

Week Three Lesson Plan: War

Time: 1 hour

Objective: Discuss root causes of warfare

Materials: Cash

I. Warmer: War Games

- A. "Have the group in a circle. Everyone starts out as an egg and places their hands above their head and together so that they look like an egg. When you say go each person will find another egg. Once they found that person they will then fackle (Rock, Paper, Scissors). The loser stays an egg and the winner becomes a chicken, placing their arms as wings and making chicken noises. The chicken then looks for another chicken while the egg looks for another egg. When you win as a chicken you become a dinosaur, placing your hands out and roaring like a dinosaur. If you lose as a chicken you drop back down to an egg. Dinosaurs then find other dinosaurs, where they will play to become the ultimate people. Ultimate people put their hands over their heads like superman and look for others like them. If you lose as a dinosaur you go back to being a chicken, looking for other chickens. If the Ultimate person loses to another Ultimate person they go back to a dinosaur, and if they win they stay as ultimate people."¹ 5 min
- B. The first time students play, they mingle as a group
- C. When the activity begins to wind down, ask students if they are bored. Tell them that you are going to raise the stakes
- D. T: *This time, if you lose, sit down at the table.* Show students \$25 in cash. Tell them that the winner will win the \$25.
- E. Play the game, with both teachers monitoring closely to prevent arguments 15 min

II. Discussion

- A. *How would it change this game if I gave you both knives? How would it change the game if I gave you guns? How would it change if I only gave one person a gun?*
- B. *Can you think of ways the game we just played is similar to gang violence? What about some of the other types of violence we talked about?*

III. Finding solutions

- A. In two groups, students will write down causes of war 20 min
- B. Feedback as a group
- C. In pairs, students brainstorm ways to prevent or stop war; Feedback as a group 30 min

IV. Role play

- A. Divide students into groups of three or four
- B. They will choose one solution and think of a way to act it out 40 min
- C. Groups take turns performing their skits 50 min

V. Personal connections

- A. Ask students if they think their neighborhood is more or less safe than it was in the past
- B. For the next class, students will interview a community member about how life has changed since they were in junior high school; ask students to name who they will interview

VI. Game: Rock and Roll Baseball 60 min

One student names a song, e.g. "Thriller." The next person names a song beginning with "R," and so on. If someone names a song that begins and ends with the same letter, the order reverses.

¹ From "The Improv Encyclopedia." <http://improvincyclopedia.org/games>