

Process Drama Example #1

Question/Topic for Exploration: The story of a farming family in Oklahoma during the 1930's to explore the Dust Bowl and resource conservation.

Strategies: Community Contract, Keeper of the Keys, Exploding Atom, People Shelter Storm, Real & Ideal Images, Role on the Wall, Town Hall Meeting, Crumbling, This Setting Needs..., Paired Improvisation, Hot Seating

Introduction/Justification: The Dust Bowl and resource conservation are important topics to discuss with young people today because the United States is one of the world leaders in food waste. On the whole, food and resource conservation is not at the forefront American society. Starvation and depletion of clean water supplies in other areas of the world is prevalent, and the United States is going to see and experience the effects of these lack of resources in the near future. (Source - <https://www.usda.gov/oce/foodwaste/faqs.htm>)

Time Needed: Four days, 45-50 minutes/day

Materials Needed: Chart paper, markers, water bottle, chair(s), keys, blindfold, projector, computer

Space Needs: Space enough for a standing circle, a clear space to "cover the space"

Grade(s): 5th & 6th Grade

National Standards:

- Creating: Envision/Conceptualize (c) - Imagine how a character's inner thoughts impact the story and given circumstances in a drama/theatre work.
- Creating: Envision/Conceptualize (c) - Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.
- Creating: Develop (b) - Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work.
- Creating: Develop (b): Participate in defined responsibilities required to present a drama/theatre work informally to an audience.
- Performing: Select (b): Use physical choices to create meaning in a drama/theatre work.
- Performing: Select (b): Experiment with various physical choices to communicate character in a drama/theatre work.
- Performing: Share, Present (a) Present drama work informally to an audience

Essential Question(s): What was the Dust Bowl? How did it begin, and who did it effect? Where does the United States fall in terms of food waste and resource conservation? How can we conserve resources and support our community in times of need?

Enduring Understanding: (1) It is important to support one another both individually and in a community, especially during times of need. (2) Conserving resources such as water and not wasting food are important things to do always, not just during times of need.

Learning Objectives:

- Students will brainstorm to make a list of "guidelines" for the class as they engage in drama strategies throughout the week.
- Students will start thinking about what it means for people to be competing for resources during a

time of scarcity.

- Students will visually represent their own opinions on conservation, resources, and poverty.
- Students will view and discuss images of the Midwest United States before and after the Dust Bowl hit.
- Students will work collaboratively to shelter people from the “storm,” connecting ideas about finding shelter to the many dust storms that happened in the Midwest during the Dust Bowl.
- Students will create “real” and “ideal” images of what Billie Jo’s life on the farm during the Dust Bowl might be like. They will connect these images with what people hoped to gain from FDR’s New Deal program for farmers in the Midwest.
- Students will use socio-emotional skills to discern the Mayor of Billie Jo’s town’s thoughts and feelings as well as what could be affecting them during this time of need in their town.
- Students will brainstorm and problem about drought and food scarcity.
- Students will connect the physical act of supporting one another as they are “crumbling” with the community of farmers supporting one another during the Dust Bowl.
- Students will visually represent different things that might be found in a dust storm, using their entire bodies and brainstorming about different ways to physically represent the same thing.
- Students will glean knowledge about the Dust Bowl and FDR’s New Deal program as they ask “FDR” (the teacher) specifics about his plan of action for the Midwest.
- Students will visually represent the landscape of the Midwest when it was restored after the Dust Bowl to its former glory.
- Students will create a current Newspaper headline to connect past issues from the Dust Bowl with our current time.

Day Number	Drama Strategy	Objective (Think forward and backward)	Materials Needed
1	Community Contract	Students and teacher as themselves. Students will brainstorm to make a list of “guidelines” for the class as they engage in drama strategies throughout the week.	Chart paper, markers
1	Keeper of the Keys	Students and teacher as themselves. Students will start thinking about what it means for people to be competing for resources during a time of scarcity.	Chair, space for a standing circle, keys, blindfold
1	Exploding Atom	Students and teacher as themselves. Students will visually represent their own opinions on conservation, resources, and poverty.	Water bottle or marker for the center of the “atom, space for a standing circle
1	Images of the Dust Bowl + DAR Reflection	Students and teacher as themselves. Students will view and discuss images of the Midwest United States before and after the Dust Bowl hit.	Computer, projector, speaker
2	People, Shelter, Storm	Students and teachers as themselves. Students will work collaboratively to shelter people from the “storm,” connecting ideas about finding shelter to the many dust storms that happened in the Midwest during the Dust Bowl.	Space enough to “cover the space”

