



Drama Integration

With Daniel A. Kelin, II

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Workshop Introduction

ENDURING UNDERSTANDING

Creative Choice Builds Personal Connections

ESSENTIAL QUESTION

How do creative connections enhance understanding?

Workshop Outcomes

Participants will be able to...

- Identify key differences between approaches to drama learning
- Facilitate drama learning experiences that cultivate creative awareness
- Design drama learning experiences that support self-efficacy
- Reflect on their own work to more deeply engage with students

Workshop Purpose

Creative Choice + Critical thinking = Self-Efficacy

Self-Efficacy: One's belief in one's ability to succeed in specific situations or accomplish a task

Still Image Strategies

Snapshot	One person, one image.
Pair Snapshot	Two people, one image.
Sculpted Snapshot	Two people 'A' and 'B.' 'A' sculpts 'B' into one image. 'B' sculpts 'A' into one image.
Add-on Snapshot	Two people 'A' and 'B.' 'A' creates an image. 'B' observes. 'B' adds-on to 'A's' image to complete the picture.
<i>More People. More Time.</i>	
Tableau	Three or more people, one image.
Spontaneous Tableau	Three or more people. One image in 10 seconds or less.
Directed Tableau	Three or more people. One creates an image using partners.
Add-on Tableau	Three or more people. Each silently connects to the others to create one image.

Circle of Expression: Image

1. **PREPARATION:** Guide the group to stand in a circle. Explain that the cue 'Off' means turn out from the circle. The cue 'On' means turn in to the center and make the action.
2. **PROMPT**
 - a. Cue students, 'Off.'
 - b. Prompt students with: "How might you freeze your body like (*character, emotion, vocabulary, or actions*)?"
 - c. Cue 'On' guide students to turn in and freeze their bodies for 3 seconds in response to the prompt.
3. **VALIDATE**
 - a. Describe strong choices anonymously. 'I see (*specific body parts*) that are (*specific shapes, actions, sizes*).'
 - b. Briefly assess choices and consider which Traits to challenge them to improve.
 - i. **Body:** Students engage the whole body to show an idea, varying shape, size, direction, and/or emphasizing specific moments.
 - ii. **Imagination:** Students risk new ideas that clearly make full use of the Body Traits
4. **PROMPT:** Cue, 'Off.'
5. **REVISE**
 - a. Challenge students to revise/improve their image focused on specific Body Traits to further explore the prompt. (*See Respond/Reflect.*)
 - b. Repeat the process, following Steps 2-4 and 5 as desired.
6. **REFLECT**
 - a. What other ways might you **shape** your body to express your idea?
 - b. How might you alter the **size** or **shape** to make your image unique?
 - c. How might you exaggerate the **attitude** or feeling?
 - d. Which **Body Traits** might you explore next?

Snapshot

1. **PREPARATION:** Guide students to stand in a neutral position (feet together, hands at their side, facing forward) in their own personal space.
2. **PROMPT**
 - a. Prompt students with: “How can you shape/freeze your body to look like (*character from a story, emotions, actions, or reactions of character*)?”
 - b. Allow students 3-5 seconds to shape their bodies into a frozen image/statue based on the prompt.
 - c. Call ‘Snapshot’ and students freeze their bodies showing the image they created.
3. **VALIDATE**
 - a. Describe strong choices anonymously. ‘I see (*specific body parts*) that are (*specific shapes*).’
 - b. Briefly assess choices and consider which Traits to challenge them to improve.
 - i. **Body:** Students engage the whole body to show an idea, varying shape, size, levels and direction
 - ii. **Imagination:** Snapshots convey an idea in personal and engaging ways. Students risk new ideas that clearly make use of the Body Traits
4. **REVISE**
 - a. Challenge students to revise/improve their images focused on specific Body Traits to further explore the prompt. (*See Reflect.*)
 - b. Repeat the process, following Steps 2-3 and 4 as desired.
5. **REFLECT**
 - a. Where might you focus the **shape** of your image to show the **attitude** or action?
 - b. What other ways might you **shape** your body to express your idea?
 - c. How might you use more of the **space** above, below and around you?
 - d. How might you alter the **size** or **shape** to make your image unique?
 - e. Which **Body Traits** might you add or exaggerate?
6. **RESPOND**
 - a. Ask individuals who made strong choices to share their snapshots.
 - b. Facilitate student reflection as they share.

