



PRESENTATION TEMPLATE

Problem Solving through Theatre: Learning 21st Century Skills via the Dramatic Arts 6-12

<p>Outcomes</p> <p>Through interactive learning, teachers and students will engage in practice targeted exercises, informed by Common Core State Standards, that lead to a culminating activity focused on problem-solving in real world situations. The goal is to explore the skills specific to dramatic arts as a means of problem-solving while exploring these four components: Creativity, Collaboration, Creativity, and Critical Thinking.</p>		<p>Grade(s)</p> <p>6-12</p>		<p>Audience(s)</p> <p>K-6 Teachers</p>				
<p>Time</p> <p>How many minutes will this portion of the</p>	<p>Content</p> <p>What content will the training/presentation address? List the main focus areas/topics.</p>	<p>Presentation Methods</p> <p>How will the content be presented?</p> <p>PPT</p>	<p>Participant Activities</p> <p>What specific activities will the participants engage in to learn the</p>	<p>Reflection, Assessment, & Evaluation</p> <p>How will the presenter engage participants in</p>	<p>Support Materials</p> <p>What materials will the presenter and</p>	<p>Arts Standards</p> <p>Identify targeted arts standards addressed in the training.</p>	<p>Common Core & ELD Standards</p> <p>Identify the Common Core (language arts and/or mathematics), Next</p>	<p>Outcomes</p> <p>Which outcomes does this portion of the training/presentation address?</p>

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<p>module take?</p> <p>5 hours</p>			<p>content? Identify the name of the activity and provide a brief description.</p>	<p>debriefing and/or reflecting on their experience/learning?</p>	<p>participants need? This includes but is not limited to handouts, supplies, equipment, and multimedia resources.</p>	<p>Link to California Arts Standards: https://www.cde.ca.gov/be/st/ss/vapacontentstnds.asp</p>	<p>Generation Science, and ELD standards addressed in this section of the module.</p> <p>ELD Standards: https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf</p> <p>Common Core Standards https://www.cde.ca.gov/re/cc/</p>	
<p>5 min</p>	<p>Settle-in</p>		<p>Provide a brief introduction before participants sit down for Activity #1.</p>		<p>Name tags Markers</p>			
<p>Hour 1 40 min</p>	<p>Introductions and Objective: Through interactive learning, teachers and students will engage and practice targeted exercises, informed by</p>	<p>Part lecture /part group activity: The process, guided by the Teaching Artists, is collaborative and relies</p>	<p>Use theatre skills to communicate concepts and ideas</p>		<p>Wi-Fi PPT Projector</p>	<p>Theatre Standards</p>	<p>CCSS Anchor Standards RST1 WHS2</p>	<p>Participants learn about objectives for the day.</p>

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	Common Core State Standards, that lead to a culminating activity focused on problem-solving in real world situations. The group will explore how their own experiences and knowledge is vital to the steps we'll take in the learning process	completely on each member participating fully and wholeheartedly. Teaching Artists will draw out prior knowledge and use it to support ideas and expand them.	from other curricular areas.					
10 min	<p>Common Core Connections to Theatre</p> <p>The new Common Core standards have a high linguistic demand. Students must be able to:</p> <ul style="list-style-type: none"> Engage in extended discourse Read and understand complex text in English Construct explanations and argumentation Understand and create diverse text and sentence structures Handle vary different vocabulary practices. 	Lecture				<p>Theatre Standards: 7. TH.Pr5.a Participate in a variety of exercises and techniques that can be applied in a rehearsal and a drama/theatre performance.</p> <p>PRf.TH.Pr5.a Practice various acting techniques to expand skills in a rehearsal and a</p>		Participants begin to see the connections between theatre and Common Core.

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10 min	<p>More connections to 21st Century Skills:</p> <ul style="list-style-type: none"> • Communication: sharing thoughts, ideas, and solutions. • Collaboration: working together to reach a goal by putting talent, expertise, and smarts to work. • Critical thinking: looking at problems in a way, linking learn across subjects and disciplines • Creativity: trying new approaches to get things done equals innovation and invention 	Brainstorm and sharing through discussion and idea sharing, teaching artists draw out prior knowledge leading to a listing of 21 st Century Skills	Collaborative discussion in small groups and reporting out to the full group.	Discussion and reflection of shared ideas	Poster-sized post-its and markers	<p>drama/ theatre performance.</p> <p>6.TH.Cr1.b Explore a scripted or improvised character by imagining given circumstances in a drama/theatre work.</p> <p>6.TH:Pr4.b Experiment with various choices to communicate character in a drama/theatre work.</p>	Engage in extended discourse. Construct explanations and argumentation.	Participants demonstrate understanding through discussion and sharing ideas.
15 min	<p>Activity 1: Watch and introduce the videos by saying they are intended as inspiration for the task that they will be assigned to the group.</p> <p>CAN English School: Speaking English http://www.cna.com.br/speakingexchange/</p>	Video presentation	Participants view several videos to inspire ideas and creative problem-solving	Observation	Computer, projector, screen, and speakers		CCSS RST#9 Gr.6-8 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with what is gained	Participants are inspired by exemplars

