

ACT IT OUT (LEVEL 3)

Description	Over the course of a week, learners will practice with key drama exercises to become actors and actresses while they learn about the basic concepts of drama as a genre.
Leading Question	How can drama communicate an idea?
Total Time Required	4.5 hours over 5 days
Supplies Required	Papers, pencil, little stick, play dough,
Learning Outcomes	<ul style="list-style-type: none"> - Compare and contrast texts in different forms or genres - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach - Engage effectively in a range of collaborative discussions - Adapt speech to a variety of contexts and tasks, demonstrating command of formal language
Previous Learning	Learners must be able to write over extended time frames for a range of tasks, purposes, and audiences

DAY 1

Today you will learn about what drama is!




Suggested Duration	Activity and Description
5 minutes	<p>Answer the following:</p> <ul style="list-style-type: none"> ● What are some words that come to your mind when you think of 'drama'? <p>"A drama is a story that is told through dialogues between characters."</p> <p>How is drama different from reading a story?</p>

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	Which one do you think is better? Why?
15 minutes	<p>Imitation Game</p> <ol style="list-style-type: none"> 1. Act like a person from your family or friends without talking. 2. Others must guess who it is and they get 1 point for a correct guess. 3. After 1 round, act like a person by adding dialogues (what they say often). Imitate their voices too! <p>After playing, think about:</p> <ol style="list-style-type: none"> 1. The different ways in which they can communicate 2. What difference did it make when you used voice and dialogues?
20 minutes	<p>Freeze Activity</p> <p>For this game stand in a row (one behind the other). The first person will choose a scenario or an action or a situation to act. The next one will have to react to this scenario and the third one will have to react to the action of the second child.</p> <p>For example:</p> <div style="text-align: center;"> <pre> graph LR P1[Player 1] --> P2[Player 2] P2 --> P3[Player 3] P3 --> End[...] </pre> <p>The diagram illustrates a sequence of three players. Player 1 is shown in a blue box with the text 'Player 1' and a light orange box below it containing 'Gets a scenario to act' and 'Example: A boxing move'. An arrow points from Player 1 to Player 2, who is in a blue box with 'Player 2' and a light orange box below it containing 'Reacts to Player 1' and 'Being hit and falling'. Another arrow points from Player 2 to Player 3, who is in a blue box with 'Player 3' and a light orange box below it containing 'Reacts to Player 2' and 'Trying to catch Player 1'. A final arrow points from Player 3 to the right.</p> </div> <p>The game continues until all the players have acted. Then, they can unfreeze and act out a new scenario.</p>

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<p>20 minutes</p>	<p>Cause And Effect</p> <p>“Every event in a story or the world around us has a reason why it happens (cause) and a result of it (effect).”</p> <p>Use words to communicate causes or effects around a situation or event.</p> <div style="display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; padding: 5px; background-color: #e6f2ff; margin-right: 10px;"> <p>Linking Words</p> <p>Because</p> <p>Since</p> <p>That is why</p> </div> <div style="text-align: center;"> <p>Cause WHY</p>  </div> <div style="margin: 0 10px;">  </div> <div style="text-align: center;"> <p>Effect WHAT</p>  </div> <div style="border: 1px solid black; padding: 5px; background-color: #e6f2ff; margin-left: 10px;"> <p>Linking Words</p> <p>So</p> <p>Therefore</p> <p>As a result</p> </div> </div> <p>List 5 events that happen around you. For each event, you will write its cause and effect.</p>
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DAY 2

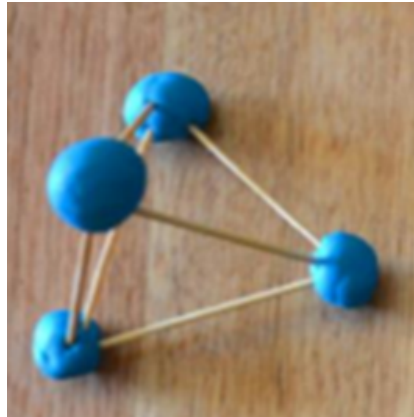
Today you will think of a story you want to enact and create a plot map for it.

<p>Suggested Duration</p>	<p>Activity and Description</p>
<p>30 minutes</p>	<p>Answer the following: How do actors know what to say and how to act on stage?</p> <p>Write the script for your play as dialogues between characters.</p> <p>For example:</p>

