



The City Dog and the Prairie Dog; 2023 Young Audience Outreach Tour **Community and Belonging Workshop Lesson Plan**

By the end of the session:

Students will be able to:

- Explain personal reactions to artistic choices made in a drama/theatre work through participation and observation. (TH:Re7.1.5)
- Consider multiple personal experiences when participating in or observing a drama/theatre work. (TH:Re8.1.3)
- Recognize how a character's circumstances impact an audience's perspective in a drama/theatre work. (TH:Re9.1.5)
- Respond to community and social issues and incorporate other content areas in drama/theatre work. (TH:Cn11.1.3)

Supplies Needed:

- Five small objects to hide in the classroom
- Timer
- Paper and crayons and/or markers

Introduction and Warm-ups (20 minutes)

- Name Game
 - Have students go around and introduce themselves. Either have them do a motion that goes with the syllables in their name, or have them come up with an adjective that starts with the same letter as their first name (Example: Awesome Alfonsa!)
- Community Ball Toss
 - Find a soft ball. Have the class stand in a circle. Begin by completing the sentence, "In my community there are ..." Ask for a volunteer who is willing to restate what you just said because they also find it to be true. Toss that student the ball. That student restates what you said, then completes the sentence for themselves. They then toss the ball to someone else, who repeats what they said, then completes the sentence for themselves, and so on.
- What is a community?
 - Have students give a definition of what a community is. Students will have very different definitions, and that's okay! Incorporate all definitions into a discussion of what community can mean.
- Drawing our Community
 - Have students draw what their community looks like. Instructions can be intentionally vague in order to see what students draw. Once students have completed their drawings, have students pair off and discuss drawings. Are there similarities or differences?
 - Come together as a group and discuss trends you noticed in the drawings. What are important parts of our community that we all noticed?

Seek and Find- Community Helping Achieve a Goal (10 minutes)

- Discuss community responsibility and working together. Show students five items that will be hidden throughout the classroom, and prepare a timer.
 - First hide the five items and have one student find them all without help from the rest of the community. Write the time it took to find the items on the board.

- For the second round, hide the five items and have three students find them without help from the rest of the community. Write the time it took to find the items on the board and note the difference.
- Continue with one or two more larger groups of students working to find the objects while noting the time difference.
 - How did having a community help in this activity? (Accomplished our goals faster, were able to work together, etc.)
 - Were there moments in *The City Dog and the Prairie Dog* where the community came together to accomplish a goal? How did this help the characters in the play?

You're Amazing! (10 minutes)

- Have students reflect on the people that are important to their community. Examples might be:
 - Mayor
 - Grocery Store Cashier
 - Bus Driver
 - Snow plow driver
 - Principal
 - Teacher
 - Business Owners
- Have students choose someone in the community to write a card to. They can draw a special picture for them or write a note letting the person know how important they are to the community. Students should include an appreciation for all of the work this person does for the community!
 - Teachers can collect and distribute cards or have students deliver their cards.

Wrap-Up (2 minutes)

- Leave time for any lingering questions or follow-ups that need to happen based on workshop discussion.
- Teams should create a cheer or chant that will put a button on the workshop. Maybe a saying or musical phrase from *The City Dog and the Prairie Dog*!

Resources Used:

<https://www.education.com/lesson-plan/my-community-and-i/>

<https://www.kindercare.com/content-hub/articles/2016/december/how-to-raise-a-community-minded-child>

<https://elementarynest.com/5-ways-to-help-kids-learn-about-communities/>

<https://www.lovetoknow.com/parenting/kids/how-teach-kids-about-community-responsibility>