

STANDARDS			
THIRD	FOURTH	FIFTH	SIXTH
<p>Share, Present 3.TH:Pr6 Share small-group drama/theatre work, with peers as audience.</p> <p>Interrelate 3.TH:Cn11.1b. Identify responsible practices for creating and adapting drama/theatre works.</p>	<p>Share, Present 4.TH:Pr6 Present a drama/theatre work to peers as audience and reflect on performance.</p> <p>Interrelate 4.TH:Cn11.1b. Use responsible practices for creating and adapting drama/theatre works.</p>	<p>Share, Present 5.TH:Pr6 Present drama/theatre work to an audience.</p> <p>Interrelate 5.TH:Cn11.1b. Explore the ethical responsibilities to oneself and others when observing and performing.</p>	<p>Share, Present 6.TH:Pr6 Adapt a piece of literature and present it for an audience.</p> <p>Interrelate 6.TH:Cn11.1b Explore the ethical responsibilities to oneself and others when, recording, posting and sharing through the internet, social media and other communication formats.</p>

Students Need To Know	Students Are Able To Do
<ul style="list-style-type: none"> • Ensemble • Cooperation • Trust • Taking risks • Safety 	<ul style="list-style-type: none"> • Understand, participate and contribute to theatre games. • Engage and contribute to group objectives. • Work as a collaborative group to achieve an objective. • Create a non-threatening environment for each other to relate and work and explore together.

Formative Assessment	<p>Teacher observation of participation and engagement.</p> <p>Success Criteria: Students should demonstrate active participation, positive contributions to the games, following the “rules” of the games, successful with the group, supportive of others, listening and in focus</p>
-----------------------------	---

Vocabulary for the Lesson	<p>Ensemble – a unified group that works together to create</p> <p>Cooperation – to work or act together or jointly for a common purpose or benefit</p> <p>Focus/concentration – paying close attention to self and others, directing attention to the intended process and actions, not getting distracted by outside things</p> <p>Safe Environment – all players play, encourage, and support each other; individual success is determined by</p>
----------------------------------	--

group or ensemble success, no undirected physical contact, no violence (with words or actions)

Theatre Game – fun play for a purpose, activities that drive skill development in theatre

Gesture – an expressive movement of the body or limbs.

Teaching Strategies

Teacher Tips

Make sure you have a large empty space (clear desks to the perimeter).

Frontload group activities by reminding the students that there is no talking and that they need to use their own personal space.

*“Side coaching” means giving verbal cues and suggestions to enhance the students’ exploration as they are working and creating.
Example: “Show me don’t tell me.”
“Make your movements/ expressions as big as you can.”*

For quiet students, they may need some side coaching to encourage them to use their “recess voices.”

Name and a Gesture *The goal is to build ensemble.*

Players stand in a circle. Define a gesture. Have players select a gesture that “matches” their name and/or personality. Allow 1 min to think of a gesture. Model with several options. Tell players that everyone will say their name as they do their gesture and the rest of the class will repeat their name and gesture back. No repeats. So if someone does your gesture first, change it up. Go around the circle 1 time. Repeat to “solidify names and gestures”. Can increase the speed if desired.

Count down *The goal is to build energy and ensemble.*

Players form a circle or spread out in the room. They shake their right hand up in the air and count down backwards as a whole group, “10, 9, 8, 7, 6, 5, 4, 3, 2, 1.” Then they shake their left hand and arm and countdown as well. They repeat the process with their right leg and then their left leg. Returning back to the right arm the countdown now begins at 9. The process repeats and the countdown continues – the next time the countdown starts at 8, 7, 6 etc. By the end everyone should be yelling and jumping around for 2, 1 on all the limbs and 1,1,1,1. *The goal is to bring up the energy and get the body physically warmed up.*

Whoosh *The goal is to build energy and ensemble.*

Players stand in a circle. Whoosh is a movement where the hands flow across the body to pass the energy to his neighbor. Go around the circle several times until the energy is up, the pace is quick and everyone is gesturing. You can add in TONS of movements, and let players make up moves. Boing is made by making a fist in front of your body and causes the energy to go in reverse. Zap is made by clapping and pointing causing the energy to go across the circle. Bridge is made by having a player face his neighbor, hold his hands over his/her head, and making a bridge with another player to skip his neighbors turn.

Additions and Variations:

- You can invent other sounds and gestures. You might replace Whoosh by a kind of Vroom-Vroom,

as is you're in a car, and replace boing by the sounds of brakes (`iiii`) etc. Or Popcorn... or anything you want.

Wizards, Giants, Goblins *The goal is to build energy and ensemble.*

Demonstrate the three different characters with one sound or line of dialogue and a large gesture. Here are three ideas to start with:

- **Wizards:** lean forward throwing their arms forward as if casting a spell and say “Shazzam”
- **Giants:** put both hands above their head, stretching up really tall and say “Ho, ho ho!”
- **Goblins:** crouch down, put their hands up to their face as if scratching their beards and make a high pitch laugh.

Then, the players, in groups of three, stand back to back to back forming a triangle. The leader says, “OK quiet everyone. Imagine one of the three characters in your head. What character do you think your teammates will choose? On the count of three everybody jump and turn around performing one of the three characters! The goal is to see if all three of you will come up with the same one. One... Two... Three.... GO!” This causes all sorts of confusion and celebration if they all do the same thing. The players usually think that if they are concentrating really hard they'll all come up with the same thing, but in reality this is an energizing warm-up that never seems to fail. Play it 3-6 times depending on the enthusiasm of your group. Once they know how to play you can have them create their own characters from any book they are reading or time period they are studying. It's a short game that can be used at any time.

