

# KEA Diversity Lesson Plan Entry

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### Work Examples:

### Life in Perspective

**ESSENCE:** Mixed! My family - mixed! My skin- mixed! My household - mixed! My hair- is most definitely mixed hair! All of these mixed things and still, today, someone finds a way to act like it's unacceptable. I'm tired of going out in public with my white friends and having to act a certain way. They way that makes me "fit" into someone I'm not. When I'm with my white friends, they expect me to act like a perfect little privileged girl. And when I'm with my black friends I'm urged to be like myself or louder or else I am "shy" or too quiet. Getting looked at like we are a great group of kids. And oh, I'm SO tired of going out with my black friends and getting stares from people who look scared. Scared of a few young black children, who are obviously up to no good. Because black is bad right? White is light and black is the darkness. Now, god forbid you forget that we are people. God forbid you put my dad and my uncles in jail just because they look suspicious. God forbid you look at my mom and wonder what's wrong with her to have children and to love a black man. God forbid you look at my dad and tell him he's a criminal and puts my mom in danger.

It's called love, love who you love. And respect who others wish to be with. I'm tired of going out in public with my own family and getting stares (from older people especially) who don't think white and black people should be together. Do they not realize that my seven siblings and I would not be here on this earth if that was the case. I am tired of having to explain to people that I'm mixed and give proof. Not because they just can't believe me right, like mixed, that's unbelievable. But yes, I

am mixed, I'm not white, I'm not black, not mexican or dominican, I'm mixed. I shouldn't have to prove my authenticity to somebody, I am what I say I am. I should not have to show a birth certificate or a picture of me and my family to make somebody believe my ethnicity.

Don't even get me started on my hair. Yes! I know it's big, I know it's super curly, I know it looks tangly and frizzy. You call my hair nappy, yet I can run my fingers through it. Curls does not equal nappy, curls equals beauty. I love my hair, and because of people always trying to make fun of it, it's taken quite a while for me to fully be able to embrace it. I used to always want to straighten my hair, which is very harmful. I wanted to always wear it up so you couldn't tell that there were curls. Now, I'm learning to wear my hair down, show off my curls. But the sad thing is, I still get those hurtful comments today. And I can't even act like it still doesn't affect me, no matter how much I don't want it to.

So yea, being mixed is hard. Don't try to tell them what their ethnicity is. Don't make fun of their hair and their skin. Don't pressure them to act a certain way just because of a certain group of people they're with. Let them. Embrace them. I'm a mixed girl, with a light complexion. My hair is curly, but I straighten it because it's so much easier to manage.

## **The Kid with the Black Eyes and Bruises**

**NEWBIAN:** I'm sick of dealing with this. My own family hates me and there's nothing I can do about it. I can't change and if I could I wouldn't. I'm happier this way loving who I want to love. But my family just doesn't care. They just want to cast me down to hell and I can't keep taking this anymore. The punches get harder everyday, and the bruises take longer time to heal. The school doesn't

even care if only one student has ever asked me why I come to school with black eyes and bruises.

**ASHTON:** Newbian always comes to school with black eyes and bruises. He's never happy, but he still does his work and tries hard. His family is never proud of him and I wonder why. I asked him one day why he came to school with those bruises. He said he's gay and his family doesn't support him. He says his dad hits him and his mother stands by and does nothing. His mother just washes the dishes and silently cries. I have always wondered why the kids bullied him I thought it was because he's black or maybe his scars, but no - it's because he's gay. He shouldn't have to go through this. Being gay is okay.

**NEWBIAN:** I can barely deal with my dad; and now the kids at school are starting to bully me. So like, what's wrong with being gay? I'm happy. Why don't they see that? They hit me and tell me how much of a loser I am. I don't understand what I did wrong. Everytime I walk into bathrooms the guys leave because I'm gay and they think I like them. I just don't get it. Being gay is okay and there isn't anything wrong with it, is there?

