

Theater Lesson Plans

Enhancement of

*Soaring Into Action Curriculum*¹

Clear Communication

Session 1

Materials:

- Knife
(for the Instruction game)
- Jar of Peanut Butter
(for the instruction game)
- 2 slices of bread
(for the instruction game)
- Pencils
- Decision-Making Tests
(Need a copy for every student in 4th grade and above)
- 4 shoes

Purpose:

- To have children learn about the importance of clear communication and practice communicating clearly with each other by talking and listening.

Age:

- Children ages 6 and up

Group size:

- 10 people or more

Steps:

1. Explain the objectives of the session to the children. State, “Today you will be learning various aspects of theater including communicating, focusing, talking direction, and listening. (5 minutes)
2. *I’m Going on a Picnic Name Activity.*
The first child says, “Hi, my name is _____, and I’m going on a picnic. I’m bringing _____.” The item must start with the first letter of the child’s first name. Every other child must not only say their name and the item they are bringing, but they must also repeat what everyone before them has said.
Discussion: After they play, ask them what skills they used to play the game. Common responses include paying attention, listening, and remembering. Talk about the importance of listening to each other and paying attention when the teacher or another child is talking. (10 minutes)
3. *Instruction Activity.*
Have the children instruct you on how to make a peanut butter sandwich. They must tell you every little step, because you are pretending not to know how to make a peanut butter sandwich.
Discussion: When the sandwich is made, ask the children if it was hard to communicate at first. In the beginning, the children normally give very general directions, but they learn to be more clear and direct in order to produce better results. Talk about the importance of clear communication and extend these findings to real life. Talk about how misinterpretation can have serious consequences. For example, if a teacher is unclear about a homework assignment, students can hand in work that is different than from what the teacher expected and

¹ Written by Elizabeth Barrett, undergraduate student, Schreyer Honors College and Daniel F. Perkins, Ph.D., associate professor, Department of Agricultural and Extension Education.

Time frame:

- One hour

Related pages from the curriculum:

- Pages 6 and 7

receive a bad grade. (10 minutes)

4. *Script Time Activity.*

This activity is found on page 6 of the curriculum. Have the children sit in a circle. With another child, perform the conversation outline found on page 6 as an example. The children will be performing this conversation outline as they pass a shoe around the circle. Once students understand the premise of the game, change the word “shoe” in the conversation outline to “dog”. You can also start passing another shoe around the circle, this time in the opposite direction. Tell the children to call this shoe a “cat”. If the group likes this activity, you can add two more shoes to the circle, and call them a “bird” and a “mouse”.

Discussion: The discussion should be drawn from page 7 of the curriculum. (10 minutes)

5. *Instruction Activity Revisited*

Have the children instruct you on how to brush your teeth. Use two pencils, one representing the toothbrush and the other representing the toothpaste. They must tell you every little step, because you are pretending not to know how to brush your teeth. This just serves as an exercise for the children to practice communicating more clearly after we held the discussion on clear communication. (5 minutes)

6. Have the children entering fourth grade and above take the decision-making test. The test can be downloaded from PSU’s POW website. You may want to read the test questions if possible. (15 minutes)

7. *Discussion questions for the entire session:*

- a. When do you communicate?
- b. Is it easier to talk or listen?
- c. What is the most frustrating part about communication?
- d. Why do you think it is important to communicate?

Remember to state:

Communication is a very important part of everyday life. We are always communicating with the people around us: our family, friends, and peers. To be a good communicator, we have to be able to talk AND listen.

Game Time!

Session 2

Materials:

- open space
- bag of candy

Purpose:

- To have children become comfortable speaking in front of and leading their peers, learn the importance of concentration and focus, and learn how to make decisions while playing common childhood games.

Group Size:

- 10 people or more

Age:

- Children ages 6 and up

Time frame:

- 1 hour

Related pages from the curriculum:

- Pages 8 and 9

Steps:

1. *Simon Says Activity.*

Tell the children that they will be playing Simon Says. Make it very clear that Simon is in charge, and that if arguments break out, the group will stop playing the game. Emphasize that the children must decide how they want to behave and that they must practice the communication skills learned in Lesson 1: listening, etc. Their behavior will dictate the consequences. Play the game. Give pieces of candy to the winners of Simon Says. (15 minutes)

2. *Mirror Game.*

This activity is found on page 8 in the curriculum. Read over the directions together as a group. Put the children in pairs. They will be “mirroring” each other, as they workbook explains. It is helpful if you spread the groups out around the room or yard where you are playing. Make sure to circulate so that you can assist any groups that need help. Make sure each child has a chance to be both the mirror and the leader. Once the children have practiced mirroring each other, have them perform for the rest of the group. See if the group can guess which child is the mirror and which child is the leader. Remind the children not to give away who is the mirror or leader. Several times a pair would come up to the front of the room to perform, and the “mirror” would say to the leader, “go ahead, and start!” Obviously, it was very easy for the group to tell who the leader was! (15 minutes)

Option: Instead of the Mirror Game, use the Leader Game.

