

# Facilitation Guide



## Mistakes Happen Improv Arts Integrated Routine

### EXPERIENCE OVERVIEW

Students will better understand to Brian's experience in *Hatchet* by learning and growing from mistakes through this improv activity, citing sensory details while also summarizing narratives in a supportive class setting.

#### Standards

##### COMMON CORE STATE STANDARD

CCSS.ELA-Literacy.W.4.2.c - Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

CCSS.ELA-Literacy.W.4.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

##### NATIONAL ARTS STANDARDS

TH:Cr1.1.4.a - Articulate the visual details of imagined worlds, and improvised stories that support the given circumstances in a drama/theatre work.

TH:Cr1.1.4.c - Imagine how a character might move to support the story and given circumstances in a drama/theatre work.

#### Getting Ready

##### PURPOSE

One of the major themes throughout *Hatchet* is the idea that mistakes are necessary for Brian to learn and grow. He acknowledges frequently that who he was at the beginning of his survival journey is vastly different from who he has become by the end of the book. It's important for students to understand that mistakes are a necessary part of life. Using theater and improvisation can help encourage students to feel less fearful of making mistakes and open their minds to the possibilities that those mistakes can offer for growth and evolution.

##### SUGGESTED IMPLEMENTATION

Begin by having your class sit in a circle. We encourage you to offer your students a choice of how to sit - whether that's on the floor, in a chair or on another type of seat such as an active learning stool. Giving students a choice in how they can sit also ensures that they are comfortable while participating in this activity, which will encourage creativity and openness to potential outcomes.

##### TECHNIQUE TYPE

**Improvisation:** In improv and theater, we use a concept called "Yes, and..." The idea is that saying "Yes, and..." to your scene partner during an improvised scene keeps the action moving forward and allows for endless possibilities. However, if you respond to your partner with, "No," it invalidates any choices and suggestions that they have to offer and immediately ends the scene.

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## More on Improv

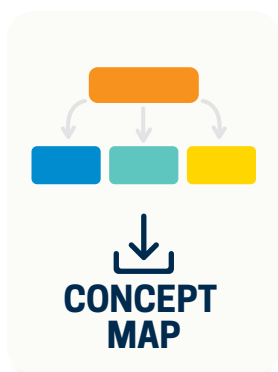
### **“Yes, and...”**

When using improv, artists tie the concept of “Yes, and...” to real-life scenarios. Being open to what others have to offer and say allows for more positive experiences and working relationships. Saying “yes” signals to your partners and peers that you have heard and acknowledged what they’ve said, while responding with “and” communicates that you are adding onto their good ideas rather than negating them.

This simple “Yes, and...” activity with your students will encourage them to work together as a team, think critically of “The Moment Before” prior to responding, and will empower them to see less than ideal choices as opportunities rather than mistakes.

**[Note:** “The Moment Before” is another theater term. It refers to the action that happened before a scene takes place. It’s usually a moment that isn’t seen by the audience, but may be referred to by the characters in the play. As actors, we are encouraged to think of “The Moment Before” as we develop characters and analyze scenes. This is another great theater tool for building empathy and understanding with your students.]

## ARTS INTEGRATION MATERIALS



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## TEACH

### Intro

Brainstorm with your students possible settings they would like for a story to take place. After you've created a list, draw one at random to use.



### Experience

1. Invite students to sit in a circle. Once seated, mark three students to signify the beginning, middle and end of their story. The first student starts the story based on the given setting, the students toward the middle should consider building a climax in the story, while the students at the end must find a way to conclude.
2. Once the story commences, each student should open their sentence with "yes... and..." before adding to the story. Prompt them to repeat what was said before them so that they can remember the plot elements already offered before continuing. This sentence structure could sound like this: "Yes, the bear was walking through the woods, **and** he felt a cool breeze."
3. Instruct students to include one sensory detail in their sentence. For example: "Yes, the bear **felt a cool breeze**, and he **smelled a campfire in the distance**."

### Wrap Up

4. When the story has concluded, re-recall the plot with your students and write on the board or a piece of chart paper. It's helpful and encouraging for students to see their final work as well as hear it out loud. Make sure to celebrate the creation of an improvised story together.