**ASHTON:** I feel badly for him. He shouldn't have to go through this. Being gay is okay even if they don't support it, they still shouldn't hurt him for it. He goes through this *everyday* and no one cares; not even the teachers. I don't know what to do or how to help him. I can't make these kids see it's okay and it's killing me!

**NEWBIAN:** I don't understand why people think it's okay to bully me. They tease me and take my stuff and scream at me. It's not right. People just walk by and do nothing, the teachers and the students. They don't know or understand what it's like to deal with this. No one else in my school goes through this - gets beat up everyday. I'm not the only gay kid at school. No one bothers them - just me. People like me won't even stick up for me or help me. It's like they don't want to be bothered with it. I just go through all of this alone and people act like it's

okay. But it's **not** okay! Even if just one person or one friend would stick up for me things would be different and I would have someone to help me go through all of this. I can't do it alone.

**ASHTON:** I can't let him do this alone. He *shouldn't* go through this alone. He has nobody...no one. I can tell he's hurting and he just needs someone to help him get through this. I can't keep watching him go through this. Even if I do help him, and they start bullying me, I'm still going to try and keep trying to help get him through this. *I* will make everyone see being gay is okay.

## The "Wrong" Neighborhood

*(Clarissa and Arianna are walking around and seem lost.)*

**CLARISSA:** Where are we?

**ARIANNA:** I think we got the wrong directions. We're not supposed to be in this neighborhood.

**CLARISSA:** *(Worried)* Should we turn back?

**ARIANNA:** No. It says on this map that we can get to the store from here.  
*(Clarissa stops walking)*

**CLARISSA:** I don't know... I'm a little bit scared...  
*(Arianna also stops and turns around)*

**ARIANNA:** Why are you scared?

**CLARISSA:** Have you seen the people here?

**ARIANNA:** Yes. What's wrong with them?

**CLARISSA:** They're super sketchy.

**ARIANNA:** Why? Because of their skin color?

**CLARISSA:** What? No! -- Well maybe...

**ARIANNA:** What is scary about them?

**CLARISSA:** Haven't you seen the movies? Black people are always criminals!

**ARIANNA:** No they're not. Those are movies, not real life. Why would you say something like that?!

**CLARISSA:** But it's still scary. Please can we find another way to get to the store?  
*(Arianna begins walking again)*

**ARIANNA:** No. We need to walk through here to show you that nothing bad will happen to us. There's only a few blocks left.  
*(Clarissa stomps her foot and then follows Arianna)*

**CLARISSA:** I can't believe this! You are such a bad friend!

**ARIANNA:** I'm just trying to show you that there is no danger here.

**CLARISSA:** Of course there is danger here! Look at these houses!

**ARIANNA:** You are unbelievable. Just because someone isn't as privileged as you doesn't mean you need to be scared of them.

**CLARISSA:** Whatever. If we die, I'm blaming you.

**ARIANNA:** Look, we're at the store now. Was that so bad?

**CLARISSA:** I hate that you made me go through that.

**ARIANNA:** We're alive, aren't we?

**CLARISSA:** I guess so.....

## 8th Grade Drama/Theatre

### Unit: Play Writing

**Critical Vocabulary:** form, prompt, physical elliptical scene, scene directions, stage directions, character directions, unity of time, unity of place, unity of action, Forum Theatre

**Accommodations/Enrichment:** Intentional grouping, modified handouts, peer aides

**EQ(s):** How do playwrights come up with ideas to utilize in a written story?

**Number of Lessons:** 18 including a final performance with scoring rubric.

**Pacing Duration:**  
77 Days

**Instructional Support**

**KAS Standard**

**Lesson Learning Target**

**Assessment(s)**

**TH:Cr1.1.8c. Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations in a theatre work.**

- I can create a character so I can articulate his/her thoughts, objectives and motivations in a theatre work

**TH:Cr2.1.8a. Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a theatre work.**

I can collaborate with other theatre artists so I can begin to devise an original work.