2	Real & Ideal Images	Students in role, teacher as themselves. Students will create “real” and “ideal” images of what Billie Jo’s life on the farm during the Dust Bowl might be like. They will connect these images with what people hoped to gain from FDR’s New Deal program for farmers in the Midwest.	Open space to create tableaux
2	Role on the Wall	Students and teacher as themselves. Students will use socio-emotional skills to discern the Mayor of Billie Jo’s town’s thoughts and feelings as well as what could be affecting them during this time of need in their town.	Chart paper, markers
3	Town Hall Meeting	Students and teacher in role. Students will brainstorm and problem about drought and food scarcity.	Chairs, glasses or hat for teacher to go “in role”
3	Crumbling	Students and teacher as themselves. Students will connect the physical act of supporting one another as they are “crumbling” with the community of farmers supporting one another during the Dust Bowl.	An open space to “cover the space” and be able to crumble safely
3	This Setting Needs...	Students in role, teacher as themselves. Students will visually represent different things that might be found in a dust storm, using their entire bodies and brainstorming about different ways to physically represent the same thing.	An open space to create the setting
4	Hot Seating	Teacher in role, students as themselves. Students will glean knowledge about the Dust Bowl and FDR’s New Deal program as they ask “FDR” (the teacher) specifics about his plan of action for the Midwest.	Glasses for teacher to go into role
4	This Setting Needs...	Students in role, teacher as themselves. Students will visually represent the landscape of the Midwest when it was restored after the Dust Bowl to its former glory.	Open space
4	Headlines	Students and teacher as themselves. Students will create a current Newspaper headline to connect past issues from the Dust Bowl with our current time.	

Process Drama Example #2

Question/Topic for Exploration: The story of the Great Barrier Reef being declared dead to explore how to take action in regard to the environment.

Strategies: Community Contract, People Shelter Storm, Crumbling, Artifact, Exploding Atom, Soundscapes, This Setting Needs, Real And Ideal, Person In A Mess, Paired Improvisation, Role On The Wall, Headlines, Town Hall Meeting

Introduction/Justification: While a lot of students understand that the environment is being negatively impacted by human waste and a variety of other factors, many students don't believe they can make a difference or take action. If the students understand what factors are contributing to the environment's decline, they can learn how to reduce their carbon footprint. Additionally, they can learn about how to push for legislation that will help the world they are living in.

Time Needed: Four days, 45 minutes each day.

Materials Needed: Chart Paper, Paper, Markers, Water Bottle, Piece of Dead Coral, Glasses, Clipboard, Digital Media Device to watch Videos

Space Needs: Open space to move and chairs

Grade(s): 5th and 6th grade

National Standards:

- Creating – Envision/Conceptualize (c): Imagine how a character's inner thoughts impact the story and given circumstances in a drama/theatre work.
- Creating – Develop (a): Devise original ideas for a drama/theatre work that reflect collective inquiry about characters and their given circumstances.
- Creating – Develop (b): Participate in defined responsibilities required to present a drama/theatre work informally to an audience.
- Performing – Select (a): Describe the underlying thoughts and emotions that create dialogue and action in a drama/theatre work.
- Performing – Select (b): Use physical choices to create meaning in a drama/theatre work.
- Performing – Share/Present (a): Present drama/theatre work informally to an audience.
- Responding – Interpret (b): Explain responses to characters based on cultural perspectives when participating in or observing drama/theatre work.
- Connecting – Empathize (a): Explain how drama/theatre connects oneself to a community or culture.
- Connecting – Interrelate (a): Investigate historical, global and social issues expressed in drama/theatre work.

Essential Question(s):

What is the Great Barrier Reef?

What factors contributed to the death of the Great Barrier Reef?

What can you do to help improve the earth's health?

Enduring Understanding:

I have the ability to change the world in a positive way.

Learning Objectives:

- The students will create class guidelines by devising rules that they can all follow in order to show respect towards each other, themselves, and their property.
- The students will engage in this ensemble building activity in order to become comfortable with one another and to start thinking about how to support a community in need.
- The students will use the metaphor of crumbling to discuss a time that they needed help and someone “picked them up.”
- The students will answer questions about how informed and concerned they are about the environment to help them begin thinking about the topic of climate change and its influences.
- The students will analyze piece of coral from the coral reef by engaging in a D.A.R. process (Describe, Analyze, Relate).
- The students will apply their knowledge of the Great Barrier Reef to create the setting with their bodies.
- The students will apply their knowledge of the Great Barrier Reef to create this environment with their voices and bodies.
- The students will work together to embody the different elements of the coral reef by creating real and ideal images.
- The students will give advice to someone who needs help to understand the factors of climate change for a school report.
- The students will express the issues surrounding the issue of the coral reef by discussing different ways to take action.
- The students will analyze the feelings of a person who is dedicated to preserving the environment in a world where people do not always want to help.
- The students will create headlines about the issue of climate change and ways that individuals can help preserve the earth.
- The students will participate in a Town Hall Meeting where they push for legislation that helps to preserve natural habitats.