The leader game is more appropriate for older children.

3. *Leader Game.*

Have all the children sit in a circle. Then have one child leave the room. After the child leaves, pick one of the remaining children to be the leader. Have the leader pick an action he/she wants the group to perform. Examples include clapping hands, snapping fingers, or stomping feet. Then have the leader pick a second action he/she wants the group to perform. The group must follow the leader. When the leader starts doing the first action and

the group joins in, have the child who left the room enter. At some point, the leader must switch to the second action, and the group must follow him/her. The child who entered the room must try to guess who the leader is. The child has three guesses. Emphasize to the children that they want to make it difficult to tell who the leader is. After the guesser guesses correctly or uses all three guesses, the leader becomes the guesser, and the game starts again. (15 minutes)

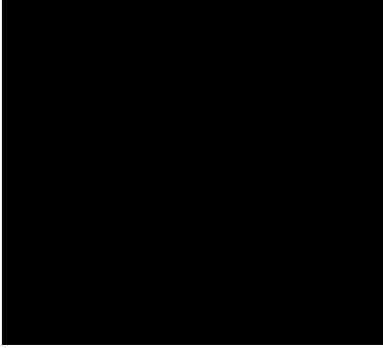
4. *Red Light Green Light.*

Directions for this game are located on page 8.

Emphasize the rule about no arguing and emphasize to the children that they must decide how to behave. Give the winners a piece of candy. (20 minutes)

5. *Discussion questions for the entire session* (10 minutes):
(Use the questions on page 9 as a guide or for additional questions)

- a. Was it hard to play Simon Says? What skills did you need to play? (The children will probably say listening and paying attention. Try to see if they will list concentration and focus. Talk about how we need to focus on what Simon says so that we do not get out. It is easier to stay in the game if we concentrate on what Simon says.) When did you normally get out? (The children usually say that they get out when Simon goes very fast. This question can tie in to the concentration and focus discussion because if we concentrate on what Simon is saying, instead of focusing on how fast Simon is going, we can stay in the game longer.)
- b. Was it hard to be the mirror? What was so difficult about this activity? Did you need to concentrate on what the leader was doing? What other skills did you use? What could the leader do to make it easier for the mirror to follow?
- c. Was it hard to control your body in Red Light Green Light? What skills did you need to play? (This discussion will probably be similar to the discussion on Simon Says.) Stress decision making here: Did you decide to run really quickly to the leader, or were you more cautious? What would be the consequences of each decision?



Hint:

Do not be afraid to stop playing Simon Says or Red Light Green Light if the children are arguing. I had to stop playing games with one group, and instead I held a lesson on decisions and decision-making. The children learned firsthand how certain decisions lead to certain consequences.

Sound Effects Session 3

Steps:

1. *Sound Effects Introduction.*

Have everyone quietly listen to the sounds of the room for one minute. Tell the kids to keep a mental list of the sounds they hear in the silence. Go over the sounds the children heard. Then repeat the same exercise, but this time make a loud banging noise (with shoe box and spoon) at the thirty-second mark. Ask the kids, “did you hear anything different? Why did you jump?” “Why are sound effects so important in theater, movies, or television? Possible answers include: Because they keep your attention, tell you when something is coming, make stories more interesting. (5 minutes)

2. *Sound Effects Planning.*

Show the children the household items you brought with you to class. For example, a shoe box and rubber bands. Ask children to tell you how to make different sounds with these two items. They should be able to come up with at least 5 different ideas. The way they describe how to make the sounds to you will allow them to practice clear communication from Lesson 1. Put the children into groups. Try to have no more than ten children per group. Assign each group a children’s book, either *The Three Little Pigs*, *Little Red Riding Hood*, or *Goldilocks and the Three Bears*. Tell the groups that they must add sound effects to each their book using the household items they just saw. They must work together and decide how to enhance their story. Each group will perform their story at the end of the session. Remind them that they can use their body bodies (voice, hands, feet, etc.) for sound effects as well. (10 minutes)

3. *Sound Effects Activity.*

Have each group start working on their story. This activity works best if one adult can assist each group. It works really well if the adult reads the story, and the children add and perform the sound effects. To start, have the adult read through the story once. While the adult is reading, the children should be thinking of places to add sound effects. The sound effects work best if

Materials:

- Pots and Pans
- Wooden Spoons
- Sand Paper
- Coffee Cans with Rice
- Metal Spoons
- Shoe Boxes
- Rubber Bands
- Tissue Paper

(Need to have three sets of these supplies. They will be used by each group when they add sound effects to a story)

Need actual books/stories

- *Three Little Pigs*
- *Little Red Riding Hood*
- *Goldilocks and the Three Bears*

Purpose:

- By adding sound effects to children’s books, the children will learn how to solve problems, refine the skills needed to work in a group like cooperation and teamwork, practice performing in front of peers, practice making decisions, and become better planners and organizers.

