

UNDERSTANDING US GOVERNMENT THROUGH IMPROVISATIONAL THEATER

DESIGNED FOR GRADE LEVELS - 3 TO 5





CURRICULUM WRITTEN BY:

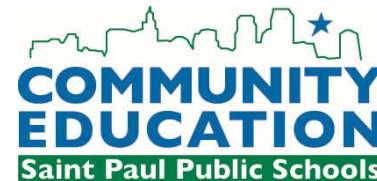
BRIAN RICE

**Third Grade Instructor, St. Paul Public Schools
Adams Spanish Immersion**

In addition to his teaching duties, Brian is an active member in the twin cities improvisational theater scene. He performs regularly at theaters in Minneapolis. When he's not performing Brian enjoys teaching improvisational (improv) comedy techniques to both youth and adults alike.

Project coordinated by
Saint Paul Public Schools Community Education
in collaboration with St. Paul Sprockets Network

Funding for this project has been provided by:



COURSE NAME: UNDERSTANDING US GOVERNMENT: THROUGH IMPROVISATIONAL THEATER

COURSE DESCRIPTION:

Participants in grades 3 – 5 will use improvisational theater games and techniques, as well as other non-fiction resources, to learn about the three branches of US government and the passing of laws. Ultimately participants will create a short skit highlighting the interactions of the three branches of US government in the passing of a new law.

ADDITIONAL PROGRAM RESOURCES:

Books:

Viola Spolin (1986). *Theater Games for the Classroom*. [Northwestern University](#) Press. ISBN 978-0-8101-4004-2.
Kemper, Bitsy. *Out and about at the theater*. Minneapolis, Minnesota: Picture Window Books, c2007
Copies of various books from library on Three Branches of Government and Theater

DVD:

School House Rock: Election Collection

Web Sites:

BrainPOP – Three Branches of Government.
<http://www.brainpop.com/socialstudies/usgovernmentandlaw/branchesofgovernment/>

MN STATE STANDARDS ADDRESSED:

Arts – Theater 0.1.1.4.1 – Elements of theater (plot, theme, character, language, sound, spectacle)

Arts – Theater 0.1.2.4.1 – Demonstrate skills such as improvising creating character for dramatizations

Arts – Theater 0.3.1.4.2 – Interpret and perform a variety of characters using voice, movement, and props.

Social Studies – (Grade 3 Citizenship and Government) 3.1.4.7.2 – Identify the three branches of government and their primary functions

Social Studies – (Grade 4 Civic Skills) 4.1.1.1.1 Describe how people take action to influence a decision on a specific issue.

Social Studies – (Grade 5 Govt. & Political Process) 5.1.4.7.1 Explain primary functions of the three branches of government

PROGRAM QUALITY – YOUTH PROGRAM QUALITY ASSESSMENT (YPQA)

St. Paul Public Schools Community Education identifies quality programming as: safe, supportive, interactive and engaging. Simple, specific examples of program-design related goals are below.

Safe Environment (Physical and Psychological)

- Be on time
- Choose healthy foods
- Choose appropriate activities for your space
- Choose age-appropriate & inclusive resources (music, images, etc.)
- Maintain school-day norms (no running, respectful of space)
- Manage classroom behavior for the safety of all
- Follow safety procedures and be prepared for emergencies

Supportive Environment

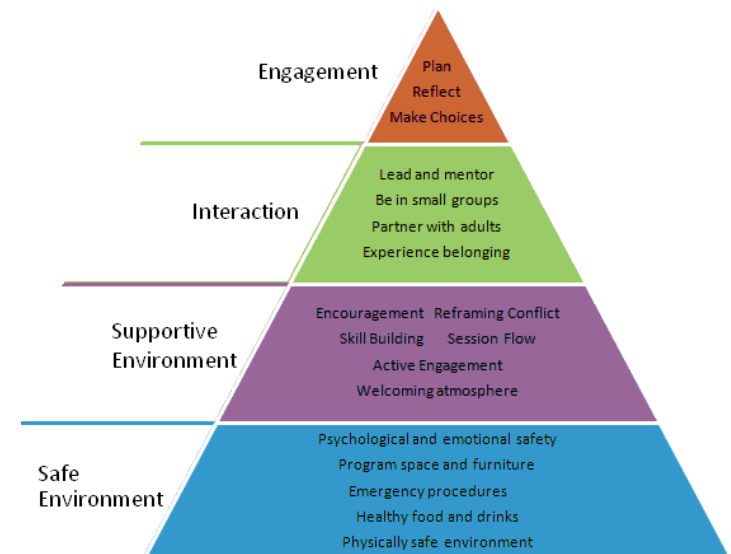
- Be inclusive of different learning styles, cultures, abilities and family structures. Utilize diverse images, games, music, etc.
- Choose encouraging words and develop an encouraging learning environment
- Maintain a professional appearance and wear staff identification
- Use group work, partnering, and aid in building relationships

Interaction

- Youth partner with each other and adults
- Regardless of age - have high expectations for all participants
- Encourage youth choice and self-directed learning opportunities
- Develop a learning environment where youth experience belonging
- Be prepared so you have time for youth choice and adult/youth interaction

Engagement

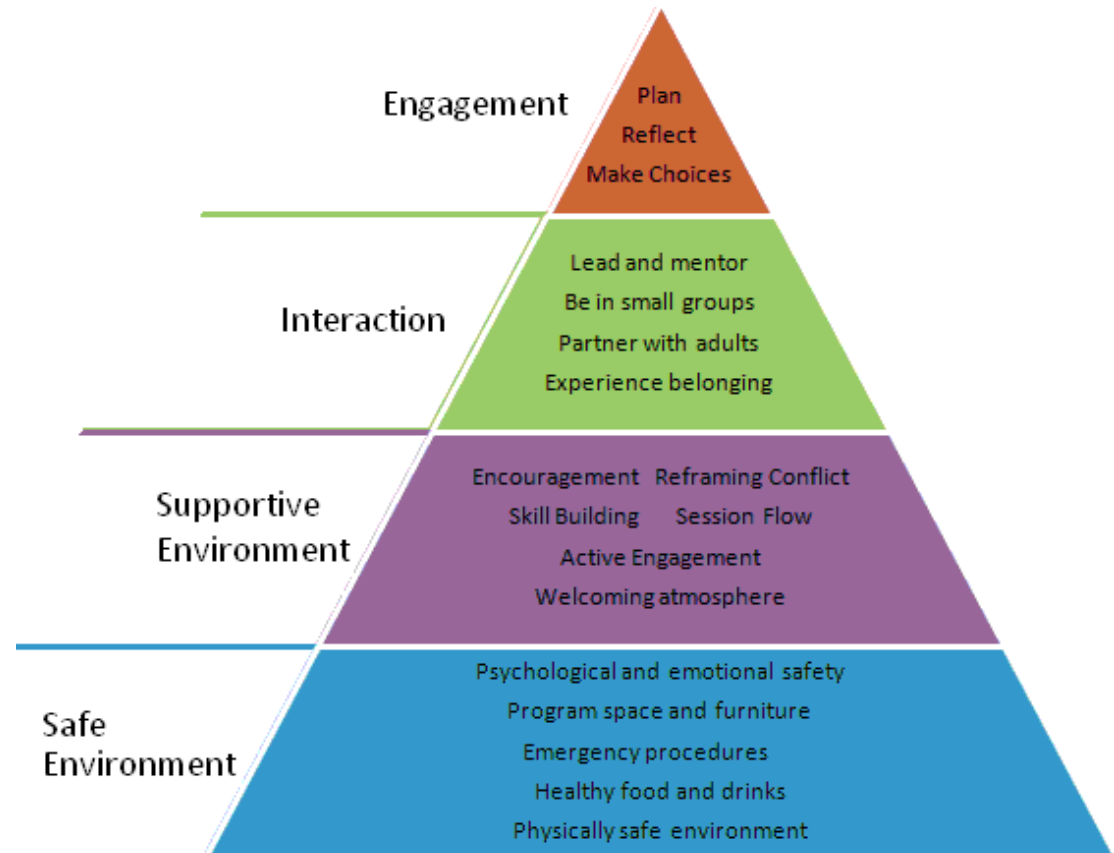
- Activities are hands-on and encourage multiple types of learning
- Include and facilitate youth choice
- Activities are challenging
- Reflection – all classes end with a reflection question and discussion time



PROGRAM QUALITY – INTENTIONAL INCLUSIVITY

Instructors are expected to **intentionally create inclusive environments**. Examples include:

- Use images/books/music, etc that is diverse across age, gender, ability, race, culture, nationality, sexual orientation, etc.
Example: if you are leading a session on the Winter Olympics include athletes/sports from the Paralympics and Special Olympics, athletes from multiple countries, etc.
- Religious holidays are not neutral and should only be used as a relevant instructional tool.
Example: Learning about Dia de los Muertos as a cultural celebration in Spanish class is a relevant instructional tool. Making Christmas ornaments in an art class or doing an Easter egg hunt in dance class are not relevant instruction.
- Use inclusive language when talking about families.
Example: Say “bring this home and show it to someone you love” or “share this with your family” rather than saying, “bring this home to your mom and dad.” Do not make assumptions about family structure.
- Create learning opportunities that draw on multiple learning styles.
- Create flexible plans to find time to draw on the unique passions and abilities of your group of youth.



