



# Neighborhood: Create

## **GENERAL INFORMATION**

**Date/Week of Activity:** Week 4

**Age Group:** Trailblazers:

**Location:** Create Cabin

**Mensch Daily VALUE:** Foresight, Community

**Twelve Trails Day-of-the-Week VALUE:** Community Reflection

**Neighborhood Weekly THEME:** Wizard of Oz

**Activity Overview:** Creating Wizard of Oz posters and other themed posters

**Objectives:** Campers will create posters for musicals specifically for the Wizard of Oz musical coming up on parents' night.

**Skill Goals:** Campers will learn how to create a poster that relays the main theme of a show through imagery and without the use of a summary.

**Value Goals:** Campers will get to present work that relates to the performance track's show during parents' night.

**Teachable Opportunities:** How does the poster look when displayed as an exhibition rather than just looking down at the paper on the desk? How does each person's rendition of the poster tell about what they chose to focus on from the story?

**SUPPLIES NEEDED:** paper, pencils, erasers, markers, colored pencils.

<b><u>ACTIVITY OUTLINE*</u></b>	<b><u>TEACHING/COACHING POINTS</u></b>
<p>Introduction and Warm Up: Go around the room and have each camper and counselor say their name and a word to describe how they feel at the moment.</p> <p>Day 1: 10-20 minutes Campers will go around and introduce themselves and say what musicals they have seen before and if they ever saw posters for them. The story of Wizard of Oz will be told, and campers will be told that this week not only will they be making posters that relate to the musical but that will also be exhibited on parents' night in the cabin.</p>	<p><i>How do you plan to incorporate the values and themes into the introduction?</i></p> <p>What do the campers know about the Wizard of Oz?</p> <p>How does the community's work as a whole when displayed tell about the individuals art style if it does at all?</p>

<p>Day 2: 5 minutes Review the project and let campers know that today they will start their official poster.</p> <p>Day 3: 5 minutes Let campers know that today is the last day of work and that they will start hanging work today.</p>	
<p>Main Game/Activity (include rain plan if necessary):</p> <p>Day 1: 20-30 minutes Show campers examples of movie and musical posters and ask them what they find similar and different from each one. Have campers consider how they would arrange a poster for a show and provide paper for sketches of rough drafts.</p> <p>Day 2: 35 minutes Campers will move from their sketches to their official poster while also talking about what they think about exhibiting art and what art shows they may have seen.</p> <p>Day 3: 35 minutes Campers will finish up their projects and at the end of the period will work together to display their work in the cabin so that they can all have a part in the group's exhibit for Thursday evening.</p>	<p>When displaying multiple people's work how does the community have to work together in order to give each person's work enough space to be seen while also creating a uniform show?</p>
<p>Closing Cool Down &amp; Reflection:</p> <p>Go around and have everyone say a word to describe how they are feeling now about the project or the day in general.</p> <p>Day 1: 5-10 minutes Clean up and mention that tomorrow will involve thinking about how to exhibit one's work and working on their official posters.</p> <p>Day 2: 5-10 minutes Campers will be asked to now consider how they may want to hang their work tomorrow after seeing everyone's projects.</p> <p>Day 3: Wrap up the project and ask campers how they feel about how they have set up the display.</p>	<p><i>How can you reinforce the C12T and Neighborhood themes in your reflection?</i></p> <p>What has everyone learned is most important to everyone else? Is there one part of the musical that is important to everyone in the community that can be found in every poster?</p>



# Neighborhood Lesson Plan Assessment

## Assessment

<b>Successes:</b>	<b>Things to Improve:</b>
<b>Values: How well were you able to connect the camp values, and story of the week, with this lesson?</b>	<b>Please give an example of when you did this – who, when, what, why, and what was the campers' reaction?</b>