Group Size:

- 10 people or more

Age:

- Ages 6 and up

Time Frame:

- 1 hour

Related pages from the curriculum:

- Pages 12 and 13

each child is given one item to use throughout the entire story. After the adult is done reading, talk about the sound effects you want to add and where they should go. Practice adding sound effects. Examples include tapping on a shoebox for footsteps, or having the children huff and puff when the wolf blows down houses in the *Three Little Pigs*. Just encourage the children to be creative. Use the form on page 12 as a guide, if needed. (15 minutes)

Time saver: Have a list of places in the nursery rhymes that could use sounds, for example: forest, bears' voices, wolf, etc. This is most helpful for younger children.

4. Have each group perform their story with the added sounded effects. Remind the other groups to be a respectful audience. Also remind the children to only use their sound effect at the right time. (20 minutes)
5. *Discussion questions for the entire session (5 minutes):* (Use the questions on page 13 as a guide or for additional questions)
 - a. How do sound effects add to movies and TV?
 - b. How did you and your group work together to perform your story? How did you decide on your sound effects? Did you ever disagree about what sound effect should be used? How did you settle these disagreements?

Still Poses Session 4

Materials:

- Nursery Rhyme Book
- Index cards with emotions listed on them

emotions for 8-10 yr olds:

Happy	Angry
Sleepy	Shy
Bored	Sad
Mad	Thinking
Hurt	Excited
Surprised	

emotions for 10+ yr olds:

Shy	Annoyed
Sad	Excited
Tired	Angry
Happy	Impatient
Fearful	Bored
Scared	Embarrassed
Jealous	

- Hat

Purpose:

- Using still poses, children will learn how to express themselves nonverbally, make decisions, and work together.

Age:

- Ages 6 and up

Group Size:

- 10 or more children

Steps:

1. *Introduction.*

First see if anyone knows what a charade is. Then explain the difference between a charade and a stage picture. A charade is a good starting point, because most children have heard of charades. Explain that a charade is a way to communicate through actions, and while a stage picture is a way to communicate by being still. Refer to page 24 in the workbook for a more detailed explanation. (5 minutes)

2. *Freezing Activity.*

The instructions for this activity are found on page 24 in Cue 2. Read over the instructions together as a group. Remind children that freezing does not involve talking! Do the freezing activity. Ask the children, "What was the hardest part about being frozen?" Read over the strategies on page 24 to make the freezing activity easier. Repeat the exercise. (10 minutes)

3. *Still Poses.*

The instructions for this activity are found on page 24 in Cue 3. Read over Cue 3 together on page 24. Put the children in groups of two to four. Each group must pick a card with an emotion listed on it from a hat. Examples of emotions include happy, sad, tired, angry, bored, surprised, thoughtful, etc. Each group has two minutes to think of a way to convey the emotion to the other groups using a stage/still picture. Have each group perform. The other groups must try to guess the emotion. Remind children that no talking is allowed! Repeat this exercise until all groups have gone three times. (15 minutes)

4. *Still Poses Continued.*

Keep the children in the same groups. Give each group a nursery rhyme from the nursery rhyme book. The groups have to think of a way to act out their nursery rhyme using a still picture. For example, a group has been assigned the nursery rhyme Little Bo Peep. One child can stand and pretend to be holding a staff with one hand. The other hand should be over his/her eyes so that

Time Frame:

- 1 hour

Related pages from the curriculum:

- Pages 24 and 25

it looks like he/she is looking for something. The other children in the group can pretend to be sheep and be on all fours on the ground. Try to use nursery rhymes the children know, like Little Bo Peep, Humpty Dumpty, Little Miss Muffet, Three Blind Mice, etc. Give the groups ten minutes to prepare, and then have each group perform. The other groups have to guess the nursery rhyme. (20 minutes)

5. *Discussion questions for the entire session (10 minutes):* (Use the questions on page 25 to lead a discussion)
 - a. Do you think still poses or charades are easier?
 - b. In the freezing activity, did you change positions the second time? If your arm was in the air the first time, and it was throbbing by the end of the minute, did you choose a different position for the second time? This is an example of past experiences influencing decisions.
 - c. How did your group decide on your still poses? Did you ever have disagreements about what pose you should do? Was teamwork important?

Point of View Session 5A

Materials:

- Nursery Rhyme Book
- *The True Story of the Three Little Pigs*

Purpose:

- By learning about point of view, children will learn how to consider all options when they are making decisions.

Age:

- Ages 6 and up

Group Size:

- 10 or more children

Time Frame:

- 1 hour

Related Pages from the Curriculum:

- Pages 28 and 29

Steps:

1. *Point of View Introduction.*

As a way to illustrate the concept of point of view, read aloud *The True Story of the Three Little Pigs*. This book tells the story from the wolf's point of view.