CURRICULUM QUALITY – WHAT IS GANAG?

GANAG refers to a teaching schema where “a instructor using the ‘Teaching Schema for Master Learners’ designs lesson deliberately so as to prepare participants for learning, help them connect new information prior to learning, and cement those ideas or skills. When the schema is used regularly for planning, it becomes automatic to think about teaching to the master learner” (Pollock 64). Concepts and ideas presented in the following table are extracted from Jane Pollock’s text, *Improving Participant Learning One Instructor at a Time*.

<p style="text-align: center;">G Set the Goal/Benchmark/Objective</p>	<p>Instructor (and/or youth) identifies goals/benchmarks for a lesson along with specific daily content objectives. At the end of the day’s session, the instructor and participants can evaluate if they have accomplished their goals and whether to move on or perhaps re-visit concepts if needed.</p>
<p style="text-align: center;">A Access Prior Knowledge</p>	<p>The goal is to provide stimulus that relates in some way to the session content. The instructor plans an activity, question or demonstration to spur connections to previous learning, life experience or knowledge of subject matter.</p>
<p style="text-align: center;">N Acquire New Information</p>	<p>Present new information to youth through a variety of activities – ideally connecting to their senses (i.e. hearing a presentation or a lecture, seeing a video, hands-on cooking, etc.). Additionally, sessions include a combination of declarative and procedural content. Declarative = facts & information. Procedural = skills & processes.</p>
<p style="text-align: center;">A Apply Knowledge</p>	<p>Knowledge gains meaning if you can apply it again in a reliable and accurate way. Youth need hands-on opportunities to explore, test, challenge, and apply content.</p>
<p style="text-align: center;">G Generalize or Summarize</p>	<p>A reflective exit activity that demonstrates youth understanding is essential in providing teaching for mastery learning. Reflection allows youth the time to synthesize their experience/learning within the context of the group. Additionally, this element provides instructors with insight on participant learning and guidance on pacing future sessions.</p>

SESSION LAYOUT – SCOPE AND SEQUENCE

Intro to Improv. / theater & 3 Branches of Government	Session 1: Overview of class “Safe Space for Creativity” Ice breakers Improv Games	Session 2: Review of “Safe Space for Creativity” Warm-ups Improv and Theater 101	Session 3: Intro 3 branches of government Activity – 3 branches	Session 4: Review 3 branches of government Intro “Bill to law” (6 steps)
Continued work with Improv Games and 3 Branches	Session 5: Review 3 branches and 6 steps (bill to law) Basketball analogy	Session 6: Review 3 branches and 6 steps Brainstorm ideas – law they would like to pass	Session 7: Choose law idea Improvise possible story arcs	Session 8: Decide upon story arc / plot Character improv - motivation
Writing / Character Development	Session 9: Story arc / plot development Character development – emotions	Session 10: Script writing day 1	Session 11: Script writing day 2 – finish/edits	Session 12: Stage etiquette Stage voice, & demeanor How to memorize
Rehearsal & Prop Making	Session 13: Prop brainstorm Prop making Rehearse	Session 14: Prop Making continued Rehearse	Session 15: Rehearse script	Session 16: Rehearse
Perform Skit / Reflection	Session 17: Dress Rehearsal	Session 18: Performance / Reflection	Supplementary Session 1: Advanced Improv Games	Supplementary Session 2: Improvised Theater Performance (<i>Montage Style</i>)

GLOSSARY OF ICE BREAKERS/WARM UPS

The following warm-up activities are used widely in the improv theater community and are not taken from any one person or theater in particular.

1. GO! - (A name game.)

Form a circle. Instructor points to someone and says his or her name (have person correct them if the name is not right). The person pointed to will say YES! GO! Instructor walks towards that participant to take their place. Participant then points to someone else and says his or her name. New person pointed at will say YES! GO! (or correct name as needed). Original participant walks to take the new “it” person’s spot.

Goal: Say someone else’s name and be told to GO before the person who says your name arrives at your spot.

Option: If none (or few) of the participants know each other’s names, when the participant 1 points the first time, have them say a famous character name. Then participant 2 corrects them with their actual name. Participant 1 says the real name. Participant 2 says, “YES! GO!”.

Continue through the circle. This option eliminates the shy “um...I don’t know your name” and makes the process more fun/funny.

2. NAME TAG - (Another name game.)

Form a circle. Instructor will begin. Instructor makes eye contact with someone across the circle (cannot be person on either side of the instructor). Instructor keeps eye contact and walks towards that participant. Instructor is trying to tag that person before they say someone else’s name. (It can be anyone else in the circle except for the person walking at him/her.) Person who is being walked at cannot move. If he/she moves they are automatically it. If participant successfully says another persons name prior to being tagged that person is now ‘it’.

They do as the instructor did: pick someone not directly next to them, make and maintain eye contact, and walk across the circle hoping to tag that person prior to them saying another participant’s name. If person is tagged they become it do as instructor did in the initial round.

(*Quicken pace as needed).

3. ZIP-ZAP-ZOP – (Eye contact / energy warm-up)

Participants stand in a circle. Instructor starts with hands together in front of his/her body. One hand shoots out in direction of a participant in the circle and the instructor says, “Zip.” That participant has the control and chooses someone else in the circle by making eye contact. With his/her hands together one shoots out and he/she says, “Zap.” This repeats with the next word that is sent being “Zop.” After Zop, start over again at zip. (Pattern: Zip, Zap, Zop, Zip, Zap, Zop, Zip, Zap, Zop, etc). Added challenge: Do two in a row (Zip, Zip, Zap, Zap, Zop, Zop, Zip, Zip, Zap, Zap, etc.). This can also be played by sending sounds and motions around the circle.

4. EVERYBODY GO... - (accepting ideas)

Participants stand in a circle with instructor. Instructor steps to the middle of the circle and says, “Everybody Go...” followed by a sound and an action/movement. Everyone in circle says “Yes!” and then repeats the instructors sound and action while stepping into the circle one step.

Repeat moving around the circle. Each participant picks a new sound and action – repeated by the class.

5. GROUP COUNT TO 10 – (*group mind / team work*)

Class stands in a circle. The goal is to count to ten without repeating a number or two people speaking at the same time. No designated leader starts, nor is there a pre-set pattern. Tell participants the goal is to count to 10. When someone is ready they can start with 1. When someone else feels like it is right they can say 2. If two people say a number at the same time the game resets back to 1.

6. EIGHT THINGS – (*brainstorming / mental warm-up*)

Class stands in a line or circle. Instructor begins by assigning a topic to participant A by saying, “Participant A, tell us eight things that would be funny to see with wings.” Participant A begins listing things. After each one, the group counts enthusiastically. Example exchange:

Participant A: “A school bus with wings.”

Group: “One!”

Participant A: “A hippo with wings.”

Group: “Two!”

Continue until eight things have been listed. Participant A then assigns an eight things topic to another participant who has not gone. Participant B lists eight things, then assigns an eight things topic to another participant. Continue until all participants and the instructor have listed eight things in various made-up categories. Encourage participants to trust their instincts. They should say whatever comes to mind (as long as it is youth program/school appropriate). Idea is to move quickly with few pauses (no ums, uhs, etc.)