Day Number	Drama Strategy	Objective (Think forward and backward)	Materials Needed
1	Community Contract	The students will create class guidelines by devising rules that they can all follow in order to show respect towards each other, themselves, and their property.	Chart Paper and Marker
1	People Shelter Storm	The students will engage in this ensemble building activity in order to become comfortable with one another and to start thinking about how to support a community in need.	None
1	Crumbling	The students will use the metaphor of crumbling to discuss a time that they needed help and someone “picked them up.”	None
1	Exploding Atom	The students will answer questions about how informed and concerned they are about the environment to help them begin thinking about the topic of climate change and its	Water Bottle

		influences.	
2	Artifact	The students will analyze piece of coral from the coral reef by engaging in a D.A.R. process (Describe, Analyze, Relate).	Piece of Dead Coral
2	Soundscapes	The students will apply their knowledge of the Great Barrier Reef to create this environment with their voices and bodies.	None
2	This Setting Needs	The students will apply their knowledge of the Great Barrier Reef to create the setting with their bodies.	None
3	Real and Ideal	The students will work together to embody the different elements of the coral reef by creating real and ideal images.	None
3	Person In A Mess	The students will give advice to someone who needs help to understand the factors of climate change for a school report.	Glasses, Clipboard
3	Paired Improvisation	The students will express the issues surrounding the issue of the coral reef by discussing different ways to take action.	None
4	Role On The Wall	The students will analyze the feelings of a person who is dedicated to preserving the environment in a world where people do not always want to help.	Chart Paper and Markers
4	Headlines	The students will create headlines about the issue of climate change and ways that individuals can help preserve the earth.	Paper and Markers
4	Town Hall Meeting	The students will participate in a Town Hall Meeting where they push for legislation that helps to preserve natural habitats.	Chart Paper, Marker

Process Drama Example #3

Question/Topic for Exploration: The story of Jackie Robinson to explore segregation.

Introduction/Justification: Race has been an issue since the beginning of our country. Our students are our future and by exposing them the experience of someone who lived through segregation we bring to light one group of American's stories. Drama practice in this topic will allow students to delve into different perspectives of those affected by segregation and feel empathetic. By illuminating stories from our country's history, we provide students with the knowledge necessary to eventually decide what kind of world they wish to live in.

Time Needed: 4 Days

Day 1: 35 mins

Day 2: 45 mins

Day 3: 45 mins

Day 4: 50 mins

Materials Needed: Markers, chart paper, pencils, lined paper, printer paper, digital media (images), role work costume materials (optional), and a timer.

Space Needs: Large open space to move, chairs and desks/tables

Grade(s): 5th

National Standards:

Creating: Identify physical qualities that might reveal a character's inner traits in the imagined world of a drama/theatre work.

Creating: Imagine how a character's inner thoughts impact the story and given circumstances in a drama/theatre work.

Creating: Devise original ideas for a drama/theatre work that reflect collective inquiry about characters and their given circumstances.

Creating Participate in defined responsibilities required to present a drama/theatre work informally to an audience.

Performing: Describe the underlying thoughts and emotions that create dialogue and action in a drama/theatre work.

Performing: Use physical choices to create meaning in a drama/theatre work.

Performing: Present drama/theatre work informally to an audience.

Responding: Investigate the effects of emotions on posture, gesture, breathing, and vocal intonation in a drama/theatre work.

Connecting: Explain how drama/theatre connects oneself to a community or culture.

Connecting: Investigate historical, global and social issues expressed in drama/theatre work.

Connecting: Analyze commonalities and differences between stories set in different cultures in preparation for a drama/theatre work.

Essential Question(s):

How did it feel to live under racial segregation?

What was Jackie Robinson's experience with segregation?

How did he impact the racial standards in America?

Why has he become a symbol for equality?

Enduring Understanding:

Individuals have persevered under different circumstances and fought for the equality and freedoms we have today.

Learning Objectives: List the learning objectives. (Should have 6-10.)

- The students will choose class guidelines by devising rules that all students can follow to show respect for one's self, others, and classroom materials.
- Students will interpret the metaphor of knots by working together to untangle themselves.
- Students will use physical materials, their bodies, and their voices to explore the feelings and experiences of individuals who lived during times of segregation.
- The students will reflect on each strategy by utilizing discussion centered on D.A.R.
- The students will work together to convince the military to either maintain Jackie Robinson's military status or to dismiss him.
- The students will explore the inner thoughts of Jackie Robinson at multiple points of conflict within his lifetime.
- The students will assume roles of others and respond to an interviewer's questions about Jackie Robinson.
- The students will analyze the effect of Jackie Robinson's actions.
- The students will create written materials to exemplify and persuade.
- The students will explore the legacy and impact of Jackie Robinson through art.