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	<p>Human Library https://www.youtube.com/watch?v=6nzifsl4Suo</p> <p>Dialogue in the Dark http://www.youtube.com/watch?v=ry-cW9Bg014</p> <p>Always like a Girl https://www.youtube.com/watch?v=XjJQbjWYDTs&index=6&kust=PLudVh3aQ-OUbdONy3C7PMORorcfxyZtW5</p>					<p>Theatre Standards:</p> <p>7. TH.Pr5.a Participate in a variety of exercises and techniques that can be applied in a rehearsal and a drama/theatre performance.</p>	<p>from reading a text on the same topic.</p>	
30 min	<p>Activity 2: Objective: Introduce all participants</p>	<p>Presenter gives instructions for activity and facilitates the activity</p>	<p>“Tell Me About Yourself” Activity Procedures:</p> <p>Divide group into pairs. Individuals in pairs tell 5 things about themselves.</p>		<p>Scrap paper Pencils Erasers Markers or Crayons Tape</p>	<p>PRf.TH.Pr5.a Practice various acting techniques to expand skills in a rehearsal and a drama/ theatre performance.</p>	<p>CCSS RST #7 Gr. 9-10 Translate quantitative or technical information expressed in words in a text into a visual form (e.g., a table or chart) and translate information</p>	<p>Participants learn about their colleagues and describe what they learned through visual and oral communication methods.</p>

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			Listeners take notes by drawing an image (no words) that evokes/describes the other person Listeners present the images to the whole group. Post images around the room.			6.TH.Cr1.b Explore a scripted or improvised character by imagining given circumstances in a drama/theatre work.	expressed visually or mathematically (e.g., in an equation) into words.	
30 min	<p>Activity 3: Participants brainstorm skills needed for problem-solving</p> <p>Brainstorm a list of problem-solving skills and categorize in the following groupings:</p> <ul style="list-style-type: none"> • Communication • Approach problems with patience and persistence • Work as a team to achieve common goals • Divergent thinking 	Facilitator gives instructions for the activity and facilitates the activity.	Brainstorm a list of problem-solving skills and categorize in the following groupings (assuming they tend to fall into these groups). Participants write a problem-solving skill on a sticky note (one skill per sticky). Create posters on a wall that has columns for each of		Large post-its Markers Small post-its	6.TH:Pr4.b Experiment with various choices to communicate character in a drama/theatre work.		Participants learn how to use prior knowledge to explore problem-solving skills

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			<p>the four categories, participants put their sticky notes under the category which they think is most appropriate.</p> <p>Communication Articulate intentions: Do they contribute their thoughts and ideas in the discussion? Receive and offer criticism: Do they explore alternative points of view? Listen actively to others' ideas Approach problems with patience and persistence Rise above frustration</p>			<p>Theatre Standards:</p> <p>7. TH.Pr5.a Participate in a variety of exercises and techniques that can be applied in a rehearsal and a drama/theatre performance.</p> <p>PRf.TH.Pr5.a Practice various acting techniques to expand skills in a rehearsal and a drama/ theatre performance.</p> <p>6.TH.Cr1.b</p>	
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			<p>Were they able to create a cohesive strategy? Keep trying in spite of challenges and failures Work as a team to achieve common goals Were they able to implement that strategy? Divergent thinking Can they come up with more than one solution?</p>			<p>Explore a scripted or improvised character by imagining given circumstances in a drama/theatre work.</p> <p>6.TH:Pr4.b Experiment with various choices to communicate character in a drama/theatre work.</p>		
20 min	<p>Activity 4: First Game- Human Obstacle Course</p> <p>Objectives: clear communication, listening, taking turns to speak.</p>	Facilitator gives instructions for activity and facilitates activity.	<p>Human Obstacle Course: Procedures: Everyone stands in a circle surrounding many items that have been distributed on</p>	<p>Reflection: Brainstorm additional games that teach communication.</p>	Various found objects in the room.	<p>Theatre Standards:</p>	<p>CCSS RST #9 Gr. 6-8 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources</p>	Participants practice communication skills and discover how theatre games teach specific skills.