7. WORD BALL - (*free association / mental warm-up*)

Class stands in a circle. Instructor will make eye contact with a participant in the group and through an imaginary ball to that participant while saying a name (example: sofa). The word ‘sofa’ is written on the imaginary ball that participant A is now pretending to hold. Participant A without thinking for long (1 – 2 seconds) free associates with the word on the ball and throws the ball with someone they are making eye contact with and says the first word that come to mind when they heard sofa (example: chair). Participant B receives the ball and with new word ‘chair’ and throws the ball and a new words to someone else in the room (example: kitchen). Continue throwing around the circle. Pace can be increased or decreased.

8. WHAT ARE YOU DOING? (*physical warm-up / space work*)

Form a circle.

Person A - goes to the center of a circle and starts to do a common action (running in place for running, flipping pancakes, sawing a board).

Person B - enters and says "Hi, 'Person A', what are you doing?"

Person A - responds with the name of an action different from what they are actually doing (anything except flipping pancakes in this case). "I'm downhill skiing."

Person B – goes to the middle of the circle and begins doing the physical movement described by Person A (Downhill skiing)

Person A – leaves the middle of the circle and watches.

Person B - continues "Downhill Skiing" until Person C enters and says, "Hi, 'Person B', what are you doing?"

Person B - responds with a new action (anything except "downhill skiing" in this case, example “I am catching butterflies”).

Person C - goes to the middle of the circle and begins doing the physical movement described by Person B (Catching Butterflies)

Continue this pattern.

GLOSSARY OF IMPROVISATIONAL THEATER GAMES

Building A Set (Spolin, 1986):

3 – 6 players (directions are for 3 players. Add as necessary)

1. Decide on a setting (restaurant, school, playground, house, etc.)
2. Player A enters the space and mimes an action to define the space (i.e. pretends to cook at a stove.) Then Player A leaves
3. That object is locked into the space. (The stove is there and cannot be moved or forgotten about.)
4. Player B enters the space and does player A's mime in the same place (pretends to cook at stove.)
5. Then player B moves to a different area in the space and mimes something else that would make sense for that setting. (i.e. washes dishes at the sink). Then Player B leaves
6. Player C enters and does the mimes of Player A and Player B in order and in the correct spots.
7. Then Player C moves to a different area in the space and mimes a third action using a third invisible set piece. (i.e. Taking out the trash). Player C leaves
8. *Optional: Add up to 6 things and mimed actions. Also, to keep audience engaged, the instructor can select an audience member to try and recreate all three mimed actions and set pieces in the correct order and correct locations.

String of Pearls (adapted from version taught by Meghan Wolff)

3 + players (directions are for 5 characters. Adapt as necessary)

1. Line up 5 players.
2. Have class give title of a made-up story
3. Player 1 tells the who: main character(s) and where (specific location) - can be separated into two people if needed.
4. Player 2 tells the what: problem
5. Player 3 tells the beginning of the story - about 1 min or less
6. Player 4 tells the middle of the story - 1 min or less
7. Player 5 tells the ending of the story - 1 min or less

In the Perfect...(adapted from the Brave New Workshop Participant Union's Everyday Level 1 Class)

Whole group activity

1. Form a circle
2. Topic is given (cafeteria)
3. Player 1 starts "In the perfect ___*Cafeteria*___ there is...(endless food)"
4. Player 2, next in the circle, says "Yes and...(brownies everyday)."
5. Player 3, next in the circle, says "Yes and...(nice lunch ladies)."
6. Continue around for as long as the topic or group wants to.

Who Am I? (Spolin, 1986)

Whole group or small group.

1. One participant volunteers to leave the room while the group decides who that player will be (doctor, nurse, server at a restaurant, dad, mom, instructor, carpenter, construction worker, cashier, etc.)
2. It should be someone who has a lot of activity around them
3. The participant that left will return and sit in the middle of the room.
4. Other participants enter one at a time or in small groups and relate with the volunteer. They can do things around him/her and interact giving small hints.
5. As the volunteer begins to figure out who he/she is he/she begins to do activities that their character would do and eventually stating who they are.

One Word/Sentence Story

Small group (5 participants or so)

1. Participants get in a line shoulder to shoulder facing the audience
2. Get the name of a new/made-up story
3. Participants start telling the story.
4. Each participant can only say one word at a time
5. Begin with them saying “once” “upon” “a” “time” then improvise from there.
6. Continue with the players telling the story one word at a time until a good stopping point
7. To play with sentences it is exactly the same exact each player can say one sentence at a time instead of one word at a time.

SESSION 1	GOAL: CLASS OVERVIEW AND SAFE SPACE RULES	MATERIALS NEEDED
ICE BREAKER/ WARM UP 20 MINUTES	ACCESS PRIOR KNOWLEDGE: <ol style="list-style-type: none"> 1. Play GO! (All warm-ups are in glossary of Ice Breakers & Warm-Ups) 2. Play Name Tag 3. Play Zip-Zap-Zop 	<ul style="list-style-type: none"> ▪ Room for whole class to make a circle
MINI-LESSON 10 MINUTES	NEW INFORMATION: Explain basic tenants of improvisational theater: <ul style="list-style-type: none"> • Made-up on the spot (unrehearsed) • Actors have to trust their instincts • It's OK to mess-up because you're making it all up anyway Good improv needs strong emotions, commitment to the idea, realism	<ul style="list-style-type: none"> ▪ Poster Paper and markers
ACTIVITY 15 MINUTES	APPLICATION: For improvisational theater to really work well there needs to be as safe space for creativity. Have kids brainstorm things (sitting knee-to-knee in partners) that would be helpful in creating this safe space for creativity. (2 – 4 min. in partners). Partners will share out what they came up with. Create a class list. Possible topics (Saying Yes! To others ideas (acceptance), positive thinking, laughing with not at, trusting your gut, being willing and open to participating, putting forth a good effort, asking questions when needed). Create a class poster and keep for future sessions called “Safe Space for Creativity Expectations.”	<ul style="list-style-type: none"> ▪ Poster Paper and Markers
REFLECTION ACTIVITY 15 MINUTES	GENERALIZATION: <ul style="list-style-type: none"> - Give the participants an overview of the class for the next 17 sessions. - Ask them to think about what they already know about theater and the US government for session 2. - Time that remains: Play “Group Count to 10” - Reflection: Share something you're excited or worried about in this class. 	<ul style="list-style-type: none"> ▪ Possible: Transparency or slide of class calendar to show participants the scope and sequence of the course
Suggestions for making today's activities more challenging: Zip, Zap, Zop can be made more challenging by doubling/tripling each one – Zip, Zip, Zap, Zap, Zop, Zop (see instructions).		
Suggestions for making today's activities less challenging: Only play GO! In the warm-up section. Give participants first two possible topics in brainstorm and then have them think with a partner.		

SESSION 2	GOAL: IMPROV AND THEATER 101	MATERIALS NEEDED
ICE BREAKER/ WARM UP 15 MINUTES	ACCESS PRIOR KNOWLEDGE: <ol style="list-style-type: none"> 1. Review expectations of Safe Space for Creativity 2. Play GO! 3. Play Name Tag 4. Play Zip-Zap-Zop 	<ul style="list-style-type: none"> ▪ Room to make a circle ▪ Safe Space Poster made in Session 1
MINI-LESSON 15 MINUTES	NEW INFORMATION: Have participants activate their prior theater knowledge (think about all they know about theater). Have them share in knee to knee pairs about the different aspects of theater (people, jobs, things, process, etc) Create a written list of all things that help to make a theater work (their prior knowledge. It's ok if they don't come up with everything.) Read Aloud: <i>Out and About at the Theater</i> (or another children's book about theater) and add to the list about theater.	<ul style="list-style-type: none"> ▪ <i>Out and About at the Theater</i> Kemper, Bitsy. Minneapolis, Minnesota: Picture Window Books, c2007 ▪ Markers/paper OR makers/chalk/board
IMPROV GAMES 20 MINUTES	APPLICATION: Note: All Improv Theater Games are in the Glossary of Improv Theater Games) Play “ What are you doing? ” to introduce the idea of physicality (using your body to help convey a pantomimed object). Then play “ Building a Set. ” Build a pretend theater set using knowledge the class generated and the book provided.	<ul style="list-style-type: none"> ▪ Room to move
REFLECTION ACTIVITY 10 MINUTES	GENERALIZATION: Have participants share out loud: Three things I learned today are: This made me want to learn more about:	
Suggestions for making today's activities more challenging: Have participants draw a picture of all the elements that make a theater work (people, things, parts, etc.) Zip, Zap, Zop can be played by doubling and tripling each word in order.		
Suggestions for making today's activities less challenging: Read the book first. Then create a list of elements of theater. Only play one warm-up game.		

