

Magnet Lesson Plan

Grade Level & Classroom Description: Grade 6-8 students who have signed up for Take Action! – a nine session bullying prevention and intervention seminar in Process Theater.

Rationale:

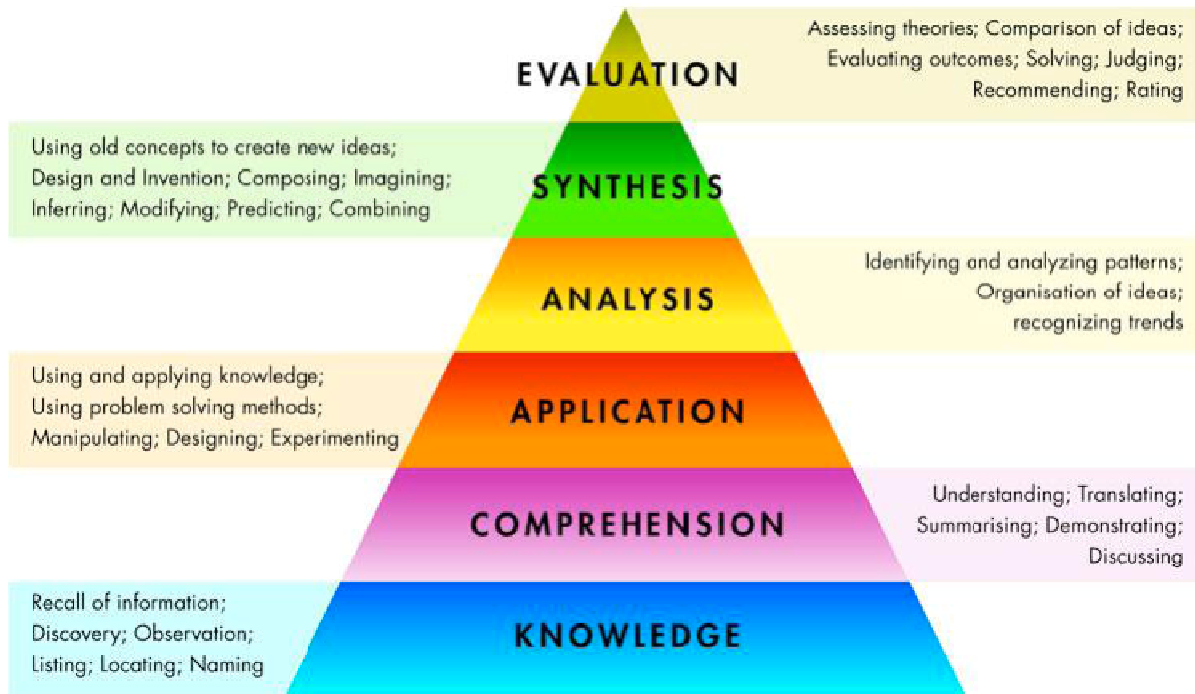
Magnet poetry is something kids like to play with. This lesson takes that concept on step further to students adding their own words to ‘fill in the blanks’ and gauged towards helping them move from reiterating the ideas of others to expressing their own ideas, feelings and memories about bullying. Students will receive pre-printed magnet strips with quotes about social situations. These quotes have been pulled from ethnographic research on personal memories of being a bully, bystander or victim. They will be asked to create a poem by integrating their own writing in between the magnets. Their writing will then be printed onto magnet sheets so they can piece their poem together and present it on the classroom magnetic white board. This lesson is geared toward students making personal investments in the process of script material generation. The biggest fear to overcome in the theater is telling your own story, but by using pre-scripted pieces in conjunction with personal thought students will be able make the transition to expressing themselves freely.

