

Story Drama- Exploring Characters

Facilitators: Katelin Nolan and Kate Wilkinson

Story: *A Bad Case of Stripes* by David Shannon

Strategies: artifact, role on the wall, and town hall meeting

Time Needed: 35 minutes

Materials Needed: role on the wall paper, *A Bad Case of Stripes* Book, markers, a microphone, can of lima beans

Space Needs: a large open space

Grades: Second grade

National Theatre Standards:

- **TH:Cr1.1.2.a. Create- Envision/ Conceptualize (a)**- propose potential choices characters could make in a guided drama experience (e.g., process drama, story drama, creative drama).
- **TH:Cr2.1.2.a. Create- Develop (a)**- collaborate with peers to devise meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).
- **TH:Pr4.1.2.b. Performing- Selecting (b)**- Alter voice and body to expand and articulate nuances of a character in a guided drama experience (e.g., process drama, story drama, creative drama).
- **TH:Re8.1.2.a. Responding- Interpret (a)**- Explain how personal preferences and emotions affect an observers' response in a guide drama experience (e.g., process drama, story drama, creative drama), or age- appropriate theatre performance.
- **TH:Re8.1.2.b. Responding- Interpret (b)**- identify causes and consequences of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama).
- **TH:Re9.1.2.c. Responding- evaluate (c.)**- describe how character respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama).

Essential Question(s):

How can other people's opinions affect how someone feels about themselves?

How can we use our body and voice to better understand a character's feelings?

Enduring Understanding:

We should accept and appreciate ourselves for who we are.

FACILITATION PLAN

ENGAGE (15 Minutes):

(Before the story: Artifact)

Bring in a can of lima beans and give each student a cupful of lima beans while they are at their seats.

I brought in these lima beans today for you all to investigate.

Describe: *First, I want you to listen to the Lima Beans, do they make a noise? Secondly, what do they look like? What color are they? Are they big, medium, large? Now, touch them, what do they feel like? Sticky, soft, slimy, rough? Next, carefully smell them. Do they smell good or bad? Lastly, eat one of them. What do they taste like? Do you like them?*

Analyze: *Raise your hand if you liked the lima beans? Why? Count and write on the board. Now raise your hand if you did not like the lima beans? Why? Count and write on the board. What other type of beans do you know? Call on students and have them share. How are lima beans different than other beans? How are they the same? Call on students and have them share.*

Show the Front Cover of the book to the class

Relate: *Some of our classmates liked the lima beans where the rest of us didn't, does that bother you? Now, I want you to think about a food that you like, but a family member, friend, or classmate does not like it. Does that stop you from eating it and liking it? Go around the room and allow each student to respond.*

Transition: *Now that we have tried the lima e beans and predicted why they are in the story, we are going to read the story "A Bad Case of Stripes."*

EXPLORE (20 Minutes):

(After the story: Role on the Wall and Town Hall meeting which uses Teacher in a Role)

Read the story "A Bad Case of Stripes" with the class and pause to ask questions about the text - about characters, setting, scenario, etc.

Now we have listened to Camilla's story and struggle with a bad case of the stripes. We will zoom in on the scene where Camilla is in class surrounded by her classmates while her stripe condition gets worse and is changing designs. Let's take a moment to think about what Camilla might be thinking.

(Role on the Wall)

Draw a simple outline of Camilla on the board (head and shoulders), label it Camilla.

Knowing that all of her classmates can see her strange condition of changing skin and being labeled as "Camilla Crayon" by her classmates, what do you think Camilla is feeling right now as she is in class? Write answers within the outline of Camilla.

Side Coaching:

Why do you think Camilla feels that way? There is not right or wrong answer.

Think about how this would make you feel if you were Camilla!

Let's get 2 more ideas up here!

Who do you think might have opinions on Camilla's changing skin? Who might tease her? Who might stand up for her? What might these characters say either to Camilla or behind her back? Write answers on the outside of Camilla's outline.