SESSION 3	GOAL: INTRODUCTION - THREE BRANCHES OF US GOVERNMENT	MATERIALS NEEDED
ICE BREAKER/ WARM UP 10 MINUTES	ACCESS PRIOR KNOWLEDGE: <ol style="list-style-type: none"> 1. Review expectation for a Safe Space for Creativity 2. Play Go! 3. Play Name Tag 4. Option: Play Everybody Go... 5. Option: Play Word Ball 	<ul style="list-style-type: none"> ▪ Space to move ▪ Safe Space Poster
MINI-LESSON 20 MINUTES	NEW INFORMATION: Explain to the participants that their short skit will be about solving a problem they see in their everyday lives by means of passing a new law. First they need to know how a law is passed in the United States and the three branches of government. <ol style="list-style-type: none"> 1. Show participants video clip “3 Rings” on School House Rock video. (OK to watch it twice) 2. Discuss the interconnectedness of the 3 branches of government Draw three rings (branches) and what they do with participants to help clarify the idea	<ul style="list-style-type: none"> ▪ Computer & Projector or DVD Player & Television ▪ DVD copy of School House Rock (Election Collection) <i>(Library has copies and most Schoolhouse Rock Videos are on YouTube)</i> ▪ Paper ▪ Markers/Crayons/Pencils ▪ Chart Paper
IMPROV GAMES 20 MINUTES	APPLICATION: <ol style="list-style-type: none"> 1. Play “What are you doing?” within the context of each branch or government <ol style="list-style-type: none"> a. Participant mimes thinking. “I’m deciding if a law is constitutional.” (supreme court) 2. Play “Building a Set” (see below for modifications). 	<ul style="list-style-type: none"> ▪ Room to Move
REFLECTION ACTIVITY 10 MINUTES	GENERALIZATION: Ask participants to share what each of the three branches of government does in groups of 2 – 4. Participants share their responses. Ask participants to finish this phrase “I think the _____ branch is most interesting because_____.”	<ul style="list-style-type: none"> ▪ White board or paper and markers

Suggestions for making today’s activities more challenging:

Participant can also recreate the three rings and what the role of each one is. When playing the improv game “Building a Set,” challenge the participants to build sets inside the US Capitol building, Supreme Court, White House.

Suggestions for making today’s activities less challenging:

When playing “Build a Set” only create three set pieces in the space and have the instructor go last so that participants only have to remember two set pieces and not all three.

SESSION 4	GOAL: INTRODUCTION – HOW A BILL (IDEA) BECOMES LAW	MATERIALS NEEDED
ICE BREAKER/ WARM UP 15 MINUTES	ACCESS PRIOR KNOWLEDGE: <ol style="list-style-type: none"> 1. Quickly review expectations for creative space 2. Play Name Tag 3. Play Word Ball 4. Play Eight Things (as a class see if together they can name 8 things about the three branches of government and what they do) 	<ul style="list-style-type: none"> ▪ Space to move. ▪ Safe Space Poster
MINI-LESSON 30 MINUTES	NEW INFORMATION: <ol style="list-style-type: none"> 1. Review with participants the three branches of government. 2. Give each participant a piece of blank paper. Have them draw the three branches and fill in what each one does 3. Explain that all ideas (bill) for laws go through a process that involves all three branches. 4. Show video clip “Bill to Law” on School House Rock DVD. 5. Have participants write down 6 steps for a bill becoming a law as outlined in the DVD 6. Watch video again for clarity. 	<ul style="list-style-type: none"> ▪ Computer (or DVD Player and Television) ▪ Projector ▪ DVD copy of School House Rock (Election Collection) ▪ Paper ▪ Markers/Crayons/Pencils ▪ Chart Paper
IMPROV GAMES 10 MINUTES	APPLICATION: Play the game “ String of Pearls ” Challenge: Now play it modified to review the 6 steps for a bill becoming law. Persons: 1 – tells the idea for the bill, 2 – calls the congressman/woman to get a bill , 3- it goes to the committee, 4 - the house of representatives vote, 5 – the senate votes, 6 – the president signs into law or vetoes it.	<ul style="list-style-type: none"> ▪ Room to move ▪ Whiteboard and markers
REFLECTION ACTIVITY 5 MINUTES	GENERALIZATION: <ol style="list-style-type: none"> 1. Have participants share out what the 3 branches of government are and the 6 steps for a bill becoming law. 2. Reflection Question: Today I was excited to learn about _____. 	<ul style="list-style-type: none"> ▪ Whiteboard and markers
Suggestions for making today’s activities more challenging: Everyone can try the “challenge” listed above. Use a lot of instructor support at first. If they do well with it then perhaps have the participants try it without instructor support.		
Suggestions for making today’s activities less challenging: Give the participants a sheet that has the three branches and 6 steps already listed. Watch the video a third time after discussing the six steps with the String of Pearls Game.		

SESSION 5	GOAL: REVIEW THREE BRANCHES AND 6 STEPS (BILL TO LAW)	MATERIALS NEEDED
ICE BREAKER/ WARM UP 10 MINUTES	ACCESS PRIOR KNOWLEDGE: Review Safe Space Expectations. <ol style="list-style-type: none"> 1. Play Everybody Go... 2. Play Zip, Zap, Zop 3. Play Word Ball 	<ul style="list-style-type: none"> ▪ Room to Move ▪ Safe Space Poster
MINI-LESSON 20 MINUTES	NEW INFORMATION: <ol style="list-style-type: none"> 1. Review the three branches of government 2. Watch free BrainPOP video on three branches of government <ol style="list-style-type: none"> a. Stop the video along the way and help participants make connections between what they learned in the School House Rock video and the BrainPOP video. 3. When the video is over: participants share what they learned with a partner then with the class. 	<ul style="list-style-type: none"> ▪ Computer ▪ Projector ▪ Web site: http://www.brainpop.com/socialstudies/usgovernmentandlaw/branchesofgovernment/
BASKETBALL ANALOGY 20 MINUTES	APPLICATION: (ADAPTED FROM THE BOOK: WHAT ARE THE PARTS OF THE GOVERNMENT?) BY: WILLIAM DAVID THOMAS <ol style="list-style-type: none"> 1. Tell participants that the 3 branches are much like a basketball team 2. Ask participants to share various people and groups at a basketball game (make list) 3. Draw a basketball court on the board 4. Explain that the coach is like the executive branch, the house and senate are the two teams of players, and the referee is like the Supreme Court. 5. NOTE: Use a different sport for the analogy if it will speak better to your particular group of youth. 	<ul style="list-style-type: none"> ▪ Whiteboard and markers ▪ Book: <i>What are the Parts of Government?</i> (Thomas)
REFLECTION ACTIVITY 20 MINUTES	GENERALIZATION: Ask participants to write about what's resonating with them from today's BrainPOP video or basketball analogy. "How did the basketball analogy or BrainPop video help you understand the three branches?"	<ul style="list-style-type: none"> ▪ Paper, Pencils
Suggestions for making today's activities more challenging:		
Have participants try to figure out on their own the analogy between a basketball team and the three branches of government. Add more improv games to the warm-ups		
Suggestions for making today's activities less challenging:		
Only do either the BrainPOP video or the basketball analogy. Do the other the next day.		

