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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.

## 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.

## 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.

## 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

### 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)