Day Number	Drama Strategy	Objective with Bloom's Verb	Episodic Time Structure	Student Role/ Teacher Role	Materials Needed
1	Community Contract	The students will collectively construct a set of rules that will be followed during drama explorations in order to make sure that all students respect one another and the classroom property.	Present	Self	Chart paper and two different colored markers
1	Knots	The students will work together to problem solve.	Present	Self	None
1	Defender	The students will examine the metaphor of defender and enemy in relation to positive and negative influences.	Present	Self	None
1	Identity Iceberg	The students will construct self identities and relate to those of their	Present	Self	Chart paper, sticky notes, and

		classmates, thinking about all of the qualities that make up an individual.			one marker per student and teacher
2	3D Model	The students will dissect how living in segregation might feel by creating a 3D model representing possible feelings.	Present	Self	One container of playdough per student and a timer
2	Role on the Wall	The students will infer how Jackie Robinson felt in a specific moment of his life.	Present	Self	Chart paper and two different colored markers
2	Trial	The students will judge the actions of Jackie Robinson by engaging in debate and discussion.	1944	Community members	A chair for the teacher, pencil and paper for each student, and a timer
3	Real/Ideal	The students will collaborate to embody Jackie Robinson's experience playing baseball in a segregated world.	1945	Jackie Robinson and community members (teammates, coaches, fans, etc.)	None
3	Writing In Role	The students will work to discover the feelings and opinions of others surrounding Jackie Robinson's entry into Major League Baseball.	1945	Baseball fans, Branch Rickey, Jackie Robinson or realistic character of their choice	Lined paper and pencils for each student and a timer
3	Voices in Head	The students will collectively embody Jackie Robinson and analyze the inferences made by classmates.	1945	Jackie Robinson and self	None
4	Hot Seating	The students will examine multiple perspectives while	1947	Jackie's teammates	None

		being interviewed about Jackie's presence on the Dodgers.			
4	Headlines	The students will create headlines that exemplify the successes of Jackie Robinson.	1947	Reporters	Printer paper and markers (one of each for each student)
4	Group Mural	The students will design a visual representation of qualities of Jackie Robinson's identity in relation to the identity iceberg activity they created the foundation for this process drama.	Present	Self	Large piece of chart paper and multiple different colored markers

Process Drama Example #4

Question/Topic for Exploration: Western Colonization – Landing in the New World

Strategies: Community Contract, Keeper of the Keys, Telephone, Cross the Room If..., Town Hall Meeting, Role-on-the-Wall, Narrative Pantomime with Sound, Artifact, This Setting Needs..., Mantle of the Expert, Paired Improv with Thought Tracking, Hot Seating, Writing in Role, Headlines

Introduction/Justification: The founding of the Jamestown colony is an important historical event dealing with the beginning of American history. The relationships forged between the settlers and the Native Americans were the impetus for a multitude of events that would occur to form our country.

Time Needed: Four days, 45 minutes each day

Materials Needed: Chart Paper, Paper, Markers, Pencils, Keys, Blindfold, Bowl of Corn, Arrowheads, Feather(s), Role-on-the-Wall Paper

Space Needs: Open space to move and chairs

Grade(s): 4th and 5th grade

National Standards:

- Creating – Envision/Conceptualize (a): Articulate the visual details of imagined world, and improvised stories that support the given circumstances in a drama/theatre work.
- Creating – Envision/Conceptualize (c): Imagine how a character might move to support the story and given circumstances in a drama/theatre work.
- Creating – Develop (b): Make and discuss group decisions and identify responsibilities required to present a drama/theatre work to peers.
- Performing – Select (b): Make physical choices to develop a character in a drama/theatre work.
- Performing – Share, Present (a): Share small-group drama/theatre work, with peers as audiences.
- Responding – Interpret (a): Compare multiple personal experiences when participating in or observing drama/theatre work.
- Responding – Interpret (b): Compare the qualities of characters in a drama/theatre work through physical characteristics and prop or costume design choices that reflect cultural perspectives.
- Connecting – Interrelate (a): Respond to community and social issues and incorporate other content areas in drama/theatre work.
- Connecting – Research (a): Investigate cross-cultural approaches to storytelling in drama/theatre work.

Essential Question(s):

- What were the reasons/goals for the English settlers traveling to the ‘New World’?
- How did the native Americans react to the settlers landing in their home?
- What are some ways that the founding of Jamestown could have been more successful?
- Was the communication between the Native Americans and the settlers effective?

Enduring Understanding: Attempting to form quality and healthy relationships is at the base of all communication.

Learning Objectives:

- The students will choose class guidelines by devising rules that all students could follow to show respect of self, respect of others, and respect for property.
- The students will interpret the metaphor of ‘Keeper of the Keys’ by discussing how some people have to

fight for key resources.

