

SESSION DESIGN TEMPLATE

Title: Playscript Brain Block

Subject/Class: Theatre 1 – Playscript

Grade/Level: 9-12/Level 1-2

Name: J.S. Peterson

Stage 1 – Desired Results (PLAN)

Content Standards:

Standard L1.T.R.6:

Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works.

Understanding(s):

Students will understand ways to self-identify techniques to fight writers block that works best for them in their creative process

Knowledge:

Skills:

Stage 2 – Assessment (EVIDENCE)

Performance Task(s) & Criteria (rubric, checklist, etc.):

Student will **Analyze** their artistic choices developed from personal experiences in multiple drama/theatre works by participating in an activity to help students get past writers block while writing their scripts. During which they will take the most recent part of their script that they have been working on and find new takes on the direction they were planning. After which they will reflect on how the exercised helped or didn't help them using only one word to which they will begin writing again hopefully using new ideas that they processed while laying down with their eyes closed. Leading students to understand ways to self-identify techniques to fight writers block that works best for them in their creative process. Shown in the work they submit after class of where they started before and after the exercise.

Other Assessments:

Quizzes, prompts, worksheets, homework, essays, etc.

Materials Needed:

TEACHER

STUDENT:

Plays they are working on

Writing Stuff (Tablets, PCs, journal, pens etc.)

Stage 3 – Learning Plan (DO)

Learning Activities: (and indicate instructional strategies by highlighting them in yellow)

Hook

1. Free writing day for scripts **(10m)**
2. This lesson is to be impromptu during the students writing process for play writing. When the Facilitator notices a portion of the class dealing with writer block/ not focusing/ filled with too much energy to write
3. If the class is dealing with any of the above stop the classes writing session a have the students clear a space for movement
4. This lesson is only about 30 minutes to be able to fit into writing days of classes so to still allow students to write before and after

Process (30m)

1. Once the classroom is prepared have the students circle up and lead them in a short breathing exercise focus of clearing the mind (if there is relaxing lighting available use that during the lesson)
 - a. Lead the students in laying on the floor with their feet pointing outwards and their heads in the middle.
 - b. **Instruct** them to lay in a neutral position with their legs and arms uncrossed and to close their eyes.
 - c. Tell the students to focus on clearing their minds of all the noise and let them feel the gravity pulling them into the floor.
 - d. Lead the students in box breathing exercising (5 sets)
 - i. In 3
 - ii. Hold 3
 - iii. Out 3
 - iv. Hold 3
2. Once finished have the students continue to lay down with their eyes close. **Instruct** them on the 3 waves of thinking and how they interact with one another.
 - a. Break down the individual waves.
 - i. Wave 1
 - ii. Wave 2
 - iii. Wave 3
 - b. Have the students **recall** the last part of their script they were writing and have them think of where they want the story to go next. *That is the first wave.*
 - c. Have the student then think of taking the story a different place separate from where they planned it to go. *That is the second wave.*
 - d. Then have them introduce something new to the story that hasn't been part of the script in any way that could possibly ruin the story they were trying to tell... and then have them bounce back to the first wave of the story. *That is the third wave.*
 - e. Redo the waves a few times have them chance their directions, characters, settings etc.

Reflection

1. At the end of the thought exercise have the students eye remain closed and give them a moment to recall what they liked what they didn't then after a minute or so have the students get up rejoin the circle and find one word to describe how the exercise helped or did not help continue their writing process and hopefully break past some block that can form while writing.
2. Restore the room for witting and let the students free write for the rest of class. **(10m)**
 - a. At the end of class have the students submit their days writing to see their progress

Other Resources: