



LESSON 10

Creating Skits

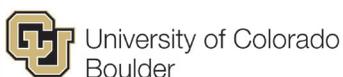
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This lesson strives to address NGSS, Colorado 2020 and JeffCo Generations standards and goals, cited at the bottom of the lesson, by communicating science through embodied expression

Shine, The Musical
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Description

Based on the knowledge and skills gained through the curriculum, students will create narrated statues to demonstrate activities and solutions that exemplify positive steps that can be taken in their community to create a bright future.

Concepts

1. Students can take roles as authors of knowledge and partners in communication
2. Students can be leaders in their communities

Outcomes

Upon Completion of this lesson, students will be able to:

1. Create and perform skits with fellow students
2. Offer resiliency solutions to create stronger communities



Outline

- I. Set Up (15 min.)
- II. Introduction (5 min.)
 - a. Behavior Guidelines
 - b. Learner Level Assessment
- III. Review Drawdown (10 min.)
- IV. Enacting a Skit as a Narrated Statue (35 min.)
- V. Follow-up Activities
 - a. A second performance
 - b. Mix it up
- VI. Additional Resources
 - a. Sources
 - b. Vocabulary
- VII. Standards Addressed

I. Set Up (10 min.)

Review Liz Lehrman's Critical Response Process: <https://lizlerman.com/critical-response-process/>. Though it's unlikely you'll have time to go through the entire process after each skit, it's a great guide for providing useful feedback to artists and will be useful to keep in mind.

Watch a short video on "Yes, and?" to get a sense of our small group warm up game: <https://www.youtube.com/watch?v=Qe2a3ppacUk>

Materials Needed

- Each student will need notecards or small pieces of paper and a pen/pencil to provide feedback to their classmate's performances at the end of the lesson.

II. Introduction (15 min.)

Background: "Being embodied, collaborative, and creative, performance can be a highly effective tool for exploring yet unimagined possibilities. It provides a forum for witnessing proposed solutions in real time with real community members who can be inspired to mobilize them in their daily lives. It gives a community the chance to witness possibilities being played out before actual resources are invested and with minimal risk of unintended damage or consequences. It provides the chance to improve upon ideas, try them again,





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improvise, and to stimulate creative energy and new ways of imagining. It infuses joy and creativity into the entire process. It could be that the inclusion of joy is possibly the most sustaining ingredient in ensuring continued engagement by a larger constituency. We'll come back to something time and again if it makes us feel good. Performance offers a highly time-efficient, cost-effective, nuanced, and fun approach to resilience planning. Fun could be one of the most sustainable yet largely untapped forces for galvanizing communities into action on behalf of their community's resilience."

-Osnes, *Performance for resilience: Engaging youth on energy and climate through music, movement, and theatre*. Chapter 4

Behavior Guidelines: This lesson involves embodied learning. Please review the "Guidelines for Embodied Lessons in the Classroom" included in this curriculum.

Learner Level Assessment: Machine Brainstorm

We'll be doing both a full class and a small group warm up for this lesson. At the end of this learner level assessment, ask students to stay seated in their small groups for the next activity.

Large group warm up: Shake it Out.

Ask students to stand and find some space of their own to move in

Teacher narrated directions:

1. "Everyone shake out your entire body while making an "ah" sound." (30 seconds)
2. "Continue shaking it out with an "ah" while turning in one direction. (30 seconds)
3. "Turn in the other direction." (30 seconds)
4. "Move out of your space and gently bump into other people while shaking it out and making the 'ah' sound."

Assessment (Outcome 1): *Work through the following discussion questions with students to prepare for creating skits together: When we are coming up with new ideas, do we sometimes bump up against each other? What happens when we do? Can we all still work together even with some bumps? Does being relaxed and loose help?*

Divide students into groups of four to six and ask them to sit in their groups in a circle.

Small group warm up: Yes, and

This is an improv communication game based on agreeing and adding information rather than fully or partially contradicting those you're communicating with. Often when we talk to each other we don't focus on building on what has been communicated to us. Instead, we either partially or fully reject what was said or ignore it for the sake of our own idea. This game asks students to do the opposite. One person in the circle begins with a statement, the person sitting to their left will start their reply by saying, "Yes, and ..."





Continue around the circle two or three times each round and run a few rounds. Here's an example of what this game might look like:

Student 1: "I like bubblegum"

Student 2: "Yes, and you can buy it at the store"

Student 3: "Yes, and you can also buy cake there"

Student 4: "Yes, and they always have chocolate cake"

Student 1: "Yes, and it always has sprinkles"

The game can go anywhere from the original statement as long as it stays in the yes, and format.

Assessment (Outcome 1): *Ask students to describe what it feels like to really listen and be listened to in a group and compare the experience to others that they've had.*

III. Review Drawdown (10 min.)

Note that this activity is the same as the one conducted in the introductory lesson to this curriculum. Depending on the time elapsed, feel free to keep it the same, add more Drawdown solutions, or focus on a different solution.

Present students with the Drawdown solutions posted on enactingclimate.org. These solutions have been adapted from the original set at Drawdown.org so that they are accessible to fifth grade students and above. They are the top solutions to climate change. Project the top ten solutions to the class and ask if they are surprised by any of them. Project solution number one, Reduced Food Waste, and ask students to read through the solution. Discuss any questions the students have.

