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PREVENTING PANDEMONIUM: PART 2

Instructor
MARIA SMITH

Materials

Video modules, Handouts, Transcripts, MP3 Files, PDF of
Powerpoint Slides, Completion Certificate

Course length

9 modules
2 hours, 4 minutes of video
6 credit hours

Course Description

In Preventing Pandemonium Part 02, instructor Maria Smith shares a classroom management strategy that transformed her class from a discipline zone to a thriving environment. It's called positive incentives (or rewards) that make your students want to behave and participate positively in the drama classroom.

This course includes straightforward "this is how you do it" information, as well as posters, passes and rewards for teachers to print out and use in your classroom. Learn how positive incentives cut down the need for discipline, and find the joy in teaching.

About the Instructor

Maria Smith has taught internationally and in the DC/Southern Maryland region and enjoyed (almost) every minute. During her six years of teaching, she has developed a middle school drama program, written and developed course curriculum, and directed elementary, middle school, and high school students in addition to teaching secondary students. Her favorite part of teaching drama is encouraging students and seeing them grow.

Course Curriculum

Module 1: Introduction 8:06

This module introduces the course and outlines each of the lessons included.

Module 2: Positive Incentive Systems 23:14

This module provides an overview of positive incentive systems, including pros and cons of each and suitability for different age groups.

Module 3: Budget-Friendly Positive Incentives 17:36

This module describes how you can use a variety of low-budget 'awards' as positive incentives in your classroom.

Module 4: Guidelines for Choosing a System 10:47

In this module step-by-step practical information will be shared on how to set up positive incentive system for various age groups.

Module 5: How to Introduce a System 13:21

This module specifies how to introduce positive incentive systems, differentiating between middle and high schoolers.

Module 6: How to Praise 11:01

This module clarifies how to use positive incentives and the different techniques in middle school vs. high school.

Module 7: How to Promote Participation 17:58

This module covers how to prevent pandemonium with positive incentives, including how to boost your classroom management skills.

Module 8: How to Reward and Redirect Behaviour 10:29

This module focuses on using positive incentives to reward and redirect behaviour.

Module 9: How to Address the Naysayers 11:35

This module concludes the course and looks at how to address the naysayers, or students who do not respond to positive incentives.

Standards Connections

National Core Arts Standards

Organize and develop artistic ideas and work - Grade HS Accomplished

TH:Cr2.1.HSII.b - Cooperate as a creative team to make interpretive choices for a drama/theatre work.

Organize and develop artistic ideas and work - Grade HS Advanced

TH:Cr2.1.HSIII.b - Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.

California VAPA Standards (2019)

Acc.TH:Cr2 Organize and develop artistic ideas and work.

Acc.TH:Cr2.b - Cooperate as a creative team to make interpretive choices for a drama/theatre work.

Adv.TH:Cr2 Organize and develop artistic ideas and work.

Adv.TH:Cr2.b - Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.

Colorado Academic Standards - Drama and Theatre Arts

High School - Advanced Pathway

DT.H2.1.3.a - Students Can: Choose and interpret a drama/theatre work to connect and question beliefs.

High School - Professional Pathway

DT.H3.1.2.b - Students Can: Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.

DT.H3.1.3.a - Students Can: Collaborate on a drama/theatre work that examines a critical global issue using multiple personal, community, and cultural perspectives.

Common Core

Speaking and Listening

CCSS.ELA-LITERACY.CCRA.SL.1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Language

CCSS.ELA-LITERACY.CCRA.L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Florida Sunshine State Standards

Innovation, Technology & the Future

TH.912.F.3.3 - Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.

Skills, Techniques & Processes

TH.912.S.3.2 - Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.

Georgia Performance Standards - Theatre Arts

Grade 6 - Responding

TA6.RE.1 - Engage actively and appropriately as an audience member., a. Identify the role of the audience in different environments., b. Analyze the relationship between an audience and a performer., c. Create guidelines for behaviors appropriate to a theatre experience., d. Model appropriate audience behaviors.

Grade 7 - Responding

TA7.RE.1 - Engage actively and appropriately as an audience member., a. Assess the role and responsibility of the audience as an integral part of theatre performances., b. Summarize the relationship between the audience and performers., c. Predict how audience relationships will differ with venue and performance type., d. Demonstrate appropriate audience behaviors.

