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|  | |  |  |  | | --- | --- | --- | | Theater 1 | **Hubbard** | **Monday, August 11** |  |  |  |  |  | | --- | --- | --- | --- | | Materials | | Learning Target | Success Criteria | |  | | I can participate fully in theater games to build trust, get to know my classmates, and feel more comfortable taking creative risks. | I join in every activity with energy and focus.  I learn and use at least three classmates’ names during activities.  I help create an environment where everyone feels safe to be silly and have fun. | | Opener/Bell Ringer | *The Wind is a’Blowin’* game: a “getting to know you” circle game | | | | Lesson | **Go!:** A circle game that required eye contact and concentration  **Egg, Chicken, Dinosaur:** A silly, fun competitive game that helps break the ice  **Family Portrait:** Group poses as various types of families or situations. Our first group-prep game. | | | | Closer | **Circle name game** | | | | Assessment | Informal Observation: *Are students participating? How is teacher clarity with instructions? How well does the class transition?* | | | | Notes: | | | | | Lorem Ipsum | | | | |

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|  | |  |  |  | | --- | --- | --- | | Theater 1 | **Hubbard** | **Tuesday, August 12** |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | Materials | | Learning Target | | Success Criteria | |  | | I can participate fully in theater games to build trust, get to know my classmates, and feel more comfortable taking creative risks. | | I join in every activity with energy and focus.  I learn and use at least three classmates’ names during activities.  I help create an environment where everyone feels safe to be silly and have fun. | | Opener | Partner students with sticks as they enter. They must sit with their partner, and make Name Cards *for each other*.  Next, they must write on the back one “favorite thing” and one “hobby/activity”  ***Students hold their own name cards up during all the remaining activities.*** | | | | | Lesson | * Zip, Zap, Zop – Fast-paced clapping and eye contact game to build focus and quick reaction. * Pass the Face – One student makes a silly facial expression, the next copies and changes it before passing it on. * One-Word Story – Students tell a story as a group, adding one word at a time to practice listening and collaboration. | | | | | Closer | * **I Liked That…** – Each student shares one thing they enjoyed or learned from another player today. | | **Assessment**  Gauge whether students can name something specific and positive about a peer’s participation. | | |

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|  | |  |  |  | | --- | --- | --- | | Theater 1 | **Hubbard** | **Wednesday, August 13** |  |  |  |  |  | | --- | --- | --- | --- | | Materials | | Learning Target | Success Criteria | |  | | I can participate fully in theater games to build trust, get to know my classmates, and feel more comfortable taking creative risks. | I join in every activity with energy and focus.  I learn and use at least three classmates’ names during activities.  I help create an environment where everyone feels safe to be silly and have fun. | | Opener/Bell Ringer | **Name in a Scene** – Students say their name and mime doing an activity they love; class repeats both. | | | | Lesson | **Three Things** – In pairs, students name three things in a given category quickly (e.g., “Three animals you wouldn’t want as a pet”).  **Yes, Let’s!** – One student suggests an action (“Let’s pretend we’re pirates!”), group responds “Yes, let’s!” and acts it out briefly before a new suggestion.  **Story Swap** – Two students begin telling a story together; teacher calls “Swap!” and the next person continues where the story left off. | | | | Closer | Students each share one word describing their favorite part of the day’s games. | | | | Assessment | Informal Observation: *Are students participating? How is teacher clarity with instructions? How well does the class transition?*  Feedback: Immediate feedback in the classroom. | | | |
|  | |  |  |  | | --- | --- | --- | | Theater 1 | **Hubbard** | **Thursday, August 14** |  |  |  |  |  | | --- | --- | --- | --- | | Materials | | Learning Target | Success Criteria | | List of Bus Stop scenarios on cards | | I can participate fully in theater games to build trust, get to know my classmates, and feel more comfortable taking creative risks. | I join in every activity with energy and focus.  I learn and use at least three classmates’ names during activities.  I help create an environment where everyone feels safe to be silly and have fun. | | Opener/Bell Ringer | **Name Toss** – Toss a ball while saying the receiver’s name; add multiple balls for challenge. | | | | Lesson | **Bus Stop** – Two players improvise meeting at a bus stop with different personalities or objectives.   * Show example of planning and executing a scene with a volunteer. * Assign groups and scenarios. Allow time to “rehearse” * Ask three groups to be Feedback groups. Provide feedback to these example groups after each performance. * The rest of the groups perform. Short feedback/praise as needed. | | | | **Closer** | Students silently applaud the group for effort and participation. Go find someone who showed Community, Courage, or Commitment and give the a silent congratulations. | | | | Assessment | Observe (Feedback): Do students plan together? Do they rehearse? Also, does audience show support and attention? | | | |
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|  | |  |  |  | | --- | --- | --- | | Theater 1 | **Hubbard** | **Friday, August 15** |  |  |  |  |  | | --- | --- | --- | --- | | Materials | | Learning Target | Success Criteria | | Scene scenario cards | | I can work with a small group |  | | Opener/Bell Ringer | Students greet the person next to them in a unique, invented way (handshake, silly bow, etc.). | | | | Lesson | **“Missing the Skill” Mini-Scenes**   * Divide students into small groups (3–5 per group). * Assign each group an important theater skill (e.g., empathy, collaboration, memory, focus, listening, commitment). * Each group creates and performs a 1-minute scene where **a character lacks that skill**, showing the problems it causes. * Quick group planning (5–7 minutes) → Performances (1 min each) → Very brief audience feedback. | | | | Closer | Share with a partner. *Which of these skills is the most important to you? Which skill is your strongest already? Which skill is your weakest?* | | | | Assessment | **Minor Assessment:** Clear portrayal of the missing skill/ Cooperation/ Enthusiasm | | | | Notes: | | | | |  | | | | |