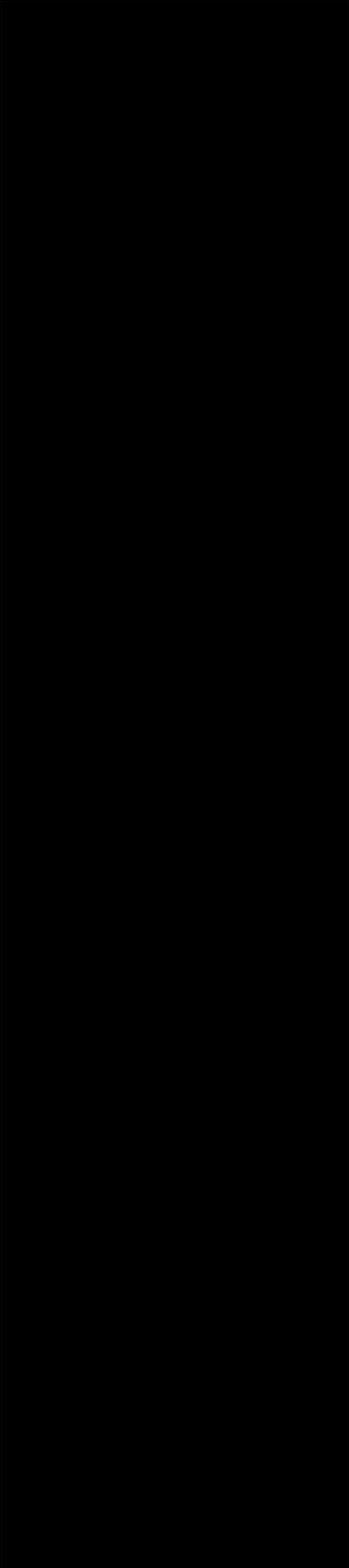
Discussion: Then After reading the story, discuss point of view, and the fact that people can see things differently. Examine how the wolf and the pigs see the story from two different points of view. Discuss the way that the wolf portrays himself as an innocent victim, and while the pigs see the wolf as the "bad guy." Extend this concept to real life. Examples including talking For example, talk about how when we are in an argument, disagreement, we often see things differently than the person whom with we have a disagreement. Talk about how it is important to consider and remember the other person's point of view. Talk about using point of view to help you consider all your options when making a decision. (15 minutes)

2. *Point of View Activity.*

Read over Cue 2 on page 28. Place the children into groups of 2 to 5. Assign nursery rhymes to each group. Tell the children that they will be changing a nursery rhyme to fit a different character's point of view. For example, Little Bo Peep could be told from the sheep's point of view. What do the sheep think about Little Bo Peep losing them? This activity works best if an adult can help each group. It is also a good idea to have an age range within each group so that older children can assist the younger children. Have the children revise the nursery rhyme to fit a different point of view. Then have the kids perform for everyone else. It works best if the adult says the new "nursery rhyme," and the children act it out. (20 minutes)

3. *Monologues.*

As an introduction, read over Cue 3 on page 28. It is really important that the children understand that only one person speaks during a monologue. Once everyone understands what a monologue is, allow the children to perform. It works best if you give an example of a



monologue before the children perform. (15 minutes)

4. *Discussion questions for the entire session* (10 minutes):
(Use the questions on page 29 as a guide or for additional questions)

- a. When you are in an argument, do you normally consider the other person's point of view? Do you think it is important to consider other people's points of view? Why or why not?
- b. Do you think considering other points of view would aid you in making good decisions? Why or why not?

Point of View Session 5B

Steps:

Materials:

- Nursery Rhyme Book
- *The True Story of the Three Little Pigs*
- Sheets of white poster paper
- Crayons and Markers
- Nine situation cards:

1. Your Dad asks you to turn your music down because your baby sister is sleeping. What would you do?

2. You're playing a game of basketball and a new person shows up. All of your friends don't want the new person to play. But, the right thing to do is to include the new guy. What would you do?

3. You're on a picnic in a park with some friends. Your one friend throws a candy wrapper on the ground. You remember from school that littering hurts the Earth. What would you do?

4. You see someone stealing a piece of bread in the grocery store. What would you do?

5. Your mom asks you to go to the store to buy milk. She gives you money and says, "Bring me back the change." You end up with \$3.00 in change. What would you do?

