

Instructions: Follow the instructions below to create and practice a play! Later in the month, you will work in a group to act out your play for the rest of the class! We may even video tape them and those who do the best job will earn a prize!

1. **WATCH THE VIDEO:** <https://m.youtube.com/watch?v=A51ahdXk5sU>
2. **THINK ABOUT IT:** There are many scenes in the video where the man is frustrated with the way others act or behave. Once he gets his special glasses, he understands what each person is going through. Eventually, his empathy and understanding make it so he helps the boy skating by his driveway.

What happens in your day? Can you think of a situation where our special glasses might help you to accept, respect, empathize and understand? In what ways might your reaction to others behaviors change if you empathize and understand? Think about your ideas.

3. **BE A PLAY WRITER:** After you read the examples below, write down your idea on the next page. You must write an idea to create a mini-play or a scene with 4 actors.

First, think about where and what. Where does this experience happen? The setting is where the scene takes place. Also, consider if you need any props-things to help you act out the scene, such as the glasses.

Second, write your idea for the first scene without glasses.

Scene 1: Describe a situation where one or more students (or adults) seem to be distracted or rude toward others. Plan to have other students acting less than understanding.

Third, write your idea for the second scene with the glasses. Make sure to have a major change happen. Be sure to show the difference empathy and understanding can make.

Scene 2: This is the exact same scene as Scene 1, but it is re-enacted with one or more of the students wearing glasses while displaying CARE about U skills.

See the examples below to get your idea started:

EXAMPLE #1:

Setting: Cafeteria Breakfast Line

Props: Poster paper and markers to make a sign and glasses

Scene 1: On Monday morning, one student cuts in line and causes a commotion by pleading with a staff member for an extra serving. The other students in the line act visibly upset or frustrated by this student, some complain, frown and sigh but they each keep their upset to a minimum- no fighting.

Scene 2: All, but one, of the other students turn away from the disruptive student. The one student puts on our special glasses. As the one student puts the glasses on, the disruptive

student puts on a sign indicating he has not eaten all weekend. This student who had the glasses on says to the disruptive student: “Hey let’s not upset anyone. Take my place in line. I will go the back of the line in your place. This way you can get your food faster. I can even share my breakfast if you need more. It’s okay.”

The student who was disruptive takes off his sign. The other students turn back and are no longer frustrated. Some smile and others chat happily while they wait their turns.

EXAMPLE # 2:

Setting: Inside the front door of a school – in the hallway

Prop: A scarf or hajib

Scene 1: A student comes to school wearing a hijab. The other students act very shocked by this student and her clothing. They point, stare and giggle. They are heard saying: “What is she wearing?!”



Scene 2: All the other students put on their glasses and learn she is wearing a hijab (حجاب). They find out a hijab an Arabic word meaning “cover.” It is worn by Muslims as a means of showing modesty- to be reserved or proper. Sometimes, Christian and Jewish women in some traditions also wear a headscarf as a cultural practice or commitment to modesty. Many wear it with honor because they perceive the wearing of the headscarf as a cultural interpretation of scripture. As she passes by, the students greet her with a nice, “Good Morning!”

4. BE A DIRECTOR AND AN ACTOR: Practice your play with 3 classmates

Step 1: Find 3 partners.

Step 2: Discuss each other’s ideas and short plays.

Step 3: Vote to pick one idea to act out first.

Step 4: Decide who should play each role.

Step 5: Let the person who wrote the play be the director. The director is the one who instructs the actors where to stand and what to do.

Step 6: Act it out!

Step 7: Start again with someone else’s idea. Repeat until you have tried out all four ideas.

Step 8: Pick the best play or play(s) to perform for the class or video tape.



Use this page to write down your ideas:

Setting: _____

Scene 1: _____

Scene 2: _____