Academic Objectives: Massachusetts Arts Curriculum Frameworks – Theater

- 1.7 Create and sustain a believable character throughout a scripted or improvised scene.
- 1.9 – Use physical acting skills such as body alignment, control of isolated body parts, and rhythms to develop characterizations that suggest artistic choices.
- 1.10 – Use vocal acting skills such as breath control, diction, projection, inflection, rhythm, and pace to develop characterizations that suggest artistic choices.
- 2.8 Improvise characters, dialogue, and actions that focus on the development and **resolution** of dramatic conflicts
- 2.9 Drawing on personal experience or research, write a monologue for an invented, literary, or historical character
- 5.8 – Identify and discuss artistic challenges and successful outcomes encountered during creative and rehearsal process.

Blooms Higher Order Thinking Skills Accessed During Lesson:

B L O O M S T A X O N O M Y



Synthesis

Using their understanding of pre-scripted material students will compose an original poem combining the expression of their own thoughts and those of others.

Application

Using their growing knowledge of self experimentation students will then move on to creating scenes and scripts that express their understanding and feelings about bullying.

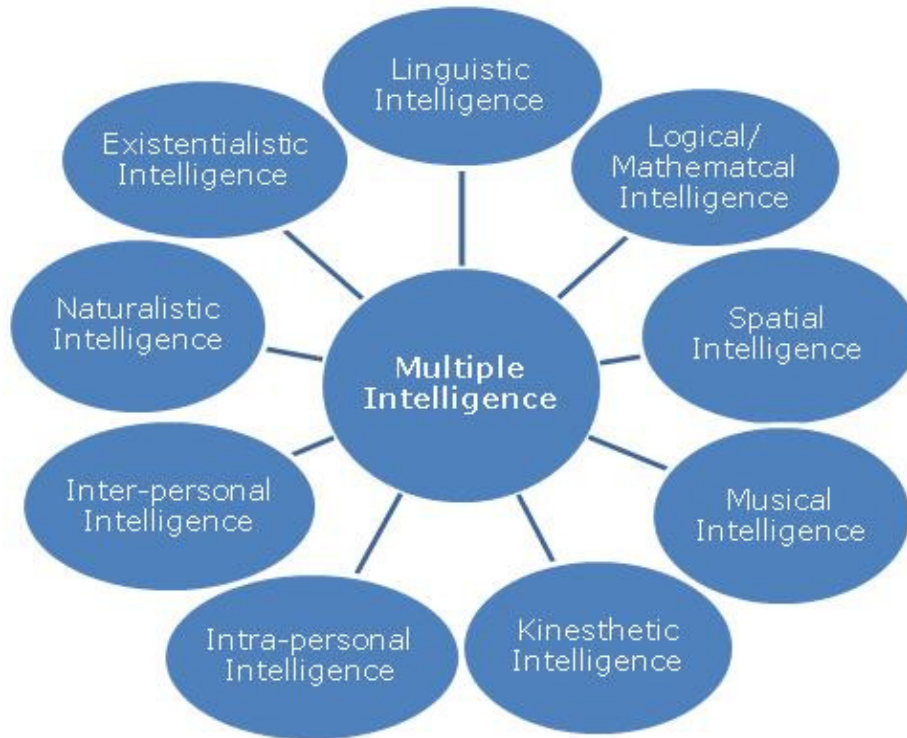
Comprehension

Students will interpret the meaning of each others' poems. They will also discuss their creative process and how this activity will be helpful to them as we apply this knowledge to further projects.

Knowledge

During discussion students will be asked to recall their experiences, emotions and observations of personal challenges within this lesson.

Gardener's Multiple Intelligences in Relation to this Lesson:



Intrapersonal Intelligence

Students will engage their self knowledge during their creative process; expressing their own feelings and experiences with bullying through poetry.

Interpersonal Intelligence

Students will employ their interpersonal intelligence when making connections between pre-printed magnets and their own experiences as well as when discussing each others' poems.

Spatial Intelligence

Students will use their spatial intelligence when choosing a display location and layout for their poem.

Verbal/Linguistic Intelligence

Students will show their verbal/linguistic intelligence word choice and discussions.

Time Allotment:

- **Day 1**

30 minutes to write the poem

After the pieces have been printed allow enough time to each student to read their poem aloud then allow 20 minutes for students to share any reflections on the process. After sharing their poems students can put their poems on cookie sheets and save them.

