

# Template - Lesson Plan – Backwards by Design

<b>Subject/Grade: 7/8 Arts Ed and ELA</b>		<b>Lesson Title: Exploring English through Forum Theatre</b>		<b>Teacher: Miss Brooke Sali</b>	
<b>Stage 1: Identify Desired Results</b>					
<b>Outcome(s)/Indicator(s):</b>					
<p><b>ELA CR7.1</b> - View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., Thinking for Oneself), social responsibility (e.g., Participating and Giving Our Personal Best), and efficacy (e.g., Doing Our Part for Planet Earth).</p> <p>a) View, listen to, and read and respond to a variety of visual, oral, print, and multimedia (including digital) texts that address the grade-level themes and issues related to identity, social responsibility, and efficacy including those that reflect diverse personal identities, worldviews, and backgrounds (e.g., appearance, culture, socio-economic status, ability, age, gender, sexual orientation, language, career pathway).</p> <p><b>Arts Ed CP7.5</b> - Use drama elements, strategies, negotiation, and collaboration to help shape the direction of the drama and/or collective creation.</p> <p>b) Investigate the many possibilities for structure and direction of dramatic works.</p> <p><b>ELA CR8.1</b> - View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., Becoming Myself), social responsibility (e.g., In Search of Justice), and efficacy (e.g., Building a Better World).</p> <p>a) View, listen to, read, and respond to a variety of visual, multimedia (including digital), oral, and print texts that address the grade-level themes and issues related to identity, social responsibility, and efficacy including those that reflect diverse personal identities, worldviews, and backgrounds (e.g., appearance, culture, socio-economic status, ability, age, gender, sexual orientation, language, career pathway).</p> <p>g) Identify stereotyping in what is seen, heard, and read and begin to recognize its negative impact on individuals and society.</p> <p><b>Arts Ed CP8.6</b> Express student perspectives on social issues (e.g., poverty, racism, homophobia, sustainability, gangs) in drama and/or collective creation.</p> <p>a) Analyze and discuss how drama may be used to explore perspectives on social issues and promote understanding of topics of personal significance.</p>					
<b>Key Understandings: ('I Can' statements)</b>			<b>Essential or Key Questions:</b>		
I can view, listen to, read, and respond to a variety of texts.			How can Forum theatre be used to explore ideas of social justice?		
I can identify stereotyping in what is seen, heard, and read and begin to recognize its negative impact on individuals and society.			What problems do you see with Forum theatre?		
I can analyze and discuss how drama may be used to explore perspectives on social issues and promote understanding of topics of personal significance.			How do stereotypes cause harm to individuals and society?		
I can investigate the possibilities for structure and direction of dramatic works.			How can Forum theatre be a practice for social justice situations?		
<b>Prerequisite Learning:</b>					
Students may already have an understanding of what stereotyping is.					

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### Instructional Strategies:

Brainstorm - students will brainstorm to come up with examples of social justice issues  
Group Discussion - students will participate in group discussion to share ideas  
Direct Instruction - direct instruction will take place in the form of the forum theatre presentation  
Drama/Roleplay - will be used to assess students understanding

### Stage 2: Determine Evidence for Assessing Learning

Formative - Informal - For the English outcomes and indicators, students will ultimately show understanding of the reading in the dramatic works they come up with. Before this, after each article, students and I will have a discussion about what was presented in the article. We will identify stereotypes that are discussed in each article, and how it negatively impacts society. Students will show their understanding of the articles and the social justice issues behind it, in their dramatic works, but also in the ways the issues presented in the dramatic works are solved.

For CP8.6 students will analyze after performance how Forum theatre worked to explore perspectives on social issues. This will be done in the form of a brief discussion followed by an exit ticket. CP7.5's indicator of "Investigate the many possibilities for structure and direction of dramatic works" will be covered in the presentation explaining what Forum theatre is. Grade 7 students will also fill out the exit ticket.

### Stage 3: Build Learning Plan

#### Set (Engagement):

**Length of Time: 10 minutes**

Students will come into the classroom and begin reading. Written on the board will be Social Justice Issues in a word cloud. After O' Canada and announcements students will continue reading a few minutes. Remind them to fill out their reading logs. Once they are done putting their books away tell them we are going to brainstorm social justice issues.

Ask students if they can give a definition for social justice issues.

Social Justice Issues revolve around structures or human actions within society that result in people being treated unfairly or unjustly.

Ask students for examples of social justice issues:

- Racism
- Sexism
- Gender and Sexual Discrimination
- Mental Health
- Poverty
- Homelessness
- Ageism
- Refugee Crisis

Tell students that today we will be reading about some social justice issues, and then creating Forum theatre presentations discussing them. Tell them that I will explain more about Forum theatre next class.