Pair Snapshot

1. **PREPARATION:** Guide students to stand in a neutral position, facing their partner.
2. **PROMPT**
 - a. Prompt students with: "How can you shape/freeze your bodies to look like (*specific characters or events in a story*)?"
 - b. Allow students 5-7 seconds to shape their bodies together into one frozen image/statue based on the prompt.
 - c. Call 'Snapshot' and students freeze their bodies showing the image they created together.
3. **VALIDATE**
 - a. Describe strong choices anonymously. 'I see (*specific body parts*) that are (*specific shapes*).'
 - b. Briefly assess choices and consider which Traits to challenge them to improve.
 - i. **Ensemble:** Pairs listen to and build off of each other's ideas
 - ii. **Body:** Pairs engage their whole bodies to show an idea, varying shape and size and incorporating a variety of levels, breadth and depth
 - iii. **Imagination:** Snapshots convey an idea in personal and engaging ways. Students risk new ideas that clearly make use of the Body Traits
4. **REVISE**
 - a. Challenge pairs to revise/improve their images focused on specific Body Traits to further explore the prompt. (*See Reflect.*)
 - b. Repeat the process, following Steps 2-3 and 4 as desired.
5. **REFLECT**
 - a. Where might you focus the **shape** of your image to show the **attitudes** or action or relationship of the characters?
 - b. What other ways might you **shape** your body to express your idea?
 - c. How might you use more of the **space** above, below and around you to show how the characters feel about each other?
 - d. How might you alter the **size** or **shape** to make your image unique?
 - e. Which **Body Traits** might you add or exaggerate?
 - f. What can you do, as partners, to successfully **collaborate**?
 - g. How might your image better **connect** with your partners?
6. **RESPOND**
 - a. Ask pairs who made strong choices to share their snapshots.
 - b. Facilitate student reflection as they share.

Sculpted Snapshot

1. **PREPARATION:**
 - a. Ask pairs of students to label themselves 'A' and 'B.'
 - b. Guide students to stand, facing their partner.
2. **PROMPT**
 - a. Prompt students with: "Person 'A' how can you sculpt your partner to look like (*character from a story, emotion, actions, or reactions of a character*)?"
 - b. Allow students 10 seconds to shape their partners into a frozen statue based on the prompt.
3. **VALIDATE**
 - a. Describe strong choices anonymously. 'I see (*specific body parts*) that are (*specific shapes*).
 - b. Briefly assess choices and consider which Traits to challenge them to improve.
 - i. **Ensemble:** Individuals cooperate fully with a partner
 - ii. **Body:** Sculptors engage their partner's whole body, varying shape, size and space that expresses a character's attitude
 - iii. **Imagination:** Sculptures convey an idea in personal and engaging ways. Sculptors risk new ideas that clearly make use of the Body Traits
4. **REVISE**
 - a. Challenge pairs to revise/improve their images focused on specific Body Traits to further explore the prompt. (*See Reflect.*)
 - b. Repeat the process, following Steps 2-3 and 4 as desired.
5. **REFLECT**
 - a. Where can you place your sculpture's focus to help show the **attitude** or action of the sculpture?
 - b. What other ways might you alter the **size** or **shape** of your partner's image to express the idea?
 - c. What **Body Traits** might you alter to make the sculpture unique?
 - d. How did you **collaborate** successfully with your partner?
 - e. How might you better **cooperate** what your partner?
6. **REPEAT** the process with person 'B' as the sculptor.

Add-on Snapshot

1. PREPARATION

- a. Ask pairs of students to label themselves 'A' and 'B.'
- b. Instruct students that they will create Snapshots one at a time. The first partner will create a Snapshot. The second will then observe the first and, on cue, create a complimentary Snapshot that connects to their partner's Snapshot.
- c. Guide students to stand in a neutral position, facing their partner.

2. PROMPT

- a. Prompt students with: "Person 'A' how can you shape/freeze your body to look like (*specific characters or events in a story*)?"
- b. Allow persons 'A' 3-5 seconds to shape their bodies into a frozen image.
- c. Call 'Snapshot.' Students freeze their bodies showing the image they created.
- d. Prompt persons 'B' to observe their partners for 3-5 seconds.
- e. Cue persons 'B,' "Shape your body to connect to your partner's Snapshot."
- f. Allow persons 'B' 3-5 seconds to shape their bodies into a frozen image/statue that builds on and connects to their partner's statue.
- g. Call 'Snapshot.' Students freeze their bodies showing the image they created.

