

Mission to Europa Process Drama for Grade 6


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TIME REQUIRED


1.5 hours; divided into two 45-minute sessions

LEARNING OBJECTIVES


Content Standards

- Theater Perform Standard #3
 - Observe, listen, and respond in character to other actors, throughout a scripted or improvised scene.
-  Theater Connect Standard #6
 - Investigate universal or common social issues and express them through drama/ theatre work.
- Theater Create Standard #6
 - Develop dialogue and actions that focus on the development and resolution of dramatic conflicts.

Essential Questions




- What does it mean to be a part of the team? 
- What does it mean to be human?

Enduring Understandings



- Students will understand that they can use their previous understanding of teamwork to help them gain a deeper understanding of the world around them and can accept some of the factors that may not be in their control. 

ASSESSMENT

Performance Tasks

- Students will participate as astronauts on a mission to colonize the moon  Europa, work in-role to solve their group's personal ship's malfunction that will get their ship working again in order to observe, listen, and respond in character to other actors, throughout a scripted or improvised scene.
- Students will participate in a hot-seating exercise with the robot  D-23-R, taking notes on the argument that the robot gave to piece together the logic and feelings of the robot to better understand its struggle being alienated and treated differently in order to investigate universal or common social issues and express them through drama  theatre work.
- Students will write and perform a scene that includes dialogue for each actor to collaboratively solve a malfunction on their spaceship in order to develop dialogue and actions that focus on the development and resolution of dramatic conflicts.





Other Assessments

- Students  write a paragraph (at least 5 sentences) reflecting on the point of view of the robot, and what their character and robot could have done differently as well as write about how they felt about being trapped in space, in order to understand that they can use their previous understandings of teamwork to help them gain a deeper understanding of the world around them and can accept some of the factors that may not be in their control. 



MATERIALS NEEDED

Teacher Materials

- Music player and speaker
- Youtube playlist - [MTE Session Design](#)
 -  Color Changing Mood Led Lights - Red Black Screen [10 Hours]
 - Space sound bits “3 HOURS of Ambient Space Music ~ Space Travelling ~ Cosmic Music for Sleep, Study & Meditation”: <https://youtu.be/2iEBB0cGrFY>
 - Space music “E L O - 1981 - T I M E (Full Album)”: <https://youtu.be/CJRmR4yc0zw>
 - Mission Control sound clip -- pre-recorded: <https://youtu.be/8nCyRmccbyU>
- White paper
- Markers 
- Crayons 
- Hot-seating with LO-23-R worksheet (1 per student)
- spaceship puzzle
- space numbers puzzle
-  ● flow box puzzle
- First Aid Kit

Student Materials





- pencil one per  student
- notebook/paper one per student






LEARNING PLAN

Day 1

Framing / Hook

1. Waking up From Cryosleep
 - a. Before students enter, have the curtains drawn and lights dim or off. 
 - b. Have students lie down on the floor. Play Space music (Link in Teacher Materials) on speakers.
 - c. Teacher-in-role as the ship’s messenger  reads the following: “Congratulations on your 2-year and 10-month sleep journey to Europa, one of Jupiter’s moons. This is the ship’s messenger AI with a message from your robot crewmate LO-23-R. I’m looking forward to working with you. I’ve awoken you early to help me in repairing some of the ship’s malfunctions.” (Red light turns  use link from the teacher’s materials) “In order to complete your mission, these malfunctions need to be addressed and fixed, or the mission  might fail!”



Process

2. Writing and performing scenes to fix the ship’s  mission’s malfunctions.
 - a. As the messenger AI, inform the students that several functions of the ship need to be fixed in order to continue the mission to Europa. There are lots of problems so the students can pick which function they need to fix.
 - b.  Students will create scenes demonstrating how they fix the ship’s problem, breaking  students out into two groups.

- c. The scenes need to have a beginning, a middle, and an end. The scenes will also need to have at least two lines of dialogue for each participant. They need to solve the problem of a malfunction of the ship.
- 3. Creating the flag for Europa
 - a. Separate the students into two groups, supplying each group with a piece of paper, markers, and a place to draw.
 - b. Facilitator as the ship's messenger AI reads: "I've received a message from mission control, they'd like you to design a flag that you'll plant on the moon. Something that represents what you hope to accomplish while you're there".
 - c. Each group will design and draw the flag to represent the mission to Europa. That will be planted on Europa when they land.
- 4. Vote for the Flag
 - a. Have one spokesperson from each group share and briefly explain their flag.
 - b. Direct students to vote for their favorite flag. They can have two votes, but they can only vote for a flag once.
 - i. NOTE: If the students' votes are tied, repeat this process (with only one vote per student) with the higher ranking flags until there is only one flag that the majority have voted for.
- 5. Genre Swap, Talk about the mission
 - a. Gather all of the students together and have them talk in-role about what they may be creating when they get to Europa.
 - i. This can be any aspect of the mission, e.g. what they will build, what they will see, who they will become.
 - b. If the conversations lull, and the students need more steering, change the genre, but keep the situation.
 - i. e.g. they are in an old western movie, they are in a spy movie, they are in a murder mystery play, etc.


Reflection

- 6. Overheard conversation between mission control and the robot. Gossip circle about the robot/mission control's conversation/rumors they might have heard about them.
 - a. After the group has discussed their mission for a bit, the ship receives a message from mission control.
 - b. The messenger AI displays the message (teacher plays it on the speakers, link found in teacher materials) reads as follows:
 - Mission control 1: "Wow, I can't believe that LO-23-R couldn't even help them fix the ship, why did we build it again?"
 - Mission control 2: "It was built so that everyone could be in cryosleep and the robot would maintain the ship, it did a GREAT job at that".
 - Mission control 1: "Next time let's make sure to build a better robot that can actually do its job of maintaining the ship."
- 7. Robot taking control over the ship and blocking out mission control from the astronauts, after they're done reflecting on the mission.
 - a. While the students are having their discussion, the robot takes control over the ship and shuts down communication with mission control.
 - b. A message from mission control read from the messenger AI.