What do you think will happen next in this story?

Side Coaching:

Don't be afraid to think outside of the characters mentioned in the story!

Think about some adults that could have opinions on Camilla's changing skin...

How about 2 more ideas from people that haven't spoken yet!

Transition: *It sounds like there are a lot of people who have an opinion about Camilla's changing skin. In a moment we will get the opportunity to play some of these characters.*

Continue to read, "A Bad Case of Stripes" until the end.

(Town Hall Meeting with Teacher in Role)

Take a moment to think about the characters we brainstormed that are interested in Camilla's changing skin. In this activity, we will play some of these characters - other than Camilla - who have an opinion about Camilla's changing skin. You may pick a character we brainstormed, or come up with a new character. Now, take a moment to get into character.

I encourage you to close your eyes or look down. I am going to ask you some questions about your character and I'd like you to answer them silently in your head. Think about the character you have chosen. Is this character an adult? Is this character a student? Is this character a family member? Or is character someone else? What is your character's name and age? Does your character know Camilla personally? Are they a friend, acquaintance, mentor, or a stranger? What does your character think about Camilla's changing skin? Do they make fun of her? Or do they stick up for her? Why? Take a moment to transform your body into your character.

By now, the T.V. news has found out about Camilla's condition. Reporters from every channel were outside her house, telling the story of "The Bizarre Case of the Incredible Changing Kid." The School board asked the best reporter in the area, Jan, to come write an article. They asked her to reach out to the community and hear their thoughts on Camilla's skin condition and opinions if she should be allowed in school with it or if it comes back. Jan has called you to a meeting in town hall to interview your opinion on Camilla's changing skin and your side of the story about her returning to school. You arrive at the meeting and are excited to share your point of view on Camilla's crazy skin. I invite you to open your eyes and look up.

When I hold up this microphone, I will step into role as Jan the reporter. We will start the meeting in 5, 4, 3, 2, 1.

Jan: *Hello everyone and welcome. Thank you very much for taking the time to be here today. This is one of the craziest stories I have heard and want to get all the facts and opinions on this unbelievable girl's skin condition. Please remember Camilla is a child with feelings so keep comments appropriate and sensible. Let's start off by introducing yourselves. Please state your name, who you are, your age, and how you know Camilla.*

Go around and have participants introduce themselves.

Jan: *What a variety of people we have with us today. This article should surely be interesting with all these different viewpoints. By a show of hands, who in the room thinks that Camilla should be allowed in school with this changing skin? Who would like to share why they think she should be allowed in school?*

Now, with another show of hands, who thinks Camilla should be banned from attending school while her skin is acting up? Who would like to share why they think she should not be allowed in school?

All of your opinions on this case have been very interesting, I thank you for sharing. Hearing both sides from the community will make my article even better. I must go get to work on writing this article so the school board can have some opinions when making their decision. I'll be in touch, thanks again!

Now we are going to leave the meeting and step out of character in 5, 4, 3, 2, 1.

Transition: *Let's take a moment to reflect on our lesson so far and talk about it.*

REFLECT

Describe: *What happened in our meeting? What characters did we meet in the Town Hall meeting that we did not read about in the story?*

Analyze: *What new characters did we hear from at the meeting? What were some supporting points for each side of the conflict? What do you think will happen next in the community and school?*

Relate: *How do you think Camilla feels about this School Board meeting? What are some new things she could learned about herself or others in this meeting?*

Now we are going to reflect on what we did today in class to better understand "A Bad Case of the Stripes."

REFLECT (5 Minutes):

Describe: *What did we do today to help us understand Camilla's feelings and problem?*

Analyze: *What are some things that helped Camilla feel comfortable enough to go to school? What are some things that made her want to stay home?*

Relate: *What did we learn about how words can affect a person's feelings?*

Ending Statement: *As we think about the work we did in class today, remember how people's opinions made Camilla feel. Instead of judging or making fun of our differences, we should appreciate and accept ourselves and others for who they are.*