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| Theater 1 | **Hubbard**  | **Monday, August 11** |

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| 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** |

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| 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.
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| 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** |

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| 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. |

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| Theater 1 | **Hubbard**  | **Thursday, August 14** |

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| 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** |

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| 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:  |
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