North Carolina Essential Standards 2024

Beginning High School Present

B.PR.2.2 - Demonstrate appropriate theatre audience behavior with the understanding of the impact on performers and technicians.

B.PR.2.4 - Identify the responsibilities of a performer in a variety of theatrical venues.

Intermediate High School Present

I.PR.2.2 - Exhibit audience etiquette appropriate for a variety of theatrical spaces, styles, and genres.

I.PR.2.4 - Compare the effect various theatrical venues have upon performance.

Advanced High School Present

AD.PR.2.2 - Model appropriate audience, performer, and technician etiquette.

North Carolina Essential Standards 2010

Beginning High School Standards - Culture

B.CU.2.1 - Illustrate appropriate theatre etiquette as a member of an audience, as a performer, and as a technician.

Intermediate High School Standards - Culture

I.CU.2.1 - Understand theatre etiquette that is appropriate for a variety of theatrical spaces, styles, and genres.

Advanced High School Standards - Culture

A.CU.2.1 - Design strategies to encourage appropriate audience etiquette.

Texas Essential Knowledge and Skills for Theatre Arts

MS 117.212 LII - Critical evaluation and response

B.5.A - understand and demonstrate appropriate audience etiquette at various types of performances.

MS 117.213 LIII - Critical evaluation and response

B.5.A - understand and demonstrate appropriate audience etiquette at various types of live performances.

Alberta, Canada

Junior Orientation

demonstrate trust by becoming comfortable, physically and emotionally, with others

focus concentration on one task at a time

generate imaginative and creative solutions to problems
listen effectively
meet deadlines and follow through on individual and group commitments
share ideas confidently with others
support positivity the work of others
work cooperatively and productively with all members of the class in pairs, small groups and large groups

Junior Goal I Objectives

develop a sense of responsibility and commitment
develop self-confidence
develop self-discipline
develop the ability to initiate, organize and present a project within a given set of guidelines
develop the ability to interact effectively and constructively in a group process
develop the willingness to make a decision, act upon it and accept the results
strengthen powers of concentration

Technical Theatre - Levels I, II, III - Readiness

6 - demonstrate understanding of the importance of planning and organization

Senior Goal I Objectives

demonstrate the ability to contribute effectively and constructively to the group process
extend the ability to concentrate
increase self-confidence
increase self-discipline

Orientation Drama 10

cope with success and failure in positive ways
display consideration and respect for self and others
make effective decisions or choices

British Columbia (2018)

GRADE 6 - ARTS - Reasoning and reflecting

Develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations

GRADE 6 - ARTS - Communicating and documenting

Take creative risks to express feelings, ideas, and experiences

GRADE 7 - ARTS - Reasoning and reflecting

Develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations

GRADE 8 - ARTS - Reasoning and reflecting

Develop, refine ideas, and critically appraise ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations

GRADE 9 - DRAMA - Exploring and creating

Take creative risks to experience and express thoughts, emotions, and meaning

GRADE 9 - DRAMA - Connecting and expanding

Collaborate through reciprocal relationships during creative processes

Demonstrate respect for themselves, others, and the audience

GRADE 10 - DRAMA - Reason and reflect

Apply feedback to develop and refine ideas

GRADE 10 - DRAMA - Connect and expand

Demonstrate respect for self, others, and the audience

GRADE 11 - DRAMA - Reason and reflect

Demonstrate awareness of self, others, and audience

Receive and apply constructive feedback to develop and refine ideas

GRADE 11 - DRAMA - Connect and expand

Demonstrate awareness of self, others, and audience

GRADE 12 - DRAMA - Connect and expand

Demonstrate personal and social responsibility associated with creating, performing, and responding to dramatic works
Demonstrate respect for self, others, and audience

Ontario, Canada

Grades 9 & 10 - Foundations - Responsible Practices

C.3.3 - demonstrate an understanding of theatre and audience etiquette, in both classroom and formal performance contexts (e.g., as a performer: show willingness to take direction and behave appropriately towards other actors; as a viewer: demonstrate respect for performers and other audience members by paying attention, not interrupting or talking, and applauding when appropriate)

Grades 9 & 10 - Reflecting, Responding and Analyzing - Connections Beyond the Classroom

B.3.2 - identify skills they have developed through drama activities and explain how they can be useful in work and other social contexts (e.g., explain in a journal how their brainstorming and negotiation skills support teamwork in a variety of contexts)