

**Directing Lesson Plan – Hannah Formella Zdroik**  
**Residency Summer 2024**  
**“Everything You Do Matters”**

*SLO: In what ways will the student apply their individuality towards being an impactful leader through small, intentional acts of kindness towards a bigger goal?*

| <b>VITAL INFORMATION</b>                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <b>Subjects (s) &amp; Topic(s) Covered</b> | Theatre – Performance (P) & Production (D)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Grade/Level</b>                         | 6-12 (Middle and High School, the ages I work with the most for our nonprofit children’s theater.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Standard(s)</b>                         | Based on the Wisconsin Academic Standards for Theatre:<br><u>Standard 4 - CONNECT:</u> Students will relate prior knowledge and personal experience with theatre to cultural and historical contexts<br>TP.Cn.16.h: Cross Disciplinary<br>Evaluate the historical and cultural relationships between theatre and other disciplines and how it can impact society.<br><br><u>Standard 2 - PERFORM:</u> Students will analyze, develop, and convey meaning through the presentation of artistic work<br>TD.Cr.16.h: Collaboration<br>Collaborate as a creative team with specified roles to make artistic, interpretive choices in a devised or scripted work. |
| <b>Objective(s) (I can)</b>                | <ul style="list-style-type: none"> <li>• I can explore my individuality, ancestry, and traditions to develop a sense of identity and uniqueness.</li> <li>• I can create an idea to develop small steps into a big impact to positively change the world.</li> <li>• I can reflect on my individual and collective impact and how I can change lives through my legacy.</li> </ul>                                                                                                                                                                                                                                                                           |
| <b>Assessment/Rubrics</b>                  | See assessment below. Students will be graded based on effortful participation in class activities, collaboration with others, and ability to create and present an in-class campaign.                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Collaboration</b>                       | <ul style="list-style-type: none"> <li>• Students can collaborate with one another in prompted discussions</li> <li>• In partners, students will problem-solve a tough decision as a hypothetical director in the “Decision Road” activity.</li> <li>• Students will collaborate in partners for their Butterfly Campaign.</li> </ul>                                                                                                                                                                                                                                                                                                                        |
| <b>Time Allotment</b>                      | 60 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Materials</b>                           | <u>Teacher:</u> <ul style="list-style-type: none"> <li>• Handouts, <i>A Director Prepares</i>, by Anne Bogart (Memory Chapter), posterboard, coloring utensils, scrap paper</li> </ul> <u>Students:</u> <ul style="list-style-type: none"> <li>• Pen/Pencils, journal</li> </ul> <u>Space:</u><br>Workspace, tables/desks and chairs, open space for presenting                                                                                                                                                                                                                                                                                              |