6. As you play basketball, you miss the hoop and the ball goes through a car window. What would you do?

7. Your mom asks you to stay home to watch your brothers. You say, "Yes", but

1. *Brainstorm Activity.*

On the top of one sheet of white poster paper, write the word, "summer". Ask the children what brainstorming means. Explain that brainstorming is when you write down all the words or ideas that come to your mind when you think of "summer". Give the children 5 minutes to brainstorm and write all over the poster board words associated with summer. Have each child write in only one color marker. After the 5 minutes is are up, point out the different words each person wrote about "summer". This is will be obvious, since each child used one color. Explain how this is related to problem solving and decision making, because everyone looks at problems differently or and makes decisions differently. Hang this piece of poster paper where it can be referred to later in the lesson. (10 minutes)

Other words to Brainstorm on: Winter, Party, School, Vacation, Sports, Animals

2. *Pictionary All-Play Game.*

Break the children into groups of 5 or 6. Give each group a piece of the white poster paper and a marker. Designate a child in each group to draw for the first round. Each designated "drawer" is given the same word to draw for his or her team to guess. The first team to guess what the picture is wins. Have the "drawer" write down the word they were supposed to draw next to their picture. Next, choose a new child to draw from each group, and again, give them all the same word to draw. Repeat the above process until everyone has had a chance to draw. After everyone has had a turn, show everyone the different pictures. Point out how one person may have drawn something one way, while another person drew something differently. Ex: For the word pizza, one child may have drawn a slice of pizza, while another child may have drawn a whole pizza in a box. Connect this to the Brainstorm Activity and reiterate that everyone looks at things differently. This is called point of view. (15 minutes)

Things to Draw: Apple, Car, Lightning, Teeth, Cup, Rain, Pencil, Candle, Money, Train, Fisherman, Candy,

then your friends come by to ask you to go swimming. What would you do?

8. In school you see two of your friends fighting in class, but the teacher doesn't see them. When she asks the class who was fighting, no one answers. What would you do?

9. On your way home from school, you see your old neighbor with his hands full of shopping bags. One bag falls and he can't pick it up. What would you do?

Purpose:

- By learning about point of view, children will learn how to consider all options when they are making decisions.

Age:

- Ages 6 and up

Group Size:

- 10 or more children

Time Frame:

- 1 hour

Related pages from the curriculum:

- Pages 28 and 29

Party, Bumblebee, Glasses, Dog, Teacher, Golf, Map, Pizza, Wheel, Fire, Ice Cream Cone.

3. *Point of View Tie-In.*

As a way to illustrate the concept of point of view, read aloud *The True Story of the Three Little Pigs*. This book tells the story from the wolf's point of view.

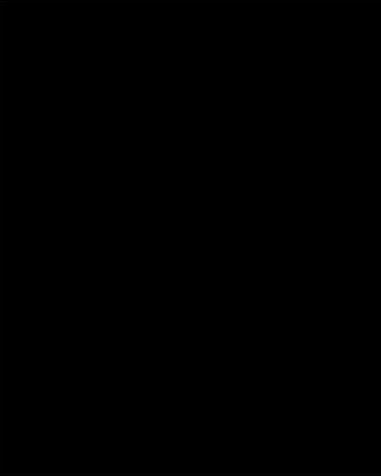
Discussion: After reading the story, discuss point of view, and the fact that people can see things differently. Examine how the wolf and the pigs see the story from two different points of view. Discuss the way that the wolf portrays himself as an innocent victim, and while the pigs see the wolf as the "bad guy." Extend this concept to real life. For example, talk about how when we are in an argument, disagreement, we often see things differently than the person whom with we have a disagreement. Talk about how it is important to consider and remember the other person's point of view. Talk about using point of view to help you consider all your options when making a decision. (15 minutes)

4. *Situation cards.*

This activity is for children to practice point of view and for you to see if whether they fully understand the concept. Depending on the size of the group, break the children up so that there are 9 groups. If there must be more than 2 children per group, make up additional situations [see left column]. Each child is given a different situation. He or she should read over the situation and decide what Peter Pan would do in that situation and what Captain Hook would do in the situation. Have each child read the situation to the group and say, "I would..." if I were Peter Pan." "I would..." if I were Captain Hook." Make sure the child pretends to be either Peter Pan or Captain Hook, by explaining in first person how he would handle the situation. If there is only one student per situation, have that student pretend to be both Peter Pan and Captain Hook. If there are two per situation, one child should be Peter Pan and the other should be Captain Hook. (10 minutes)

5. *Discussion questions for the entire session (10 minutes):* (Use the questions on page 29 as a guide or for additional questions)

- a. When you are in an argument, do you normally



consider the other person's point of view? Do you think it is important to consider other people's points of view? Why or why not?

- b. Do you think considering other points of view would aid you in making good decisions? Why or why not?

Lighting and Colors

Session 6

Materials:

- Magazines
- Glue
- Large and Small Paper Plates
- Construction Paper
- Scissors
- Felt, Yarn (anything else with color)
- Toothpicks to mix paint
- Red, Orange, Yellow, Blue, and Green paint
- Tissue paper

Purpose:

- By creating a color wheel, children will problem solve, plan ahead, and learn how colors are used in theater, television, and movies.

