

Drama Frame: Character Development
Designed for Two Facilitators:

- Co-Conspirator as child
- TIR as Lifeguard

Jabari Jumps

Objective

Character Development:

The purpose of this lesson is for children to physically and verbally take on the role of children going swimming, and experience how move from feeling nervous to feeling brave.

The intent for the teacher is to narrate around emotions to lead the children on a journey from joyful to nervous to brave.

Drama Frame

Expressive Language (Recognizing and Expressing Feelings)	Character Development	Where you will see it:
<p>a. The child distinguishes between self and characters (others).</p> <p>b. The child uses verbal and nonverbal communication for a variety of purposes to share observations, ideas, and experiences, problem-solve, reason, predict, and seek new information (AZELS:LL:1:2)</p> <p>c. The child understands and uses increasingly complex vocabulary. (AZELS:LL:1:3)</p>	<p>a. Physically and/or verbally demonstrates differentiation between character and self</p> <p>b. Makes specific choices with face, body, and/or voice to respond to an emotion or environment</p> <p>c. Makes choices in gesture, movement, or voice to accurately represent a word or concept</p>	<p>a. Children will physically and verbally demonstrate being nervous (Step 7)</p> <p>b. Children will give relevant suggestions for how to feel brave (Step 9)</p> <p>c. Children will use the social phrase with appropriate vocal inflection and physical gesture (Step 9)</p>

Key Vocabulary

- Nervous
- Brave

Social Phrase

- “We can do scary things!”

Materials

- Book: *Jabari Jumps* by Gaia Cornwall
- Word Strips: Nervous
- Device (optional e.g. teacher-in-role, puppet, etc.): visor or hat for Lifeguard role
- Multisensory (e.g. sounds, everyday objects, pictures, video, etc.)
 - Pictures of a high dive/diving board
 - Pictures of nervous and brave kids

What You Do

1. Gather the children in a circle and welcome them through song or ritual.

2. Anticipatory Set

- Show pictures of high dives and talk about why you might feel nervous on a diving board
- Show picture of nervous kid; introduce and define nervous
- Show picture of brave kid; introduce and define brave
- Discuss techniques for feeling brave when you are scared/nervous - either use strategies they already know, or brainstorm together (i.e. belly breath, power poses)
 - Strategy 1:
 - Strategy 2:
 - Strategy 3: Once we start feeling brave instead of nervous, say “We can do scary things!”

3. Story Sharing with Points of Participation

(Picture Reading, “Show me”, Prediction, Analysis, Emotion, Vocabulary/Social Phrase)

- Stop reading at: “I think tomorrow might be a better day for jumping,” Jabari said. They looked up...

4. Enter the world of the drama using Magic Bag. Explore your character/world:

1. Opening statement or action: “I am so excited about going swimming today! Let’s get into the pool!”
2. Lay out our towels and get ready to jump in.

5. Enter TIR as Lifeguard

- Entry line: “Hello kids, I’m the lifeguard here. Before you get in the pool there’s a few things you need to know. No running on the pool deck. No diving in the shallow end. But we do have (gesture upwards) this brand new, super tall high dive for the older kids! You look like you’re just tall enough to go up there. But I’ve seen lots of kids get too scared up at the top and refuse to jump, so you’d better make sure you’re ready before you climb that ladder!”

6. Use Pantomime to play in the pool and feel joyful

- Look at how high the diving board is and decide to get into the pool instead
- Dip a toe – it’s cold! Use our three strategies to feel brave enough to jump in
- Practice different swimming strokes
 - **Word Bank:** doggie paddle, scoop the water, cool, refreshing
- Blow bubbles in the water
- Splash a friend, then get splashed by someone jumping off the high dive – that looks so cool!

7. Suggest that we try jumping off the tall diving board. Use Pantomime to start to climb the diving board (Facilitator starts excited, and builds to nervous)

- Look at how high it is
- See all the kids in line behind you waiting their turn
- Start to climb the wet, slippery ladder nervously. Lose our grip for a moment. Look down and see how high up we are
- Realize that we are too nervous, and freeze

8. TIR re-enters as Lifeguard

- Entry line: “Uh oh. Looks like you got stuck. I can help you get down.”

- As **TIR**, engage children in conversation around how to calm down when we're nervous. Co-facilitator should assist in discussion as a Co-conspirator. Possible examples:
 - What happened to get you stuck on this ladder? How are you feeling?
 - It's OK to be nervous! Let's all help each other calm down.
 - What can we do to help our bodies feel calm?

9. As **TIR**, ask children what they can say to themselves to feel more brave and ready to try the diving board again. Try out the ideas children share, using **Pantomime** if needed.

- After each one, encourage children to repeat the phrases together. Or, use the **Social Phrase**: "We can do scary things!"
- Exit line: "Okay, time to give it another try. Good luck – I'll be watching!"

10. Use **Pantomime** to experience climbing the diving board, this time feeling brave:

- Look up and notice it doesn't look that high
- Climb the ladder, slipping a little but using your "bravery strategies" to keep going
- Carefully walk out onto board. Look down – it's really high!
- Use **Social Phrase**: "We can do scary things!"
- Jump off the board and do a slow-motion dive into the water

11. Celebrate your victory!

- Surface and shout for joy!
- Look way back up at the high dive and realize how far we jumped
- High five and do one big celebratory group splash

12. **Exit the world**

- Climb out of the pool, lay your towel on the ground
- Fall asleep in the warm sun

13. **Story Sharing with Points of Participation**

(Picture Reading, "Show me", Prediction, Analysis, Emotion, Vocabulary/Social Phrase)

- Finish book

14. **Reflect** with children

("Show me", Recall, Emotion, Analysis, Real World Extension, Vocabulary/Social Phrase)

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15. **Use a song or ritual to end Drama Time.**