

Lesson Title	Thankful Tableaus	Medium	Drama
Curricular Unit	Decision Making: Connecting consequences to actions	Lesson #	13
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	Write narratives to develop real or imagined experiences or events.		
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: 10 mins	<p>Have the class stand in a circle. Begin by introducing just 1 ball to the group.</p> <p>Tell the class that the goal of this game is to pass this ball to each person of the group. The way to do this is to first make eye contact with someone else, say that person's name, then gently throw the ball to that person. This will continue until every single person has had the ball once. At the end the ball should return to the instructor.</p> <p>After you have successfully completed a full round, ask every student to point to who threw the ball to them, then ask everyone to point to who they threw the ball to.</p> <p>This is now the official pattern of the game and the students must remember it. ***Ask students to predict what could happen if they forget the order and then how they can solve that problem.****</p> <p>Repeat the round tossing the ball in the exact same pattern. Repeat again several times, gradually speeding up, until the students are experts.</p> <p>Now, begin the round, but after a few passes, introduce the 2nd ball, that will be tossed in the same pattern following the 1st ball. ***Ask students to predict what could happen if the first ball is being thrown slower than the second ball.**** Repeat for a few rounds.</p> <p>Then, introduce a 3rd ball.</p>		
Lesson Intro Time:	Combine with warm up.		
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: 25 mins	<p>Divided into two groups, students are given an event/circumstance (ex. Surprise Party, Wedding, Camp Fire, Thanksgiving) along with suggestions for characters within the circumstance (ex CAMPFIRE: camp counselor, camper, bear) and are given 10 minutes to create 3 tableaus of the event, depicting the beginning, middle and end to the story of the circumstance.</p> <p>Allow student groups to perform for one another. Ask audience members to identify what they think is the first action. As a consequence of what happens first, what happens next? And then?</p>		
Cool down/Closing Time:	<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>		
Materials			
Papers with circumstances and characters, ball			

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			
Write narratives to develop real or imagined experiences or events.	Students were able to develop a narrative that may have inconsistencies in setting, characters, or point of view	Students were able to develop a narrative that adequately establishes setting, characters, or point of view	Students were able to develop a narrative with clear focus that effectively establishes setting, characters, or point of view