

The Personal is Powerful
Theatre High School Class- 60 minutes
Excerpt

Standards:

- *Anchor 4 Performing*
- *Anchor 8 Responding*

Learning Targets:

- *To have the students learn and share about mental health*
- *See how to convey meaning through the presentation of theatre*
- *Deepen students' understanding on why having representation in theatre matters*

Checklist:

- Check in: least favorite and favorite part of your day so far
- Name Introduction
 - (We will have name tags for my lesson, but this is within a unit in a semester so all my students know one another)
- Review safety and resources, including how to talk about emotionally hard topics
- Warm up: Stretching
 - We are going to talk about one idea or concept you took from your reading of *Dear Evan Hansen*.
- Cool Down: What your favorite part of the day was and stretches
- Take Home: If you were Evan Hansen what would you have decided to do?
 - Think of a few reasons to back up your choice. We will talk about it at the start of next class.
- *Breaks* (In between games)
- Music choices: *Dear Evan Hansen* Soundtrack
 - Fun Facts — *Dear Evan Hansen* Broadway facts
- Non-verbals — Thumbs up, One through 5 how well do you understand
- Attention getters — A hush fell over the crowd, Places, I say Evan, you say Hansen!

Risk Management in General:

- Check our shoes
- Water bottles/ Backpacks in one spot
- Following the rules
- Check ins with the students

Accommodations:

- My Second Freeway Lane Ideas for students who need accommodations
- Everyday pair a new student up with the student who needs accommodations to help overall inclusion in the class

- Talk to the Students in my class how important it is for us to be inclusive of everyone and create a safe learning environment for everyone
- Include alternative activities such as coloring, arts and craft related to our unit during discussion for students who are non-verbal
- Making sure to thoroughly understand student's accommodations and meet them all

Provide an Estimate of Time

Check in on how students are doing, How are you doing? What is your main take away from reading/watching or listening to *Dear Evan Hansen*?

5 Minutes

Class Opener

What helps you feel connected to a play?

5 minutes

Eye contact, No eye contact - 10 minutes

- We are going to play a game called eye contact, no eye contact.
- We are all going to walk around freely in the space all having the same imagination term for the space.
- We will spend the first couple minutes no eye contact with others in your space.
- Then we will move to trying to make eye contact with your peers and you look away once you do.
- Then you try to find eye contact again with someone else.

Status Game - 15 minutes

- We are all going to draw a card from this deck. The #2 is considered lowest status and ace is the highest status. You don't get to see your own card but you will hold it out for everyone else to see and interact with.
- High school often has these uncomfortable levels of status and this is explored within *Dear Evan Hansen*. We are going to do a few rounds of this so we all can have a chance to have different perspectives *on how others treat us*
- *How did that game make us feel? Have a few students share their experiences*

Defenses Game - 15 minutes

- There is going to be a list of common defenses for Actor #1 to pick and Actor #2 will be given a simple leading topic
- Actor #2 has to adjust what they are doing based on how the Actor #1 behavior.

Cool Down and Take Home - 5 minutes