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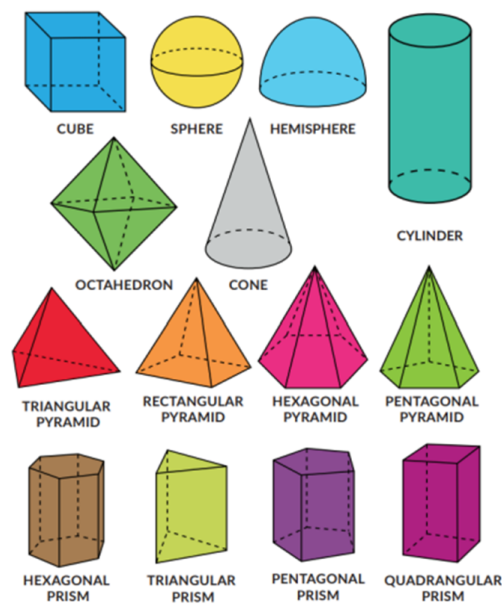
	<p><i>Open Curtain. Enter Sara. Enter Ali.</i> <i>Sara and Ali talk to each other while walking in.</i></p> <p>Narrator: <i>It was a bright summer morning in 2008. Ali and his sister, Sara, were discussing how they should spend their holidays at home.</i></p> <p>Sara: <i>We could build a tree house! Or make new games! Or go to our grandparents' place!</i></p> <p>Ali: <i>(Sad) I just want to stay alone, Sara.</i></p> <p>Sara: <i>(Holding his hand) Are you alright, Ali?</i></p> <p>What are Stage Directions and narrator?</p> <p>“Plays often have narrators, who give the audience additional information about what is going on.”</p> <p>Stage Directions are instructions for the team and the actors.</p> <p>You can also write the emotions or actions with which the dialogues should be delivered.</p>
<p>20 minutes</p>	<p>3D Shapes</p> <p>For this activity, you must be in pairs.</p> <p>How to play:</p> <ol style="list-style-type: none"> 1. A player says a 3D shape. 2. Use dough/clay and small sticks to create the shape. 3. Identify the number of faces, sides and vertices for each shape. 4. The player who finishes the model first and says the number of faces, sides and vertices, earns 1 point. <p>For example: A player says “triangular pyramid” The rest of the players make this:</p>

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- The players say: This shape has 4 vertices, 4 faces...
- The first player finishing the shape earns the point.

You can use this image as a guide:



“There are some objects that are important to give sense to a setting in a play, for example if the scene is about someone spiking by cell phone it is important to have the cellphone. These objects are called props”.








You can make or create them using some of these 3d shapes.

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DAY 3

Today you will be learning about emotions in acting.

Suggested Duration	Activity and Description
20 minutes	<p>Speaking with Emotions Say the same sentence with the following emotions. Do not use hand actions.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> happy</div> <div style="text-align: center;"> sad</div> <div style="text-align: center;"> confused</div> <div style="text-align: center;"> annoyed</div> <div style="text-align: center;"> surprised</div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="text-align: center;"> excited</div> <div style="text-align: center;"> scared</div> </div> <p>You can try by saying the following sentences:</p> <ul style="list-style-type: none"> - Can you help me out? - I completed my work today. - I have to tell you something. - If they prefer you can write your own sentence <p>Afterwards, think of 2 to 3 scenarios.</p> <p>For example:</p> <ul style="list-style-type: none"> ● Teacher asking a student why the homework wasn't done. ● Doctor examining a patient. ● Talk show host interviewing a famous actor Police talking to a suspect. <p>After choosing the scenario, enact them with a family member or friend with these different emotions: bored, fearful, energetic, angry.</p>

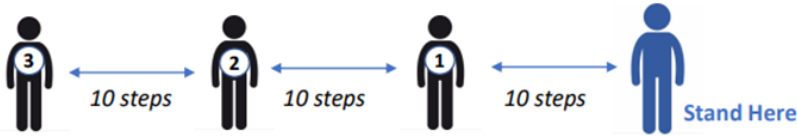
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	<p>Then, think about:</p> <ul style="list-style-type: none"> • How body language changes with different emotions? • Do our emotions affect the way we speak? How? • Add the emotions for different dialogues to the script.
15 minutes	<p>Voice Box</p> <p>In this activity, you will follow a breathing guide:</p> <ol style="list-style-type: none"> 1. Stand with your feet slightly apart. Close your eyes. 2. Breathe in. As you breath out, say: Aaaaaaaaaaaaaaaaaa (Repeat 3 times) 3. Breathe in. As you breath out, say: Oooooooooooooooooo (Repeat 3 times) 4. Breathe in. As you breath out, say: Mmmmmmmmmmm (Repeat 3 times) <p>How do you feel after doing this activity?</p>

Day 4

Today you will practice your play and create invitation cards.