- The students will examine ‘Telephone’ by focusing on how some phrases can be lost in translation, especially through language barriers.
- The students will relate to statements by reflecting on a prompt and embodying their choice.
- The students will articulate their viewpoints on Western Colonization and John Smith’s voyage by embodying a character in the Virginia Company of London.
- The students will analyze the viewpoints of members of Captain John Smith’s crew by justifying ideas through role on the wall.
- The students will dramatize the members aboard Smith’s ship by embodying the description read to them.
- The student will analyze several objects from Native American culture by engaging in a D.A.R. process (Describe, Analyze, Relate).
- The students will construct the setting of the ‘New World’ by collaborating with one another and using their imaginations.
- The students will discuss the arrival of the new settlers by embodying members of the Powhatan tribe council.
- The students will express the possible viewpoints of settlers and Native Americans by imagining their first meeting in the New World.
- The students will interview the Powhatan chief by engaging in an improvisational dialogue through a class dramatization.
- The students will express their perceived reality of landing in the New World from someone of either Native American or English descent by writing a journal entry.
- The students will describe a recently discovered “New World” by creating headlines to be printed in the local newspaper.

Day Number	Drama Strategy	Objective (Think forward and backward)	Episodic Time Structure/Character	Materials Needed
1	Community Contract	The students will choose class guidelines by devising rules that all students could follow to show respect of self, respect of others, and respect for property.	Role: Self	Chart Paper and Markers
1	Keeper of the Keys	The students will interpret the metaphor of ‘Keeper of the Keys’ by discussing how some people have to fight for key resources.	Role: Self	Chair, Keys, Blindfold
1	Telephone	The students will examine ‘Telephone’ by focusing on		

		how some phrases can be lost in translation, especially through language barriers.	Role: Self	(none)
1	Cross the Room If...	The students will relate to statements by reflecting on a prompt and embodying their choice.	Role: Self	(none)
2	Town Hall Meeting	The students will articulate their viewpoints on Western Colonization and John Smith's voyage by embodying a character in the Virginia Company of London.	Role: Members of the Virginia Company of London Time: October 1606	Chart Paper and Markers
2	Role-on-the-Wall	The students will analyze the viewpoints of members of Captain John Smith's crew by justifying ideas through role on the wall.	Role: Members of Captain John Smith's Crew Time: December 20, 1606	Chart Paper and Markers
2	Narrative Pantomime with Sound	The students will dramatize the members aboard Smith's ship by embodying the description read to them.	Role: Members of Captain John Smith's Crew Time: four months later, April 1607	(none)
3	Artifact	The student will analyze several objects from Native American culture by engaging in a D.A.R. process (Describe, Analyze, Relate).	Role: Self	Bowl of Corn, Arrowheads, Feathers
3	This Setting Needs...	The students will construct the setting of the 'New World' by collaborating with one another and using their imaginations.	Role: Members of the Powhatan Tribe Time: April 1607	(none)

3	Mantle of the Expert	The students will discuss the arrival of the new settlers by embodying members of the Powhatan tribe council.	Role: Members of the Powhatan Tribe Council. Time: one week later, April 1607	(none)
4	Paired Improv with Thought Tracking	The students will express the possible viewpoints of settlers and Native Americans by imagining their first meeting in the New World.	Role: Native Americans and Jamestown Settlers Time: one week later, April 1607	(none)
4	Hot Seating	The students will interview the Powhatan chief by engaging in an improvisational dialogue through a class dramatization.	Role: Members of the Powhatan Tribe Time: one week later, May 1607	(none)
4	Writing in Role	The students will express their perceived reality of landing in the New World from someone of either Native American or English descent by writing a journal entry.	Role: Someone of either Native American or English Descent Time: one week later, May 1607	Paper and Pencil
4	Headlines	The students will describe a recently discovered "New World" by creating headlines to be printed in the local newspaper.	Role: New World Explorers Time: 2017, present time	Paper and Markers

Process Drama Example #5

Question/Topic for Exploration: The story of Neil Armstrong to explore the first manned moon landing

Introduction/Justification: Space exploration and specifically Neil Armstrong's successful journey to land on the moon is important to teach children about because it is a monumental event that changed the world. This event was part of the space race, a crucial element of the cold war, when the U.S. was competing with the Soviet Union for dominance in spaceflight capability. The United States remains the only country to have successfully completed man missions to the moon. This is important history for young people to know about as it impacted technology (innovations in rockets, computers and other space-age materials) and created unity among the United States.

Time Needed: Four days, 45 minutes each day.

Materials Needed: Three small balls/bean bags, an article about plans to go to the moon, large white paper, small white paper, markers, and tape.

Space Needs: Open space to move and chairs

Grade(s): 4th and 5th grade

National Standards:

- Creating – Envision/Conceptualize (c): Imagine how a character's inner thoughts impact the story and given circumstances in a drama/ theatre work.
- Creating – Develop (a): Devise original ideas for a drama/theatre work that reflect collective inquiry about characters and their given circumstances.
- Creating – Develop (b): Participate in defined responsibilities required to present a drama/theatre work informally to an audience.
- Performing – Select (a): Describe the underlying thoughts and emotions that create dialogue and action in a drama/theatre work.
- Performing – Select (b): Use physical choices to create meaning in a drama/theatre work.
- Performing – Share/Present (a): Present drama/theatre work informally to an audience.
- Responding – Interpret (b): Explain responses to characters based on cultural perspectives when participating in or observing drama/theatre work.
- Connecting – Empathize (a): Explain how drama/theatre connects oneself to a community or culture.
- Connecting – Interrelate (a): Investigate historical, global and social issues expressed in drama/theatre work.

