

Facilitator(s): Julia Whitten and Sofia Lindgren Galloway

Title of Four Lesson Sequence: A Social Skills Soiree: Using drama to explore emotions, relationships, and conflict

General Question or Topic for Exploration: Prosocial behaviors with neuro-divergent middle schoolers in an informal education setting (camp)

Time Needed: 5 Days, 60 Minutes Each

Materials Needed:

- **Monday:** white board, 5 dry erase markers of different colors, poster paper pad, markers, lined paper in a folder group each camper, pencils, pens
- **Tuesday:** white board, 5 dry erase markers of different colors, pencils, pens, poster paper pad, markers
- **Wednesday:** white board, 5 dry erase markers of different colors, wireless speaker, blue painter's tape, computer/phone with premade playlist, chime, individual whiteboards with dry erase markers, color rubber spot markers, lined paper in a folder group each camper, pencils, pens
- **Thursday:** white board, 5 dry erase markers of different colors, blank copy paper, markers, pencils, pens
- **Friday:** white board, 5 dry erase markers of different colors, party invitations, noise canceling headphones, rug, stim/fidget toys, wireless speaker, phone/computer with premade playlist, chime, lined paper in a folder group each camper, pencils, pens

Space Needs: Chairs for group, two work tables that fit 4 people each

Grade(s) or Age Level: Middle School

National Standards:

- CREATE:
 - Create - Envision/Conceptualize- Propose potential choices characters could make in a guided drama experience (e.g., process drama, story drama, creative drama). (1)
 - Create- Rehearse- Collaborate with peers to revise, refine, and adapt ideas to fit the given parameters of a drama theatre Work. (3)
- PERFORM
 - Perform- Prepare- Demonstrate the relationship between and among body, voice, and mind in a guided drama experience (e.g., process drama, story drama, creative drama). (2)

- Perform-Select- Make physical choices to develop a character in a drama/theatre work. (4)
- RESPOND
 - Respond-Evaluate- Collaborate on a scene in a guided drama experience (e.g., process drama, story drama, creative drama). (2)
- CONNECT
 - Connect- Empathize- Identify character emotions in a guided drama experience (e.g., process drama, story drama, creative drama) and relate it to personal Experience.(1)

Essential Question(s):

- How can verbal and non-verbal cues help us understand people?
- How do our words and actions have an impact on others?
- How can we respond when something unexpected happens?

Enduring Understanding:

- We need to interpret others' verbal and non-verbal cues to understand their perspective
- My words and actions have an impact on others
- We need to be flexible in our responses to others

Learning Objectives:

1. Students will describe implied meaning and impact behind social cues, both verbal and non-verbal.
2. Students will offer feedback to peers.
3. Students will analyze and apply feedback from peers.
4. Students will reflect on outcomes of roleplay and be able to adapt their social choices during roleplay.

Formal and Informal Modes of Assessment:

1. Students will describe the meaning behind peers' physical choices
 - a. Meets Objectives 1 and 2 (Sculpting Emotions, Voices in the Head, Sculpting Conflict II, Writing in Role [Post Party])
2. Students will edit their artistic choices based on peer feedback
 - a. Meets Objectives 2 and 3 (Voices in the Head, Conversation Practice, Conflict Cooperation Drawings , Sculpting Conflict II)
3. Students will collaborate to devise a scene within a social situation.
 - a. Meets Objectives 2, 3, and 4 (Sculpting Conflict II, Group Improvisation)
4. Students will perform social interactions through roleplay
 - a. Meets Objective 4 (Truth About Me [In Role], Conversation Practice)

Key Vocabulary: character, emotions, objective, improvisation, conflict, cooperation, relationships, tableau, reflection, cover the space

Day 1, Monday

Introduction:

Before Class: On the board, have the daily schedule written down with specific time stamps, as well as the big ideas of the day (Ensemble), as well as any necessary definitions, and a space to put the community contract that will be made today

As campers enter: Instruct them to put their bags and water bottles in their spots (on the edge of the room, but in view), and gather in a sitting circle.

ENGAGE

Group Counting

EXPLORE

Amoeba

This Setting Needs: *What does this room need to be successful?*

Have counselor write down what they added onto individual cards for visual mapping

Visual Mapping

REFLECT

Reflection

Day 2, Tuesday
Big Idea: Performing Emotions

Introduction:

Before Class: On the board, have the daily schedule written down with specific time stamps, as well as the big ideas of the day (Emotions), as well as any necessary definitions, and the community contract that was created on Monday.

As campers enter: Instruct them to put their bags and water bottles in their spots (on the edge of the room, but in view), and gather in a sitting circle.

Julia: *Good morning folks. Yesterday, we made some decisions about our drama classroom culture. Today, we're going to start creating characters for our final improv party on Friday. To start today, let's look on the board at our community contract. Is there a word or phrase that sticks out today to you? Let's take 10 seconds to look and think, and then we can share what we picked.*

Sofia: *Can anyone share a word or phrase that stood out to you?*

[pull]

Julia: *Those are wonderful things to keep in mind as we investigate our big idea of today: Emotions. Specifically, we're going to work on showing how our character feels using our voice and body. We will practice through three activities: Sculpting Emotions, which is a warm up; alphabet relay, where we will brainstorm different emotions and voices in the head, which will help us practice giving and receiving feedback on our drama work and start matching dialogue with actions. We'll end with the shakedown we practiced yesterday and some reflection.*

ENGAGE (20 Minutes) Sculpting Emotions: (Bailey, 2021, p. 70-71)

Directions:

Sofia: *To warm up, we're going to think like sculptors to silently help someone else express emotions in their body. First, I'm going to explain the directions and Julia will help me by being my partner. I am going to be the sculptor and Julia will be the clay. I will ask her if she is okay being touched lightly on her shoulder, legs, or arms. Julia, is it okay if I use gentle touch in this activity?*

Julia: *No thank you, I do not like to be touched.*

Sofia: *That's okay, Julia, we have two other options! I can pretend you have lots of puppet strings attached to your body and pretend to gently pull them to get your body to move, like this.*

[demonstrate]

Or, I can make poses myself and ask you to mirror them like this.