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			<p>the floor in the idle of the circle. One participant is blindfolded and asked to stand somewhere in the middle amidst the items. The group must use their words to guide the blindfolded person out of the “minefield”. If the volunteer touches any items with any part of their body, the facilitator says, “Kaboom” and that round is over. The members of the circle cannot talk to each other, only to the volunteer in the circle.</p>	<p>Please note: Games will typically overlap on different categories.</p>		<p>7. TH. Pr5.a Participate in a variety of exercises and techniques that can be applied in a rehearsal and a drama/theatre performance.</p> <p>PRf.TH.Pr5.a Practice various acting techniques to expand skills in a rehearsal and a drama/ theatre performance.</p> <p>6.TH.Cr1.b Explore a scripted or improvised character by imagining given circumstances in a</p>	<p>that are gained from reading a text on the same topic.</p> <p>CCSESA RST#3 Gr. 11-12 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p>	
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						drama/theatre work. 6.TH:Pr4.b Experiment with various choices to communicate character in a drama/theatre work.		
35 min	<p>Activity 5: Second Game Find Your Mama Like a Little Penguin Objectives: Build trust, teamwork, heightened listening skills</p>	Facilitator gives instructions for activity and facilitates activity.	<p><i>Find Your Mama Like a Little Penguin</i> Procedures: Everyone stands in a circle and numbers off by twos. The 1s step out in front of the person to the right, face them, and make a sound with their mouth (not a word) that can repeat over and over again. The 2s that are listening memorize the sound. Everyone closes their</p>	Reflection: Brainstorm additional games that teach patience and persistence	None	<p>Theatre Standards: 7. TH.Pr5.a</p>	<p>CCSS RST #9 Gr. 6-8 Compare and contrast the information gained from experiments, simulations, video or multimedia sources with what they gained from reading a text on the same topic.</p> <p>CCSESA RST#3 Gr. 11-12 Follow precisely a complex multistep procedure when</p>	Participants practice communication skills and discover how theatre games teach specific skills.

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			<p>eyes and join hands. When the facilitator says “go” everyone is to begin slowly mixing themselves up in the room. The facilitator will say “freeze” and then “Find your mother like a penguin.” Everyone will start masking their sound while simultaneously listening for the sound that was made by the person standing to their left. When they find them, they take that person’s right hand and hold on to it. Each person is looking for the person to their left</p>			<p>Participate in a variety of exercises and techniques that can be applied in a rehearsal and a drama/theatre performance.</p> <p>PRf.TH.Pr5.a Practice various acting techniques to expand skills in a rehearsal and a drama/ theatre performance.</p> <p>6.TH.Cr1.b Explore a scripted or improvised character by imagining given circumstances in a drama/theatre work.</p>	<p>carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p>	
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			while they are being searched for by the person that was to their right.			6.TH:Pr4.b Experiment with various choices to communicate character in a drama/theatre work.		
20 min	Activity 6: Third Game – Yes Objectives: To develop focus, teamwork, and acceptance	Facilitator gives instructions for activity and facilitates activity.	<p>“ Yes” Procedure: Participants stand in a circle Person A makes eye contact with Person B across the circle and points at that person. Person B will say “yes” giving person A permission to move. Person A begins to walk toward Person B to take a spot in the circle. Person B cannot move until they are given permission by</p>	Participants will demonstrate their understanding and have a chance to make their own notes on their copy of Handout #1	None	<p>Theatre Standards: 7. TH.Pr5.a Participate in a variety of exercises and techniques that can be applied</p>	CCSESA RST#3 Gr. 11-12 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.	Participants connect to each other and build communication and collaboration skills.