#### Development:

**Length of Time: 2 hours and 40 minutes**

Before we begin, ask students if they can define stereotype

Provide definition - a widely held but fixed and oversimplified image or idea of a particular type of person or thing

Ask students why stereotypes can be harmful

#### Materials/Resources:

[CBC Anti-Asian Discrimination](#) - class set  
[Sexism in Canada](#) - class set  
[Mental Health in Saskatchewan](#) - class set  
[Camp Majorie Regina](#) - class set  
[Forum Theatre Planning Graphic Organizer](#) - 4 copies only  
[Forum Theatre Exit Slip](#) - class set  
pens, pencils, highlighters  
Teacher computer/ smartBoard  
[Forum theatre video](#)  
[Forum Theatre Presentation](#)

#### Possible Adaptations/ Differentiation:

In the interest of time, we may need to skip one article. If this is the case then the Sexism in Canada article will be skipped.

#### Management Strategies:

Strategic creation of groups for the drama portion to ensure a mix of students.

Guided discussion after articles to ensure conversations around social justice issues remains productive.

#### Safety Considerations:

Discussions of mental health, racism, sexism, and homelessness may be a trigger for students. Make sure students know the supports they have in place from school staff,

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Pass out the 4 articles and ask students to follow along as I read aloud. They may want to highlight as they follow along.

Start with The CBC Anti-Asian Discrimination that deals with the rise in Anti-Asian hate in Canada since the pandemic.

Ask students what they think about this article. Why has there been a rise in this type of hate? What stereotypes caused it?

Next, read the Mental Health in Saskatchewan article.

Ask how they feel mental health fits into the scope of social justice issues. What stereotypes occur, and how are they harmful? Tell students about my own struggles with mental health, and the troubles of accessing it. Store-bought serotonin is just as good.

Read the Camp Majorie article Regina

Ask students what they think about this article. What challenges do those who are unhoused face? What stereotypes are associated with unhoused peoples? How are these stereotypes harmful?

\*Time permitting\*

Next, read the sexism in Canada article

Ask students what they think about this article, Whose voices are included, and whose voice is missing? What examples do they encounter? What stereotypes does sexism convey? How are they harmful?

If running out of time, maybe just pick out the key points

### **Class Two**

As the second class begins, go through the Forum theatre presentation. It explains what forum theatre is, who invented it, how it is used, and how it works. Play the video attached to the last slide of the presentation, and give a language warning before starting it. Start the video at 6 minutes and 30 seconds. The video is approximately 12 minutes long.

After the presentation, explain the principle of Yes, And as a core foundation of improvisation to students.

If time is permitting, play Yes, And with students in their four groups. Ask students to come up with a location, such as a snowy day, and they can improvise the rest. Play this for 5 minutes.

Get students into their 4 groups and pass out the brainstorming sheet so students can begin to plan their performance. Students are to pick a topic covered in one of the articles today and come up with an idea. Remind students they need to perform a conflict that is not solved.

Circulate the groups to help guide them, troubleshoot any problems they see occurring, and scout for any possibly problematic views. Remind students that we are not to be performing stereotypes.

as well as let them know that they can come to you.

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Once students have a plan in place, they are to rehearse. They do not need a script to follow, just a general outline of what is going to happen.

### **Class Three**

Ask students to move the desks so we are able to have a performing space. Ask if there are any volunteers to go first. Watch the first group perform the entirety of their scene once uninterrupted. Then help the Joker ask for a student volunteer to join in or replace a character in the scene to try to solve the problem. Run through the scene again and the joker should ask if what the student did work. Was there anything else that could have worked?

Repeat this for the next 3 groups.

Tell students that Forum Theatre is not without its own problems. It can sometimes push the narrative of the white saviour, or the knight in shining armour.

### **Learning Closure:**

**Length of Time: 10 minutes**

Hand out the exit tickets and have students return them to me before leaving for lunch. The exit tickets ask:

What is your biggest takeaway from this morning?

How can Forum Theatre be used to convey messages on social issues?

Can you come up with any downsides to Forum Theatre? What could go wrong?

This will allow me to gain an understanding of what they have learned this morning, and what information they retained.

### **Stage 4: Reflection**

Engagement in the discussion was well-received, but students felt lost while I was reading aloud. More time was definitely needed for articles. Possibly it would be better to focus groups as literary circles, as they would feel less rushed. Students needed more explanation during the articles. Some lacked the background knowledge to properly understand the underlying issues. Forum theatre PowerPoint on its own is not enough, students only had a clear understanding after the video. Students worked well in their groups to come up with scenarios, especially the groups tackling sexism. Next class, we will pick up presentations. Students will need a recall of the articles and the issues underlying the articles. Students will need time to refresh what forum theatre is going to entail, and how it is going to work, as well as a refresh on their own scenarios.