they must pose with energy and emotion). 2. Assign students to small groups as needed for paintings, provide them with a copy of a painting, and have them recreate the painting. 3. Allow a few minutes for each group to practice their tableau. 4. Invite one group at a time to the stage to recreate their tableau for the audience. 5. Ask the audience (without calling out ideas) to infer what is happening in the tableau and consider a prediction for what might happen next. 6. Ask one volunteer to step onto the stage and resculpt the actors to demonstrate their prediction - this should be done without talking. 7. Rather than asking audience members to discuss the scene, have them write down both their inferences and their predictions (grammer and spelling are not important) 8. Repeat with another group. 		
Cool down/Closing	<i>Similar to the opening routine, your closing should be the same activity each day as an expected way to signal the end of the class and transition to what comes next.</i>		
Time:			
Materials			
For warm-up: action cue cards			
For main lesson: copies of paintings			
Lesson Rubric	Developing (1)	Adequate (2)	Excellence (3)
Social/Emotional Skill			

Decision Making: Identifying various consequences of actions	Students were able to identify that consequences for actions were possible	Students were able to identify at least one possible consequence to an action	Students were able to identify one or more specific consequences associated with an action
Artistic Skill			
Principles of Theatre: • balance • collaboration • discipline • emphasis • focus • intention • movement • rhythm • style • voice	Students were able to demonstrate a basic understanding and application of the principle	Students were able to demonstrate a good understanding and application of the principle or principles used in the lesson	Students were able to demonstrate an exceptional understanding and application of the principle or principles used in the lesson
Academic Skill			
Describe how characters in a story respond to major events and challenges.	Students were able to identify the major events or challenges.	Students were able to express ideas with a mix of general and precise language	Students were able to effectively express ideas with precise language