Age:

- Ages 6 and up

Steps:

1. *Introduction.*

First ask if anyone knows what the primary and secondary colors are. Then explain that the primary colors are used to make the secondary colors. The primary colors are red, blue, and yellow. The secondary colors are orange, purple, and green. Explain that people working in a theater use the primary and secondary colors for lighting. They overlap different colored gels to create the exact effect they want. Refer to page 20 in the workbook for a more detailed explanation. (5 minutes)

2. *Paint Activity.*

Distribute one small paper plate and five toothpicks to each child, while explaining that the children will become “mad” scientists and problem solvers as they mix different colored paints. First put a dab of red paint on everyone’s plate, and then put a dab of yellow paint right next to the red paint on each plate. Once all the children have both colors, ask them what color red and yellow will make. (This serves as a review from the introduction.) Then instruct the children to mix the two colors. Point out the different shades that are made. Ex: if one child had more red, a red-orange color will be made, while if another child had more yellow paint, the new color will appear more peach. Repeat the above activity with the following combinations: Red-Blue, Blue-Yellow. Once the primary color combinations have been mixed, explain that we will mix some primary colors with secondary colors, as well as some secondary colors with secondary colors. Put different color combinations on each child’s plate, such as: Red-Orange, Red-Green, Yellow-Orange, Yellow-Green, Blue-Orange, Blue-Green. Each child will have one of these combinations. Just as before, reiterate the importance of predicting the new color created by the two colors. Have each child share the colors they started with and then the color they created. Point out again how different amounts of the initial colors changes the shade of the newly created color. Many children ended up mixing all the colors on their plates, which made a

Group Size:

- 10 or more children

Time Frame:

- 1 hour

Related pages from the curriculum:

- Pages 20 and 21

brown/gray color. However, encourage them to lightly mix the colors together, so that each color is still distinct. Once the paint dries, it has a tie-dye effect. (15 minutes)

3. *Color Wheel Activity.*

The instructions for this activity are found on page 20 in the curriculum. Read over the instructions together on page 20. Distribute large paper plates to each child. If the children are mostly 7-10 yrs. old, explain that they must separate the plate into six sections, or pie slices. However, if the children are 10-13 yrs. old, explain that they must figure out a way to put all six colors (red, orange, yellow, green, blue purple) on their plates. This is an exercise in problem solving. In addition, emphasize the importance of using different materials within each section. For example, within the red section, a child might glue red yarn, a red piece of a magazine, red felt, and color in a section with red crayon. (20 minutes)

4. *Sharing of Color Wheels.*

Gather the children and have them share their color wheels. Have each child describe the different materials used and the approach they took to ensure that all six colors were on the color wheel. (10 minutes)

5. *Discussion questions for the entire session (10 minutes):*
(Use the questions on page 21 to lead a discussion)

- a. Were you surprised by the colors you made when you experimented with combining paints?
- b. What did you have to consider when putting together your color wheels? Some answers may include the amount of materials available, the space restriction on the paper plate, and to remember to include different mediums.
- c. Why is planning ahead important? If you glue tissue paper on your plate, and forget to divide the plate into sections, then you have a problem.
- d. Do you ever think ahead when you make decisions? Do you ever consider the consequences of your decision before you make your decision?

Team Work Session 7

Materials:

- 30 4x6 Index Cards
- 1 Roll of Masking Tape

Purpose:

- Children will practice communication skills, problem solve, and learn the importance of working together.

Age:

- Ages 6 and up

Group Size:

- 10 or more children

Time Frame:

- 1 hour

Related pages from the curriculum:

- Pages 25 and 30

Steps:

1. *Index Card Game.*

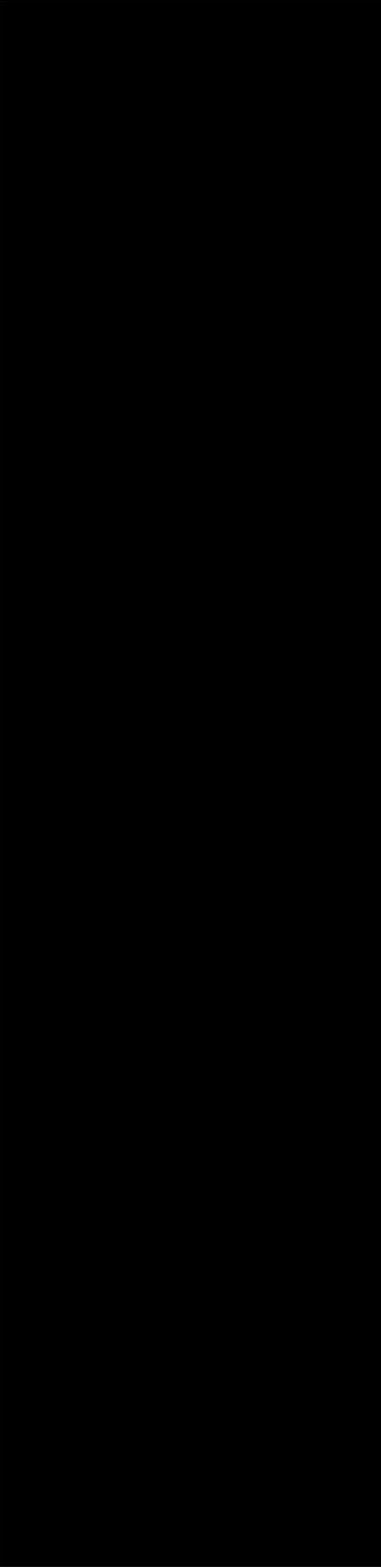
Divide the children into groups of 4 or 5, and have each group gather on the floor. Give each group 6 index cards and a strip of masking tape about 2.5 feet long. Explain that they have 10 minutes to create the tallest free-standing tower using ONLY the 6 index cards and 2.5 feet of masking tape. Emphasize that you will not give out additional materials. At the end of the 15 minutes, you will decide who made the tallest tower. During the time they are making the tower, walk around and encourage groups to include all members. Each child should be given a job; even it is just tearing off pieces of masking tape. (15 minutes)

