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
- 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!

<table>
<thead>
<tr>
<th>Suggested Duration</th>
<th>Activity and Description</th>
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</thead>
<tbody>
<tr>
<td>5 minutes</td>
<td>Answer the following:</td>
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<tr>
<td></td>
<td>- What are some words that come to your mind when you think of ‘drama’?</td>
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<tr>
<td></td>
<td>“A drama is a story that is told through dialogues between characters.”</td>
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<td></td>
<td>How is drama different from reading a story?</td>
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</tbody>
</table>

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<table>
<thead>
<tr>
<th>15 minutes</th>
<th><strong>Imitation Game</strong></th>
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</thead>
<tbody>
<tr>
<td>1. Act like a person from your family or friends without talking.</td>
<td></td>
</tr>
<tr>
<td>2. Others must guess who it is and they get 1 point for a correct guess.</td>
<td></td>
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<tr>
<td>3. After 1 round, act like a person by adding dialogues (what they say often). Imitate their voices too!</td>
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</tbody>
</table>

After playing, think about:
1. The different ways in which they can communicate
2. What difference did it make when you used voice and dialogues?

<table>
<thead>
<tr>
<th>20 minutes</th>
<th><strong>Freeze Activity</strong></th>
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</thead>
<tbody>
<tr>
<td>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.</td>
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</table>

For example:

![Image](image.png)

The game continues until all the players have acted. Then, they can unfreeze and act out a new scenario.

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20 minutes | Cause And Effect

“Every event in a story or the world around us has a reason why it happens (cause) and a result of it (effect).”

Use words to communicate causes or effects around a situation or event.

List 5 events that happen around you. For each event, you will write its cause and effect.

<table>
<thead>
<tr>
<th>Linking Words</th>
<th>Cause WHY</th>
<th>Effect WHAT</th>
<th>Linking Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Because</td>
<td>So</td>
<td>So</td>
<td></td>
</tr>
<tr>
<td>Since</td>
<td>Therefore</td>
<td></td>
<td></td>
</tr>
<tr>
<td>That is why</td>
<td>As a result</td>
<td></td>
<td></td>
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</table>

**DAY 2**

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

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<thead>
<tr>
<th>Suggested Duration</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>30 minutes</strong></td>
<td>Answer the following:</td>
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<tr>
<td></td>
<td>How do actors know what to say and how to act on stage?</td>
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<tr>
<td></td>
<td>Write the script for your play as dialogues between characters.</td>
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<tr>
<td></td>
<td>For example:</td>
</tr>
</tbody>
</table>

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What are Stage Directions and narrator?

“Plays often have narrators, who give the audience additional information about what is going on.”

Stage Directions are instructions for the team and the actors.

You can also write the emotions or actions with which the dialogues should be delivered.

20 minutes

3D Shapes

For this activity, you must be in pairs.

How to play:

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.

For example:
A player says “triangular pyramid”
The rest of the players make this:

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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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Today you will be learning about emotions in acting.

<table>
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</table>
| 20 minutes         | **Speaking with Emotions**  
Say the same sentence with the following emotions. Do not use hand actions. |

![Emotions](image)

You can try by saying the following sentences:

- 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

Afterwards, think of 2 to 3 scenarios.

For example:

- 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.

After choosing the scenario, enact them with a family member or friend with these different emotions: bored, fearful, energetic, angry.

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Then, think about:
- 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

**Voice Box**

In this activity, you will follow a breathing guide:

1. Stand with your feet slightly apart. Close your eyes.
2. Breathe in. As you breath out, say: Aaaaaaaaaaaaaaaa (Repeat 3 times)
3. Breathe in. As you breath out, say: Oooooooooooooooo (Repeat 3 times)
4. Breathe in. As you breath out, say: Mmmmmmmmmmmm (Repeat 3 times)

How do you feel after doing this activity?

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**Day 4**

Today you will practice your play and create invitation cards.

<table>
<thead>
<tr>
<th>Suggested Duration</th>
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<tbody>
<tr>
<td>15 minutes</td>
<td><strong>Voice Exercise</strong></td>
</tr>
<tr>
<td></td>
<td>For this activity, you have to be in groups of four or more.</td>
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<tr>
<td></td>
<td><strong>How to play</strong></td>
</tr>
<tr>
<td></td>
<td>Stand in a row.</td>
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<tr>
<td></td>
<td>- Speak only so that Person 1 can hear you. Then, Person 2 and Person 3.</td>
</tr>
<tr>
<td></td>
<td>- Pretend you are sharing a secret. Person 3 should be able to hear you.</td>
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<tr>
<td></td>
<td>- Say something angrily. Person 1 should not feel like you are shouting.</td>
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<tr>
<td>25 minutes</td>
<td><strong>Practise time</strong></td>
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Having in mind the script you wrote during day 2, you will:

1. Decide who will play the characters in your script.
2. Practice delivering the dialogues with appropriate voice qualities, emotions, and actions.

<table>
<thead>
<tr>
<th>10 minutes</th>
<th>Sound as Gesture</th>
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<tbody>
<tr>
<td></td>
<td>Imitate the sounds below only with your voice. Others will guess them.</td>
</tr>
<tr>
<td></td>
<td>• bite • overturn a chair • a pair of scissors • dripping water • fruit seller • moving car • chop wood • sweep the floor • suspense</td>
</tr>
<tr>
<td></td>
<td>You can also write in a piece of paper 2 different sounds for others to imitate.</td>
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<td></td>
<td>After you play, think about:</td>
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<td></td>
<td>What are we able to understand just with sound?</td>
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<td></td>
<td>Afterwards, you should add sounds, music, or songs to your play to make it more interesting and support the plot.</td>
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</tbody>
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20 minutes

Invitation card

Design and create an invitation card to invite your family members and friends to watch your play.

The card should have the following details:

Dear Mr. Smith,
You are invited to watch the play ‘Sara and Ali’s Adventure’
on Thursday, 26th January 2022.

**Time:** 5:00 pm to 6:00 pm
**Venue:** House 12, Hills Compound, Atlas Street, Doha – Qatar

We look forward to your presence.

Regards,
Momina R.
(Mob:3766621)

Include more details and to decorate the invitation cards taking into account your play’s plot.

Make a guest list and distribute the invitation cards.

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**DAY 5**

Today you will prepare details and present your plays.

<table>
<thead>
<tr>
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40 minutes

Today you will present your play.
To make this possible, you should determinate the following aspects:

- Costumes
- Practice dialogues with emotion
- Background music
- Setting and props

Presenting the Play

Present your plays in front of the audience and your special guests.

After presenting, respond to the following:

- Did they (audience) enjoy the play?
- What are 2 things that went well?
- What could be improved?

Read your answers to the questions made on day one and discuss how your thoughts have changed.

Answer the following:

How can drama communicate an idea?

20 minutes

Story telling

Read and discuss the following story.

Stage Fright
Written by Yamini Vijayan

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 EAA welcomes feedback on its projects in order to improve, please use this link: https://forms.gle/LGAP9k17fMyJrKJN7
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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