SESSION 6	GOAL: BRAINSTORM LIST OF IDEAS FOR BILLS TO PASS	MATERIALS NEEDED
ICE BREAKER/ WARM UP 15 MINUTES	ACCESS PRIOR KNOWLEDGE: Review Safe Space Expectations. <ol style="list-style-type: none"> 1. Play Name Tag 2. Play Everybody go... 3. Play Word Ball 4. Play Eight Things 	<ul style="list-style-type: none"> ▪ Space to move ▪ Safe Space Poster
MINI-LESSON 15 MINUTES	NEW INFORMATION: Today’s goal is to brainstorm a list of possible ideas for bills that the participants would want to pass (rules for their school, laws that affect kids and families, etc). Examples: Maximum 20 minutes of homework each night, kids have to play for 30 minutes outside everyday, etc. <ol style="list-style-type: none"> 1. In pairs, have participants come up with a list of things bother them. 2. Then have participants share out their ideas in the large group. Record as a class list. 	<ul style="list-style-type: none"> ▪ Board or paper and markers
BRAINSTORM WITH IMPROV GAMES 25 MINUTES	APPLICATION: <ol style="list-style-type: none"> 1. Play the game Eight Things modified - each topic will be one of the things the kids made in the list of things that they deal with / bother them / etc. Participant can make a list of 8 possible solutions. Or 8 reasons why that bothers them. It’ll get at the heart of an issue. Example, the problem is “Bad Food” Reasons: hungry, upset stomach, tired... Solutions: more fruit, more pizza, less soda... 2. Play In the Perfect... (Play in the perfect school, world, house, etc.) 3. Ask youth what things they hear in these two games that could be turned into a bill/law/rule. Create a list of all possible bill/law ideas that came up in both games on a poster(s). Keep brainstormed lists for future sessions. 	<ul style="list-style-type: none"> ▪ Poster paper ▪ Markers ▪ Space to move
REFLECTION ACTIVITY # MINUTES	GENERALIZATION: Ask participants talk about how it felt to be on the rule making side of things. They have to follow rules all the time. What’s it like to create the rules? What sort of challenges do they think it can cause for congressmen/women and senators?	
Suggestions for making today’s activities more challenging: Play 10 or 12 things instead of 8. Add the game Group Count to 10		
Suggestions for making today’s activities less challenging: Only play one of the brainstorming activities		

SESSION 7	GOAL: CHOOSE BILL/LAW IDEA AND IMPROVISE AROUND THE IDEA	MATERIALS NEEDED
ICE BREAKER/ WARM UP 10 MINUTES	<p>ACCESS PRIOR KNOWLEDGE:</p> <ol style="list-style-type: none"> 1. Review Safe Space Expectations. 2. Play “What are you doing?” 3. Play “Word Ball” 4. Play GO! 5. Review 3 branches of government and 6 steps for a bill to become law. 	<ul style="list-style-type: none"> ▪ Room to move. ▪ Safe Space Poster
CHOOSE BILL IDEA 10 MINUTES	<p>NEW INFORMATION:</p> <p>Participants will decide upon which idea to use for their skit today.</p> <ol style="list-style-type: none"> 1. Hand each participant a small piece of paper and have them vote for their top two ideas from the list generated yesterday. 2. Each participant writes their top to choices on their sheet and hands it in. 3. Tally the votes - write tallies next to each idea. The one with the most tallies wins. 	<ul style="list-style-type: none"> ▪ Small pieces of paper (1 per participant) ▪ Pencils ▪ Poster - List of ideas from session 6
ACTIVITY TYPE 2 30 MINUTES	<p>APPLICATION:</p> <p>Participants will improvise possible story arc (plot) ideas today.</p> <ol style="list-style-type: none"> 1. Take the selected upon idea and play “String of Pearls” The challenge is often selecting and clarifying the bill idea, but youth are great at creating many different story ideas. 2. Play One Word/Sentence Storyteller game around the bill idea the group has chosen. 	<ul style="list-style-type: none"> ▪ Room to move.
REFLECTION ACTIVITY 10 MINUTES	<p>GENERALIZATION:</p> <p>Ask participants to share which story and plot ideas are resonating with them and explain why.</p> <p>Option: “How does it feel in you body when you think about improvising in front of people now?”</p>	
<p>Suggestions for making today’s activities more challenging: Play string of pearls with the entire group to create a long story that is really well developed.</p>		
<p>Suggestions for making today’s activities less challenging: Only play one of the two improv activities. Narrow the list of ideas down to three solid ideas and have each participant pick just one idea they like.</p>		

SESSION 8	GOAL: DECIDE PLOT / STORY ARC IDEA & CHARACTER DEVELOPMENT	MATERIALS NEEDED
ICE BREAKER/ WARM UP 10 MINUTES	ACCESS PRIOR KNOWLEDGE: Review Safe Space Expectations. <ol style="list-style-type: none"> 1. Play Everybody Go... 2. Play Group Count to 10 3. Play What Are You Doing? 4. Review 3 branches of government and 6 steps for a bill to become law 	<ul style="list-style-type: none"> ▪ Room to move. ▪ Safe Space Poster
DECIDE PLOT 15 MINUTES	NEW INFORMATION: The participants need to decided upon a general plot / story arc idea today. <ol style="list-style-type: none"> 1. Create a list of ideas that are still resonating with participants from last session’s improv games “String of Pearls” and “One Word/Sentence Story” 2. Vote on favorite idea. Most votes wins. (Feel free to guide this process toward an idea you think would be more successful. You can ask open ended follow-up questions to help participants figure out which ideas may be more interesting.) 	<ul style="list-style-type: none"> ▪ Poster paper ▪ Markers ▪ Paper ▪ Pencils
CHARACTER GAMES 30 MINUTES	APPLICATION: <ol style="list-style-type: none"> 1. Play “Who Am I?” to start the development of character work. Focus on simple characters that are very common (pizza maker, cashier, instructor, doctor, nurse, construction worker, etc.) 2. Play “Building a Set.” Then with the location you’ve created, improvise within it. To keep it simple have two kids go into the space. Then assign them a relationship (brother/sister, boss/worker, friends, mom/daughter, etc.) and an emotion (common: Mad, Glad, Sad, Afrad (afraid)). Let them improvise within that space. 	<ul style="list-style-type: none"> ▪ Room to move
REFLECTION ACTIVITY 5 MINUTES	GENERALIZATION: What was it like to play a pretend character today? How did you come up with ideas? In the future pay attention to how the people around you interact. There are real-life walking examples of characters all around you each day.	
Suggestions for making today’s activities more challenging: When you let the participants improvise within the place they’ve created, let them develop their own relationships and emotional point of view (instead of assigning it).		
Suggestions for making today’s activities less challenging: Just play Who Am I? and not “ Building a Set. ” If participants are uneasy performing in front of their peers please talk them through it. Give them lots of positive encouragement. Perhaps have everyone try the activity in pairs at the same time (with no audience).		

SESSION 9	GOAL: STORY ARC/PLOT DEVELOPMENT	MATERIALS NEEDED
ICE BREAKER/ WARM UP 10 MINUTES	ACCESS PRIOR KNOWLEDGE: Review Safe Space Expectations. <ol style="list-style-type: none"> 1. Play Name Tag 2. Play Word Ball 3. Play Eight Things 4. Play What are You Doing? 	<ul style="list-style-type: none"> ▪ Space to move ▪ Safe Space Poster
EMOTIONAL POINT OF VIEW 20 MINUTES	NEW INFORMATION: Explain that all characters have a strong emotional point of view. The most common emotions are: Mad, Glad, Sad, and Afrad (afraid). (The 4 th emotion is afraid but improv folks say ‘afrad’ to make it rhyme with the other three.) Ask participants to first talk about these emotions and then portray them with their faces, bodies, and their words/interactions. Make a list of popular characters (Wicked Witch of the West, Mickey Mouse, Road Runner). Identify what their emotional points of view are (and why?).	<ul style="list-style-type: none"> ▪ Space to move
CHARACTER GAMES 30 MINUTES	APPLICATION: <ol style="list-style-type: none"> 1. Play “Who Am I?” to start the development of character work. Focus on simple characters with a defined emotion that are possible within the story arc / plot that you’ve already chose. 2. Play “Building a Set” around the location in your actual play idea. Then with the location you’ve created, improvise within it. To keep it simple have two kids go into the space. Then assign them a relationship with actual possible characters from the idea(brother/sister, boss/worker, friends, mom/daughter, etc.) and an emotion (common: Mad, Glad, Sad, Afrad (afraid)). Let them improvise within that space. 	<ul style="list-style-type: none"> ▪ Space to move ▪ Poster paper ▪ Markers
REFLECTION ACTIVITY 5 MINUTES	GENERALIZATION: What was it like to play a pretend character today? What’s really resonating with you about characters in plays / stories? <u>Homework:</u> Observe people’s emotions while outside of class? Bring back any observations. Do they fit in Mad/Glad/Sad/Afrad? What’s their emotional point of view?	
Suggestions for making today’s activities more challenging: Instead of assigning an emotional point of view, have youth develop their own relationships and emotional point of view.		
Suggestions for making today’s activities less challenging: Just play Who Am I? and not “ Building a Set. ”		