[demonstrate]

Which one do you prefer?

Julia: *You can use puppet strings.*

Sofia: *Great, thank you Julia. You may use a combination of puppet strings, mirror, and touch. The key is, you should stay silent while sculpting. So, after you and your partner agree how to sculpt, you need to start sculpting. For each round, I will give you an emotion to sculpt. Lets say, happy. So, watch how I use puppet strings to help Julia express “happy.”*

[demonstrate]

Now, let's look at Julia for a moment. First, what is her body doing?

[Pull- arms in the air, smile, etc.]

Good. And why would I sculpt her to [use camper responses] to show “happy”?

[Pull- when people are happy they smile, she looks like she’s celebrating, etc.]

Excellent. One last question, could I make any different choices to show Julia is happy?

[Pull- ideas, maybe sculpt them on Julia]

Wow, great ideas everyone. It sounds like we all have different ideas of how to express just one emotion! Now, before we begin, let's review: What check-in question should you ask your partner first about how you are sculpting?

[Pull-touch]

And when sculpting, are you talking?

[Pull-no]

Finally, is it okay to have a different idea than your partner or the group next to you?

[Pull-yes]

Of course, we all came up with different ways to show “happy”. Now I will put you in pairs.

[Assign by who is standing near each other, unless there are campers who shouldn’t work together, then assign them a partner first]

You will have 2 minutes to sculpt “bored.”

[Allow 2 minutes to sculpt]

Describe: *In a moment, our clay will resume their positions and the sculptors will walk around our “emotion gallery.” While you walk, popcorn out things you see that help you know the person is “bored.”*

[After 30 seconds of gallery]

Analyze: *Okay clay folks, you can shake out that emotion. From our clay folks, what did it feel like to be sculpted into boredom?*

[30 seconds of response]

[Do 4 rounds. Other emotions to try: Silly, worried, proud, angry, sad, excited, the last one, no matter what, should be “calm.” Do the describe and analyze questions for each emotion.]

Management:

Prompt 1 minute left, 30 seconds left, count down from 10 seconds and end with “3, 2, 1, clay stay posed and sculptors turn your attention towards me.”

Alternatively, use a chime to gather attention after each round- allow campers to “drop” their poses.

Side Coaching:

- Emotional Engagement:
 - If the “clay” doesn’t like what the “sculptor” is doing, remind them that they’re clay this round but they get to be in charge next round.
 - Remind them there are lots of ways to show an emotion.
- Physical Activity:
 - Remind campers not to talk.
 - Remind campers they don’t need to touch.
 - Can be done seated.
- Participant Choice Level:
 - If campers are feeling “stuck” suggest that they show the emotion in their own body first, then help their partner.

Reflection Questions (5 Minutes): [Julia]**Describe :**

- 1) *How did it feel to sculpt someone else?*
- 2) *How did it feel to be sculpted?*

Analyze:

- 1) *Was it easier to be the sculptor or the clay? Why do you think so?*

Relate:

- 1) *Why would an actor practice putting different emotions in their body?*

Transition: [Julia]

Thank you for your reflections on sculpting emotions. We worked with emotions like happy, silly, worried, proud, angry, sad, and excited. Let’s try to stretch our brains a bit, and see what other emotions that we can think of, in our next activity, Alphabet Relay.

EXPLORE (10 Minutes) Alphabet Relay**Directions**

Julia: Let’s look around the room! I can see that Sofia has put up some posters with the alphabet written in list order. I am going to separate you into groups (no more than five in each group, ideally three, but whatever works for the group size). One person in each group will get a marker that everyone will be sharing.

*[split into groups and give out markers. Ask each group to stand in front of a poster]
Great job everyone! Sofia and I will be setting a timer for four minutes. Working from a single file line, the first person in the line will run to the poster and write a word that starts with the next available letter on the list – starting with A, then B, and so on. The goal is to complete every word on the poster A-Z as quickly as possible. Once groups have finished their list they are encouraged to cheer on the other groups to finish. While there is an element of working with a*

time limit, this is not a contest. Everyone is invited to stretch their brains and think of different emotions! Does anyone have any questions?

[answer any questions]

Great! Let's begin!

[set a timer for four minutes]

Management:

Prompt 1 minute left, 30 seconds left

Side Coaching:

- Emotional Engagement:
 - *“While there is a timer, this is not a competition! It is okay if your group is being cheered on! We want to see you succeed!”*
 - *“Go with your first instinct – don't overthink your answer.”*
- Physical Activity:
 - *“You don't need to touch when passing the marker.”*
- Participant Choice Level:
 - *“If you feel stuck with a letter, look to your teammates for help! Support each other by helping to brainstorm responses together.”*

Reflection Questions (5 Minutes): [Sofia]

Describe:

- 1) *Can you point out any emotions that are similar across multiple posters?*
[circle the similarities]

Analyze:

- 1) *What strategies did your team use to successfully complete the activity?*
- 2) *What words are circled? Why do you think some emotions are written down more than others?*

Relate:

- 1) *Why do you think some emotions are written down more than others? Are there emotions that are harder to think of? Why so?*

Transition [Julia]

We just talked about some really interesting ideas about identifying emotions. It can be hard! Like any hard thing, it takes some practice in order to be able to tell how you or someone else is feeling. Our next activity, Voices in the Head, uses our bodies, imaginations, and voices to take on emotions into our bodies, and suggest thoughts and feelings of others based on how they use their bodies!

EXPLORE (20 Minutes) Voices in the Head: (Dawson, Lee, 2018, p. 251-252)**Directions:**

Sofia: *We just came up with a lot of really amazing emotions! So we can refer to our thinking throughout the rest of the day, we're going to keep the posters up. In this next activity, we are going to first try on different emotions in our bodies. Take a second to look at the posters around the room and select an emotion. Keep this in your head!*

[wait 10 seconds]

I want to know how you-feel-based on what your body does. You will have one minute to figure out your pose, then I'll give the next set of directions.