3. VALIDATE

- a. Describe strong choices anonymously. 'I see (*specific body parts*) that are (*specific shapes*).'
- b. Briefly assess choices and consider which Traits to challenge them to improve.
 - i. **Ensemble:** Pairs cooperate fully, building off of and connecting to each other
 - ii. **Body:** Pairs engage their whole bodies to show an idea, varying shape and size and incorporating a variety of levels, breadth and depth
 - iii. **Imagination:** Snapshots convey an idea in personal and engaging ways. Students risk new ideas that clearly make use of the Body Traits

4. REVISE

- a. Challenge pairs to revise/improve their images focused on specific Body Traits to further explore the prompt. (*See Reflect.*)
- b. Repeat the process, following Steps 2-3 and 4 as desired.

5. REFLECT

- a. How might you alter the **size** or **shape** of your image to show the **attitudes** or action or relationship of the characters?
- b. How might you use more of the **space** above, below and around you to demonstrate how the characters feel about each other?
- c. Which **Body Traits** might you add or exaggerate?
- d. How might you better **cooperate** what your partner?
- e. How might you best **connect** choices to make your image interesting and unique?

6. REPEAT the process with person 'B' as the initial Snapshot.

Tableau

1. **PREPARATION:** Guide students to gather in small groups.
2. **PROMPT**
 - a. Prompt groups with: “How can you work together to make a tableau showing (*specific idea or characters or events in a story*)?”
 - b. Allow small groups about 1 minute to plan and practice their tableaux.
 - c. On cue, groups freeze in their tableaux.
3. **VALIDATE**
 - a. Describe strong choices anonymously. ‘I see (*specific body parts*) that are (*specific shapes*).
 - b. Briefly assess choices and consider which Traits to challenge them to improve.
 - i. **Ensemble:** Students listen respectfully to each other and collaboratively share ideas
 - ii. **Body:** Each student engages their whole body in a personal way to show relationships and actions of characters, varying shape and size and incorporating a variety of levels, breadth and depth
 - iii. **Imagination:** Tableaux convey ideas in personal and engaging ways. Groups risk new ideas that clearly make use of the Body Traits
4. **REVISE**
 - a. Challenge pairs to revise/improve their images focused on specific Body Traits to further explore the prompt. (*See Reflect.*)
 - b. Repeat the process, following Steps 2-3 and 4 as desired.
5. **REFLECT**
 - a. What other ways might your group **shape** the image to best express the idea/story?
 - b. How might your group use more of the **space** above, below and around you to enhance your tableau?
 - c. How might each of you alter the **size** or **shape** to make your image unique from the others?
 - d. How might each of you **shape** yourselves to show each characters’ **attitude** or action?
 - e. Which **Body Traits** might you add or exaggerate?
 - f. How might you, as partners, better **connect** ideas?
6. **RESPOND**
 - a. Facilitate groups sharing their tableaux with the class.
 - b. Facilitate student reflection as they share.
7. **REVISE:** Guide groups to revise their tableaux based on the reflections, as desired, and repeat the process of sharing and reflection.

Spontaneous Tableau

1. **PREPARATION:** Guide groups to stand in a neutral position facing you.
2. **PROMPT**
 - a. Prompt groups with: “How can you work together to make a tableau showing (*specific idea or characters or events in a story*)?”
 - b. Allow small groups 10-15 seconds to create a tableau based on the prompt.
 - c. On your cue, groups freeze in their tableaux.
3. **VALIDATE**
 - a. Describe strong choices anonymously. ‘I see (*specific body parts*) that are (*specific shapes*).
 - b. Briefly assess choices and consider which Traits to challenge them to improve.
 - i. **Ensemble:** Students listen respectfully to each other and collaboratively share ideas
 - ii. **Body:** Each student engages their whole body in a personal way to show relationships and actions of characters, varying shape and size and incorporating a variety of levels, breadth and depth
 - iii. **Imagination:** Tableaux convey ideas in personal and engaging ways. Groups risk new ideas that clearly make use of the Body Traits
4. **REVISE**
 - a. Challenge pairs to revise/improve their images focused on specific Body Traits to further explore the prompt. (*See Reflect.*)
 - b. Repeat the process, following Steps 2-3 and 4 as desired.
5. **REFLECT**
 - a. How might you, as partners, better **cooperate** as you create?
 - b. What other ways might your group **shape** the image to best express the idea/story?
 - c. How might your group use more of the **space** above, below and around you to enhance your tableau?
 - d. How might each of you alter the **size** or **shape** to make your image unique from the others?
 - e. How might each of you **shape** yourselves to show each characters’ **attitude** or action?
 - f. Which **Body Traits** might you add or exaggerate?