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| <b>Resources</b>                                                                 | <ul style="list-style-type: none"> <li>• <i>A Director Prepares</i>, by Anne Bogart (Memory Chapter)</li> <li>• The Butterfly Effect/Chaos Theory</li> <li>• The Oxford Dictionary, online</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Prior Knowledge</b>                                                           | <ul style="list-style-type: none"> <li>• Ancestry, traditions, and backgrounds</li> <li>• The directing position and the general idea of being a director</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Focus of Lesson</b>                                                           | <p>Inspired by Anne Bogart’s “Memory” chapter in <i>Anne Bogart: A Director Prepares</i>, students will explore the ideas of ancestry, uniqueness/individuality, and how small changes can leave a lasting impact (i.e., the “Butterfly Effect”). Students will apply these learning outcomes towards directing, under the premise that “Small changes in direction can lead to significant outcomes in a performance.” Students will create a “Student Profile” about themselves and explore themes of what makes them unique, where they came from, and traditions that shape who they are. Students will also go through a “Decision Road” activity to navigate the outcomes of specific decisions and using critical thinking as to whom those decisions may affect. Student pairings will create a “Butterfly Effect Campaign” to explore the impact of small actions to create big changes. This lesson would work well for an introductory to directing lesson. This specific lesson is generalized but could be modified to be applied towards a specific theatrical work if desired (especially David Ball’s <i>Backwards and Forwards</i>).</p> |
| <b>Discussions &amp; Topics to Explore</b>                                       | <ul style="list-style-type: none"> <li>• Chaos Theory</li> <li>• The Butterfly Effect</li> <li>• Directing and how directing goes much deeper than pages in a script.</li> <li>• How small decisions can have lasting and big impact.</li> <li>• When put in the director’s chair, how important it is to reflect on decisions, thoughtfulness, and influences.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Student-Centeredness</b>                                                      | <ul style="list-style-type: none"> <li>• The student profile activity reflects the student’s individuality including their background and their current hobbies and role models.</li> <li>• The Decision Road Activity is centered around the student’s choice.</li> <li>• The Butterfly Campaign</li> <li>• The final journal prompt is meant for the student to have the freedom to write about what they learned.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Introduction/Anticipatory Set – ~ 5 minutes</b><br><br><b>*Use Whiteboard</b> | <p>Butterfly Photo – Self-Reflection</p> <p>Anne Bogart, a theatre practitioner, talks about Chaos Theory in her book, <i>A Director Prepares</i>. Chaos Theory is defined as an “unpredictable course of events that are complexly related and intertwined. Everything is connected in one way or another. Within that theory, is a well-known effect called “The Butterfly Effect.” The Butterfly Effect works on the premise that a small change can make a larger impact down the road. <i>“It has been said that something as small as the flutter of a butterfly’s wing can ultimately cause a typhoon halfway around the world.”</i></p> <p>Storytime Activity: Take a look at this photo. A monarch butterfly can fly 50-100 miles a day. Think about a person who has positively changed your life; Someone who has helped you “fly.” Think about the qualities they possess and turn to the person next to you to talk about this person aloud.</p>                                                                                                                                                                                             |

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|                                       | <p>Would anyone like to share?</p> <p><u>Agenda:</u> Today, we will do a few activities to highlight how your decisions and leadership matter. We will do a Student Profile, a Decision Road Activity, and we will conclude the class with your own Butterfly Effect Campaign!</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p><b>Procedures ~ 50 minutes</b></p> | <p><u>Activity 1: Uniqueness Student Profile ~10 minutes</u></p> <p>Anne Bogarts says in her book (A Director Prepares, pg. 40): <i>“If we can see ourselves in relation to our predecessors, and the impulses behind their innovations, our own theater will necessarily become more intense, poetic, metaphoric, humane and expressive. Our collective dreams will be bigger; the arenas will become more compelling. Perhaps as we remember the past we will find ourselves able to create with more energy and articulation.”</i></p> <p>That being said, I want you to create your own student profile regarding your uniqueness based on your culture, ancestry, traditions, hobbies and more. Let's take a few minutes to fill out the student profile worksheet to investigate what makes you unique. For example, I have ancestors from Norway and to this day, a lot of our baked food traditions come from my Norwegian heritage. Does anyone have any questions?</p> <p>Who would like to share?</p> <p><u>Activity 2: Decision Road ~10 minutes</u></p> <p>Imagine you are now the director of your dream musical! Congratulations! Being a director involves many, many decisions. People look up to you for leadership and direction. Some of which are fun, and others, difficult. With a partner, you will fill out the “Decision Road” worksheet. You will be faced with a tough decision for a problem that arises. With your partner, brainstorm what might be the best option, given what is provided. However, do not look at the outcomes of both options, but rather only lift the paper of the outcome you choose. Before you move on, think about the pros and cons of your decision, and who it may affect. Follow the road! Remember that <i>“Small changes in direction can lead to significantly different outcomes in a performance.”</i> Please put your name on the top. Although you will be doing this in partners, please fill out your own worksheet.</p> <p>Which group would like to share? Did anyone pick anything different?</p> <p>Discussion Questions (found on bottom of 2<sup>nd</sup> page of worksheet):</p> <ul style="list-style-type: none"> <li>• Was this an easy decision road, or difficult? Why?</li> <li>• What might be some other areas in which a director would need to make decisions?</li> <li>• What happens when we make choices that may not be in the best interest of everyone?</li> </ul> <p>*If you didn't finish these two activities in class, that is OK. They will be considered homework.</p> |

