

TH 507 Unit 1 Project Submission – Kallie Marrison

Subjects (s) & Topic(s) Covered	Theatre; Objectives, Obstacles, and Tactics
Grade/Level	4 th Grade, Beginning Theatre Class (early school year, but once a sense of safety, trust, and community have been established)
Standard(s)	Standard 3: Analyze, describe, and evaluate works of art. ART.T.III.4.6 Analyze the character's wants and needs.
SLO	How can a student use a script to investigate and explore what a character wants and needs?
Objective(s)	By investigating and exploring a script, I can identify a character's wants and needs. Through analyzing a script, I can determine a character's objectives, obstacles, and tactics.
Assessment/Rubrics	<u>HOMEWORK ASSIGNMENT</u> : Pick a short 2-person scene from a play or movie and identify what the character's objectives and obstacles are in the scene, and what possible tactics the characters could use to obtain their objectives. At the next class, students will share their chosen scene and objectives, obstacles, and tactics of the characters in that scene. They will then be paired up and begin working on each other's chosen scenes. Eventually, the paired students will be performing both of their chosen scenes for the class.
Collaboration	Throughout the class, students will work on their own, in pairs, in small groups, and all together.
Time Allotment	2 hours
Materials	TEACHER MATERIALS: white board, markers, short scenes for students, objectives/obstacles/tactics YouTube video https://www.youtube.com/watch?v=nvSH8IcVX_Q . Dorothy Meets the Wicked Witch of the West https://www.youtube.com/watch?v=siLUup2dh2I . Honey, I Love You Activity/Family and Friend Situation Activity: https://tedb-old.byu.edu/?page_id=839 . Tactics Handout: https://thepreparedperformer.com/tactics/ . STUDENT MATERIALS: journals, handout, writing utensil, pen/paper
Resources and Research	Michigan Academic Standards for Theatre
IMPLEMENTATION	
Introduction/Anticipatory Set	WARMUPS: stretches

(Pacing: 20 Minutes)	<p>ACTIVITY: “Honey, I Love You” Activity – See activity instructions below</p>
<p>Procedures (Pacing: 50 Minutes)</p>	<p>DIRECT INSTRUCTION (I DO): After the “Honey, I Love You” activity, students will sit in a circle, and I will lead a group discussion using the following questions:</p> <ol style="list-style-type: none"> 1) What different things did you do to try to get your classmate to laugh? 2) What was your goal when you were on the outside? What was your goal when you were in the middle? 3) What was the connection between the person in the middle and the person they approached on the outside? <p>This discussion then directly leads into the introduction of objectives, obstacles, and tactics definitions (from PowerPoint Slide #3).</p> <p>Student will then be introduced to how to choose tactics and be given examples (from PowerPoint Slide #4):</p> <p>“When choosing tactics, we need to use what is called an “Infinitive Verb”, which is an action word (“verb”) with the word “to” in front of it. Two important questions we need to ask ourselves when figuring out if a tactic works well for our character or not:</p> <ol style="list-style-type: none"> 1) Does it work to get through to the other person? 2) Is it playable? Can I act out this tactic? <p>If we find our tactics are not working to reach our character’s objective, we find new tactics to use!”</p> <p>Students will then be given one minute to come up with three tactics of their own, then they will share their tactics with the classmate sitting next to them. I will also ask for volunteers to share their created tactics.</p> <p><u>Model</u> - Students will be given the “Tactics” handout and will then watch a scene from “The Wizard of Oz”; after watching the scene, I will help guide them as needed to finding and identifying the objectives, obstacles, and tactics in the scene.</p> <p>GUIDED PRACTICE (WE DO): Students will be broken off into groups of 3-4 to practice identifying objectives, obstacles, and tactics. Each group will choose a character and scene from a play or movie of their own interest that they are all familiar with. They will then identify the character’s objectives, obstacles, and tactics together. Then, they will share their findings with the rest of the class.</p>

	<p>COLLABORATIVE INDEPENDENT PRACTICE (YOU DO): The Family/Friend Situation Activity - Students will be paired up and given a setting, relationship, objective, and obstacle. They will then have 5-8 minutes to think of tactics for their characters and create a short 2-minute scene using these tactics to overcome their obstacle and achieve their character's objective. An example of a possible Family/Friend situation: A brother and sister are at home. The brother wants his sister to set him up on a date with her best friend but he doesn't want to admit to his sister that he has a crush on her best friend. The sister wants to borrow her brother's car to go to a concert with her friend, but he is very particular about his car and never usually loans it out to anyone.</p> <p>After each group performs their scene, students will write down brief feedback using Lerman Looks (students will have previously learned this form of feedback and at this point will be comfortable with using it):</p> <p>#1 Statement of Meaning (one statement):</p> <p>#2 Neutral Questions (1-2 neutral questions):</p> <p>(see below for more in-depth details of each of these points)</p> <p>The class will then discuss the Lerman Look feedback as well as the following questions:</p> <ol style="list-style-type: none"> 1) What did you see? 2) Which character reached their objective? Did either character reach their objective? Did both characters reach their objective? 3) Which tactics did you see both characters use? 4) How did the tactics help them reach their objective?
<p>Closure (Pacing: 20 Minutes)</p>	<p>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 following: definitions of objective, obstacle, and tactic; a situation with potential objectives, obstacles, and tactics; one thing they learned; one thing they aren't sure of; and one thing they don't understand.</p> <p>They will also be assigned their homework during this time (see above).</p>
<p>Differentiation: Remediation and Enrichment</p>	<p>REMEDIATION: Students who are struggling to identify objectives and tactics can be given extra examples to use as they work, be paired with students who have mastered the new concepts, and/or be given extra guidance and direction from the me.</p>

