

# One-Act Plays

This project gives students an opportunity to work in a theater medium (which could pair nicely with ELA standards) to demonstrate their understanding of how or when cheating happens, how to respond in such a situation, and the possible consequences of cheating.

## Integrity Sub-Concept(s)

Kindness

## Project Timeframe

25-30 minutes

## Required Materials

- ❑ Paper and writing utensils for playwriting. Could also use a computer if you want to integrate a technology/keyboard component.

Students will work in the same groups they were in for the T-chart activity in Lesson 4. They are going to write a short one-act play about the impact of cheating. Students should have at least three characters in their play and the play should span 3-5 minutes. If you still have the T-charts displayed, students could walk around the classroom and read the posters for examples of cheating situations and possible consequences they could write about or they can think of their own.

Have students write a paragraph explaining the situation example. Then choose 3 characters (real or imaginary) and give them speaking parts. The 4th group member could either serve as a narrator or be the director. This person should have an active role in the play even if he/she isn't speaking directly to the audience.

Students can use the One-Act Play template or can write their plays on notebook paper. Plan to spend 2-3 days on this project as students will need time to write, rehearse, and perform (either for just the class or for another class). When students have their scripts done, collect them to make photocopies so each person has their own copy.

## Wrap Up:

It is up to the teacher how and when students should perform their plays; they could be performed one per day to leave time for discussion or all at once with general discussion after. They could be performed for other grades or classes to help spark discussion about cheating in their classes. In any case, it might be nice to invite the principal or other administrators or even parents to watch.



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AS A RECOMMENDED  
PROGRAM FOR SOCIAL  
AND EMOTIONAL  
LEARNING.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) has been reviewing evidence-based SEL programs since 2003. Kindness in the Classroom® meets CASEL's SElect Program and is included in the [CASEL Guide to Effective Social and Emotional Learning Programs](#).

Kindness in the Classroom® met or exceeded all of CASEL's criteria for high-quality SEL programming. Kindness in the Classroom® received CASEL's highest designation for high-quality SEL programming.

<https://casel.org/guide/kindness-in-the-classroom/>

TITLE OF PLAY: \_\_\_\_\_

SITUATION DESCRIPTION:

CAST LIST:

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Stage directions for the opening of the play:

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Character	Dialogue



Character	Dialogue

### Hints

- Set the scene as to where the action is taking place.
- Use brackets [ ] to give your character stage directions and how they should say their lines
- Time may pass in your play (for example, it begins in school but ends later that day at home), but make sure you have a narrator who tells the audience when the time or setting is changing.
- Add or remove dialogue lines as you need to.