Suggested Duration	Activity and Description
15 minutes	<p>Voice Exercise</p> <p>For this activity, you have to be in groups of four or more.</p> <p>How to play</p>  <p>Stand in a row.</p> <ul style="list-style-type: none"> - Speak only so that Person 1 can hear you. Then, Person 2 and Person 3. - Pretend you are sharing a secret. Person 3 should be able to hear you. - Say something angrily. Person 1 should not feel like you are shouting.
25 minutes	Practise time

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	<p>Having in mind the script you wrote during day 2, you will:</p> <ol style="list-style-type: none"> 1. Decide who will play the characters in your script. 2. Practice delivering the dialogues with appropriate voice qualities, emotions, and actions.
<p>10 minutes</p>	<p>Sound as Gesture</p> <p>Imitate the sounds below only with your voice. Others will guess them.</p> <ul style="list-style-type: none"> • bite • overturn a chair • a pair of scissors • dripping water • fruit seller • moving car • chop wood • sweep the floor • suspense <p>You can also write in a piece of paper 2 different sounds for others to imitate.</p> <p>After you play, think about:</p> <p>What are we able to understand just with sound?</p> <p>Afterwards, you should add sounds, music, or songs to your play to make it more interesting and support the plot.</p>

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<p>20 minutes</p>	<p>Invitation card</p> <p>Design and create an invitation card to invite your family members and friends to watch your play.</p> <p>The card should have the following details:</p> <div data-bbox="467 506 1377 1262" style="border: 1px solid red; padding: 10px;">  <ul style="list-style-type: none"> → Title → Name → Play → Date → Time → Venue → Closing → Your Details </div> <p>Include more details and to decorate the invitation cards taking into account your play's plot.</p> <p>Make a guest list and distribute the invitation cards.</p>
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DAY 5

Today you will prepare details and present your plays.

Suggested Duration	Activity and Description
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<p>40 minutes</p>	<p>Today you will present your play. To make this possible, you should determinate the following aspects:</p> <ul style="list-style-type: none"> - Costumes - Practice dialogues with emotion - Background music - Setting and props <p>Presenting the Play</p> <p>Present your plays in front of the audience and your special guests.</p> <p>After presenting, respond to the following:</p> <ul style="list-style-type: none"> ● Did they (audience) enjoy the play? ● What are 2 things that went well? ● What could be improved? <p>Read your answers to the questions made on day one and discuss how your thoughts have changed.</p> <p>Answer the following:</p> <p>How can drama communicate an idea?</p>
<p>20 minutes</p>	<p>Story telling</p> <p>Read and discuss the following story.</p> <p>Stage Fright Written by Yamini Vijayan</p> <p>Champa loves singing more than anything else in the whole wide world. When she sings, she is filled with the most marvellous feeling in the world. She sang in the bathroom. And on the roof. She sang to the hills. And to the moon. She sang like a lion. And like a bee. She sang through the rain. And through heat. One day, when Champa sang, Basant's eyes lit up. "I have an amazing idea!" he said. Basant is Champa's best friend, and he was always bursting with ideas. Some were terrific. And some were terrible. "You should sing on Annual Day!" said Basant. "What a terrible idea!" said Champa. "Why not! You love to sing." Champa hadn't told Basant about the only time she got on stage and nearly fainted with fear. "I...I can't sing in front of so many people. I don't even sing in front of Ma and Pa!" exclaimed Champa. "You do sing around me! All you need</p>

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is a little practice, Champa.” said Basant. “What if Mahi and Paras laugh at me?” Basant said, “If they do, it just makes them silly and mean. You’re an amazing singer.” Written by Yamini Vijayan 57 Stage Fright The very thought of singing in front of a crowd filled her stomach with butterflies. Champa was excited and terrified at the same time, but she loved singing so much! So, she decided to give it a try. So, Champa practiced diligently for days. She trained her voice to be the best it can be! Everyone was excited about Champa’s big day. They gave her advice: The day before her performance, Champa even held a special rehearsal. It was a roaring success! Finally, it was the Annual Day. When it was her turn to sing, her tongue felt rubbery. The stage is too big! The lights are too bright! There are too many people in the audience! Champa’s throat tightened, and her hands were clammy. 58 Stage Fright She remembered to smile at the audience. When she began to sing, out came a whisper. It was as if someone had swallowed her voice! Champa took a long and deep breath and tried again... And out came a SQUEAK! There was a loud gasp from the audience. Champa’s heart pounded loudly. Thud! Thud! Thud! Her head started to spin. That’s when she saw Basant, waving wildly at her. She was so glad to see him. So, she tried again. At first, the song came softly. Although her voice was shaky, it sounded somewhat right. Then slowly, the music flowed out of her, smooth and strong and melodic. It did not matter that the stage was too big. Or that the lights were too bright. Or even that the audience had a LOT of people. Champa let her voice go wild and free. And as she did, she was filled with the most marvelous feeling in the world.

1. Have you or someone you know experienced stage fright? Why do you think it happens?
2. What does the phrase “butterflies in my stomach” mean?
3. Imagine you are Basant. Write a letter to Champa the day before the Annual Day encouraging her to do her best.

ASSESSMENT CRITERIA

- Learners actively participate and listen to each other while doing the drama exercises.
- Learners are able to identify strengths and growth opportunities in their own drama performances.
- Learners design and create invitation cards for their families that include all the relevant information for the play.
- Learners will identify the characteristics of a drama and apply them in a script that they write.
- Learners develop an answer to the question “How can drama communicate an idea? They will illustrate their answer with 1-2 examples that may emerge from the activities in the project.

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