[Allow one minute to experiment]

Sofia: *And we'll freeze in 3, 2, 1, freeze. Hold your pose, memorize it. Okay, now you can shake it out but you'll come back to it. Next, we're going to have 3 of you at a time show us your pose. Julia will walk behind you and raise her hand to make a thought bubble above the head of one of you.*

[Julia will demonstrate on Sofia]

When those of us in the audience see the thought bubble, we should start narrating what the person is thinking. When Julia moves to someone else, we'll narrate them. Who would like to be the first three?

[**Describe:** Pull student ideas. Adults can prompt appropriate responses by loudly contributing to the narration in round one, backing off with each round]

Wow, from what I heard, it sounds like we think camper A is [use camper responses], camper B is [use camper responses], and camper C is [use camper responses]. Campers A, B, and C, were you trying to communicate something different or did we get close?

[**Describe:** Pull yes or no and intended emotion]

It is so interesting how different people can have different interpretations. Campers A, B, and C. Based on what your peers said, do you want to make any edits to your pose that might better communicate what you were going for?

[**Analyze:** Allow moments to change]

Audience, would you like to give any suggestions? Actors, you can choose to take their suggestion or not.

[**Analyze:** Pull some ideas]

Great. Let's get the next three up.

[Repeat poses and questions until everyone has had a turn]

Side Coaching:

- Emotional Engagement:
 - *If campers are struggling, just give them an emotion to try out as their character*
- Physical Activity:

- Encourage campers to give us more hints of emotion, or more hints of character, if they're only showing one or the other.
- Participant Choice Level:
 - Encourage campers to try new poses on their body during reflection, even if they decide not to keep them.

Reflection Questions (2 Minutes): [Julia]

* There are many moments for description and analysis during the activity, so we will end with a relate question.

Relate:

- 1) *Wonderful work, campers. What new things did you learn about expressing what you-are thinking or feeling?*

Transition: [Julia] *These are great insights. We've spent a LOT of time in different emotions today. Lets to a shakedown to put our characters aside and get back into camper mode.*

[Shakedown hands and feet starting at 5, with campers embodying the most vocal and physical energy that they can, and then down to 1, ending with calm voices and bodies]

REFLECT (5 Minutes):

Sofia: *Before we leave today, let's reflect.*

Describe:

- 1) *How did we explore and identify different emotions today?*

Analyze:

- 1) *Are there emotions that are harder or easier to identify? Why so?*

Relate:

- 1) *Why do we practice showing different emotions in drama class?*

Ending statement: [Julia]

Today, we learned a lot of different ways to express how we feel about something in our bodies, Tomorrow, we will continue to explore how you communicates with other performers and practice establishing relationships!

Day 3, Wednesday
Big Idea: Relationships

Introduction:

Before Class: On the board, have the daily schedule written down with specific time stamps, as well as the big ideas of the day (Relationships), as well as necessary definitions, and the community contract that was created on Monday.

As campers enter: Instruct them to put their bags and water bottles in their spots (on the edge of the room, but in view), and gather in a sitting circle.

Julia: *Good Morning campers! To start today, let's look on the board at our community contract. Is there a word or phrase that sticks out today to you? Let's take 10 seconds to look and think, and then we can share what we picked.*

Sofia: *Can anyone share a word or phrase that stood out to you?*

[Pull]

Julia: *Those are wonderful things to keep in mind as we investigate our big idea of today: Relationships*

Sofia: *With that definition, and our personal ideas in mind, we are going to do four activities: we're going to start with group counting to learn about group goals, play a game called Truth About Me to explore similarities and differences (foundations in relationship building), stretch our conversation muscles with some conversation practice, and end with a shakedown to center into ourselves for the rest of the day.*

ENGAGE (10 Minutes) Group Counting: (Bailey, 2020, p. 89)

Directions:

Julia: *Our goal as a group is to count from 1 to 10 out loud, with only one person saying a number at a time. Since you guys are some of the older campers, we are going to try not to speak in circle order. Anyone can say a number whenever they want, although you cannot say two numbers in a row. If two people say a number at the same time, that is our signal to reset and begin counting with the number 1 again. Our goal is to get from 1 to 10. Does anyone have any questions?*

[allow space for questions]

Sofia: *You can either close your eyes or find a spot on the floor to keep your eyes on. Let's begin!*

Side-Coaching

- Emotional Engagement:
 - *Take your time. There's no need to rush. Working together takes time.*

- *Let's all take a deep breath before we begin again: breathe in for one, two, three, four seconds, hold for one, two, three, four seconds, and breathe out for one, two, three, four seconds. Let's try again from 1.*
- Physical Activity
 - *Try picking a point on the floor to stare at, so you can better focus on listening to what number is next.*
 - *I see that we are trying to go around the circle. Let's remember to speak in a random order.*
 - Have students sit/stand in random places to make sure they can't follow an order of how bodies are arranged.
- Participant Choice Level:
 - *Try to sense when it might be your turn- listen and be aware of the whole group.*
 - *If successful: Great job! Can we make it to 15? 20?*

Reflection Questions (5 Minutes):

Describe: [Julia]

- 1) *What was our objective in this activity?*
- 2) *How did playing this game make you feel?*

[Possible prompts for more detailed answers: When we started over?
When we made it to 10?]

Analyze: [Sofia]

- 1) *How did you sense that it was your turn to speak?*
- 2) *Were there any tactics, any strategies, that you discovered either individually or as a group?*

Relate: [Julia]

- 1) *How might we use these same tactics/strategies in other areas of our classroom? Camp? Outside of camp?*

EXPLORE (15 Minutes) Truth About Me (Dawson, Lee, 2018, pp. 140-142)

Directions:

Sofia: One of our goals today is to learn more about each other and start to see the connections that we have with each other in new ways. In this game a person in the center will share something about themselves by saying: "The truth about me is . . ." and then complete the sentence with a true fact about you ~~their~~ character. For example, I might say: the truth about me is that I like breakfast for dinner more than any other dinner in the dining hall. If this statement is also true about you, you also think breakfast for dinner is the best, then you must find a new space to stand in the circle. The person in the middle is also trying to get a spot so whoever does not get a spot goes to the center and the game begins again with a new truth. Let's make sure to move safely, without running or shoving, when crossing the circle.