SESSION 10	GOAL: BEGIN TO DRAFT THE SCRIPT DAY 1 (OF 2)	MATERIALS NEEDED
ICE BREAKER/ WARM UP 10 MINUTES	<p>ACCESS PRIOR KNOWLEDGE: Review Safe Space Expectations.</p> <ol style="list-style-type: none"> 1. Play GO! 2. Play Everybody Go... 3. Play String of Pearls 	<ul style="list-style-type: none"> ▪ Room to move. ▪ Safe Space Poster
MINI-LESSON 10 MINUTES	<p>NEW INFORMATION: Today’s goal is to get a big portion of the script written. As a class the kids have been working their idea for a bill in various different games. Talk about the story arc/plot ideas that have come up, about the character ideas. As a large group, draw out a basic story map (See Story Map in the addendum) with a list of at least 2 or 3 main characters – including their emotional points of view. Note: Formatted worksheets with the 6 parts/scenes are in the addendum if you choose to use them. Note they are only a guide and scenes could be divided in multiple ways).</p>	<ul style="list-style-type: none"> ▪ White board and marker or Poster paper and makers ▪ Story Map Example
WRITING THE SCRIPT 35 MINUTES	<p>APPLICATION: Gather the participants around the projector screen with a blank word document displayed or around a table with your laptop. Type up a rough draft of the script. Write little descriptions of the various scenes and all essential dialogue. There should be 6 or 7 scenes that follow the idea from a bill to law. The first scene will be where the idea is generated and the last being the president signing the bill into law.</p>	<ul style="list-style-type: none"> ▪ Projector and computer to type script live so the participants can see it being made
REFLECTION ACTIVITY 5 MINUTES	<p>GENERALIZATION: Congratulate the participants on a job well done today. There was a lot of work that needed to be done. Ask them to reflect on what still needs to be done for next time. The next session is the second of two writing days. “What are you excited about working on next time?”</p>	
<p>Suggestions for making today’s activities more challenging: Have participants type up the script. They could even create multiple scripts in small groups if the group is large enough.</p>		
<p>Suggestions for making today’s activities less challenging: Give them the frame work of six scene locations and who might be there. Then let the participants manipulate the characters and framework you’ve given them.</p>		

SESSION 11	GOAL: SCRIPT WRITING DAY 2 (OF 2)	MATERIALS NEEDED
ICE BREAKER/ WARM UP 10 MINUTES	<p>ACCESS PRIOR KNOWLEDGE: Review Safe Space Expectations.</p> <ol style="list-style-type: none"> 1. Play GO! 2. Play Everybody Go... 3. Play String of Pearls 	<ul style="list-style-type: none"> ▪ Room to move ▪ Safe Space Poster
DISCUSS SCRIPT UP TO NOW 10 MINUTES	<p>NEW INFORMATION: Reflect with the participants on where the script writing process took them yesterday and where they still need to go today. Things to think about:</p> <ul style="list-style-type: none"> • Participants should all have a part (lines or not) • If they're not comfortable performing, they should have a job to do (props, lights, sound stage hand, director). 	<ul style="list-style-type: none"> ▪ Script on laptop from yesterday ▪ Projector
ACTIVITY TYPE 2 35 MINUTES	<p>APPLICATION: Continue writing the script with the participants. Finish the script through the part where the president signs the bill into law. If the participants finish early read through it with them and see if anything feels clunky or awkward and modify as needed. Questions to think about: Is it realistic? Is there emotion? Does it follow the 6 steps of how a bill becomes law (as outlined in School House Rock)?</p>	
REFLECTION ACTIVITY # MINUTES	<p>GENERALIZATION: Reflection question: What was it like to write a script versus improvising a story? If you enjoyed one more, tell us why.</p>	
<p>Suggestions for making today's activities more challenging: Participants type up the script. They could even create multiple scripts in small groups if the group is large enough.</p>		
<p>Suggestions for making today's activities less challenging: Give them the frame work of six scene locations and who might be there. Then let the participants manipulate the characters and framework you've given them.</p>		

SESSION 12	GOAL: STAGE ETIQUETTE, VOICE, DEMEANORS	MATERIALS NEEDED
ICE BREAKER/ WARM UP 15 MINUTES	ACCESS PRIOR KNOWLEDGE: Review Safe Space Expectations. <ol style="list-style-type: none"> 1. Play Name Tag 2. Play Eight Things 3. Play Building a Set 	<ul style="list-style-type: none"> ▪ Room to move ▪ Safe Space Poster
STAGE ETIQUETTE 25 MINUTES	NEW INFORMATION: Today’s lesson is about stage etiquette, a stage voice, and how to carry oneself on stage. First explain the following topics. (See addendum for “poster” versions) <ul style="list-style-type: none"> ▪ Stage etiquette: It is silent off stage so no one is distracted, everyone listens closely for safety and productivity, do your best creative work as the director directs you to. ▪ Stage Voice: They need to use their abdomen when speaking and really push out their voices. Stage voices are strong and loud. ▪ Stage demeanor: Act like you have done it 100 times and it’s the thing you know how to do best. You’re creating it. Own it. Then practice all three as a large group. Practice quietly moving around your stage area. Have participants push on their bellies to push air out as they project. Walk around the space as confident as they can. Pretend to be different characters with varying emotions.	<ul style="list-style-type: none"> ▪ Pre-prepared poster with Stage Etiquette, Stage Voice, and Stage Demeanor definitions written out.
ACTIVITY TYPE 2 15 MINUTES	APPLICATION: Block (block means to figure out who is going to stand and move where and when) the play with the participants. If you haven’t already, discuss who would like to play each role. Instructor should make ultimate decision. (Have each participant walk through where they think their character would probably stand and move to and from when they enter and exit the stage area of the room. Like you would in the game Building a set.)	<ul style="list-style-type: none"> ▪ Copies of the script (1 per person to take home & 1 per person during class)
REFLECTION ACTIVITY 5 MINUTES	GENERALIZATION: Reflection: Of voice, demeanor (confidence), or etiquette which do you feel you are strongest at? How can you use that strength to help in the areas that you’re less confident? Homework: Tell participants that they will have to practice their lines at home with a parent, grandparent, sibling, friend, etc. Some good strategies: practice in front of a mirror, give your helper the script and have them prompt you only with a single word if you forget, write all of your lines out by hand onto paper. Stress the importance of practice, practice, practice. This will increase their stage demeanor and confidence.	
Suggestions for making today’s activities more challenging: Participants fully block the play without instructor guidance. Instructor just take notes on movements.		
Suggestions for making today’s activities less challenging: Instructor would lead the blocking.		

