

Character and Life Skills

Video Title: Patience, Inside Out Series

Lesson Title: Challenge and Patience

Grade Level: Middle School



Project and Purpose

Students participate in a theatre game, individual writing, and discussion to connect patience and perseverance.

Essential Question

What is the connection between patience and perseverance?

Room Set Up

- Transitioning from open playing space to group discussion to individual writing (at tables or with clipboards), video, and discussion.
- Recommendation: desks or tables to the sides of the room. Chairs where they can be pushed under the tables to allow for open space or pulled out to allow for writing and discussion.

Materials

- Writing materials
- Discussion questions, copied, posted, or projected

Procedure: Image Creation (15)

1. Introduce the lesson by telling students that this lesson will explore the themes found in the video *Patience* featuring Heather about interconnection of patience and perseverance.
2. Invite students to stand in a circle, facing outward, away from the center.
3. Tell students to think of something they are really good at. It might be a sport, it might be an academic area, it might be something outside, or a way you are with other people. Give them ten seconds to gather their thoughts. Then tell them they are going to illustrate that in a frozen image, putting their bodies in positions that show the activity or skill at which they excel.
4. Tell them that you will count to three, and on three, they will turn around, so they face in toward the center of the circle, and strike that image and hold it until you say to release. Count slowly: 1, 2, 3.
5. Tell them that while holding their frozen images, they are to sneak their eyes around to observe their classmates' images and silently look for similarities and differences.
6. Tell them to remember their own image (they will return to it in a few minutes), and then say, "Release," and have them shake out their bodies.
7. Have the class return to the circle and face outward again.

8. For the next frozen image, tell them to think of something they wish they were better at, or something they find really difficult. Have them think about and plan a frozen image that either shows them struggling with it or shows what it would look like to be good at that activity.
9. Tell them that you will count to three, and on three, they will turn around so they face in toward the center of the circle, and strike that image and hold it until you say to release. Count slowly: 1, 2, 3.
10. Just as before, tell them that while holding their frozen images, they are to sneak their eyes around to observe their classmates' images and silently look for similarities and differences.
11. Tell them to remember this second image (they will return to it in a few minutes), and then say, "Release," and have them shake out their bodies
12. Divide the class into groups of four or five.
13. Say: *Using your first images – the ones that show something you're really good at – put all your images together to make one group image. Think about how your images fit together – perhaps lined up side by side or in some other formation. It's ok to change your frozen image a little to make it work better with the group. Think about making sure the audience can see everyone and making the whole picture as interesting and cohesive as possible.*
14. Once the first images are complete, say: *Now you're going to do the same thing with your second images, the ones of something you wish you were better at or struggle with.*
15. After images are complete, divide groups in half, one half to perform and one to serve as audience.
 - Performing groups get into their first images.
 - Performing groups get into their second images.
 - Performers and audience change.
 - Performing groups get into their first images.
 - Performing groups get into their second images.
16. Debrief:
 - What similarities did you notice across images? Was there anything you saw a lot of?
 - What did you see that you personally connected with?
 - How did patience and/or perseverance play a role in this theatre game?
 - How do you think patience and perseverance can play a role in improving your skills for the activity you chose for the second image?

Notes: For older or more advanced groups, some extensions might include:

- Ask the audience to give each image a title.
- Tap one of the performers on the shoulder to 'thought track' – the performer says one word or a sentence indicating what that image is thinking.
- Ask each performer to add one repetitive gesture to their image.

Conclusion

1. For five minutes, students respond to the following in writing:
 - How long does it take you to get good at something?
 - When does staying challenged and focused get frustrating?
 - How do you know when to be patient and when to give up?
 - What is the connection between patience and perseverance?
2. Students turn to a partner and share their thoughts around the prompts.