[Play enough rounds for everyone to go at least twice]

Side Coaching:

- Emotional Engagement:
 - *Remember that there isn't anything negative or positive linked to your physical position in or out of the circle. Being in the middle gives you a chance to show us your character. Being in the circle allows your character to move and make choices.*
- Physical Activity:
 - If people are stuck in the center: *Try using a true statement that you think might get a lot of people moving!*
 - If someone finds themselves in the center a lot, we can ask them to switch places with a camper who may have not had as many chances in the center.
 - If some campers are getting competitive about finding a circle spot: *Remember, this isn't a race. Being in the center helps you **further discover similarities and differences between yourself and others, which is the first step to building relationships.***
- Participant Choice Level:
 - If a student is struggling to come up with truths, a facilitator can whisper prompts in their ear. Question prompts should limit choice as much as possible.

Reflection (5 Minutes): [Julia]**Describe:**

- 1) *How did you feel being in the center of the circle? On the outside?*
- 2) *What did you notice about the group?*

Analyze:

- 1) *Which statements made a lot of people move? Why do you think that is?*
- 2) *What did you learn about our group/your colleagues? Why is this important to know?*

Relate:

- 1) *How can understanding similarities and differences about people in a theatre ensemble help a performance?*
- 2) *How can understanding similarities and differences about people in your life help you understand other people's points of view?*

Transition [Sofia]:

Great insightful reflections everyone! We just discussed how important it is to be able to see things from different perspectives. Other people, friends, teachers, siblings, parents, will always have a different perspective on any topic. And that's okay! The best way to begin to understand someone else's point of view? Have a conversation with them! Let's get into that now.

EXPLORE (20 Minutes) Conversation Practice: (Bailey, 2021, pp. 101-103)**Directions:**

Sofia: *For our last activity, you will be practicing having a conversation with another character. We will give you conversation prompts to start, but if inspiration strikes, you can ask a question that is not on the sheet that we will provide (Note- see appendix). Your job is to respond to your partner's questions, as well as ask the question. I will now put you in pairs.*

Management: Play a chime to end the improvisation

Side Coaching:

- Emotional Engagement:
 - Remind campers that making conversations with new people is incredibly hard, and to use their coping skills when needed.
- Physical Activity:
 - This activity should be done seated, but a student may choose to stand (if they can remain in a defined space during the interview).
- Participant Choice Level:
 - If campers are giving one word answers, encourage them to go back and answer the questions in full sentences.
 - If campers are struggling to come up with answers, give them a whiteboard and let them write out answer responses before giving them.
 - If campers are really struggling, we can give them the list of questions and they can pick which ones their partner should ask and what order to ask them in.

Reflection Questions (5 Minutes)

[Julia]

I heard some very interesting information from these pairings! I'm excited to see how we further these connections that

Describe:

- 1) *What were some of the questions your character had to answer?*

Analyze:

- 1) *What questions challenged you?*
- 2) *What questions helped you learn something new about yourself or your partner?*

Relate:

- 1) *How did you use conversation skills that can be tried outside of drama class or even outside of camp?*

Transition [Sofia]

These are great insights into the web of different points of view that we have in class! We've spent a LOT of time connecting with others today. Let's do a shakedown to get out some energy and return to a centered self.

[Shakedown hands and feet starting at 5, with campers embodying the most vocal and physical energy that they can, and then down to 1, ending with calm voices and bodies]

Excellent work everyone! Let's all find a spot in a seated circle to reflect on today's theme, relationships.

REFLECT (5 Minutes)

[Julia]

Describe:

- 1) *What were some of the ways we explored and encountered different points of view from people in class?*

Analyze:

- 1) *What did you learn about your relationships with other campers in the group?*
- 2) *Did anyone learn anything new about themselves or others today?*

Relate:

- 1) *How might we use what we learned about relationships in the room today that might be helpful in our lives outside of drama class?*

Ending Statement: [Julia]: *Today, we learned a bit about how our characters might relate to each other and prepared for how we may relate to each other. Tomorrow, we will use our drama skills to explore what might happen if -we encounter conflicting ideas.*

Day 4, Thursday
Big Idea: Conflict Skill Development

Introduction:

Before Class: On the board, have the daily schedule written down with specific time stamps, as well as the big ideas of the day (Conflict), as well as necessary definitions, and the community contract that was created on Monday.

As campers enter: Instruct them to put their bags and water bottles in their spots (on the edge of the room, but in view), and gather in a sitting circle.

Julia: *Good Morning campers! To start today, let's look on the board at our community contract. Is there a word or phrase that sticks out today to you? Let's take 10 seconds to look and think, and then we can share what we picked.*

Sofia: *Can anyone share a word or phrase that stood out to you?*

[Pull]

Julia: *Yesterday, we got your characters talking to each other. But, as you may know, sometimes when we interact with others, there can be conflict. Can anyone describe what a conflict is?*

[Pull- when people argue, when things are hard, etc.]

Sofia: *Excellent. In drama, and stories, we need conflict. But that can be a hard thing to practice. So today is about conflict skill development. Today, we're going to do a warmup about conflict using drawings. Then, we're going to do some brainstorming about *what we know about conflicts* :Finally, we're going to put our drama skills together using our body in our *Real and Ideal Images in Action activity*—Today, we'll have a chance to give each other lots of constructive feedback and practice listening to each other.*

ENGAGE (15 Minutes) Conflict/Cooperation Drawings: (Bailey, 2021, pp. 151-152)

Directions:

Julia: *Today for our warm up, you're drawing a picture in pairs. It could be something that you both can recognize, or even a design that you come up with on the fly. Each of you will take turns drawing one line. That line can be curved, dashed, straight....anything. This is a silent exercise so you can't speak to your partner to plan anything. For our first round, you are NOT going to work together! In fact, you may end up trying to stop your partner from accomplishing their goals. Now, we're not trying to be mean to each other, we're just practicing a little conflict. Remember, you can only do one line at a time, and no talking. When you hear the chime, you may pick a partner. I will come around with markers and paper. Make sure you and your partner pick a different color marker.*

[Chime- may need to side coach different color markers at each group. Give 3-5 minutes for each group to draw. When the time is up, ring the chime again]

Describe 1: *Can each group hold up their drawing? Popcorn out, what do you see?*

[Pull responses- “I see lots of scribbles.” “I see two separate drawings.” if someone says “it looks angry.” or something similar, ask them to be more specific “what about it looks angry?”]