Directed Tableau

1. **PREPARATION:** Assign one individual to be the director of each groups' tableau.
2. **PROMPT**
 - a. Prompt the directors with: "How can you direct your group to create a tableau showing (*specific idea or characters or events in a story*)?"
 - b. Allow directors 1-2 minutes to guide their group based on the prompt.
 - c. On your cue, groups freeze in their tableaux.
3. **VALIDATE**
 - a. Describe strong choices anonymously. 'I see (*specific body parts*) that are (*specific shapes*).
 - b. Briefly assess choices and consider which Traits to challenge them to improve.
 - i. **Ensemble:** Students cooperate respectfully with the director
 - ii. **Body:** The director guides each student to engage their whole body in a personal way to show relationships and actions of characters, varying shape and size and incorporating a variety of levels, breadth and depth
 - iii. **Imagination:** Tableaux convey ideas in personal and engaging ways. Groups risk new ideas that clearly make use of the Body Traits
4. **REVISE**
 - a. Challenge directors to revise/improve the image focused on specific Body Traits to further explore the prompt. (*See Reflect.*)
 - b. Repeat the process, following Steps 2-3 and 4 as desired.
5. **REFLECT**
 - a. How might you, as partners, better **cooperate** with your director?
 - b. How might the director best **collaborate** with the entire group?
 - c. What other ways might the director **shape** the image to best express the idea/story?
 - d. How might your group use more of the **space** above, below and around you to enhance your tableau?
 - e. How might each of you alter the **size** or **shape** to make your image unique from the others?
 - f. Which **Body Traits** might you change, add or exaggerate to help clarify the characters' **emotions** and actions?
6. **RESPOND**
 - a. Facilitate the groups sharing their tableaux with the class.
 - b. Facilitate student reflection as they share.
7. **REVISE:** Guide directors to revise their tableaux based on the reflections, as desired, and repeat the process of sharing and reflection.

Add-on Tableau

1. **PREPARATION:** Explain that everyone will help create the tableau, observing quietly what others create and then joining in to add to and/or compliment the others. On the prompt, the group will have 10 or 20 seconds (depending on group size) to add to the tableau until everyone has joined. No talking/planning throughout.
2. **PROMPT**
 - a. Prompt students with: "Make a tableau showing (*idea or events from a story*)?"
 - b. Count as students add images to the building tableau.
 - c. Side-coach students to observe each other, adding missing pieces or characters or finding ways to connect with others.
 - d. On cue, everyone freezes.
3. **VALIDATE**
 - a. Describe strong choices anonymously. 'I see (*specific body parts*) that are (*specific shapes*).
 - b. Briefly assess choices and consider which Traits to challenge them to improve.
 - i. **Ensemble:** Students cooperate with and complement each other combining choices to make sure the prompt is thoroughly represented
 - ii. **Body:** Each student engages their whole body in a personal way to emphasize relationships and actions of characters, varying shape and size and incorporating a variety of levels, breadth, depth and space in-between and around them.
 - iii. **Imagination:** Students add to the tableau in personal and engaging ways, taking risks that clearly make use of the Body Traits and their peers' choices.
4. **REVISE**
 - a. Challenge individuals to consider choices that further explore the prompt. (*See Reflect.*)
 - b. Repeat the process, following Steps 2-3 and 4 as desired.
5. **REFLECT**
 - a. How might you better **cooperate** with your group as you create?
 - b. How can you **cooperate** to share ideas, even if you cannot talk?
 - c. How can you **connect** with or compliment what other students are doing?
 - d. What other ways might your group **shape** the image to best express your idea?
 - e. How might each of you alter the **size** or **shape** to make your image unique from the others?
 - f. How might your group use more of the **space** above, below and around you to enhance your tableau?
 - g. How might each of you **shape** yourselves to show each characters' **attitude** or action?
 - h. Which **Body Traits** might you add or exaggerate?