Assessment (Outcomes 2): *After reading through Reduced Food Waste, ask students to write down three ways food waste could be reduced at school. Create a combined list of all the possibilities on the board.*

IV. Enacting a Skit as a Narrated Statue (35 min.)

This is a method for creating a skit that can be achieved in a limited amount of time. Students will work in small groups (four to six students per groups) to create a short (one to two minute) skit on reducing food waste in their school. These groups can be assigned randomly, can be the same groups from the "yes, and" intro activity, or can be focused on students who have similar interests based on the brainstorm in the last activity. Each group will be using their bodies to create a statue that conveys their solutions in an active and interesting way. One person in the group will stand to the side of the statue to narrate for the audience what solution is being communicated. Give each group five to ten minutes to design their statue, and to decide who will narrate and what that spokesperson will say.





Assessment (Outcomes 1 and 2): *Each group will perform their skit for the class. Ask each student in the audience to write one piece of constructive feedback on a notecard or piece of paper with their name in case the group has questions for them about their feedback. Students should also write the names of the group. After all groups have performed, ask everyone to hand in their written feedback to each group and take five minutes for each group to read through their comments.*

V. Follow-Up Activities

a. A second performance

Ask each group to take the feedback they received and revise their skit. Once each group is ready, have them perform again for the class.

Assessment (Outcome 1): *After each performance, ask the groups to describe how they addressed comments received and how they responded with specific changes. Provide the audience an opportunity to ask questions in a "What if..." format to share other possible ways of doing the skit. This process should help students consider that there are nearly infinite ways to design a performance, and each variation can communicate something different.*

b. Mix it up

Every group has a different dynamic. Create new groups and ask them to create new narrated statue skits.

Assessment (Outcomes 1 and 2): *Ask each group to perform and allow time for audience feedback. After all performances, ask students to write for two minutes on the differences they experienced in working with their two groups. If they need a prompt, ask students to consider leaders, followers, and group communication.*



VI. Additional Resources

a. Sources

Script of *Shine*: http://www.insidethegreenhouse.org/shine/assets/shine_script.pdf

Music of *Shine*: http://www.insidethegreenhouse.org/shine/shine_music.html

Choreography of *Shine*: http://www.insidethegreenhouse.org/shine/shine_choreography.html

Osnes, B. (2017). *Performance for resilience: Engaging youth on energy and climate through music, movement, and theatre*. Cham, Switzerland: Palgrave.

b. Vocabulary

Resilience: The capacity of communities to function, so that everyone—particularly those who are under-resourced and vulnerable—survive and thrive, no matter what social stresses or climate shocks occur.

Community: A group that shares place, values, or feelings and is connected through a physical or virtual space.

Metaphor: A figure of speech or a symbol that is representative of something else, especially something abstract (like community). Highlighting the similarities between the two and can help us the referenced idea or thing in a new or more nuanced way.

Dramatic Metaphor: A movement, action, property, or piece of dialogue can make a comparison to something dissimilar, in order to enhance its meaning and to reveal what they might have in common through performance.

VII. Standards Addressed

a. Next Generation Science Standards Addressed

4-ESS3-1 Earth and Human Activity

Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

4-ESS3-2 Earth and Human Activity

Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.

5-ESS3-1 Earth and Human Activity

Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.





b. JeffCo Generations Skills

Content Mastery: Students understand academic concepts and are able to apply and transfer that knowledge into multiple settings. Students must also understand how to access and process changing information, updating their own thinking and processes.

Civic & Global Engagement: Students take active roles in their communities, are prepared to be participatory citizens in our constitutional republic, and are engaged with issues of local, national, and global concern.

Self-Direction & Personal Responsibility: Students take initiative, are inquisitive, entrepreneurial, and curious. They persevere through challenging situations, take calculated risks, and stand accountable for their actions. They continually advocate for their own needs as well as the needs of others.

Communication: Students learn to effectively communicate in written, digital, artistic, and oral forms. Students learn to explore and articulate their own points of view, while respectfully exploring and understanding the perspectives of others.

Critical & Creative Thinking: Students learn to evaluate, weigh evidence, and apply reasoned decision making to problems. Students learn to use imagination, innovation, and ingenuity to solve problems.

Collaboration & Leading by Influence: Students learn to work together, harnessing the power of teamwork, and learn the importance of influence to motivate others to get things accomplished.

Agility & Adaptability: Students learn to change in response to dynamic situations, environments, and complex problems. Students adjust to disruptions, ambiguity, and uncertainty in themselves, their organizations, and their communities – and thrive in spite of the obstacles.

Colorado Academic 2020 Standards Drama and Theatre Arts

Create

- Create characters from scripts or improvisation using voice, gestures and facial expressions
- Create and write simple dramas and scenes
- Design a scene through an inventive process, and perform the scene

Perform

- Participate collaboratively with partners and groups
- Demonstrate safe use of voice and body to communicate characters
- Define stage direction and body positions

Critically Respond

- Develop selected criteria to critique what is seen, heard, and understood
- Examine character dynamics and relations