Describe 2: *How did drawing with a partner without working together feel?*

[Pull responses- some campers may feel frustrated. Remind them it is okay but their partner was just filling directions. It isn’t personal.]

Analyze 1: *Do you think this is an effective way to work together? Why or why not?*

[Pull responses]

Now, we’re going to try again, but this time, you ARE working together! You still can’t talk, and you can only do one line at a time, but you are trying to work together to create a picture or a design.

[Chime to begin. Give 3-5 minutes. Chime to end]

Great, let’s show our pictures to the group again.

Side-Coaching:

- Emotional Engagement:
 - Students may get frustrated. Remind them not to pre-plan and this isn’t being “turned in.” There are no right or wrong choices.
 - If campers are having a particularly hard time, they do more than one round and talk about strategies for communication in between.
- Physical Activity:
 - Students can do this sitting on the ground or at a table.
- Participant Choice Level:
 - Allow campers to choose their own partners.
 - Or, choose for them.
 - You can let campers choose different color markers or you can assign markers.

Reflection Questions (5 Minutes): [Julia]

Describe:

1) *How did it feel to work together this time?*

Analyze:

1) *Were you able to let go of your own ideas and work together with your partner?*

2) *What differences did you notice between the 1st round and the 2nd round?*

Relate:

1) *What does this activity teach us about conflict?*

Transition

[Sofia] Now that we've had time to experience negotiation when ideas are different, hold onto your markers, because we are going to be walking around the room to individually brainstorm and write down some ideas that we have when talking about conflicts.

EXPLORE: (15 Minutes) Poster Dialogue**Preparation**

Have four poster pad sheets with the following prompts at the top: What can I do when there is a conflict, What can I AVOID when there is a conflict, Situations where there can be conflicts, and What our bodies and voices may do during conflicts

Directions

[Sofia] Using the same markers that you used in the last activity, when you hear music start, I invite you to use words or images/symbols to respond individually to the prompts that you see on the posters around the room. We will have five minutes to respond to the posters this first round. If you finish early, please feel free to read and respond to what other participants have written on the poster. Ideas can connect to one another with arrows, lines, or other shapes. When the music begins, find any open poster to begin with. When you hear the music stop, please find a spot in our standing circle in the middle of the room. You may begin!

Thinking Music Playlist

[Have the music play for four minutes, and help the campers transition into a standing circle. Take the posters off of the walls and place them on the floor, facing up, in the center of the circle.]

I really appreciate the effort that was made to think critically and respond to these prompts! Let's take about two minutes to walk around the circle and take a look at what we see from the posters. I encourage you to popcorn out what you see on posters that stands out to you.

[Have an unstructured gallery walk for about two minutes. Be sure to personally call attention to answers that have a lot of check marks or other thoughts stemming from them.]

Skip to DAR questions

Side Coaching

- Emotional Engagement
 - *It is okay to have similar or even the opposite ideas. Everyone has experienced conflict in different ways before.*
- Physical Activity:
 - *There can be multiple people at a poster at once, but please keep in mind that some people's personal space bubbles may be bigger or smaller than your own.*
- Participant Choice Level

- *There is no order that you have to respond in, and if you get to a poster and find that someone else already wrote down the idea you had, you can draw a checkmark next to the thought to indicate that you agree, and see if you can write down another idea!*

Reflection Questions (5 minutes): [Julia]

Describe:

- 1) *Which words/responses got the most check marks on the posters?*

Analyze:

- 1) *Why do you think [the answers that had a lot of check marks] were the most responded to?*
- 2) *Can we see any conflicting answers? What can we gain from those answers?*

Relate:

- 1) *What do these posters have to do with each other or our big idea today on navigating conflicts?*
- 2) *Are there any strategies that we can take outside of drama class into real life?*

Transition [Sofia]

Now that we've brainstormed some information about conflicts, we're going to start embodying moments of conflict and resolution using some familiar drama strategies. We're going to leave these posters up to use as inspiration.

EXPLORE: (20 Minutes) Real and Ideal Images in Action

Directions [Sofia]

This is a variation on Sculpting Conflict II inspired by Boal's *Real and Ideal*. We are removing the "sculptor" role and simply using group made tableaux. Almost all other instructions come from Bailey's version of the activity.

[Make sure all campers can see posters from previous activity- they will serve as anchor charts]

Sofia: In this next activity, we're going to work in groups to create a tableau (that's an image made with bodies that don't move) about a moment of conflict. Now, on Tuesday, you worked with a partner to sculpt a statue. Today, you will work as a group and you will all be in the final tableau. When I say a moment of conflict, what might I mean? Let's use our posters to brainstorm some ideas of what might cause a conflict and what it might look like.

[Pull scenarios from chart, new ideas, how bodies might be positioned, etc.]

Now I want you to think about your characters, what kinds of conflicts might they experience?

[Pull more specific scenarios from characters, maybe add them to the posters]

*Excellent. So, I am going to put you in groups of 4. You will decide on a moment of conflict, **feel free to use our anchor charts as a jumping off point**, and work together to create a frozen image, also called a sculpture or tableau.*

[Allow 5 minutes for sculpting. When done, play a chime]

Okay, you can all relax. You'll go back into your positions in a moment. Now, we're going to show each other the tableaux and reflect on them. Who would like to go first?

