

## The Case of the... Problem without Blame

### Objective

Teacher will guide students through taking on detective characters outside of themselves to create an environment in which students become objective observers of problem situations.

Students will take on a detective character and participate in a pantomime activity to learn strategies for determining problems without placing blame.

**Drama Frame: Pantomime**  
**Designed for One Facilitator**

● Miss Kendra

### Drama Frame & Rubric Element

**Pantomime** is facilitating/demonstrating engagement with imaginary objects or environments via the body

**Successful pantomime** encourages specificity of physical response so that students can create semantic connections with words and concepts

AZ Standards	Pantomime	Indicators of Success
a. Comprehension and Collaboration: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively (SL.1)	a. Compare ideas with peers and make selections that will enhance and deepen group theatrical work. (Theatre: CR.2.3b)	a. Students will collaboratively create problem scenarios, utilizing tableau techniques.
b. Identify social problems without blame (Second Step)	b. Respond physically to prompting within the context of the story (Theatre: 5a1)	b. Students will respond as detective characters to cases, gathering evidence they can see from tableaux.
	c. Make specific choices in gesture and movement to physically represent a word or concept (Theatre: 1c1)	c. Students will collaboratively title their case files without placing blame on anyone or anything in the scenario they investigate.

### Materials

- Board for Brainstorming

### Key Vocabulary

- Blame
- Pantomime

## What You Do

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1. **Welcome students through ritual: Drama Time Chant**
  - “Drama Time, Drama Time, Potential, Is All Mine”
  
2. **Activating Activity: Energy Ball**
  - Gather students in a standing circle.
  - Introduce *pantomime*. “What do you think pantomime means?”
  - Define pantomime and offer some examples. “We don’t need physical objects—just our imaginations.”
  - Take an imaginary ball from your bag or pocket and pantomime throwing it into the air and catching it.
  - “This is an Energy Ball. It’s special because it can change. It can change its weight, its size, its texture, its temperature—as long as it remains a ball.” Model some changes for the students with the ball, making specific choices as you introduce the various ways it could change.
  - “When you receive or catch the ball, be sure to show us what that ball is like, and then change it to something new before you pass it on!”
  - Students will pass the ball around and/or across the circle.
  - Sidecoach specific choices that help you know what kind of ball it is. Encourage students
  - Once everyone has had at least one turn, ask for the ball back, make it into a small ball, and put it back in your bag or pocket.
  - Brainstorm with students what made the activity successful and what they might need to do with future pantomimes (i.e. focusing and paying attention, making specific choices that incorporate details, using our bodies and actions, using our imaginations and creativity).
  
3. **Content Introduction/Review:**
  - “Today we will continue our work to state problems without blame. What does it mean to blame?”
  - Brainstorm problems that students face. Focus on problems that happen between people rather than situational problems (i.e. someone cuts you in line, two people want to play with the same ball on the playground, a classmate has a pencil that looks just like the one you lost).
  - Write a brief outline of events on the board so that you can remember.
  
4. **Pantomime Activity: Detective—Magic Bag**
  - “Today, in order to get a closer look at these scenarios, we need to transform ourselves into detectives.”
  - Gather students in a circle.
  - Pull down a large magic bag from the ceiling that has everything we need to become our different characters.
  - Brainstorm with students what detectives need in order to do their jobs. With each suggestion, pull the items out of the magic bag, modeling the size and shape of the objects. Pantomime putting on clothes, putting objects in a pack, etc. Sidecoach specific choices students make. (Note: It’s helpful to start with a type of personal bag in case they want to put things inside for easy carrying!)

5. **Pantomime Activity: The Case of the...**
  - “Detectives! It’s looks like we have a case... at the \_\_\_\_\_!” (fill in the blank with a location from a problem brainstormed earlier).
  - Lead students in creating a tableau of the problem. Encourage specificity in choices and the depiction of a problem with multiple people and blame involved.
  - Ask detectives what they need to investigate the problem (i.e. magnifying glass, camera, fingerprint duster, etc.).
  - Lead detectives in using their tools to discover the problem. Encourage them to move around and through the tableau to get a closer look at the action.
  - Gather detectives in a circle again.
  - Ask detectives what they saw in the tableau and what the problem could be.
  - Ask detectives to come up with a title for their new case file—take 1 or more suggestions from students.
  - Repeat with 1-3 more problem scenarios, depending on time.
  
6. **Reflection/Exit Ticket:**
  - Was it easier or harder to assign blame when you were a detective vs. when problems happen to you in real life? Why or why not?
  - How can you be a detective in your own situations where problems arise?
  
7. **Use a ritual to end Drama Time: Power Clap**