Essential Question(s):

What fears or concerns did Neil Armstrong have to overcome before accepting the role of commander?

How did teamwork contribute to the success of the moon landing?

How did the first human on the moon impact society and innovation?

Enduring Understanding:

A small action can be a symbol for a greater impact.

You must step outside of your comfort zone in order to create change.

Learning Objectives:

- The students will compose a list of rules for the class to follow during drama activities to make everyone feel comfortable by drafting a community contract.
- The students will relate the challenge of a game to a time where they were nervous or stressed by playing the game three ball toss.
- The students will compare the feeling of trust with their classmates to a time where they had to work with a team by participating in crumbing.
- The students will examine a news article announcement by engaging in a DAR process during artifact.
- The students will demonstrate their character’s emotions by doing a paired improvisation.
- The students will construct Apollo 11 by embodying an engineer in machine.
- The students will interpret the character’s feelings during takeoff and the expedition by justifying ideas through role on the wall.
- The students will compose a combination of sounds to imitate the Apollo 11 take of by participating in soundscape.
- The students will model the Neil Armstrong’s movements as he came off the Apollo 11 onto the moon by embodying his actions through narrative pantomime.
- The students will illustrate a picture of Neil Armstrong stepping back onto land for the first time since takeoff by creating a frozen image.
- The students will interview Neil Armstrong years later about his journey to the moon by hot seating.
- The students will show Neil Armstrong’s impact on the knowledge we have today the moon and space by making a newspaper headline.
- The Students will choose a word or phrase that encompasses what they took away from Neil Armstrong’s journey to the moon through it made me think.

Day Number	Drama Strategy	Objective with Bloom’s Verb (Think forward and backward.)	Episodic Time Structure	Student Role/ Teacher Role	Materials Needed
1	Community Contract	The students will compose a list of rules for the class to follow during drama activities to make everyone feel comfortable by drafting a	N/A	Self	Paper, markers, and markers

		community contract.			
1	Three Ball Toss	The students will relate the challenge of a game to a time where they were nervous or stressed by playing the game three ball toss.	N/A	Self	Three small balls/bean bags
1	Crumbling	The students will compare the feeling of trust with their classmates to a time where they had to work with a team by participating in crumbling.	N/A	Self	None
1	Artifact	The students will examine a news article announcement by engaging in a DAR process during artifact.	N/A	Self	News article announcing the plans for Apollo 11 to go to the moon
2	Paired Improvisation	The students will demonstrate their character's emotions by doing a paired improvisation.	January 1969	Neil Armstrong/ NASA employee	None
2	Machine	The students will construct Apollo 11 by embodying	Time: Still 1969	Apollo 11 engineers	None

		an engineer in machine.			
2	Role on the Wall	The students will interpret the character's feelings during takeoff and the expedition by justifying ideas through role on the wall.	Time: July 1969	Neil Armstrong and the public	White paper, tape, and markers
3	Soundscape	The students will compose a combination of sounds to imitate the Apollo 11 take off by participating in soundscape.	Time: July 1969	Apollo 11	None
3	Narrative Pantomime	The students will model Neil Armstrong's movements as he came off Apollo 11 onto the moon by embodying his actions through narrative pantomime.	Time: July 1969	Neil Armstrong	None
3	Frozen Image	The students will illustrate a picture of Neil Armstrong stepping back onto land for the first time since takeoff by creating a frozen image.	Time: July 1969	Neil Armstrong and the public	None

4	Hot Seating	The students will interview Neil Armstrong years later about his journey to the moon by hot seating.	Time: 1990	Neil Armstrong and interviewers	None
4	Headlines	The students will show Neil Armstrong's impact on the knowledge we have today the moon and space by making a newspaper headline.	Time: July 2019	Self	Paper and Markers
4	It Made Me Think	The Students will choose a word or phrase that encompasses what they took away from Neil Armstrong's journey to the moon through it made me think.	Time: Today	Self	None

Process Drama Example #6

Question/Topic for Exploration: The social stigmas and discrimination that individuals with disabilities endure.

Strategies: Community Contract, Keeper of the Keys, Exploding Atom, Artifact, Role on the Wall, Real and Ideal Images, Cover the Space into Statues, Hot Seating, Conscious alley, Writing in Role, Paired Improvisation, Tableau/Frozen Picture with Thought Tracking, Headlines

Introduction/Justification: Disability awareness is an important topic to discuss with young people because young people have a natural inclination to be curious and it is critical to make students aware of these differences in order to develop an accepting attitude. This topic will continue to be relevant regardless of the year because of the inclusive nature of American classrooms. This process drama considers exploration of the experience of a disabled person primarily through the eyes of Emmanuel Ofose Yeboah. The idea that a person can persevere through challenges against all odds may resonate with young people.

