

TH 507 Boal Lesson Plan – Kallie Marrison

Subjects (s) & Topic(s) Covered	Theatre; Introduction to Forum Theatre (focused on the issue of bullying in schools)
Grade/Level	This Lesson Plan would work for Grade 6 through college
SLO	How can students create short scripts based on real life stories of oppression to explore systems of power and problem solve solutions together with spec-actors?
Objective(s)	<p>By creating short scripts based on real life stories of oppression, I can explore systems of power and problem solve different possible solutions with spec-actors.</p> <p>By creating short scripts based on real life stories of oppression, I can support spec-actor participation to understand and appreciate different points of view.</p>
Assessment/Rubrics	<p>HOMEWORK ASSIGNMENT: Students will document a time when they themselves were bullied or when they witnessed someone else being bullied (students will be notified that these will be shared, so to make sure the story is something they are willing to share. Also, no “real life” names will be used). To promote student centered learning, students can document this by journaling, making a Flip Video, YouTube Video, or PowerPoint Presentation. Students will be placed in groups of three and share their stories with each other. Students will then create a 2-3 page scene for each story. They will then rehearse the scenes and work towards performing the scenes (with three “Forum Theatre” scene rounds per scene) for their classmates. The goal is that these scenes will eventually be performed for a local community event with several “Forum Theatre” rounds for each scene to bring awareness to the bullying issue occurring in schools as well as support spec-actor participation to explore different possible solutions to this problem.</p> <p>Formative Assessment: For this lesson, I will be assessing students’ understanding of the material by observing them doing the “Push Not to Win” and “Complete the Image” exercises, working with their small groups, and performing their scene and two “Forum Theatre” scene rounds. Students will also receive assessment feedback from other students (overseen and led by me) through Lerman Looks and class discussion of these exercises.</p> <p>Summative Assessment: For this lesson, students’ summative assessment will be their group project homework assignment. Based on this, I will be able to see if they understand the</p>

	material, if more practice is needed, or if alterations and adjustments are needed for better understanding of the material.
Collaboration	Throughout the class, students will work on their own, in small groups, and all together.
Time Allotment	2.5 hours
Materials	TEACHER MATERIALS: Boal’s Forum Theatre video https://www.youtube.com/watch?v=vcLcXeXJVDU . STUDENT MATERIALS: journals, writing utensil, recording device (such as a phone)
IMPLEMENTATION	
Introduction/Anticipatory Set	WARMUPS: “Push Not to Win” Exercise (see description of exercise below) (NOTE: Consent to touch is mandatory for this exercise) ACTIVITY: “Complete the Image” Exercise (see description of exercise below)
Procedures	DIRECT INSTRUCTION (I DO): There will be a class discussion of both the “Push Not to Win” Exercise and the “Complete the Image” Exercise. (NOTE: By using these exercises first, I can pre-assess students’ knowledge of supporting their scene partner(s) and their ability to see a story then change the image to make a different story.) Students will then watch the following Boal Forum Theatre video: https://www.youtube.com/watch?v=vcLcXeXJVDU GUIDED PRACTICE (WE DO): The topic of the Forum project will be “Bullying”. Students will be given stories based on news articles of students being bullied that they will read and take notes on. They will then be broken off into small groups and work together to create a 2-3 paged scene based on this story. They will be given 20-30 minutes to do this. COLLABORATIVE INDEPENDENT PRACTICE (YOU DO): Students will then rehearse their scenes for 10-20 minutes. Then each group will perform their scene for their classmates. After each scene, there will be two rounds of “Forum Theatre” where classmates will volunteer to step in as one of the characters and offer a solution to the issue presented in the scene.

	<p>After each scene and two “Forum Theatre” rounds, students will write down brief feedback and observations of how solutions were different during each round using Lerman Looks. After each group has completed their scene and “Forum Theatre” rounds, the class will then discuss the Lerman Look feedback together.</p>
<p>Closure</p>	<p>To promote a student-centered learning environment, students will have a choice on how to reflect what they have learned in the class. They will either write a journal entry, make a video, or create an audio recording of the following: how using Forum Theatre can help explore systems of power and problem solve different possible solutions with spec-actors as well as how actors can support spec-actor participation to understand and appreciate different points of view. They will also document one thing they learned, one thing they aren’t sure of, and one thing they don’t understand.</p>

Final Thoughts:

This lesson plan could be easily adapted to any issue, but I chose bullying because I was severely bullied throughout my school years. I think if Forum Theatre would have happened when I was going to school, it would have given my school, my peers, and my bullies the chance to walk in my shoes to truly understand what I was going through. This may have prompted change – for the school to actually take action when my bullies were tormenting me, for my friends to stand up for me and have my back, and possibly even for the bullies to realize what they were doing to me was wrong and maybe stop hurting me. I love the concept of Forum Theatre because it allows students to explore difficult issues such as bullying in a safe space, empathize for the oppressed, understand/appreciate different points of view, and work together to find possible solutions. If this were to be used in schools for the topic of bullying, it could help save a kid from having to go through the trauma and pain that I went through growing up – it could save lives and change the world.

Push Not to Win Exercise:

“This exercise is the perfect example of training for Forum Theatre! It is about using all of one’s strength and still not winning. During a Forum session, an actor must neither give way to the intervening spec-actor, not overwhelm him, but help him apply his strength.

Divide into pairs. Imagine a line is drawn between each pair. Pairs put their hands against one another’s shoulders and begin to push. To push your opponent and cross over the line into their territory would be to win the game – in this game, you do not want to win. Give in to your partner’s strength; support one another’s weight, sometimes pushing harder, sometimes allowing your partner to push you harder.

Variation: Back to back (from sitting to standing)

Variation: Shoulder to shoulder

Variation: Seesaw”

Exercise retrieved from: <https://organizingforpower.files.wordpress.com/2009/03/games-theater-of-oppressed.pdf>.

Complete the Image Exercise:

“Two people share hands and freeze. The leader asks the spectators what story they see. One person then comes out of that frozen picture, leaving an incomplete image. A volunteer then comes in and completes the image to make a different story.

Variation: Work in pairs

Variation: Work in three’s”

Exercise retrieved from: <https://organizingforpower.files.wordpress.com/2009/03/games-theater-of-oppressed.pdf>.