Slo-Mo Tag *The goal is to build energy and control over impulses.*

Discuss/demonstrate slow motion. Assign a player who is “it”. The tagger tries to tag others while everyone remains in slow motion. You can change direction to move around the space but can not move in “regular time”. Play tag in slow motion. All players keep playing, with the “tagger” changing. Tagging must be with a hand on the shoulder.

Mob Tag *The goal is to build energy and ensemble.*

Play slo-Mo Tag but this time as the tagger tags others, they link arms to create one unified “tagger”. Like a snake, they move through the space with the “head” of the line as the tagger.

Zip, Zap, Zop *The goal is improving listening skills and building energy and excitement in a group.*

Kitty Wants a Corner: *the circle often gets smaller and smaller as the game progresses so have the players take two big steps backwards every so often to open the circle up and give more distance for the runners to travel when treading places. This gives an advantage to the kitty that you want. Sometimes a kitty gets caught in the center for one reason or another so you can put an artificial time limit on the kitty if you want, like, “no kitty will be in the center for longer than one-minute.” Or, just keep an eye on it and say that at any time you can call a “kitty switch” and someone else has to volunteer to become the kitty. Also, this game can get very*

Players stand in a circle. The leader starts by clapping, then pushing their hands forward with fingertips pointing at another player and saying “Zip.” Whoever was pointed to claps, points, and says “Zap.” Whoever was pointed to claps, points and says “Zop,” next person says “Zip,” etc. The clap is passed randomly about the circle. Try to get a quick smooth rhythm going and see how long you can sustain it.

Categories/Concentration *The goal is improving listening skills, building energy and excitement in a group.* Players stand in a circle. Leader introduces rhythm: two pats on the leg, one clap, in the rhythm of “We will Rock You”. Leader begins with a category such as colors. Leader says a color on the snap after rhythm has begun. In a clockwise motion, each player says a color on the snap. Players should not repeat colors other students have said. You can continue with any category.

Patterns *The goal is improving listening skills and building energy and excitement in a group.* Players stand in a circle each raising their hand. The teacher assigns a topic (ie foods) and assigns a player to start. That Player 1 lowers their hand to point at any other player, Player 2, with their hand in the air, while saying his/her food (ie Nachos). Player 2 points at any other player while saying a new food (ie Pizza). This continues until every players hand is down. Then the pattern is repeated from memory (without the arms) until there are no stalls. Multiple categories can be added so that you have one Food pattern going simultaneously to a Color pattern, etc. The sky is the limit.

Kitty Wants a Corner *The goal is improving listening skills and building energy and excitement in a group.* Players form a large circle. One player is chosen as the “kitty,” and stands inside the circle, but about two feet from one person facing them. The kitty says, “Kitty wants a corner.” The person she is talking to replies, “I don’t have a corner, see my neighbor and points to one of the two people on either side of him. The kitty then moves that direction and repeats the request. While the kitty is slowly moving from one person to the next around the circle other Players in the circle attempt to switch places with each other without saying anything. When Players leave their spot to trade places then the kitty races to an open spot to become part of the circle. While the kitty keeps her back to the majority of the circle she listens for the other Players to run. Then she turns and runs into one of the open spots. The Players can trade places as often as they want but the goal is to trade places quietly so the kitty doesn’t hear or know that they are trading places. Any ties between a runner and the kitty go to the kitty. The runner who doesn’t make it back to the circle because the

energetic so remind the players to stay safe and to not throw each other down or run into each other trying to get to a spot.

The Opposite Game: *When under the “stop” command, no other commands can be performed.*

kitty took their spot, then becomes the new kitty. The game continues as long as the Players are energetic and involved. It often climaxes with everyone running at once which is a great moment to end the game on.

The Opposite Game – *The goal is to improve listening and concentration skills.*

Commands are: Walk, Stop, Jump, Clap

Have the Players stand around the room randomly. Give the Players the commands one at a time. Then mix them up. Once Players are confident with the directions begin to switch the commands. Walk becomes stop and stop becomes walk. Continue to give commands. Once the Players are confident, then switch the Jump and Clap commands as well. Continue to play and practice for a while, then play an elimination round, when someone makes a mistake they sit out until there is one person left.

What are you Doing? *The goal is improving listening skills and building energy and excitement in a group.*

Everyone at one end of the room, form a long line. The first player of the line steps into the room and starts pantomiming an activity. As soon as the activity is clear, player 2 approaches player 1 and asks “What are you doing”. The first player answers something that has nothing to do with what he’s actually doing. E.g. if player 1 is cutting someone’s hair, when asked what he’s doing he might say “I’m reading the newspaper”. First player moves away, and the second player starts pantomiming the activity stated by the previous player. A third player comes up to player 2, asks what he is doing, and so on. Play until everyone has pantomimed something, and has answered the question. This can also be played in a circle and passed around the circle. Variation: This can also be played at super high speed, with 2 players. As soon as one of the players says ummm, hesitates, or uses an offer that was used before in that session, that player is replaced.

NOTES and REFLECTIONS