Action Strategies

Pantomime: Action without words

ONE: Pantomime, single action

- | | |
|-----------------------------|---|
| Individual Pantomime | One person in action. Brief. |
| Pair Pantomime | Two people in action. Brief. |
| Add-on Pantomime | Three or more people.
One starts an action. Partners join the action to create one cooperative action. |

TWO: Pantomime, sequence

- | | |
|---------------------------|--|
| Pantomime | Any number of people.
A sequence of multiple, connected actions with detail. |
| Directed Pantomime | Three or more people.
One directs partners in creating a sequence of multiple, connected actions with detail. |

THREE: Pantomime, story

- | | |
|------------------------|---|
| Story Pantomime | Any number of people.
Action sequence that expresses a scene or story. |
|------------------------|---|

Pantomime: Single Action

1. **PREPARATION:** Guide students to stand in a neutral position in a personal space.
2. **PROMPT**
 - a. Prompt students: "What might it look like if you are (*specific action or task*)? You have XX seconds to experiment."
 - b. Allow students 10-20 seconds to create and practice pantomimed actions (The time frame should be age responsive yet encourage quick and efficient work). Count down.
 - c. Gather focus. Prompt students: "On my cue, perform your action for 5 seconds. Action." Count down.
3. **SIDE-COACH/VALIDATE**
 - a. As students perform, describe strong choices anonymously. 'I see (*specific body parts*) that are (*specific action descriptions*).'
 - b. When finished, briefly assess choices and consider which Traits to challenge them to improve.
 - i. **Body:** Students engage the whole body to express an idea, character or action, varying shape, size, levels and flow to emphasize the purpose of the action
 - ii. **Imagination:** Action conveys an idea in personal and engaging ways. Students risk new ideas that clearly make use of the Body Action Traits
4. **REVISE**
 - a. Referring to the Body Traits, guide students to choose traits to improve on, extend and/or exaggerate.
 - b. Repeat *Prompt* and *Validate* steps.
5. **REFLECT**
 - a. How else might you **compose** your body to find the most variety in your action?
 - b. How might you **emphasize** important moments with your action?
 - c. Where can you vary the **rhythm** to exaggerate and balance the action?
 - d. How do your actions best express the **attitude** of the character?
6. **RESPOND**
 - a. Guide students to share their pantomimed actions for each other.
 - b. Facilitate student reflection as they share.
7. **REVISE**
 - a. Guide students to revise their pantomimed scenes based on the reflections.
 - b. As desired, and repeat the process of sharing and reflection.

Pair Pantomime

1. **PREPARATION:** Guide students to pair up.
2. **PROMPT**
 - a. Prompt pairs: "What might it look like if you are (*specific action or task*)? You have XX seconds to prepare and practice together."
 - b. Allow students 20-30 seconds to create and practice pantomimed actions. (The time frame should be age responsive yet encourage quick and efficient work). Count down.
3. **SIDE-COACH:** Wander the room encouraging and challenging groups to clearly apply the Body Action Traits. How much variety can they find in the actions?
4. **PROMPT:** Gather focus. Prompt students: "On my cue, perform your paired action for 10 seconds. Action." Count down.
5. **VALIDATE**
 - a. As students perform, describe strong choices anonymously. "I see (*specific body parts*) that are (*specific action descriptions*)."
 - b. When finished, briefly assess choices and consider which Traits to challenge them to improve.
 - i. **Ensemble:** Pairs cooperate fully, building off of and connecting to each other
 - ii. **Body:** Pairs engage their whole bodies to express their idea, characters or actions, varying shape, size, levels and flow to emphasize the purpose of the action
 - iii. **Imagination:** Action conveys an idea in personal and engaging ways. Students risk new ideas that clearly make use of the Body Action Traits.
6. **REVISE**
 - a. Referring to the Body Action Traits, guide students to choose traits to improve on, extend and/or exaggerate.
 - b. Repeat the *Prompt*, *Side-Coach* and *Validate* steps.
7. **REFLECT**
 - a. Where can you vary the **composition** of your bodies and action?
 - b. How might you **emphasize** important moments with your action?
 - c. How can you balance the **rhythm** of both partners?
 - d. How do your actions best express the **attitude** of the character?
8. **RESPOND**
 - a. Guide pairs to share their pantomimed actions for each other.
 - b. Facilitate student reflection as they share.
9. **REVISE**
 - a. Guide pairs to revise their pantomimed scenes based on the reflections
 - b. As desired, and repeat the process of sharing and reflection.

