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| **Name:** Lauren Milne  **Teaching Date: N/A**  **Lesson Topic: Time Travel & The Future**  **Length of Teaching: about 1 ½ hours** | | |
| **Preplanning Tasks:**   1. **Objectives (lesson & academic):** 2. **Lesson** 3. Students will portray the skills of communication, imagination, role-playing, devising, creating, working together, performing, and evaluating. 4. **Academic** 5. Students will express historical and social knowledge about different periods and history through discussion and evaluation. They will have a greater understanding of drama techniques. 6. **Materials:** writing utensils, paper to write on 7. **Resources (if applicable)** | | |
|  | **AABs, ASRs, CFUs** | **TIME** |
| **Lesson Opening:**   1. **Activate Background Knowledge: Bridge-In** 2. Gather class into circle and tell the students about a favorite memory. 3. Then, have the students think of their favorite memory. 4. Without having them say the memory, ask each student to go around and share one word or phrase that represents that memory. 5. Acknowledge the things they say and thank them for participating. 6. **Warm Up:** 7. **Vocal** 8. Have the students say these tongue twisters (or others about fantasy-related adventures) 9. Yoda met a Yeti on the Plains of Serengeti. 10. What a to-do to die today, at a minute or two to two; A thing distinctly hard to say, but harder still to do.   For they'll beat a tattoo, at twenty to two A rat-tat-tat- tat-tat-tat- tat-tat-tattoo And a dragon will come when he hears the drum, At a minute or two to two today, at a minute or two to two.   1. **Physical** 2. Have the students wander around the space and call out certain historical (and non-historical) situations that the students have to act out as they move 3. May include, but not limited to: 4. Slaves moving blocks up a pyramid 5. Driving during rush hour 6. Tyrannosaurus Rex chasing food 7. Astronauts in space |  | 5 minutes  10 minutes (5 minutes for each warmup)  5 minutes  5 minutes |
| **Lesson Body:**   1. **Devised Activity:** 2. **Introduce** 3. Check to make sure the students still remember their favorite memory 4. Pass out (\*attached) worksheet and explain that the students will create a short skit about their favorite memory. But there is a twist… 5. They will have to jump into a time machine and reenact their memory in a different time period with different elements. 6. Dismiss the students to write down their thoughts and ideas. 7. **Construct** 8. Split the class into groups of 2 or 3 and have the students discuss and practice the individual skits together. 9. **Perform** 10. Have each group perform their skits to the class. 11. Make sure to acknowledge appropriate behavior (AAB) like participation and enthusiasm and well as encourage and cheer the students on before each piece. |  | 5 minutes  5 minutes  5 minutes  15-20 minutes |
| **Lesson Closing:**   1. **Cool Down:** 2. Have everyone “step” into the time machine and go back to just before everyone was born. (remember, babies just sort of lay there) Have them wiggle their toes, fingers, and head. 3. Slowly the students start to be able to sit up and become a little stronger with their movements. 4. Speed up time and have the students learn to crawl and babble. 5. Now the students can speak and walk. Have them whisper or shout their word or phrase depicting their favorite memory. 6. Faster forward to the present. The students are now all (whatever age they are) and rejoin the original circle. 7. **Bridge Out/Transition:** 8. Talk about the activity. What the students thought about it, likes and dislikes, what else might have happened in some of the scripts, and anything else that comes to mind. 9. Then have the students say into the space (one at a time) their favorite memory about today in one word or a short phrase. |  | 5 minutes  5 minutes |