Time Needed: Four days, 45 minutes each.

Materials Needed: Chart paper, markers, keys, blindfold, water bottle, paper, and pencils

Space Needs: Large open classroom

Grade(s): 4th grade

National Standards:

- Creating- (Envision/Conceptualize): a. Articulate the visual details of imagined worlds, and improvised stories that support the given circumstances in a drama/theatre work
- Creating- (Envision/Conceptualize): c. Imagine how a character might move to support the story and given circumstances in a drama/theatre work.
- Creating- (Develop): a. Collaborate to devise original ideas for a drama/theatre work by asking questions about characters and plots
- Creating- (Develop): b. Make and discuss group decisions and identify responsibilities required to present a drama/theatre work to peers.
- Performing (Select): b. Make physical choices to develop a character in a drama/theatre work.
- Performing (Prepare): a. Practice selected exercises that can be used in a group setting for drama/theatre work.
- Reflect (Responding): a. Identify artistic choices made in a drama/theatre work through participation and observation.

Essential Question(s): What was the impact of the American with Disabilities Act of 1990? How does the story of Emmanuel Ofose Yeboah relate to or connect to young people in 2017? How did Emmanuel Ofose Yeboah become a national hero for those with disabilities? How did a supportive relationship serve to empower Emmanuel Ofose Yeboah in a situation that outsiders might have perceived as hopeless?

Enduring Understanding: Disability is not inability.

Learning Objectives:

- Students will choose class guidelines by creating rules that every student could follow to show respect for self, respect for others, and respect for property.

- The students will interpret the metaphor of the strategy by expressing a time that they felt limited in some physical or intellectual way.
- The students will relate to a statement by reflecting on a prompt and embodying their opinion.
- The students will better understand the setting of the story by creating an image of Africa.
- The students will analyze Emanuel’s feelings and connect internal feeling to external forces by justifying ideas through role on the wall.
- The students will collaborate to embody Emanuel’s experience in his hometown by creating real and ideal images.
- The students will discuss the importance of striving for one’s dreams by acting as Emanuel and his mother.
- The students will express the importance of Emanuel’s actions by writing a newspaper headline that encapsulates the significance of his story.

Day Number	Drama Strategy	Objective (Think forward and backward)	Materials Needed
1	Community Contract	Students will choose class guidelines by creating rules that every student could follow to show respect for self, respect for others, and respect for property.	Chart paper and Marker
1	Keeper of the Keys	The students will interpret the metaphor of the strategy by expressing a time that they felt limited in some physical or intellectual way.	Keys and Blindfold
1	Exploding Atom	The students will relate to a statement by reflecting on a prompt and embodying their opinion.	Water bottle
1	Artifact	The students will analyze a statement from the US government by engaging in a D.A.R. process (Describe, Analyze, Relate).	None
2	Role on the Wall	The students will analyze Emmanuel’s feelings and connect internal feeling to external forces by justifying ideas through role on the wall.	Chart Paper and Markers
2	Real and Ideal Images	The students will collaborate to embody Emmanuel’s experience in his hometown by creating real and ideal images.	None
2	Cover the Space into Statues	The students will analyze and embody a frozen image depicting how outside forces might be affecting Emmanuel’s feelings.	None

3	Hot Seating	The students will interview Emmanuel's mother by engaging in an improvisational dialogue through a class dramatization.	None
3	Conscious Alley	The students will construct dialogue by preparing improvisational dialogue to show that Emmanuel is a positive role model for the disabled community.	None
3	Writing in Role	The students will summarize Emmanuel's family's experience by writing from a selected character's perspective.	Paper and pencil
4	Paired Improvisation	The students will discuss the importance of striving for one's dreams by taking on the role of Emmanuel and his mother.	None
4	Tableau Frozen Picture with Thought Tracking	The students will devise a frozen image by imagining Emmanuel and his mother meeting again after seeing all that he has accomplished for the disabled community.	None
4	Headlines	The students will express the importance of Emmanuel's actions by writing a newspaper headline that encapsulates the significance of his story.	Paper and markers

Process Drama Example #7

Question/Topic for Exploration: Deforestation and its effects on the environment and species living in the forests.

Strategies: This Setting Needs..., Exploding Atom, Truth About Me (Animal Edition), Artifact, Real/Ideal, Soundscapes, Hot Seating, Yes AND..., Town Hall, Writing in Role, and It Made Me Think

Introduction/Justification: Trees are important for all life on Earth, but they are being taken down in large numbers through deforestation. Deforestation destroys the habitats of many species on earth, damages the land, and negatively affects the environment. At the current rate of deforestation the world's rainforest could completely vanish in the next hundred years. Students should understand how deforestation is affecting our earth.

