

Lesson Title	Drama on the High Sea	Medium	Drama
Curricular Unit	Creating a Safe Space	Lesson #	2

Lesson Goals

Socio-emotional	Practice active listening
Artistic	Elements of Theatre: • scenario • script/text • set design
Academic	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

Lesson Details (45 minutes total)

Opening Routine Time:	<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>
Warm Up Time: 8 mins	<p>Students move around the room in various ways, depending on what the instructor calls out. For example: walking, hopping, jumping, sneaking, creeping, skipping, sliding...</p> <p>At various times the instructor will call out a random number and body part, such as “four elbows” or “six toes” or “three pinkies.” The students must quickly get in groups of whatever number was called and attach the named body part together.</p> <p>If there are people left over, they are “OUT!” For a more cooperative game, those who are “OUT” help the instructor pick the next way of moving or number of body parts.</p>
Lesson Intro Time: 4 mins	Facilitate a quick discussion regarding the warm up activity. What choices did students make while playing that made the game safe? What occurred that made the game unsafe? How can students play this game or others that are similar while keeping the game safe?
Brain break Time:	<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>
Main Lesson Time: 20 mins	Before playing, remind students of ways they can move around the space while practicing safety and care for others.

Ships and Sailors: Students move around within the designated boundaries while the Captain calls out a series of commands (First round should be called by teacher and then student volunteers can try). The commands require the players to regroup in different ways as noted below (if this is the first time students are playing this game, only work with 4-5 commands for the first round):

Captain's coming: stand at a salute. **Once the command, "Captain's coming!" has been given, players may not move to any other position until, "At ease," has been said.**

Ships: stand on the left side of the ship.

Sailors: stand on the right side of the ship.

At ease: hands at your side.

Sharks: all players move to the front of the ship.

No sharks: all players move to the back of the ship.

Man Overboard: one player kneels and the other puts his/her hand on their partner's shoulder and pretends to look overboard.

Lifeboat: players get into a group of 3 and mime rowing furiously.

Four hands eating: players get into a group of 4 and mime eating ravenously.

Five hand poker: players get into a group of 5 and mime playing a poker game

If there are players who move incorrectly or haven't matched up with others once a command has been given, they move out of the ship and become "watch people" who help the Captain find players who do not move with the group.

Once the command, "Captain's coming!" has been given, players may not move to any other position until, "At ease," has been said. The Captain can try to trick players by giving another command directly after saying "Captain's coming!" If players move around (before the "At ease" command is given) they become watch people, and stand outside of the boundaries helping the Captain find astray players.

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

Lesson Rubric	Developing (1)	Adequate (2)	Excellence (3)
Social/Emotional Skill			
Practice active listening	Students were able to demonstrate 1 element of active listening (stop, breath, listen, respond)	Students were able to demonstrate 2-3 elements of active listening (stop, breath, listen, respond)	Students were able to demonstrate 4 elements of active listening (stop, breath, listen, respond)
Artistic Skill			
Elements of Theatre: • scenario • script/text • set design	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			

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

Students were able to express ideas with simplistic language

Students were able to adequately express ideas with a mix of general and precise language

Students were able to effectively express ideas with precise language