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|                                       | <p><u>Project: Butterfly Campaign</u><br/> <u>Prep: ~15-20 minutes</u><br/> <u>Presentations ~10-15 minutes</u></p> <p>Imagine you are a director or theatre activist. You and your partner will create your own “Butterfly Effect” campaign using a poster. You will come up with a “big idea” of what you would like to do!<br/> It can range from helping animals to preventing climate change, or towards a theatrical goal. You choose!<br/> Your poster should include:</p> <ul style="list-style-type: none"> <li>• A Main Idea</li> <li>• What small steps you’ll take</li> <li>• What can you bring to the table using your unique profile? Both partners should contribute.</li> <li>• What might happen as a result?</li> <li>• What is the end result you’d like to see?</li> <li>• Application</li> </ul> <p>See the handout for prompt questions to guide you. There are also example posters you can use as inspiration. Include words, pictures, and colors.</p> <p>We will then briefly present your campaigns to the class. I will be around if you have questions!</p> <p>Work Time (As students work, instructor will pass around “butterflies” and provide compliments)</p> <p>Presentations - Brief</p> |
| <p><b>Check for Understanding</b></p> | <p>The instructor will ask if students have questions during the lesson. During work time, the instructor will be available to assist with questions and clarifications.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>Closure ~5-7 minutes</b></p>    | <p><i>*Acknowledge butterflies that were passed out. A reminder that you can make a difference in someone’s life, even if it’s just a small gesture.</i></p> <p>You are all so special and unique in your own way. You have the potential to change someone’s life, whether you are a director, or a person, and you can do so by helping others soar. Whenever you see a butterfly, I hope you are reminded that you can make a big impact using your unique talents, even small gestures at a time.</p> <p>Last Questions: Think back on your role model from the beginning of class. What can you do to help someone fly? What typhoon do you want to create?</p> <p>Using the last page of your packet, fill out the journal prompt. You do not need to answer each question listed, but may it be a guide for you to write down and process what you have learned today.</p> <p>I will conclude with a quote from Anne Bogart: <i>“Theatre is <u>about</u> memory; it is an act of memory and description. There are plays and people and</i></p>                                                                                                                                                                        |

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|                                                                       | <p><i>moments of history to revisit. Our culture cultural treasure trove is full to bursting. And the journeys will change us, make us better, bigger, and more connected. We enjoy a rich, diverse and unique history and to celebrate it is to remember it. To remember it is to use it. To use it is to be true to who we are. A great deal of energy and imagination is demanded. And an <u>interest</u> in remembering and describing where we come from.” (pg. 39, A Director Prepares)</i></p> <p>Does anyone have any final thoughts they would like to share?</p> |
| <b>Differentiation:<br/>Remediation &amp;<br/>Enrichment Activity</b> | <p><u>Remediation</u>: If students need help developing a Butterfly Campaign, the instructor may guide them for ideas. They may use their student profile as an inspiration.</p> <p><u>Enrichment</u>: Students can a campaign video/commercial that coincides with the students’ Butterfly Effect Campaign. Students can use tablets/cameras to record a 30 second “commercial” or perform one in front of the class (without use of technology).</p>                                                                                                                     |
| <b>Homework Assignment(s)</b>                                         | If you did not finish the Student Profile or Decision Road worksheets in class, those are considered homework.                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Students’ Questions</b>                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Resources/Ideas from Students</b>                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>To Note for Next Year (or the next time the lesson is done)</b>    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

Assessment:

**Participation /20 Points:** I participated in the Unique Student Profile activity and the Decision Road Activity.

**Discussion & Collaboration /10 Points:** I made connections through partner collaboration and through effortful discussion.

**In-Class Project /20 Points:** With a partner, I created an in-class Butterfly Effect Campaign that reflected my learning of these topics.

**Presentation /15 Points**: With a partner, I briefly presented our collaborated Butterfly Effect Campaign to the class.

**=65 Points**