**Vocabulary:**

**Forum Theatre:** style of theatre that engages both the actor and spectator (spect-actor) with the power to stop and change the performance, aka **Theatre of the Oppressed**. Created by Augusto Boal.

**CFU:** Observations, discussions, reflections.

**Lesson 13:**  
10 days  
**Playwriting:**  
*Beginning to Write*

DTA Devising-  
Rezzelle Lesson 5

<ul style="list-style-type: none"> <li>● I can understand the basics of scene design so I can begin to implement various acting games and activities to strengthen my skills.</li> </ul> <p><b>TH:Cr2.1.8b. Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.</b></p> <ul style="list-style-type: none"> <li>● I can cooperatively lead others so I can responsibly and collaboratively develop unified goals while preparing or creating a theatre work.</li> </ul> <p><b>TH:Cr3.1.8a. Use repetition and analysis in order to revise devised or scripted drama/theatre work.</b></p> <ul style="list-style-type: none"> <li>● I can use repetition and analysis so I can revise a theatre work.</li> </ul> <p><b>TH:Pr4.1.8b. Use various character objectives and tactics in a drama/theatre work to overcome an obstacle.</b></p> <ul style="list-style-type: none"> <li>● I can experiment with different character objectives and tactics so I can work to overcome obstacles in a theatre work.</li> </ul> <p><b>TH:Pr5.1.8b. Use a variety of technical elements to create a design for a rehearsal or theatre production.</b></p> <ul style="list-style-type: none"> <li>● I can choose a variety of designed technical elements so I can incorporate them into a rehearsal or theatre production.</li> </ul> <p><b>TH:Re7.1.8a. Apply criteria to the evaluation of artistic choices in a theatre work.</b></p>				
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<ul style="list-style-type: none"> <li>● I can apply theatre terminology, techniques and understanding so I can evaluate artistic choices in a theatre work.</li> </ul> <p><b>TH:Re8.1.8a. Recognize and share artistic choices when participating in or observing a theatre work.</b></p> <ul style="list-style-type: none"> <li>● I can identify artistic choices so I can and explain why certain choices were made based on my participation in or viewing a theatre work.</li> </ul> <p><b>TH:Re8.1.8b. Analyze how cultural perspectives influence the evaluation of a theatre work.</b></p> <ul style="list-style-type: none"> <li>● I can analyze a theatre work so I can explain how cultural perspectives influence the evaluation of the work.</li> </ul> <p><b>TH:Re8.1.8c. Apply personal aesthetics, preferences, and beliefs to evaluate a theatre work.</b></p> <ul style="list-style-type: none"> <li>● I can apply my personal tastes, preferences and beliefs so I can effectively evaluate a theatre work.</li> </ul> <p><b>TH:Re9.1.8a. Respond to a theatre work using supporting evidence, personal aesthetics, and artistic criteria.</b></p> <ul style="list-style-type: none"> <li>● I can evaluate a theatre work using supporting evidence, personal tastes and artistic criteria.</li> </ul> <p><b>TH:Re9.1.8c. Assess the impact of a theatre work on a specific audience.</b></p>				
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<ul style="list-style-type: none"> <li>● I can evaluate a theatre work so I can explain the impact it has on a specific audience.</li> </ul> <p><b>TH:Cn10.1.8a. Examine a community issue through multiple perspectives in a theatre work.</b></p> <ul style="list-style-type: none"> <li>● I can identify a community issue so I can interpret it through multiple perspectives in a theatre work.</li> </ul> <p><b>TH:Cn11.1.8a. Use different forms of theatre work to examine contemporary social, cultural, or global issues.</b></p> <ul style="list-style-type: none"> <li>● I can examine different forms of theatre works so I can identify contemporary social, cultural, or global issues.</li> </ul> <p><b>TH:Cn11.2.8b. Identify and use artifacts from a time period and place to develop performance and design choices in a theatre work.</b></p> <ul style="list-style-type: none"> <li>● I can implement artifacts from a time period and place so I can develop performance and design choices for a theatre work.</li> </ul>				
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