2. *Human Knot Activity.*

Depending on the size of the entire group you are working with, break off into groups of no more than 10 children each. Have the children stand shoulder to shoulder and form a circle. Every child must put both hands in the middle of the circle like as though they are about to “break” in a huddle. Tell each child to grab a hand of someone else’s from across the circle. The hands should not be directly linked, but the arms should be woven under other people’s arms. Once every hand is connected to another hand, explain that there is glue in between each hand, so the hands should never be able to disconnect until the activity is over. This forms a human knot. The object of the game is for the kids to unweave themselves by “ducking” under people, twisting their arms, or stepping over people to un-do the knot. Explain the importance of not getting hurt. Ex: don’t twist someone’s arm too hard, etc. Emphasize that if things get out of hand, the activity will immediately stop. Once a group is able to un-do the knot, have them repeat the activity, but this time do not allow talking. Kids should use head nods or other gestures (without letting go of their s peer’s hands) to solve the knot. This may be repeated a couple of times. (10 minutes)

3. *Machine Activity.*

This activity is outlined in the curriculum on page 30.



Split the children into groups of no more than 5. Give each group a type of machine, and explain that they must act out the actual machine so that other groups can guess what they are. Point out that each group member should be a part of the machine. They are not supposed to be humans using the machine!! Give each group a machine and have them practice for a couple minutes. Then gather each group back and have them perform for each other. Do two or three rounds of this, depending on the number of groups. Examples of machines: camera, dish washer, microwave, washing machine, vacuum, refrigerator, television, air conditioner. (15 minutes)

4. *Movie Activity with Still Pictures.*

This activity is outlined on page 25 of the curriculum. Split children into groups of at least 6 or 7. Give each group a movie title and explain that they must create a still picture that represents that movie. Other groups will then try to guess the movie title. Examples of movies: Lion King, Cinderella, Peter Pan, Aladdin, Snow White, and Beauty and the Beast. (10 minutes)

5. *Discussion questions for the entire session (10 minutes):*
(Use the questions on page 25 to lead a discussion)

- a. Did you run into any problems during the index card activity?
- b. Did anyone disagree with someone else? Such as in the movie activity or during the index card game, did one person in your group have one idea and another person has another idea? How did you handle this?
- c. What are some positive aspects of group work? What are some negative aspects of group work? Can you name some situations or examples?
- d. Why is clear communication so important when working with others?
- e. Was it really difficult when you could not talk in the Human Knot activity? How did you solve this problem?

Puppets Session 8

Materials:

- Construction paper
 - Markers
 - Crayons
 - Glue
 - Yarn
 - Felt
 - Sequins
 - Pipe Cleaners
 - Brown paper bags
 - Scissors
 - Pencils
 - Decision Making Tests
(one for every child
entering fourth grade and
higher)
- (Need enough supplies for
every child)

Purpose:

- While making puppets, the children will learn to express themselves creatively and practice making decisions.

Age:

- Ages 6 and up

Time Frame:

- 1 hour

Steps:

1. *Puppet Making.*

Use the outline on page 16 to help the children construct their puppets. Explain that the children get to decide how their puppet looks. Tell the children that their puppet will look best if they take the time to plan and design how they want their puppet to look. Their puppets can be animals, monsters, people, aliens, etc. Encourage the kids to be creative! After they are finished making their puppets, have the children practice using their voices as sound effects. They should practice making their puppet talk, and plan a talk for their puppet to “introduce” themselves to the group. (30 minutes)

2. *Puppet Introduction.*

Have the children introduce their puppets to the group. The children will need to use their voices as sound effects. I had some children work together where one child made a wife, and another child made a husband, so I let those children perform together if they wanted to. (15 minutes)

3. *Discussion questions for the entire session (5 minutes):* (Use the questions on page 17 as a guide or for additional questions)

- a. How did you decide what your puppet should look like?
- b. What was your favorite activity we did the this summer?
Your least favorite activity?
- c. Have the older children take the decision making test. (15 minutes)

Supplemental Games/Activities

Materials:

- Pens and Pencils
- Already prepared Bingo board for each child.