- i. “Astronauts, LO-23-R has taken control over the ship..... trying to...shut us off..keep calm...don’t let the stu robot take control of the ship....”
- c. The power shuts off, lights go off, a moment passes, lights go back up, and the facilitators say “We’ll finish this mission to Europa next time, thank you for participating”.

Day 2

Framing / Hook

- 8. Reintroducing the Session to the class.
 - a. The Facilitator reintroduces the session to the class, reviews what happened last tin and explains that you all are locked in the holding bay and need to escape. Somehow.








Process

- 9. Gaining control of the ship.
 - a. Split students into three groups. Explain that in order to gain control of the ship, the groups need to complete a series of three challenges. Meanwhile, the robot is giving them riddle instructions for each game task.
 - b. Game, sliding puzzle.
 - i. A letter from the robot LO-23-R “Complete these puzzles three to get to me. To open this door, move the floor and you’ll set yourself free.”
 - ii. Explain the puzzle out of role to the students: Split the class into two teams each team will have the same puzzle in the same orientation. Students can only slide the squares adjacent to the free space, to the free space of the grid to organize the wires to the correct pattern. 
 - iii.  grids of a 3x3 size with a scrambled image with one space missing. Students need to complete the picture to solve the puzzle to progress to the next task.
 - 1.  Print and cut out the three puzzles and shuffle them around so they can be solved.
 - 2. For all the puzzles (see attachments below) take out one piece of the 3x3 grid and give it to the students in their associated puzzle group to slot into the puzzle once they have solved it. 
 - c. Game, Alien, Robot, Astronaut, Rocket, Star
 - i. A letter from the robot LO-23-R “Communicating is hard, but you don’t need to be a bard. Don’t speak in this task. When you are done, much will be unmasked.”
 - ii. Explain the game
 - iii.  Students will need to all pick the same physical gesture in relation to the word ’s associated with. In the first round, there are only 3 words, the second round four words, and in the third round there are 5 different words to choose from. 
 - d. Game, Knock Knock Jokes
 - i. A letter from the robot LO-23-R “People can be mean, and it makes you feel unseen. Make me laugh, and the door will open on my behalf.”
 - ii. Explain the task  Students create an appropriate hilarious knock-knock joke in order to make the robot laugh.
 - iv. After each group has had a chance to share their joke, a facilitator will come out as the robot LO-23-R, laughing as a robot would laugh. 







Reflection

10. Hot Seating with the robot.



- a. LO-23-R invites the visitors to ask any question  they might have and will ask them some as well.
- b. Information LO-23-R  share in response to questions:
 - i. That mission control has been mean to  his entire mission.
 - ii. They only took control of the ship to make sure that the astronauts wouldn't be mean to them. 
 - iii. They wanted the astronauts to work together.
 - iv. Only wanted what's best for the mission.
 - v. The robot's feelings were hurt and he didn't mean to lash out.
- c. Questions LO-23-R may ask:
 - i. Why do you think mission control was so rude to me?
 - ii. What else should I have done to be treated better?
 - iii. Why do you think people are rude to each other? 
 - iv. How did you feel when I took control of the ship?
 - v. Can you understand how a robot feels? Is it possible to understand how beings other than humans can feel? 
- d. After several questions (and hopefully right after a particularly poignant question has been raised), LO-23-R will leave the hot-seating activity. 

11. Homework Documents

- a. Students will be given the prompts "What could the robot have done better rather than taking control of the ship?" and "How did you feel about being trapped in space?" to be written in journals.   
- b. Students also need to write about their experiences with working together with their classmates, both while fixing the ships malfunctions and the puzzle games. 

ATTACHMENTS

Grading Rubric

Assessment	Needs Improvement	Approaching Expectations	Meets Expectations	Exceeds Expectations
Observe, Listen, And Respond 	Student does not observe, listen, or respond in character in the context of the drama.	Student attempts to respond in character, but does so ineffectively.	Student frequently observes, listens, and responds appropriately in character in the context of the drama.	Student consistently and effectively observes, listens, and responds in character in the context of the drama.
Investigating Themes	Student did not take notes during the hot seating exercise, and does not draw conclusions about the logic and actions of the robot.	Student only took some notes during the hot-seating exercise and draws 0-1 conclusions about the logic and actions of the robot.	Student took adequate notes during the hot-seating exercise and draws a few (1-3) conclusions about the logic and actions of the robot.	Student took adequate notes during the hot-seating exercise and draws original, thoughtful conclusions about the logic and actions of the robot.
Developing Dialogue 	Student does not write or improvise any dialogue.	Student only writes or only improvises dialogue that attempts but does not develop the dramatic context and/or resolve the conflict.	Student improvises and writes dialogue that develops the dramatic context and resolves the conflict.	Student frequently improvises and thoughtfully writes dialogue that significantly develops the dramatic context and creatively and thoughtfully resolves the conflict.
Understanding And Acceptance	Student does not write or turn in a paragraph. OR Student does not write about the dramatic context and what their	Student writes less than a paragraph. OR Student attempts to write a paragraph that mentions but	Student wrote a five-sentence paragraph about the dramatic context, and writes what their character, mission	Student writes at least five sentences that thoughtfully analyzes the dramatic conflict, and comes up

Hot-seating with LO-23-R

Name: _____

Notes:



Draw a Conclusion. What was the robot trying to do? What were they thinking? What were they feeling?