Materials:

- Pre-printed magnets (3 per student)
- Paper and writing implements
- Computer
- Printer
- Sheets of printable magnets
- Metal cookie sheets

Space Requirements:

Larson Hall – Campus assembly hall and theater provides areas for students to feel they have privacy while writing or to sit in groups.

Procedure:

- Warm up! Have students do 2-3 different improvisation exercises that will get their brains and blood moving. Activities that ask them to consider the feelings of others as well as their own will also prove helpful.
- Hand out paper, pre-printed magnets and pens. Outline for the students the aim of this activity, which is to create a poem about bullying using a combination of the magnets and their own writing.
- Print student writing onto magnet sheets
- Using their original magnets and the new ones they have composed ask students to put the poem up on the white board or on their cookie sheet.
- Have students share their poems with the rest of the class
- Take time to have an open discussion with students about their experience throughout this process.

Questions to consider:

- 1) How did you feel while writing the poem?
- 2) Did any specific memories come to mind?
- 3) Was it easy or difficult to ‘fill in the blanks’?
- 4) What would you change if you did this again?
- 5) How did you feel about using your own words?
- 6) What makes it easier to share your own stories?

- **Day 2**

40 minutes

Now that students have had time to reflect on their pieces and think about sharing their own stories you can put words into action. Using their poems as a script guide students in creating living tableaux and improvised scenes on the themes. It is important that each student have the opportunity to experience the roles of bully, bystander and victim during these enactments.

10 minutes

After the exercises are completed allow time for students to share any reflections on the process. Address any feelings that may have been brought up when students stepped into the three different roles.

Materials:

- Students' completed magnet poems
- Metal cookie sheets
- Journal

Space Requirements:

Larson Hall – Campus assembly hall and theater provides areas for students to feel they have privacy while writing or to sit in groups.

Procedure:

- Warm up! Have students do 2-3 different improvisation exercises that will get their brains and blood moving. Activities that ask them to consider the feelings of others as well as their own will also prove helpful.
- Have students collect their magnet sheets with their poems and put them into groups of 3 (or a number that works for the number of students you have). At this point guide students to create living tableaux of their poems. They should take on characters, create different levels (i.e. low to the ground, middle and standing tall) and freeze.
- Have the groups look at each other and guess what is happening in the tableau they are viewing. Take notes of the explanations students give for what is happening in the tableau.
- When each group has represented their tableaux to the rest of the class have them sit in audience positions creating a 'stage' at one end of the classroom.
- Based on your notes from the previous exercise, have students in groups of three act out a scene based on the outlines created in the tableaux.
- After each scene ask the students to switch roles and show another way the scene could have progressed.
- Another level of this exercise would be to freeze the scene and allow students to volunteer to take one of the roles and redirect the situation. This is particularly applicable when talking about bystanders and whether they are active or inactive.
- Have a discussion about feelings or ideas that developed during the class. Have students take out a journal and write for a few minutes about the experience.

Questions to consider:

- 1) How did it feel to act out your poem in a tableau?
- 2) Did any specific memories come to mind?
- 3) Was it easy or difficult to improvise the scenes?
- 4) What would you change if you did this again?
- 5) How did you feel about acting as a bully, bystander or victim?
- 6) Did you feel anything in common with any of the characters you acted out?

I had to ... everyone was watching

OK, so maybe it wasn't *that* funny.
But it was only a joke. Alright?

Go back with the other losers.

*I'm either a bully, a victim, a bystander or a snitch.
I'll take bully.*

I mean, come on, this is seventh grade!
Who brings their lunch anymore?

Two girls at another table snickered.

*They turned their backs to me.
Yesterday, they were my friends.
Today, I don't know who they are.*

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Gardner's Multiple Intelligences image retrieved from:

<http://be-human.org/2008/03/24/gardner%E2%80%99s-theory-of-multiple-intelligence/>