Time Needed: Four Days, around 45 mins each day

Materials Needed: Large Blank Sheets of paper/posterboard, Markers, Pens, Pencils, Sticky Notes, Name tags (Could be notecards), Photograph depicting deforestation, Map drawing, Whiteboard, and Whiteboard markers.

Space Needs: Safe open area for moving around and accessibility to chairs.

Grade(s): 4th & 5th

National Standards:

Creating - Envision/Conceptualize: (c) Imagine how a character's inner thoughts impact the story and given circumstances in a drama/ theatre work.

Creating - Develop: (a) Devise original ideas for a drama/theatre work that reflect collective inquiry about characters and their given circumstances.

Creating - Develop: (b) Participate in defined responsibilities required to present a drama/theatre work informally to an audience.

Performing - Select: (b) Use physical choices to create meaning in a drama/theatre work.

Performing - Share, Present: (a) Share small-group drama/theatre work, with peers as audience.

Responding: Interpret: (a) Compare and contrast multiple personal experiences when participating in or observing a drama/theatre work.

Responding: Evaluate: (c) Recognize how a character's circumstances impact an audience's perspective in a drama/theatre work.

Connecting: Emphasize: (a) Identify the ways drama/theatre work reflects the perspectives of a community or culture.

Connecting: Interrelate: (a) Investigate historical, global and social issues expressed in drama/theatre work.

Essential Question(s):

- What kinds of animals live in the forest?
- How is deforestation affecting our species habitats?

- How can we look at deforestation from the logging companies point of view?

Enduring Understanding: Deforestation is detrimental to the earth's environment and species habitats.

Learning Objectives:

- Students will choose class guidelines and expectations by creating a rules that all students will follow to show respect for each others ideas, respect of themselves, and respect to the facilitator.
- Students work together as an ensemble by creating frozen images of rainforests with their bodies.
- Students will express and share their opinions with the class surrounding deforestation by deciding where they stand dependent on statements given by the facilitator.
- Students will embody an animal by thinking about its characteristics, the habitats they live in, and how it may be different or similar to other animals in the forest.
- Students will analyze and share their thoughts by observing a photograph of a scene depicting what deforestation might look like.
- Students will use their imaginations and collaborate with others by forming images of the ideal habitats of different animals as well as the unfortunate reality of how deforestation is affecting their living spaces.
- Students will get into role by exploring the rainforest through different sounds heard in the rainforest that will enable them to picture themselves there.
- Students will explore the reasoning and logistics of wanting to build and teardown the rainforest through a meeting with the CEO of a Construction Company.
- Students will list the positives and negatives with the building project and be able to form an opinion on the building project based off the list.
- Students will form an opinion on the building project and participate in a town hall meeting with their peers where they will be able to vocalize their opinion and debate the issue at hand.
- Students will explore through writing how to write to a representative about a local problem they have an opinion on.
- Students will show their understanding by selecting a word that helps represents what they took away from this lesson

Day Number	Drama Strategy	Objective	Materials Needed
1	Community Contract	Students will choose class guidelines and expectations by creating a rules that all students will follow to show respect for each others ideas, respect of themselves, and respect to the facilitator.	Big Blank Piece of Paper and a two different colored pens/markers

1	Ensemble Building: This Setting Needs...	Students work together as an ensemble to create frozen images of rainforests with their bodies.	n/a
1	Introduction to Topic: Exploding Atoms	Students will express and share their opinions with the class surrounding deforestation through deciding where they stand dependent on statements given by the facilitator.	Water Bottle or something to indicate the center of the atom
2	Truth About Me (Animal edition)	Students will embody an animal and think about its characteristics, the habitats they live in, and how it may be different or similar to other animals in the forest.	Pre-made name tags labeling with different animals that live in the forest/rainforest Sticker notes as place holders
2	Artifact	Students will observe a photograph of a scene depicting what deforestation might look like. They will analyze the photograph and share their thoughts on the scene.	Photograph of deforestation scene
2	Real and Ideal	Students will think about and collaborate to form images of the ideal habitats of different animals as well as the unfortunate reality of how deforestation is affecting their living spaces.	n/a
3	SoundScapes	Students will get into role by exploring the rainforest through different sounds heard in the rainforest that will enable them to picture themselves there.	n/a
3	Hot Seating	Students will explore the reasoning and logistics of wanting to build and teardown the rainforest through a meeting with the CEO of a Construction Company.	Map Drawing

3	Yes, AND...	Students will list the positives and negatives with the building project and be able to form an opinion on the building project based off the list.	Whiteboard and Whiteboard Markers
4	Town Hall	Students will form an opinion on the building project and participate in a town hall meeting with their peers where they will be able to vocalize their opinion and debate the issue at hand.	Whiteboard and Whiteboard Markers
4	Writing In Role	Students will explore through writing how to write to a representative about a local problem they have an opinion on.	Blank Paper and Pens/Pencils
4	It Made Me Think	Students will show their understanding by selecting a word that helps represents what they took away from this lesson.	n/a