SESSION 13	GOAL: PROPS BRAINSTORM / PROP MAKING	MATERIALS NEEDED
ICE BREAKER/ WARM UP 10 MINUTES	<p>ACCESS PRIOR KNOWLEDGE: Review Safe Space Expectations.</p> <ol style="list-style-type: none"> 1. Play Everybody Go... 2. Play Building a Set 3. Play Zip, Zap, Zop 	<ul style="list-style-type: none"> ▪ Safe Space Poster ▪ Room to Move
PROP BRAINSTORMING 15 MINUTES	<p>NEW INFORMATION: Walk through the play with scripts in hands. As an actor notices a prop that he or she needs add it to a list of props on poster paper. Option: make a flipchart set of posters where each page lists the scene’s location with a title and backdrop picture.</p>	<ul style="list-style-type: none"> ▪ Scripts ▪ Poster paper ▪ Markers
PROPS PRODUCTION 33 MINUTES	<p>APPLICATION: Go through the list of props needed. Each participant has different strengths. Allow them to choose 1 – 2 (or more if needed) props that they feel comfortable making. Write their name next to the prop and draw a small box on the poster. They need to put a check in the box when they finish the prop so everyone knows that it has been made. Make the props using construction paper, glue, markers, tape, and any other supplies you have available to you. Store all props in a safe “Props” area. Usually a table or counter to the side of your stage area is great.</p>	<ul style="list-style-type: none"> ▪ Construction paper ▪ Markers ▪ Tape ▪ Glue ▪ Scissors ▪ Various other craft supplies
REFLECTION ACTIVITY 2 MINUTES	<p>GENERALIZATION: Reflections: As the production of this short skit continues what is resonating with you? Also, what are feeling you want more practice/help with between now and the performance?</p>	
<p>Suggestions for making today’s activities more challenging: Instead of walking through the play to see when and what props are needed, just brainstorm a list of possible props. This will give more time for prop production.</p>		
<p>Suggestions for making today’s activities less challenging: Participants who are too frightened to be in the play in a scripted role can be props masters and in charge of making sure all the props are made and set out in the correct places on the day of the show and do any repairs between now and then. However, remember that your role as instructor is to encourage youth to try new things and things that intimidate them. Bridging fear, finding ways to build them up and take risks should be considered key goals of the instructor.</p>		

SESSION 14	GOAL: PROP MAKING / REHEARSAL	MATERIALS NEEDED
ICE BREAKER/ WARM UP 10 MINUTES	<p>ACCESS PRIOR KNOWLEDGE: Review Safe Space Expectations.</p> <ol style="list-style-type: none"> 1. Play Eight Things 2. Play Building a Set 3. Play What Are You Doing? 	<ul style="list-style-type: none"> ▪ Safe space poster ▪ Space to move
CONTINUE PROP MAKING 25 MINUTES	<p>NEW INFORMATION: Make the props using construction paper, glue, markers, tape, and any other supplies you have available to you. Option: Participants make invitations and/or posters to advertise their upcoming show.</p>	<ul style="list-style-type: none"> ▪ Construction paper ▪ Markers ▪ Tape ▪ Glue ▪ Scissors
ACTIVITY TYPE 2 20 MINUTES	<p>APPLICATION: Rehearse the play (scripts in hand still). Use props that are finished and available to see how they work. Tips for rehearsal:</p> <ol style="list-style-type: none"> 1. Participants may be silly because they are nervous. (Address any concerns, but require serious acting. The more they practice the less nervous they will feel.) 2. If something isn't working, change it (within limits of course). 3. Give lots of positive reinforcements. Tell them specifically what they're doing well. Example: Instead of saying, "nice job"; say things like, "When you made that face/movement/sounds it was really clear that you wanted the audience to know your character was sad/mad/glad/afraid" 4. Use questions to redirect them. (i.e. for an actor not using any emotion – "How do you think your character is feeling right now? Why? How could you show that emotion in your movements, face, body, etc.?) 	<ul style="list-style-type: none"> ▪ Scripts ▪ Props
REFLECTION ACTIVITY 5 MINUTES	<p>GENERALIZATION: Reflections: As the production of this short skit continues what is resonating with you? Also, what are feeling you want more practice/help with between now and the performance? Who will you ask to help you at home?</p>	
<p>Suggestions for making today's activities more challenging: The participants that are memorized or close to being memorized should try to remember their lines without their scripts in their hands.</p>		
<p>Suggestions for making today's activities less challenging: Participants who are too frightened to be in the play in a scripted role can be props masters and in charge of making sure all the props are made and set out in the correct places on the day of the show and do any repairs between now and then. However, remember that your role as instructor is to encourage youth to try new things and things that intimidate them. Bridging fear, finding ways to build them up and take risks should be considered key goals of the instructor.</p>		

SESSION 15	GOAL: REHEARSAL	MATERIALS NEEDED
ICE BREAKER/ WARM UP 10 MINUTES	<p>ACCESS PRIOR KNOWLEDGE: Review Safe Space Expectations.</p> <ol style="list-style-type: none"> 1. Play Everybody Go... 2. Play Eight Things 3. Play One Word Story 	<ul style="list-style-type: none"> ▪ Space to move ▪ Safe space poster
REHEARSAL 25 MINUTES	<p>NEW INFORMATION: Rehearse the play. Today is the last day to use scripts in hand.</p>	<ul style="list-style-type: none"> ▪ Scripts ▪ Props
REHEARSAL 20 MINUTES	<p>APPLICATION: Take a break and talk about what worked and maybe what didn't work. Make a game plan for the next run through. Read and walk through the play again. Remind participants to have an emotional point of view, what does their character want or need (their motivation), and to be confident. Option: Participants make invitations and/or posters to advertise their upcoming show.</p>	<ul style="list-style-type: none"> ▪ Scripts ▪ Props
REFLECTION ACTIVITY 5 MINUTES	<p>GENERALIZATION: Have participants respond to: Today I learned _____ and this week I am going to practice _____, because: ...</p>	
Suggestions for making today's activities more challenging: None		
Suggestions for making today's activities less challenging: None		

SESSION 16	GOAL: REHEARSAL	MATERIALS NEEDED
ICE BREAKER/ WARM UP 10 MINUTES	ACCESS PRIOR KNOWLEDGE: Review Safe Space Expectations. <ol style="list-style-type: none"> 1. Play Name Tag 2. Play What are you doing? 3. Play Zip, Zap, Zop 	<ul style="list-style-type: none"> ▪ Props
REHEARSAL 20MINUTES	NEW INFORMATION: Rehearse the play. NO SCRIPTS today. Prompt participants who forget their lines as needed. Option: Have one or two youth take turns being the line “prompters” instead of the instructor.	<ul style="list-style-type: none"> ▪ Props
REHEARSAL 25 MINUTES	APPLICATION: Take a break and take about what worked and maybe what didn’t work. Make a game plan for the next run through. Read and walk through the play again. Remind participants to have an emotional point of view, what does their character want or need (their motivation), and to be confident.	<ul style="list-style-type: none"> ▪ Scripts ▪ Props
REFLECTION ACTIVITY 5MINUTES	GENERALIZATION: How are you feeling as we near our performance? How might you use those feelings to help you continue to prepare for the performance?	

Suggestions for making today’s activities more challenging: None

Suggestions for making today’s activities less challenging: None

SESSION 17	GOAL: DRESS REHEARSAL	MATERIALS NEEDED
ICE BREAKER/ WARM UP 10 MINUTES	<p>ACCESS PRIOR KNOWLEDGE: Review Safe Space Expectations.</p> <ol style="list-style-type: none"> 1. Play Eight Things 2. Play Zip, Zap, Zop 3. Play What are you doing? 	<ul style="list-style-type: none"> ▪ Safe space poster ▪ Room to move
DRESS REHEARSAL 45 MINUTES	<p>NEW INFORMATION & APPLICATION: Rehearse the play. NO SCRIPTS today. Do not prompt the participants today. They know the general idea and can improvise their way through their lines. Let them know that they do not have to have the lines perfect. They just need to keep moving the story along.</p>	<ul style="list-style-type: none"> ▪ Props
REFLECTION ACTIVITY 5 MINUTES	<p>GENERALIZATION: Gather participants in a circle on the floor. Have one participant share how they are feeling (i.e. nervous about remembering my lines). Go around the circle and have each participant share one way that they will support their peer (i.e. prompt you if you need it, practice with you tonight after school, take a deep breath with you before the show, etc.). It's ok if there are repetitions. Often, youth just need to hear from their peers and instructor that no one will be mad at them if they make a mistake.</p>	
<p>Suggestions for making today's activities more challenging: None</p>		
<p>Suggestions for making today's activities less challenging: None</p>		

