

**Elk Grove Unified School District
Visual and Performing Arts Resources
Theatre**

Grade 3: Lesson 1

Title: Personal Decision Making

Standards Addressed

Connections, Relationships, Applications

Connecting and Applying What is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers

5.2 Develop problem-solving and communication skills by working collaboratively in theatrical experiences.

Time: 40-50 minutes

Floor Plan: Classroom floor.

Materials Needed:

- *Anansi's Good Day*

Purpose:

The students will identify emotions that precede actions, explore consequences of these actions, determine whether thought or emotion ruled these actions, and investigate alternative actions and their consequences.

Background:

Besides reading the story, the students have had little background for this lesson. Few have performed in front of others. This activity is set up to get them to be less intimidated by performance. For full academic meaning, the students would have read *Anasi's Good Day*.

Key Questions:

How do you make a decision?

Do you sometimes regret the decisions you make?

Are the consequences always good?

<u>Steps of the Lesson</u>	<u>Thoughts for the Teacher</u>
<p>1 Set up purpose/goals Does thought or emotion rule decision making?</p>	<p>How are you making your purpose clear to the students? By using visual/verbal clues.</p>
<p>2 Engage students Solicit examples of actions and consequences from the students.</p>	<p>How can I effectively get the students interested in the content of the lesson? Share an action you took in your life and the consequences that followed.</p>
<p>3 Learning Sequence a) Introduce the topic. b) Share a personal experience. c) Have the students share a personal experience. d) Introduce Anasi, who is always getting in trouble due to his actions.</p>	<p>What are the BIG idea(s) of your presentation? How will students understand/experience the material that you present? The main idea is for students to see that emotions can effect their decision making. Examples of if/then situations should come to mind. If I am last in line to kick then I might be bored and not care how well I do.</p>
<p>4 Assessment Bring the students into a circle. Discuss times in the story where Anasi acted on his emotions without considering the consequences.</p>	<p>How will you allow your students to deepen their understanding of content presented? (Reflect, revise, retell, refine, practice) Once a week, have the students use a real-life experience that occurred on the playground and how this effected someone's decision making. Example: A student gets out in four-square on a questionable call. The student gets angry and takes time away from the game. How could this be taken care of in a better way?</p>

Actual Lesson Sequence

1. Share the story, *Anasi's Good Day*.
2. Discuss how Anasi felt to be having a good day and helping Granny. What happened when he smelled Granny's famous beans? What did Anasi feel when he heard the farmers coming? What did Anasi do with the beans that he was holding in his hat? How did Anasi feel when he was caught in the lie?
3. Each student finds his/her own space in the room. Instruct each student to transform his/her body into Anasi the Spider. The leader narrates as the students pantomime/improvise Anasi's role. Start with Anasi planting in the field (after Granny returns to the field) and narrate through to the end of the story. It will be necessary for the leader to side-coach Anasi's dialogue.
4. Discuss Anasi's actions and their consequences. Brainstorm what other actions Anasi could have taken when the farmers came running up to the house. What might the consequences of the actions be?
5. The students spread out around the room. Each student transforms into Anasi again. Dramatize some of the new actions and consequences. Use leader-in-role to facilitate as necessary.