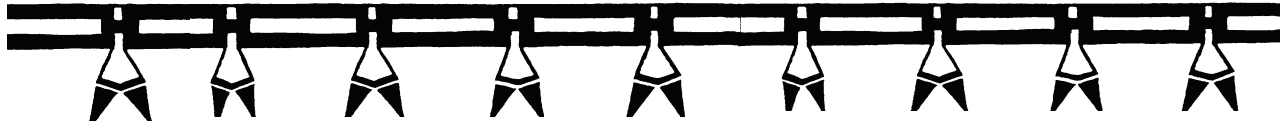


# 3: Acting Out



## Purpose:

To introduce students to improvisation techniques for future role plays and to increase students' comfort level in acting front of peers.

## Stages of Change Process:

Getting information

## Learning Objectives:

By the end of this session, Native STAND members will be able to:

1. Describe the importance of improvisation and role playing in health education.
2. Describe an increased level of comfort when improvising or role playing.
3. Describe an increased sense of bonding and unity with other peer educators.

## Supplies/Materials:

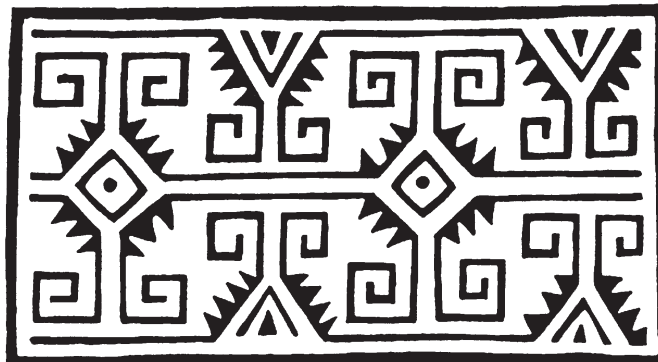
- People, Places, Things cards
- Scissors, colored paper

## Resources/Handouts:

	RM	PM	HO
Words of Wisdom	●		
People, Places, Things cards	●		

## Preparation:

- Copy People, Places, Things cards onto different colored paper
- Cut out and place in three separate piles by card category/color
- Display Words of Wisdom





## 1. Welcome/Introduction

*5-8 minutes, large group discussion, adult or teen co-facilitator*

- Review Session 2: Team Building
  - ◇ What did they think about the Man in the Maze activity?
  - ◇ Did doing that activity increase their comfort level and trust with their partner?
  - ◇ Why is it important to develop trust and comfort between the participants in Native STAND?
- Answer any questions in the QB
- Introduce today's session
  - ◇ In some parts of Native STAND, we will act out certain scenarios. We do this so we can experience certain situations and practice how we might respond.
  - ◇ Sometimes we will follow a script, but sometimes we will improvise. What does it mean to improvise? Has anyone ever seen an "improv comedy show" (like "Whose Line Is It Anyway?")? Has anyone ever played charades?
  - ◇ Today we are going to have a lot of fun doing improv.
- Read today's WOW

**You, whose day it is, make it beautiful. Get your rainbow colors, so it will be beautiful.**

*Nootka song to bring fair weather*

## 2. People, Places & Things

*45-50 minutes, small group activity, adult or teen co-facilitator*

- Beforehand:
  - ◇ Review Persons, Places and Things cards (in RM). If you have local people, places or things that you would like to use, feel free to swap out some or all of the ones provided.
  - ◇ Cut out People, Places, and Things cards and place them in three separate piles. (*Option: copy cards from each category onto different colored paper.*)
- Activity:
  - ◇ Let students know that this activity is a little silly, and requires them to trust each other enough to not feel embarrassed making fools of themselves in front of each other. Throughout the curriculum, there will be many times when they will have to act things out or be silly. It's important they get comfortable with doing this; everyone will get more out of it if people relax, have fun, and try and get into their roles.

PEOPLE	PLACES	THINGS
VAMPIRE	SWAMP	RUSTY NAIL
RAPPER	BARBER SHOP	TEA CUP
SHAKIRA	ZOO	NEON LIGHT
DORA THE EXPLORER	GRAND CANYON	TROPHY
CRUELLA DE VIL	ROLLERCOASTER	SURF BOARD
SNOOP DOG	TAXI	HAMMER
BARACK OBAMA	ALLEY	BOOK OF POETRY
IRON MAN	MOON	AFRICAN DRUM
ARNOLD SCHWARZENEGGER	UNDERWATER	METAL DETECTOR
SANTA CLAUS	BEACH	DOG COLLAR

- ◇ Break students into teams of 3-4 people. Each team draws one card from each pile (e.g., People, Places, Things). The teams have 5-10 minutes to come up with a short skit to try and convey what their person, place and thing is without using the actual words on the cards. Every person on the team must have a speaking role.
- ◇ Option: Play for points. If a team guesses any of the three they get one point. (So when each team presents, there are three points that can be won.) The team with the most points at the ends wins a small prize.
- Debrief:
  - ◇ Ask students to share their opinions about the activity. Was it fun? Embarrassing? Intimidating?
  - ◇ Why do you think we did this activity today? (e.g. to have fun, to team build, to practice improvising, to get comfortable doing and saying things that may be awkward for us, testing the safety of the group)

### 3. Closing

*3-5 minutes, large group discussion, adult or teen co-facilitator*

- Answer any questions.
- Preview next session: Culture + Tradition
- Read WOW



# NOTES