	<p>ENRICHMENT: Students who have mastered the material can do research on what a “super objective” is and see if they can identify this for a character from a play or movie of their choice.</p>
TEACHER REFLECTION	<p>Based on my own reactions of the class as well as my students’ closing reflections, I will use journaling the 6 R’s (react, record, review, revisit, rework, and reassess) to briefly reflect on how the lesson went and determine what went well, what did not work, and what I can adapt or change for the next lesson.</p>
ASSESSMENTS	<p>Since this lesson will be one of the first introductory lessons for a character creation unit, there will be no formal rubrics until the end of the unit – where students will have a summative character creation project. Each lesson will have informal formative assessments though. For this lesson, I will be assessing students’ understanding of the material by observing them working with their groups as well as performing their scene. Students will also receive assessment feedback from other students (overseen and led by me) through Lerman Looks and class discussion of their scenes.</p>

“HONEY, I LOVE YOU” ACTIVITY INSTRUCTIONS:

“Students sit in a circle. One student in the middle approaches a student on the outside of the circle with the following exchange. The goal is to get the other student to laugh/smile. Person B must respond with that line without smiling or laughing. If Person B smiles or laughs before completing the line, student A wins and takes their seat and student B goes into the middle.

A: Honey if you love me, won’t you please, please smile?

B: Honey, I love you, but I just can’t smile. Student in the center”

Activity retrieved from "Objectives and Tactics Intro." *BYU Theatre Education*, 2015, https://tedb-old.byu.edu/?page_id=839.

LERMAN LOOKS (Partial List - Retrieved from Playwrighting Class Fall 2023):

THE CORE STEPS

1. **Statements of Meaning:** Responders state what was meaningful, evocative, interesting, exciting, striking in the work they have just witnessed.
3. **Neutral Questions:** Responders ask neutral questions about the work. The artist responds. Questions are *neutral* when they do *not* have an opinion couched in them.

TACTICS LIST HANDOUT:

The following is a Tactics List handout that I would give to students after PowerPoint slide #4 to help give them tactic ideas when analyzing scenes, then creating scenes (I retrieved this handout from the following website - <https://thepreparedperformer.com/tactics/>):

125 Beat-Change Action Verbs

- To accuse
- To admire
- To admit
- To advise
- To admonish
- To adore
- To amuse
- To annoy
- To apologize
- To applaud
- To ask
- To attack
- To attain
- To bask
- To beg
- To belittle
- To beseech
- To bestow
- To boast
- To brag
- To brood
- To brush off
- To caress
- To cast-off
- To celebrate
- To challenge
- To charm
- To check out
- To coax
- To comfort
- To command
- To compliment
- To confess
- To confide
- To confront
- To congratulate
- To convince
- To defend
- To defy
- To demand
- To destroy
- To dis
- To describe
- To discard
- To discover
- To dismiss
- To distract
- To entertain
- To entice
- To erupt
- To escape
- To examine
- To explode
- To exult
- To fight
- To flatter
- To flaunt
- To flee
- To flirt
- To forbid
- To fume
- To gloat
- To grieve
- To hide
- To idolize
- To ignore
- To impress
- To incite
- To inspect
- To instruct
- To invade
- To invite
- To lure
- To mock
- To smother
- To mourn
- To parade
- To patronize
- To perform
- To pester
- To persuade
- To please
- To ponder
- To pounce
- To praise
- To preen
- To prepare
- To primp
- To protect
- To question
- To reject
- To rejoice
- To relate
- To remind
- To rescue
- To retreat
- To ridicule
- To savor
- To seize
- To scold
- To scrutinize
- To search
- To seduce
- To seethe
- To set up
- To shock
- To show off
- To smirk
- To sneak
- To soothe
- To stalk
- To startle
- To strut
- To surrender
- To taunt
- To teach
- To tease
- To tempt
- To test
- To threaten
- To trump
- To ward off
- To welcome
- To withdraw
- To worship