Purpose:

- This activity serves as an excellent ice-breaker and mixer for children to get to know one another.

Most Effective:

- When used with Lesson 1. If you do not allow children to talk during the activity it demonstrates different ways of communication.

Age:

- Ages 6 and up

Time Frame:

- 10-15 minutes

1. *Characteristic Bingo.*

Pass out the already prepared Bingo board papers with a different characteristic in each square. A typical board may include up to 25 squares. Instruct the children to find someone in the group who has a particular characteristic in a box. That child should then sign his or her name in the square. Explain that a child can only sign someone else's paper once! So Sally cannot sign John's paper for "having blue eyes" and "liking broccoli". To make this activity even more challenging, do not allow the children to talk. This does not only keep the noise level at a minimum, but it also encourages children to use other forms of communication.

Characteristics to consider using:

Does not like chocolate; Favorite school subject is math; Has a pet; Plays a musical instrument; Is wearing sneakers; Has 2 sisters; Is wearing orange; First name is less than 7 letters; Can name all their past teachers; Likes chocolate; Birthday is in July; Likes broccoli; Ears pierced; Likes green beans; Is wearing a black shirt; Plays baseball or softball; First name is more than 7 letters; Can speak 2 languages; Plays basketball; Has 2 brothers; Has been to another country.

Materials:

- Already prepared cards with different charade topics
- Candy (optional)

2. *Charades.*

Break the group up into 2 separate teams. If the group is a mixture of different ages, have the children line up according to age and then count off by two. That way the skill level of each team is about the same. Choose one child from Team 1 to be the first actor/actress. Have

Purpose:

- This activity helps children feel comfortable in front of a group.

Most Effective:

- When used with Lesson 4. By playing charades, children are able to see the difference between communicating through acting and communicating through still pictures.
- A great activity when there is extra time left at the end of a lesson.

Age:

- Ages 6 and up

Time Frame:

- 15-20 minutes

him or her choose a card and act out that card. His or her team is to guess what s/he is acting out. The first person to guess correctly will be the next actor/actress the next round. Next, choose a child from Team 2 to be the actor/actress. Repeat the process. Oftentimes children are very competitive in this game. You have the option of feeding their competitive natures or to explaining that this is only a game for fun. If you choose to feed their competitive natures, keep score and distribute candy at the end of the activity... to BOTH teams!

Charade Topics for 8-10 year olds:

Pillow, Dog, Dance, Guitar, Muscle, Sew, Watch, Gum, Banana, Car, Shave, Computer, Sit-up, Monkey, Triangle, Backpack, Piano, Baseball, Cry, Tie, Telephone, Lock, Crawl, Lollipop, Smile, Seatbelt, Blink, Ballerina, Crown.

Charade Topics for 10-12 year olds:

Popcorn, Boat, Dentist, Shampoo, Limbo, Climb, Karate, Ladder, Boots, Glove, Perfume, Choke, Rose, Doorknob, Flower, Spray, Floss, Umbrella, Sunglasses, Alligator, Newspaper, Scrub, Catch, Crutches, Pour, Vacuum, Wheelchair, Beg, Toothpaste, Sweat, Birthday, Fork, Spider web

Materials:

- 2 or 3 brown paper bags each filled with:
- Men's button-up shirt
- Elastic band skirt
- Men's tie
- Hat
- Sunglasses

3. *Costume Relay.*

Break the group up into 2 or 3 separate teams. If the group is a mixture of different ages, have the children line up according to age and then count off by two or three. That way the skill level of each team is about the same. Have each team form a line, one child behind another. The first person in each line should be behind a "starting line". Place the paper bags about 10-15 feet away from the starting line. Explain that the first child must run up to the bag, put everything on in the bag, and then run back to the starting line, take off all the items,

- Other items of clothing or accessories. (beads, etc.)

Purpose:

- This activity teaches children the importance of positive encouragement and team support.

Most Effective:

- When used with Lesson 7, because it promotes team unity.

Age:

- Ages 6 and up

Time Frame:

- 15 minutes

and give them to the next person in line. This second person in line must then put everything on. He or she must run up to where the bag still is and run around the bag and then back to the starting line with all the items on. Then this person takes off the items and gives them to the third person in line. The game repeats itself until everyone has dressed up with the items. The last person in line must only run up to the bag (not lapping it) and take everything off, and place each item in the bag. This person must then return to his or her line. The first team to do this is the winner. Encourage children to support their teammates during this activity. Positive cheering and encouragement is most important! Oftentimes the paper bags and the starting line tend to move closer and closer together. Make sure that they stay at their initial location.