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			someone else in the circle, and so on.			in a rehearsal and a drama/theatre performance.		
30 min	<p>Activity 7: Fourth Game – Cloth in Circle Objectives: Generate large number of ideas. Push past point of “I’ve run out of ideas”</p>	Facilitator gives instructions for activity and facilitates activity.	<p>Cloth in Circle Procedure: Participants are seated in a circle (on floor or in chairs) First participant goes to the center of the circle, picks up the object, and immediately uses it as if it were something else. The activity is completely pantomimed except for the cloth). In general, each participant takes only s a turn (go around the circle rather than having</p>	Brainstorm other games that promote divergent thinking	30” by 60” rectangles of sturdy fabric (thin knit works well so they can be tied, bunched, molded, etc.)	<p>PRf.TH.Pr5.a Practice various acting techniques to expand skills in a rehearsal and a drama/ theatre performance.</p> <p>6.TH.Cr1.b Explore a scripted or improvised character by imagining given circumstances in a drama/theatre work.</p> <p>6.TH:Pr4.b Experiment with various choices to</p>	<p>CCSS RST #7 Gr. 9-10 Translate quantitative or technical information expressed in words in a text into a visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p>	Participants use prior experience to present symbolic representations of information. Students use divergent thinking and persistence to complete tasks.

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			<p>the person who guessed it go next. Avoid selecting people each time. It's much simpler and ensures that everyone takes a turn if you simply go around the circle. Ask for no repeated ideas. After everyone has had a turn, go around the circle again. This time is generally easier because everyone has had a chance to try it. After everyone had had a turn, go around the circle a fourth time. Push the group to content to quickly</p>			<p>communicate character in a drama/theatre work.</p>		
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			determine fresh ideas.				
15 min	Activity 8: Form small groups to identify a practice problem Objective: Select one problem/issue for the group to explore	Facilitator gives instructions for activity and facilitates activity.	In groups 6-8 people brainstorm pressing issues or a simple problem in their classes, schools, communities, nation, world. List suggestions on large post-its. Decide democratically.	Participants demonstrate process using words and symbols	Large post-it notes and markers	CCSS: RST #7 Gr. 10-12 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.	Participants choose a problem to solve
30 min Planning 30 min Presentation	Activity 9: Develop a two-minute presentation of the group's approach to the problem. This step is crucial to helping teachers identify their own process to problem-solving, which may be different than the process their students will take.	Facilitator gives instructions for activity and facilitates activity.	Teachers will discuss how the games teach problem-solving skills and how they use that thinking to complete the assignment.	Participants reflect on their own process as well as the presentations by the other groups.	Objects found in the room, paper, large post-its, markers	CCSS WHST #7 Gr. 11-12 7. Conduct short as well as more sustained research projects to answer a question (including a	Participants practice using skills learned in prior activities to collaborate, communicate, create, and think crucially to develop ideas and generate

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	<p>Key to everything that happens in this module: teachers and students discover themselves (through the activities) what they need to know to accomplish the task.</p>		<p>30 minutes – for planning /rehearsal 30 minutes (assuming 5 minutes per group for set up, performance, and transition. Groups present their two-minute creations</p>				<p>self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating the subject under investigation.</p>	<p>solutions to a selected problem. Participants demonstrate learned skills in brief presentations.</p>
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15 min	<p>Activity 10: Assignment for in-school implementation</p>	<p>Presenter outlines the assignment, answers questions, and facilitates discussion</p>	<p>Assignment: With their class, identify a problem and work together to find a creative approach to solving the problem. Implement the approach and document the process and outcome. Remember to reiterate to the teachers that the problems can be anything from pressing issues or even a simple problem in their classes, schools, communities, nation, world, etc. They need not be huge issues, but rather</p>	<p>Check for understanding</p>	<p>Handout with description of assignment</p>			<p>Participants understand the expectations for the completion of the course.</p>
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			<p>things they are already trying to deal with within their current classroom settings.</p> <p>Bring back a presentation of their creative approach to the problem. Show evidence of the performance activity they generated.</p> <p>Show the steps they took to get to the final product. Reflect on the process and the response from those affected/impacted.</p>					
10 min	Wrap up and questions	Provide closing remarks and facilitate questions from participants	Opportunity for questions					Participants have clear understanding of expectations before leaving for the day.

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Full Day	Presentations of results from classroom problem solving projects	Various activities including live performance, images, video	Participants demonstrate a short version of what their classes did in their problem-solving projects. When not presenting, participants are closely observing and analyzing presentations.	Following each presentation, facilitators lead discussion, Q&A, and reflection on each presentation discussing connections to Common Core and 21 st century problem-solving skills.	Supplies will be provided as needed for each individual presenter including computer, projector, screen, audio system, tables, props, etc.		CCSS RST #9 Gr. 11-12 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.	Participants demonstrate the Common Core connections used in their classroom projects and articulate their understanding of specific aspects of the Common Core as it pertains to theatre and sequence of activities.

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