

Lesson Plan: *Loser* Skits

Objectives/Outcomes: Students will be able to...

- ✓ Work in a group to design and perform a skit to reenact an assigned portion of the book
- ✓ Watch other groups perform and identify the feelings involved in the skits

Rationale/Michigan Content Standards: I chose to develop this lesson because I know the students in the class enjoy activities that involve skits. They also enjoyed reading the book and will be interested in reenacting important scenes. I feel the students also need to be sensitive to the feelings involved in the book and how they apply to their lives.

Materials needed: digital camera, group cards with assigned pages and roles, various props

Teacher Procedure/Development:

Motivation: The students will be motivated because they have just finished reading the book and enjoy skits. They will be working in groups and can make/use props.

1. Activate prior knowledge by discussing the book as a whole and recalling some scenes that were important to the plot. Introduce the lesson to the students by recalling a similar role -playing lesson in social studies and review appropriate behavior.
2. Place students in their assigned groups and pass out their direction cards that contain each student's assigned role. Review directions; they will have about a half an hour to re-read their assigned excerpt from the book and plan how they will reenact it. Students should write out a script and decide what props they may need.
3. Students perform the skits the next day; allow them 5-10 minutes to gather props and practice.
4. In front of the class, each group will perform their skit in chronological order. After each group, the class will discuss: What went on? How did it affect Zinkoff? How did you feel when you played Zinkoff in this situation? How might you feel if this really happened to you? Was it right for that character to treat Zinkoff that way?
5. After all skits have been performed, probe for answers from the class: What did you learn about bullying? How did things change for Zinkoff from the beginning of the book to the end? Note any aspects of the students' performances that were exceptional and applaud all on a great performance.

Adaptations: I have made adaptations for students by pre-assigning the roles of the students for each scene. I picked students for certain scenes that I knew

could handle the part and also guide the others in their group that may not be as enthusiastic towards performing in front of the class. This lesson caters to the needs of kinesthetic and visual learners, as the students will be acting in front of the class. Any students who have difficulty reading will be given assistance within their group, as the learning levels within the groups are mixed. High achievers can put extra work into their performance and props and/or coach the other students.

Possible Extensions of this Lesson: having students write a simulated journal where they pretend to be Zinkoff in one of the scenes performed could extend the lesson. This would require them to think more in depth about how he felt and how they might have felt in the same situation. To integrate technology, if the equipment were available, the students could take pictures of each other's performances and then create iMovies from the photos.

Evaluations of Children: Observe if students...

- ✓ Work cooperatively within their group and successfully reenact their assigned scene
- ✓ Listen and observe attentively to other groups and contribute to class discussions

Self-Evaluation: The role-playing strategy used in this lesson proved to be a great one to use in my placement classroom. All students were motivated and on-task without any prompting during their preparation for the lesson. All students worked effectively with their group members, and if they were unhappy with their role in the skit we were able to compromise without any trouble. I allowed the students to interpret and perform their skit in any way they desired. I felt this was good because the students could see the different methods of performing and the skits provided a variety of performance types. A problem with the lesson was faced when it came time to perform the skits. The classroom did not provide a good open space, so it was difficult for many to perform as they had wished and for some students to see. Next time I might reserve time in the gym or make other arrangements for a better stage.