



***Coyote and the Counting Game*; 2024 Young Audience Outreach Tour Problem Solving 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:

- Craft Supplies (see Coyote Drum activity)

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: Great Gaby!)
- Rhythm Chain
 - Have students create a clapping rhythm that is repeatable by their peers! Each student in the circle should clap a short, repeatable rhythm, and the rest of the circle repeats after the leader! Go around the circle until each student has had a turn!
- Coyote, Drummer, Dinosaur!
 - Have students close their eyes in a circle. The teacher should tap each student on the shoulder either once, twice, or three times. Once students open their eyes, they should act out the character that corresponds to the number of the taps they received; Coyote (one), Drummer (two), or Dinosaur (three). The goal is to find all of the other students who are acting out the same character as you! Play this game in a few rounds, with different combinations!
- *Coyote and the Counting Game* reflection and reactions
 - Ask students about their experience watching *Coyote and the Counting Game*. What was their favorite part? Were any parts of the play confusing? What was Gaby's big problem in the play? How did she solve it?

Coyote Drum Activity- Multiple Ways to Solve a Problem(15 minutes)

- Discuss finding multiple strategies to solve a problem! Coyote needs a new drum to be able to play his amazing rhythms! Work together in a group to create a brand new drum!
 - Separate students into small groups, and give them all the same craft supplies to create a drum (paper, popsicle sticks, blocks, pipe cleaners, etc. Whatever you have on hand! All students should receive the same supplies).
 - Students should work together in their group to create the best drum for Coyote, without consulting with other teams.
 - When students are done, students should present their drums to the other groups.

- How many different “solutions” to the problem were created within the class? (Multiple ways to solve a problem, try different solutions until one works for you, etc.)
- Were there other solutions that Gaby could have tried in *Coyote and the Counting Game* to solve her problem of failing math? What advice would you have given to Gaby?

Problem Solving Tasks- What would you do? (10 minutes)

- Discuss social problems with the entire class, and ask for as many creative solutions to the problem as possible. After each scenario is read, have students take a deep breath before raising their hand and offering solutions!
 - After gym class, you go back to the locker room to change and can't find your shoes! What could you do?
 - Someone wants to be your partner for a class project but you don't want to work with them. What could you do?
 - Someone at your lunch table tries to take your food. What could you do?
 - Your friend just got a cool toy that you ask to play with, and they tell you no. What could you do?
 - Someone sitting next to you keeps making loud noises while you are trying to read your book. What could you do?
 - You hear a student lie to the teacher about something that happened at recess. What could you do?
- Have students reflect on the problem solving process; identify the problem, brainstorm solutions, choose a solution, try a solution, evaluate your solution, try again! Did Gaby do a good job of using the problem-solving process?

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 *Coyote and the Counting Game*!

Resources Used:

<https://resources.spacesedu.com/wp-content/uploads/2022/06/Problem-Solving-Stations-Lesson-Plan.pdf>

<https://biglifejournal.com/blogs/blog/how-teach-problem-solving-strategies-kids-guide?srltid=AfmBOopXg0BRf-sJOr227VeuitTQotqcaWGFq72E5poxN5KIMahCNp9Z>