

Get To Know You & Reflection Questions

Post PERFORMANCE:

1. **What did I perform today?**
 - a. **How did it go? How did I feel? Why?**
2. **What did I learn?**
3. **What was the most challenging part?**
4. **What was the part I enjoyed the most?**
5. **What could I have worked more on?**
 - a. What could I have done differently in my performance today? Why/how would it make a difference?
 - b. What will I do to improve my performance style in the future?
6. **What was the part I was most successful at?**
 - a. What things did I do well in my performance today? How do I know?
7. What was the audience's reaction to my performance?
8. What did you observe about your peers' performances today? (good or bad)
 - a. What did I learn from someone else during the rehearsal or performance today?

Post REHEARSAL:

1. What did I/we accomplish today?
 - a. What things were effective?
 - b. What was not effective? **Why** was it ineffective?
2. What will I do to improve myself tomorrow? What do I/we need to make sure we accomplish tomorrow?
3. Did I help someone else with a constructive feedback or idea today? How?
 - a. Are there any fresh ideas I can offer at tomorrow's rehearsal?

GET TO KNOW YOU QUESTIONS

ON THE SPOT- reflection QUESTIONS (Empathetic Classroom)

INSTRUCTIONS

- Assign students into partnerships of 2.
- Ask each student to talk for 30 seconds straight, answering the question. Then switch.
- Assign a less serious question first, then ask a more serious question 2nd. (Do ON THE SPOT for the first 20 days to create empathy...link to self and others)

THE LESS SERIOUS QUESTIONS

1. What is your favorite food and why?
2. What is your least favorite genre of movie and why?
3. What is your favorite genre of movie and why?
4. Favorite line from a book or movie that's fairly appropriate?
5. If one of your socks started talking to you, what is the first thing it would say?
6. Name the title of a made-up song that would describe your life.
7. Food fights. Yay or nay and why?
8. Name the food that if you had to eat for the rest of your life and for every meal would make you cry?
9. If you could have any hairstyle, other than your own, what would it be and why?
10. Movie or TV character that you wish you were. Movie or TV character that you actually are.

THE MORE SERIOUS QUESTIONS

1. Perfect world: Where do you see yourself in 10 years?
2. What's your worst nightmare?
3. What makes you angry?
4. What's something that you wish people understood about you?
5. What's your least favorite type of movie and why?
6. What do you wish, more than anything, had happened?
7. Name a common misconception that others have about you?
8. What makes you happiest?
9. What is your first memory of your life? Your best? One you would rather forget?
10. What motivates you each day?

GET TO KNOW YOU GAMES (First 2 weeks of school if there is time at the end of class)

- **Learn About:** Students listen to each other in groups and then recall what they learned.
 - Divide students into groups of three. Each group decides who is A, B, & C.
 - Have A start. They have 30 seconds to talk to B about their favourite things: music, food, movie, tv show, colour, subject, thing to do after school, etc.
 - At the end of 30 seconds, B turns to C and tells C what they remember about A's favourite things.
 - B then talks to C for 30 seconds about their favourite things.
 - At the end of 30 seconds, C turns to A and tells A what they remember about B's favourite things.
 - The cycle repeats with C talking to A, and then A telling B.
 - Discuss this exercise as a group.
 - How hard was it to listen to someone for 30 seconds?
 - What new thing did you learn about someone in your group?
 - What did you learn about the way you listen to someone?
 - After a minute or two, ask someone to share what they remember about another member of their group. After time has past, do they still retain that information?
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- **Conversation Pause:** Students engage in a conversation where only one person can talk at a time. When another person wants to respond, they have to wait 5 seconds before doing so.
 - Divide students into pairs/groups of three
 - Each group has to have a conversation. It may help to give them a starting point topic: family, sports, cafeteria food, friendship, dating, gossip, smoking.
 - Only one person is allowed to talk at a time.
 - Once a person has finished what they have to say, everyone has to count to five before another person can respond.
 - Discuss this exercise as a group.
 - What was it like to have to pause before you could speak?
 - What were you thinking about in the pause?
 - Was it hard to let only one person speak at a time?
 - What did you learn about the way you act in a conversation?
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- **Object Exchange:**
 - Have students get something from their bag or pocket. (Remind them about endowment)
 - When you say go, they go up to a person and say their name and their object.
 - The partner says their name and object.
 - They then trade objects and go to find new partners.
 - This time they say their name, and then identify the object as told to them.
 - Ex: I'm Bekah, this is Adam's pencil case.
 - Their partner does the same.
 - They trade and go find new partners.
 - You do this until you say to stop. Then have everyone circle up.
 - They introduce them self to the group and name their item. Ex. I'm Bekah and I have Sally's lip gloss. Sally then waves, her item is returned and she repeats the process.
- **Toe To Toe:**
 - Have them walk around.

