

STONE SOUP adapted by Mehr Mansuri ~ Music and Lyrics by Frank Sanchez, Mehr Mansuri and Lory Lazarus

Purpose:

Students will plan a service project for children in their community, celebrating respect through understanding diversity, selflessness and cooperation.

Objectives:

The cast will:

- o plan an academic service-learning project to increase awareness of respect for others.
- o design and conduct a survey to determine awareness of behaviors and rules.
- o develop cooperative behaviors for group dynamics.
- o conduct on-going reflection.
- o participate in a celebratory activity using Stone Soup.



Experiential Component:

The Cast will select a service-learning project to improve student awareness of how certain behaviors, if improved, would contribute to greater tolerance, respect and cooperation. By recreating the experience in Stone Soup, they will reflect on what they have learned throughout this unit about tolerance, cooperation and the common good.

Instructional Procedure(s):

Anticipatory Set:

Write the terms tolerance, respect and cooperation on the board. Review with the Cast the previous lessons in which they explored the words in terms of:

- o Respect or tolerance for others who are learning challenged.
- o Respect or tolerance for others in a diverse community.
- o Respect for the common good when in the halls, gym, auditorium, going on field trips by observing school rules.
- o Cooperating with others.
- o Discuss how each one's behavior can influence others in positive and negative ways.

Day One: Tell them that today they are going to hear a story about a group of people that treat others differently just because of where they were born. Read Stone Soup. Discuss the main problem in the story:

- o Why did the villagers treat the gypsies poorly?
- o How do you treat people who are different than you?
- o Make a chart with three columns, one for each story, and have the the Cast write how each story deals with tolerance, respect and cooperation.
- o Discuss the terms philanthropy and giving as they relate to tolerance, respect and cooperation.
- o Discuss how we can bring about positive change in our school community by tolerating our differences and cooperating with each other.
- o Talk about ways that we, as a community (class), can help bring about positive change in our community towards people that are different than ourselves.

Day Two: Planning the Academic Service-Learning Activity

Instructor Note: Contact one to two other teachers, obtaining permission for your class to conduct a needs survey.

The Needs Assessment: Ask the Cast if there are problems relating to cooperation tolerance and respect in school. Have the class determine:

- o What they want to find out.
- o How they want to inform others of their findings.
- o How are they going to help correct the problems they discover?
- o Develop a survey with the class.

Report out the findings from the small groups. Create a graph representative of the total findings. Summarize the findings with the class.

Based on their findings, ask the the Cast to plan an activity with the class(es) they surveyed to improve cooperation tolerance and respect for each other.

Day Three:

- o Planning the final reflection/evaluation and celebration
- o Create letters of invitation for the "Celebrate Good Times/Stone Soup".
- o Send letters of invitation to family members and the requests for donations to the Stone Soup recipe.
- o Prepare the soup.

Dear Educators,

Our Building Character Study Guides have been created to enhance your students' experience of each of our performance showcases and to extend their themes into your curriculum. We know your classroom time is precious, but we hope you will find some of the included activities valuable to your students. These are simply suggested activities, and you should feel free to adapt them to best fit your grade level and curriculum.

It is our belief that theatre arts are basic to education. We hope that, you'll find these activities both educational and entertaining.

Sincerely,

Mehr Mansuri
Executive Director

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