

Lesson Title	Character Consequences	Medium	Drama
Curricular Unit	Decision Making: Choosing an action based on the consequence	Lesson #	14
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. 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>		
Time:			
Warm Up	Run On Story		
Time: 10 mins	Everyone stands in a circle for a very structured one-sentence-at-a-time story.		
	The first player makes any kind of statement. For instance, "It is a lovely day out."		
	The next player in the line says, "WHAT YOU ARE SAYING IS THAT--It is a lovely day out, SO I WILL--go for a walk."		
	The goal is to say the next most logical thing in the story. The next player would say "WHAT YOU ARE SAYING IS THAT--I'll go for a walk, SO I WILL--get my shoes."		
	The story that builds should be logical, not silly or nonsensical.		
Lesson Intro	Combine with warm up		
Time:			
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

Time: 25 mins

Fortune Tellers & Fairy Tales

If you knew what the consequences of your actions might be, would you chose to do something differently?

Ask for 4 volunteers, 3 will be the fortune tellers and the 4th can choose to be a character from a familiar fairy tale.

The fairy tale character will approach the fortune tellers and introduce herself. ex. "Hello Fortune Tellers, I am Sleeping Beauty. Do you know what my future holds?"

The fortune tellers should respond with an action and a consequence.

ex. Fortune Teller 1: "I see that if you touch the spindle of the spinning wheel, you will fall into a deep sleep!"

Fortune Teller 2: "I see that if you run away from the castle, the queen will send her dragon to find you!"

Fortune Teller 3: "I see that if you kiss the prince, your father will ground you for a month!"

The teacher (or a student who volunteers to be a narrator) will ask, "Tell us, Sleeping Beauty, which future do you chose?"

Repeat with other groups as time permits.

Cool down/Closing

Time:

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.

Materials

Character cards

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 demonstrate an exceptional understanding and application of the principle or principles used in the lesson
Artistic Skill			
Principles of Theatre: • balance • collaboration • discipline • emphasis • focus • intention • movement • rhythm • style • voice	Students were able to successfully mimic the element as demonstrated by the instructor	Students were able to demonstrate requested elements without supplied example	Students were able to identify elements within either their own works or works of others
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