[For each group, ask the same following questions]

Describe: *What do you see in this image? Don't try to guess what is happening yet, just describe the things you see.*

[May need to prompt more **describe** questions: *How are bodies positioned? Are people close together or far apart? What facial expressions do you see?*]

Analyze: *Now, what do you think is happening in the image based on what you see?*

[If a student doesn't justify their answer, ask them: *and what are they doing that makes you think that?*]

[Do the same thing for each group of 4]

Excellent. I'm going to give you another challenge. Based on these images, you are going to create 3 images that tell a story. The image you just made is the middle of the story, the height of the conflict. You need to add a beginning image, that tells us how the conflict started, and an ending image, that tells us how it was resolved. You may look at the "what to do when there is a conflict poster" to help you with the resolution. You also may use some ideas from your peers.

[Allow 5 minutes for sculpting. Play a chime to end]

Now we're going to go around just like last time. You'll show us images 1, 2, and 3. We'll talk about what we saw without guessing, and then we'll interpret. Let's go in the same order as last time.

[For each group, ask the same following questions]

Describe: *What do you see in this image? Don't try to guess what is happening yet, just describe the things you see.*

[May need to prompt more **describe** questions: *how are bodies positioned? Are people close together or far apart? What facial expressions do you see?*]

Analyze: *Now, what do you think is happening in the image based on what you see?*

[If a student doesn't justify their answer, ask them: *and what are they doing that makes you think that?*]

Analyze: *How is the group resolving their conflict?*

Analyze: *Is there another way they could solve the conflict?*

[Pull responses, encouraging realistic and positive solutions]

[Do the same thing for each group of 4]

Okay, we now have made three different images describing conflicts and solutions. In drama, sometimes transitioning from one stage picture to another is just as important and interesting as the images themselves. We are going to give you 2 more minutes to come up with transitions to get you from image 1, to 2, to 3. Fluid movement between images is key!

[2 minutes to workshop]

Great work, I'm excited to see these movement pieces! This time, we will watch all 4 pieces one after another without reflecting between each one. Instead, we will reflect as a group at the end.

Side-Coaching:

- Emotional Engagement:
 - This activity gives campers a lot of freedom and forces them to work in teams. Adults should check in with each group to make sure they are agreeing on their scenarios and compromising when needed. The teacher may decide to assign a moment of conflict if groups cannot agree.
- Physical Activity:
 - If scenes depict violence, take some time to walk the campers through how they might slowly or metaphorically show the violence when asked to make a scene.
- Participant Choice Level:
 - Asking for alternatives to conflict resolution makes sure that the campers don't just choose "magical" or unrealistic ways to resolve conflict or violent ways to solve the conflict.

Reflection Questions (5 Minutes): [Sofia]**Describe:**

- 1) *What were some of the conflicts we saw?*

Analyze:

- 1) *How did each group resolve their conflict?*
- 2) *How did your group resolve conflicts or disagreements while working together?*

Relate:

- 1) *What did adding transitions between the three images teach us about conflicts and cooperation?*

Transition: [Julia] *Thank you for your excellent work embodying conflicts and resolutions. That is very challenging work.*

DE-ROLE (2 Minutes) Timed Breathing

[Julia] *Let's do some breathing together to get back to being campers, instead of our shakedown. Follow along with me: inhale for 2, hold for 2, exhale 2, inhale 3, hold 3, exhale 3, inhale 4, hold 4, exhale 4, inhale 5, hold. 5, exhale 5.*

REFLECT (5 Minutes):

[Julia]

Describe:

- 1) *What were some of the ways we tried to resolve conflicts today?*

Analyze:

- 2) *If your character needs to resolve a conflict, how might they do that?*

Relate:

- 3) *When might you need to resolve conflicts in your own life?*

Ending Statement: *Today, we learned how our characters deal with conflict. Tomorrow, we will put together everything we've learned this week: using our body, voice, and imagination to help us express how we feel, meet an objective, and overcome obstacles-in some roleplay and improv activities.*

Day 5, Friday**Big Idea: Practicing Improv Skills****Introduction:**

Before Class: On the board, have the daily schedule written down with specific time stamps, as well as the big ideas of the day (**Practicing Improv Skills**), as well as necessary definitions, and the community contract that was created on Monday.

As campers enter: Instruct them to put their bags and water bottles in their spots (on the edge of the room, but in view), and gather in a sitting circle.

Julia: *Good Morning campers! To start today, let's look on the board at our community contract. Is there a word or phrase that sticks out today to you? Let's take 10 seconds to look and think, and then we can share what we picked.*

Sofia: *Can anyone share a word or phrase that stood out to you?*

[Pull]

Julia: *Yesterday, we talked about when ideas conflict with one another and how we can socially navigate that. Today, we are going to pull together all of the skills that we have learned this week in drama, and put them into a guided improv experience. First up we are going to look at some objects I found, we're going to do an activity that helps us get physically and mentally ready, we're going to meet some people in a mess, write a bit about our day, and end with some reflection. You have all worked very hard this week, and Sofia and I can't wait to see how we can roll things together!*

ENGAGE (10 Minutes): Artifacts

Sofia: *Today we are going to continue our conversations on social skills and situations that we can use the skills that we've worked on this week in. Before we do that, I want to share with you something that I found outside of school today. I'm very puzzled by it, and I need your help to figure out what it is!*

[Begins to pass around first artifact, the PARTY HAT]

Describe: *What do you all think this is? Describe for me what this looks like...*

Analyze: *What do you think this string is for? What do we think this object is?*

Relate: *Have you ever encountered this kind of object before? When?*

[Begins to pass around second artifact, PICTURE OF CAKE]

Describe: *What can we see in this picture? Describe for me what we see...*

Analyze: *What do you think the purpose of this object is? What makes you say that?*

Relate: *Considering what we think this object is, and what we think the previous object was- what kind of environment are we getting ready for? What evidence do we have?*

[Begins to pass around third artifact, PICTURE OF KIDS AT A PARTY]

Describe: *What do we see in this picture? What do we think is going on?*

Analyze: *Why do you think the people are gathered together? Do you think they know each other? What's their relationship to one another?*

***Relate:** Taking all of our objects into account, how do these objects make you feel? Have you encountered them before or know what they are collectively?*

***Transition [Julia]:** Great reflecting everyone. You were right- today we are going to explore some scenarios in a party. Now this is just a general, pretend party, but we can apply our lessons from the week here, and take them outside of camp to any event or social situation that we may find ourselves in. In order to get ourselves in the mindset of going to a party, we are going to do some active guided imagery, in an activity that we like to call, Cover the Space.*

EXPLORE (10 Minutes) Cover the Space (Dawson and Lee, 2018 pp. 63-65)

Julia: Now that we have taken a look at some objects that we may find at a party, let's do an exercise to help us get physically and mentally in the mindset of getting to a party. When you hear the chime, begin to walk around the room- we call it "cover the space" because we want to encourage you to cover as much of the space as you can, while also making sure that you don't get too close to the other people around you. While you are walking, you may hear some more prompts to respond to, so just keep that in mind. When you hear the chime, that is your signal to gather outside and wait with Julia for more instructions.