Add-on Pantomime

1. PREPARATION

- a. Guide students to gather in trios.
- b. Demonstrate, with student volunteers the Add-on procedure. One individual starts an action without informing the partners. As either of the others understand what the first is pantomiming, that person 'adds-on' to the performing of the action. Note that each should add-on with a complimentary action not the same action.

2. PROMPT

- a. Prompt groups: "After the first person begins the action, partners you will have 10 seconds to add-on. Action."
- b. Count down as each individual adds-on to the pantomime.

3. VALIDATE

- a. As they perform, side-coach students to observe each other and create action that adds to, extends or compliments the first person's action.
- c. Describe strong choices anonymously. 'I see (*specific body parts*) that are (*specific action descriptions*).
- d. When finished, briefly assess choices and consider which Traits to challenge them to improve.
 - i. **Ensemble:** Students gain insight from each other to try new ways to express ideas
 - ii. **Body:** Individuals engage whole bodies to express the action, varying shape, size, levels and flow to emphasize the purpose of the action.
 - iii. **Imagination:** Action conveys an idea in personal and engaging ways. Students risk new ideas that clearly make use of the Body Action Traits

4. REVISE

- a. Challenge individuals to consider choices that further explore the prompt. (*See Reflect.*)
- b. Repeat the process, following Steps 2, 3 and 4 as desired.

5. REFLECT

- a. How can you **cooperate** to make sure that ideas are shared, even if you cannot talk?
- b. How might you **connect** with or compliment what other students are doing?
- c. How might your group vary the **composition** to use more of the **space** above, below and around you to enhance and focus the action?
- d. How might you change the **rhythm** of the action to **emphasize** the purpose or feeling?
- e. Which **Body Action Traits** might you add or exaggerate?

Pantomime: Sequence

1. **PREPARATION:** Guide students to gather in small groups.
2. **PROMPT**
 - a. Prompt groups: "What might it look like if you are (*specific action, task, character endeavor, or section of a story*)? You have XX seconds to discuss your idea and then XX to practice together."
 - b. Allow groups 30-45 seconds to discuss an idea and then 45-90 seconds to create and rehearse their pantomimed scenes (The time frame should be age responsive yet encourage quick and efficient work). Count down.
3. **SIDE-COACH**
 - a. As they work, wander the room, encouraging and challenging groups to clearly express their action applying the Body Action Traits. How much variety can they discover?
 - b. One or two times throughout the process, guide groups to simultaneously practice their work to strive for focus, clarity, and flow and can comfortably practice their creations without pause.
4. **PROMPT:** Gather focus. Prompt groups: "On my cue, perform your action. Action."
5. **VALIDATE**
 - a. When finished, briefly assess choices and consider which Traits to challenge them to improve.
 - i. **Ensemble:** Students cooperate with and complement each other combining choices to make sure the prompt is thoroughly represented
 - ii. **Body:** Each student engages their whole body in a personal way to emphasize relationships and actions of characters, varying shape, space in-between and around them and flow to highlight and punctuate the characters' attitudes and text meaning and mood.
 - iii. **Imagination:** Action conveys an idea in personal and engaging ways. Students risk new ideas that clearly make use of the Body Action Traits
6. **REVISE**
 - a. Referring to the Body Action Traits, guide students to choose traits to improve on, extend and/or exaggerate.
 - b. Repeat the *Prompt, Side-Coach* and *Validate* steps.
7. **REFLECT**
 - a. How might you **emphasize** important moments with your action?
 - b. How might you change the **rhythm** of the action to **emphasize** the text's feeling or meaning?
 - c. How might your group vary the **composition** to use more of the **space** above, below and around you to enhance and focus the action?
 - d. How do your actions best express the **attitude** of the character?
8. **REVISE**
 - a. Guide small groups to revise their pantomimed scenes based on the reflections.
 - b. As desired, and repeat the process of sharing and reflection.