

Jesse Gray

Professor Strode

March 15, 2009

Creative Dramatics

### Lesson Plan: Project 1 – Survivor

#### **Step 1: Preplanning and Selection of Topic**

- Activity:
  - Survivor (also called Mafia)
- Theme:
  - Critical Thinking
- Source:
  - 2008-2009 Resident Assistant Training
- Goals:
  - For the students to make accurate assumptions using their critical thinking skills
- Skill levels:
  - Skill 1 – *Cooperation* – In order for this activity to be fun and exciting, students must work together.
  - Skill 2 – *Concentration* – Students must concentrate on all of the information being thrown out and must be able to select which information is valid and which is not.

#### **Step 2: Presentation of Materials**

- Strategies for Introducing the Activity
  - “Who wants to play a little game?” “This game is a game of trickery and manipulation. The goal of the game is to make it to the end.”
- Relationship to Current Unit
  - Sensory Games Section
- Preparation and set-up of Materials
  - A select few playing cards are needed. Children will need to remain seated at their own desks.

#### **Step 3: Discussion**

- Check for Understanding and Clarity
  - Ask specific questions about what the different cards mean and what role and actions the specific cards have.
- Strategies for Involvement
  - Get into the role of narrator and make the game more interesting with creative comments. This will make the game more exciting for the students.
- Instructions for Preparation
  - Have the students clear off their desks and pick a card from the deck that the instructor created.

- Instructions for Playing
  - There are four different types of cards
    - The Bad Guy
    - The Protector
    - The Spy
    - The Pedestrians
  - Jacks are the Bad Guys
  - Aces are the Protectors
  - Queens are the Spies
  - Everything else is the Pedestrians
  - Have everyone put their heads down and close their eyes
  - The instructor will call for a group (the Bad Guys, Protectors, or Spies) and ask them who they want to vote off, save, or spy on
  - The instructor then tells the groups to put their heads back down and has everyone put their heads up
  - The instructor then tells everyone in a story type way what happened (who was voted off or if anyone was saved)
  - Give students time to discuss who they think the Bad Guy is and then call a vote to vote someone off.
  - Continue above steps until the game is over.
- Casting and Volunteers
  - Bad Guy – Chosen at random
  - Protector – Chosen at random
  - Spy – Chosen at random
  - Pedestrians – Chosen at random

#### **Step 4: Playing the Material**

- Instructions
  - Stay completely out of the discussion and remind the students not to tell each other which card they have and to remain quiet when their heads are down.
- Sidecoaching Ideas
  - DO NOT give any hints or tips as to who is the Bad Guy, Protector, or Spy. Let the children make all their decisions themselves and help the game move along by coming up with a story about the events that happened.
- Your Participation
  - Instructor should be the narrator for the first few times playing and later, once you feel the students have a good grasp of the concept, allow one of the students to be the narrator and participate yourself.

#### **Step 5: Evaluation and Reflection**

- Possible Questions to Generate Discussion and Reflection
  - “What was it like when there were a lot of people being voted off all at once instead of just one?”
  - “Those of you who were Protectors, how did you choose who to protect and why?”

- “Those of you who were Pedestrians, how did it feel not knowing if you were going to be able to stay in the game each turn?”
- “When you were the Spy, was it frustrating when you couldn’t find the Bad Guy?”
- “When you were the spy, how frustrating was it when you knew who the Bad Guy was but no one would listen to you?”
- “How did it feel to be voted off the Island when you didn’t do anything wrong?”

**Step 6: Replaying**

- Strategies to encourage replaying
  - Ask if they would want to play again
  - Some children might not have been all of the characters so try to make it appear fun during discussion.

**Step 7: Evaluation and Reflection**

- See Step Five