[Let them cover the space for 1 minute.]

Sofia: Gradually begin to pay attention to your walking. How do you walk? Do you lead with your toes? Knees? Hips? Think about it while still covering the space.

[Let them do this for 1 minute.]

Julia: How about your pace? Are you taking your time, looking at things on the way? Do you bury your head, focused on getting to this party? Do you know where you're going?

[Let them do this for 1 minute.]

Sofia: How does the idea of a pretend party make you feel? How can you adjust your face so it shows the emotions that you may be feeling?

[Let them do this for 1 minute, and then play the chime. The students will gather in a standing circle]

We are intentionally skipping DAR for this activity and jumping into our second Explore. We will spend more time reflecting later in the lesson.

EXPLORE: (15 Minutes) People in a Mess

Sofia: Since we are going to a pretend party, we need some pretend party hosts. Julia and I will pretend to be the party hosts! Can we all agree that when Julia and I put on these party hats, we will be the hosts of this pretend party?

[Allow five seconds for reactions, pull a "yes"]

Great! We are going to become the party hosts in 3....2...1.

[Puts on the hats]

Julia: Well hello everyone! Happy Friday!

Sofia: *We have had a long week at camp. Mx. _____ (insert name of camp director here) told us that we are going to have a party to celebrate! However, we have a problem. You all look pretty smart.*

Julia: *Can you help us with our problem?*

[Pull “yes”]

Sofia: *Well, Julia and I planned this really awesome party, but barely anyone showed up! We’ve got some councilors here, but they are very lonely, and want to hang out with some friends!*

Julia: *Parties ask us for a lot of social interaction. It can be hard, but we have heard that you’ve been using drama to practice social skills this week. Would you like to be invited to our party?*

[Pull “yes”]

Sofia: *Great! I am going to pass out your party invitations. On your invitation, there will be a list of objectives, or goals, for you to accomplish during the party, so our councilor friends don’t feel lonely. In drama, objectives tend to involve other people, and your objectives will do the same thing. Everyone has a different objective on their invitation, but they are designed to connect with each other. Does anyone have any questions about what is expected?*

[Allow for responses. Pass out invitations]

Julia: *I am going to give you a minute to look at your invitation. When the party music starts, please feel free to start interacting with each other and our counselor friends that have joined us from around camp. When you hear the chime, you can move towards making a sitting circle in the middle of the room.*

[Give one minute to read and fade in the party music gradually]

Party Playlist

[Set a timer for 15 minutes, then play the chime. Music should fade out with the chime]

Side Coaching:

- Emotional Engagement:
 - Julia, Sofia, and the counselors present will serve as guides to the campers to co-construct an environment that is engaging, supportive, and interesting.
- Physical Activity:
 - 1) The space will be set up with places to sit, dance, move, etc.
- Participant Choice:
 - Party invitations will include the student’s character sheets stapled on the back , so they can reference them if they get stuck.
 - Campers will be able to self-select into calming activities and spaces during the party if they need to: headphones, fidgets, etc. (also an example of emotional engagement).
 - Based on student engagement earlier in the week, we can bring the conversation practice question sheets back out, or cut prompts into slips in a jar, so that campers can read the questions they want to ask each other.

Reflect (10 Minutes): [Sofia]

Describe:

- 1) *Who did you talk to?*
- 2) *What were some of the things you did?*
- 3) *What were some of the secret goals people had? Did anyone accomplish them?*

Analyze:

- 1) *How did our drama skills help you be successful during the party?*
- 2) *What was challenging about this improv?*

Relate:

- 1) *What things did your character do that might help you navigate social interactions in the future?*

EXPLORE (10 Minutes) Writing in Role (Dawson and Lee, 2018, pp. 252-253)

Sofia: Excellent improv party everyone! We want you to take a little time to reflect on this experience. Please write about the party. You can reference the prompts on the board if you get stuck. You can also start by just writing a list of things that happened or things you said/did. Don't worry about "finishing." This is just a reflection exercise. You will have 10 minutes to write.

Welcome to Drama Class!	
<p>Big Idea of the Day: PRACTICING IMPROV SKILLS</p> <p>Improv Definition: the spontaneous use of movement and speech to create a character or object in a particular situation; acting done without a script</p>	
<p>Schedule:</p> <ul style="list-style-type: none"> Introduction Artifacts Cover the space People in a mess Writing in role Reflection 	<p>Community Contract:</p>
<p>Prompts:</p> <p>Which other characters people did your character talk to?</p> <p>What was your secret goal? Did you accomplish it?</p>	

**Did anything surprise you?
Did you-enjoy the party? Why or why not?**

Side Coaching:

- Emotional Engagement:
 - If campers are withdrawn, give them a challenge “*please list at least 4 things that you did during the party.*” If campers are perfectionists, tell them “*just do as much as you can today and then you can continue to write at home after camp is over.*”
- Physical Activity:
 - Allow campers to work on the ground, at a table, in a chair with a clipboard, etc.
- Participant Choice Level:
 - Campers can use prompts on board to guide their thinking
 - If writing is hard for campers, they can dictate to an adult who writes for them.