- When you freeze them they have to get toe to toe with someone else, each introduces themselves (They may answer a question you ask: what's your name, one thing you did over the weekend, a hobby outside of school, favorite holiday and why).
- After a minute or two have them walk around again, same process but when they stop, this time it's elbow to elbow.
- Then high five to high five (Different questions each time.)
- Then, after walking and stopping, find their original toe to toe partner. Then, without disconnecting from that person find the elbow partner and then the high five partner, staying connected to all.... Crazy and fun!
- **Object From My Closet:** Basically like grown up show and tell.
 - The day before assign homework for the students to bring in 5 to 7 objects that best represent them. (Or, have students write a list or draw pictures of items that best describe them.)
 - For instance if they like cooking maybe they bring in a spatula or if they love music maybe they bring in a t-shirt from their favorite band. If an object is too large they can bring in something to represent it like for a surfboard they could bring in a leash.
 - The day of the assignment we sit in a circle and each student takes it turn sharing their items talking about it and passing it around the circle. We get to learn a lot about each other.
- **Listen To A Story-**
 - Find a partner. I would like each of you to share a brief story with your partner. It might be something funny that happened when you were small, or perhaps an interesting experience you had during the holidays. Anything, really.
 - When your partner is telling their story and it's your turn to listen, please do so actively, being in the moment and taking everything from it that you can.
 - Once you have both shared your stories, I would like you each to tell your partner something you learned about them while they were speaking.
 - Perhaps you learned they have a sense of humor, or a positive outlook, or empathy towards others.
 - If your partner agrees with your observations then I will invite you to share them with the entire cast, once we return to a sitting circle at the end of the exercise. That way, we all get to know each other a little.
- **Five Facts-** Ask students to count up the letters in their first name. They are to find someone else in the room with the same number. They are now partners. Give students one minute to tell five facts about themselves to their partner. Repeat the process a couple times. Have the group come back together. Each person is to identify another class member they were paired with and say one of the five facts they heard about that person.
- **Partner Interview:**
 - Have students get into pairs. Each pair conducts a mini-interview with each other. They need to find out four things:
 - Their partner's name.
 - One thing their partner did during vacation break.
 - One hobby or activity their partner does outside of school.
 - One "favourite" thing their partner likes: favourite colour, food, band, movie, etc. (Let students pick whichever "favourite" they want to share.)
 - Give students three minutes to interview each other.

- Then they will stand up with their partner and share each other's answers with the class.

- **Favorite Food / Color Groups:**

- Instead of having everyone introduce themselves by their name, have them introduce themselves by their favourite food...either sweet, salty, : "Hello, I'm caramel corn!" (or their favourite colour: "I'm blue!")
- Once everyone has gone, group them by similar foods (all salty foods to the left, sweet foods to the right, , etc...)
- In groups, have them introduce each other, and then tell a story about why they love that food or a memory about that food.

- **Your Favorite Song:**

- Students stand in a circle.
- One student begins by humming the chorus of one of their favorite songs.
- Once anyone recognizes the song they join and hum along with them.
- Keep going so that as many people join in as possible until the chorus is over.
- The pattern continues until everyone has shared their favorite song.

- **Semester 1 Cross if TRUE game:**

- Once you have finished taking role and everyone has introduced themselves, have all the students stand in two parallel lines facing each other, one on each side of the room. Then tell the students that you will be saying a bunch of statements and if the statement is true about them, then they must cross to the other side of the room and get in the other line. This activity does not require any talking. Here are a few suggestions of things to say:

- **Semester 2 Stand UP if True / Sit DOWN if False:** A variation of the last exercise. When the last statement is said "You are nervous about this class" have those students who stood up share why they feel that way. Listen, then explain the concept of telling the truth and being vulnerable and then the rewarding feeling of being unconditionally loved by this group. We can be honest in this class and learn that we don't use each other, but share real love.

- if TRUE questions:

1. You were born in Arizona.
2. You have younger siblings
3. You have older siblings
4. You have a pet
5. You speak more than one language
6. You play a sport or are athletic
7. You like to draw or are artistic
8. You like to write poetry or stories
9. You love to read
10. You like to sing or have taken singing lessons
11. You like to dance or have taken gymnastics or dance lessons.
12. You like to travel or have been out of the country.

13. You enjoy playing video games
14. You are a creative person and like to be spontaneous and fun
15. You are sensitive and sentimental. You love to hang on to special memory keep sakes
16. You are a determined person who loves a challenge
17. You like to do things well and are a perfectionist
18. You have never acted before
19. You have seen a live play
20. You have been to an audition for a play
21. You have been on a crew for a play
22. You have been in a play
23. You plan to study theatre in college
24. You are nervous about this class.

- **Three Things In Common:**

- Explain to students they are to find someone in the room who they don't know very well. That person is going to be their partner. (Before you begin this exercise, pay attention to who students walk into the room with and who they're chatting with. You want students to choose someone new.)
- Explain that they have three minutes to find three things in common with their partner.
 - They are not allowed to use "known" things. For example, it is known that they are in the same drama class. It would be a known thing if they both have brown hair or are wearing the same colour shirt. It would not be a known thing that they both have two dogs, or that their families go camping every summer, or that they can curl their tongue.
 - Students will have to question each other quickly and think together to find possible common ground.
 - At the end of the three minutes, students are to walk around the room again with purpose and focus.
 - At your signal, they choose a new partner and search for three things in common.
 - After a few rounds, gather students in a circle. Each student shares one thing they found they have in common with another student.