SESSION 18	GOAL: PERFORMANCE AND REFLECTION	MATERIALS NEEDED
<p>ICE BREAKER/ WARM UP 15 MINUTES</p>	<p>ACCESS PRIOR KNOWLEDGE:</p> <ol style="list-style-type: none"> 1. Play Everyone Go! 2. Play Zip, Zap, Zop 3. Play Group Count to 10 	
<p>PERFORMANCE 35 MINUTES</p>	<p>NEW INFORMATION & APPLICATION:</p> <p>Review the order of the show. Prep the props. Get into places for the beginning of the show Invite audience in to take seats PERFORMANCE</p>	
<p>REFLECTION ACTIVITY 10 MINUTES</p>	<p>GENERALIZATION:</p> <p>Note: The reflection process after the performance is essential. It's like taking a deep breath after a marathon to celebrate and reflect. Plan time after the performance, Days before, talk to youth so they know that you will be making a circle and doing a reflection before they talk to audience members. Perhaps inform the audience that you will be doing this at the start of the performance. If this is not possible, then the performance should not be on the last day so that you have an additional session to debrief the performance experience.</p> <p>Reflection:</p> <p>What did it feel like to perform in front of an actual audience? What did you learn from this experience? What are you hoping to do in the future with the information/skills you've learned?</p>	
<p>Suggestions for making today's activities more challenging: None</p>		
<p>Suggestions for making today's activities less challenging: None</p>		

SUPPLEMENTARY SESSION 1	GOAL: IMPROV GAME DAY	MATERIALS NEEDED
ICE BREAKER/ WARM UP 15 MINUTES	ACCESS PRIOR KNOWLEDGE: Review Safe Space Expectations. <ol style="list-style-type: none"> 1. Play Go! 2. Play Name Tag 3. Play Zip, Zap, Zop 4. Play Eight Things 	<ul style="list-style-type: none"> ▪ Room to move ▪ Safe space poster
IMPROV GAMES 20 MINUTES	NEW INFORMATION: <ol style="list-style-type: none"> 1. Play In the Perfect.... 2. Play Building a Set 	
ACTIVITY TYPE 2 20 MINUTES	APPLICATION: <ol style="list-style-type: none"> 3. Play Who am I? 4. Play One Word/Sentence Story 	
REFLECTION ACTIVITY 5 MINUTES	GENERALIZATION: Reflection: Of all the games played which is your favorite? And why?	
Suggestions for making today's activities more challenging: Add more games from the appendix.		
Suggestions for making today's activities less challenging: Play fewer games.		

SUPPLEMENTARY SESSION 2	GOAL: IMPROV THEATER PERFORMANCE	MATERIALS NEEDED
ICE BREAKER/ WARM UP 10 MINUTES	ACCESS PRIOR KNOWLEDGE: <ol style="list-style-type: none"> 5. Play Go! 6. Play Name Tag 7. Play Zip, Zap, Zop 8. Play Eight Things 	
PREPARE FOR SHOW 25 MINUTES	NEW INFORMATION: With the participants decide on 4 -5 games that they'd like to play for an audience. Decide which participants will play each game. Show participants how to ask for the suggestions they'll need. Play the games quickly in the order that you will for the show.	
IMPROV SHOW 20 MINUTES	APPLICATION: Invite an audience in and let the participants show all of their improv skills.	
REFLECTION ACTIVITY 5 MINUTES	GENERALIZATION: Reflection: What did it feel like to perform in front of an actual audience? What did you learn from this experience? What are you hoping to do in the future with the information/skills you've learned?	
Suggestions for making today's activities more challenging: None		
Suggestions for making today's activities less challenging: None		

The following pages include all printed supplementary materials including: forms, worksheets, handouts, etc.



SAMPLE STORY MAP (SESSION 10)

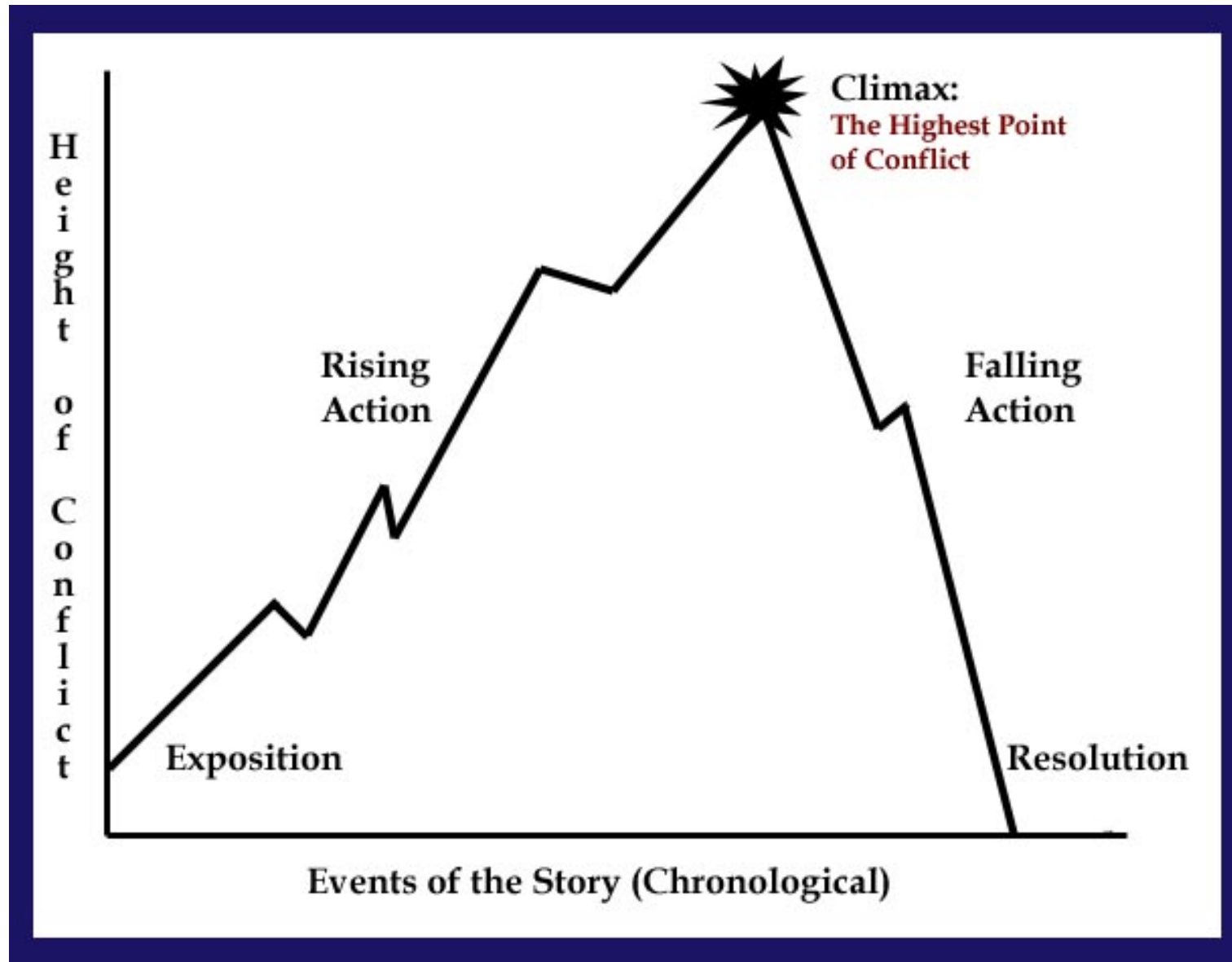


Image: <http://s.spachman.tripod.com/images/storymap.jpg>

SCENE 1: SOMEONE HAS AN IDEA & CONTACTS THEIR REPRESENTATIVE

SCENE 2: REPRESENTATIVE DECIDES TO WRITE THE BILL

SCENE 3: COMMITTEE DEBATES THE BILL (POSITIVES AND NEGATIVES)

SCENE 4: HOUSE OF REPRESENTATIVES DEBATES AND VOTES ON THE BILL

SCENE 5: SENATE DEBATES AND VOTES ON THE BILL

SCENE 6: PRESIDENT SIGNS BILL INTO LAW OR VETOS THE BILL

SCENE 7: PUBLIC REACTS TO THE BILL OR VETO

STAGE ETIQUETTE

- **It is silent off stage so no one is distracted**
- **Everyone listens closely for safety and productivity**
- **Do your best creative work as the director directs you to**

STAGE VOICE

- **Stage voices are strong and loud.**
- **Use your abdomen when speaking and really push out your voice.**

STAGE DEMEANOR

- **Act like you have done it 100 times and it's the thing you know how to do best.**
- **You're creating it.**
- **Own it!**