Reflect (5 Minutes): [Julia]

Describe:

- 1) *Would anyone like to share one thing you wrote about in your diary entry?*

Analyze:

- 1) *Did anyone learn anything new from your writing?*
- 2) *Did anyone write about wanting to go back in time to change something they did at the party?*

Relate:

- 1) *Why might it be helpful to journal after an exciting or difficult experience?*

Transition: [Sofia] *Excellent reflections campers! We’ve spent a LOT of time with external stimuli today. Let’s do a shakedown to get out some energy and return to a centered self.*

[Shakedown hands and feet starting at 5, with campers embodying the most vocal and physical energy that they can, and then down to 1, ending with calm voices and bodies]

REFLECT (10 Minutes)

Describe: [Sofia]

- 1) *What were some of the drama skills we learned this week?*
- 2) *What were some of the themes we talked about this week?*

Analyze: [Julia]

- 1) *What were some things that challenged you this week?*

Relate: [Julia]

- 1) *What drama skills might be helpful in your life outside of class?*

Ending Statement: *This week, we used drama skills to explore how our body and voice can be used to express emotions, build relationships, and resolve conflicts. You all worked really hard this week and connected what we learned in drama class to your own lives. Give yourselves a round of applause!*

Appendix

Monday

- Board Setup

Welcome to Drama Class!	
Big Idea of the Day: ENSEMBLE Definition: a group of performers who perform together	
Schedule: Introductions Group Counting Amoeba This Setting Needs Visual Mapping Reflection	Community Contract:

Tuesday

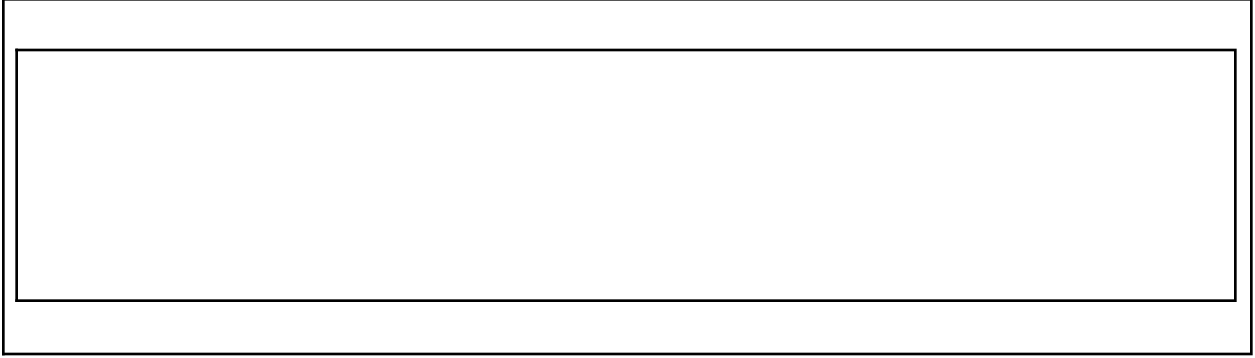
- Board Setup

Welcome to Drama Class!	
Big Idea of the Day: EMOTIONS Definition: a state or condition that is marked by such a feeling or response	
Schedule: Introduction Sculpting Emotions Alphabet Relay Voices in the Head Reflection	Community Contract:

Wednesday

- Board Setup

Welcome to Drama Class!	
Big Idea of the Day: RELATIONSHIPS Definition: a connection between people	
Schedule: Introduction Group Counting Truth About Me Conversation Practice Reflection	Community Contract:



- Conversation Practice Prompt Sheet

Conversation Starters

Use the prompts below to ask your partner more about their character. You may also talk to them about things that are not on this sheet. Remember, you should ask questions and respond as YOUR character.

Try to discover the following information:

- How your partner's character feels about the party on Friday.
- If your character and your partner's character have anything in common.
- How your partner's character feels about other people.
- The backstory of your partner's character: Where did they come from and how did they get to where they are?
- Your partner's character's hobbies. (What can you learn about their hobbies?)
- What things your partner's character likes and dislikes.
- What makes your partner's character angry, and how they act when they are angry.
- How does your partner's character show kindness?

You may also decide to ask about:

- Your partner's character's Name
- Your partner's character's Age
- Your partner's character's Occupation
- Where your partner's character is from or where they live
- Your partner's character's family. (What can you learn about their family?)
- What kind of food does your partner's character like to eat?

Thursday

- Board Setup

Welcome to Drama Class!	
Big Idea of the Day: CONFLICT SKILL DEVELOPMENT Definition: a difference that prevents agreement, a disagreement between ideas, feelings, etc.	
Schedule: Introduction Conflict Cooperation Drawings Poster Dialogue Real and Ideal Images in Action Reflection	Community Contract:

- [Thinking Music Playlist](#)

Friday

- Board Setup

Welcome to Drama Class!	
Big Idea of the Day: PRACTICING IMPROV SKILLS Improv Definition: the spontaneous use of movement and speech to create a character or object in a particular situation; acting done without a script	
Schedule: Introduction	Community Contract:

<p>Artifacts Cover the Space People in a Mess Writing in Role Reflection</p>	

- [Party Playlist](#)

- Invitation and full list of objectives

YOU'RE INVITED!

WELCOME TO THE FIRST ANNUAL DRAMA CLASS PARTY!

Who can I talk to?

- Other campers, who will be in character just like you
- Sofia and Julia, who are the party hosts
- Camp counselors and staff that came here to celebrate all of your hard work!

What are things I can do?

- While you work on your objective, there are many things you can do at the same time!
 - Eat some pizza or ice cream **dance** to the music, **talk** to other party guests

What is my objective?

Your objective is to:

start a dance party!

THINGS TO REMEMBER

- This week we talked about:
 - ways to navigate **conflict**
 - how to build **relationships** with others
 - how to read and interact with different **social cues**
 - how to work as a **team**

HOW CAN I COOL DOWN?

You can

- go to the calm down corner, where the rug is to **take a break**
- use **fidgets or stim toys**
- use **headphones**
- **ask for help** from an adult

List of Objectives:

- Start a dance party
- Learn three new facts about someone else
- Plan a trip with someone else
- Create a secret handshake with someone else
- Celebrate someone else's birthday
- Convince someone else to start a business with you
- Find three things you have in common with someone else
- Sing a song with someone else
- Give out three compliments
- Collect fifteen high fives/waves/fist bumps