

## ACT IT OUT (LEVEL 2)

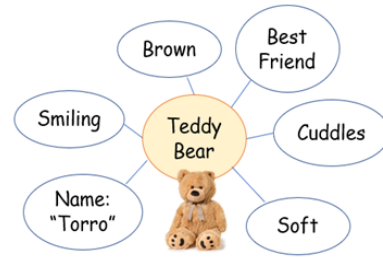
<b>Description</b>	Learners will learn to comprehend characters deeply and convey emotions effectively through dialogues, expressions and voice modulation. They will use these skills to act out a scene from a story. During different parts of this process, they will develop their skills of writing, speaking and listening.
<b>Leading question</b>	What does it take to become a good actor?
<b>Subjects covered</b>	Literacy, Social and Emotional Learning
<b>Total time required</b>	40-50 minutes a day for 4 days
<b>Resources required</b>	Paper and pen/pencil <i>Optional: Glue, scissors, old magazines/ newspapers, colours</i>
<b>Learning outcomes:</b>	By the end of this project, learners will be able to: <ol style="list-style-type: none"> <li>1. Develop an understanding of basic emotions and the ability to express them through play and storytelling.</li> <li>2. Foster imaginative thinking and creativity through activities like drawing settings, brainstorming props, and engaging in imaginative play.</li> <li>3. Develop language skills through spoken dialogue creation, expression, and participation in group discussions.</li> </ol>
<b>Previous Learning</b>	NA
<b>Supervision required</b>	Medium

**Day 1 –** *Today you will explore the power of speech and drama to communicate a story!*

<b>Time</b>	<b>Activity and Description</b>
<b>5 minutes</b>	Today you will explore the power of speech and drama to communicate a story by first exploring and brainstorming the question: “How would you best communicate an idea to someone using your actions and voice?” Think about any play or movie you have seen to reflect on the above.  Begin the project exploring the power of speech and voice.
<b>30 minutes</b>	<b>Show and Tell Activity</b>  Start with a show and tell with the objective being how much the listeners remember about the object.  Gather any of their favorite 2 objects at home and ask your peers or family

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	<p>members to do the same.</p> <ol style="list-style-type: none"> <li>1. Either draw or write a word web with all the things you want to share about these objects.</li> <li>2. (Example on the right)</li> </ol> <p><i>Think of all the adjectives or describing words you can when sharing about the object.</i></p> <ol style="list-style-type: none"> <li>3. Show and tell to share all the ideas that you have connected to these objects with your families and peers, each taking a turn to share.</li> <li>4. Once everyone has had a chance to share, the listeners will take turns to repeat what was told about the object that the others presented. Think about what was remembered and accordingly adjust your presentation about the second object.</li> </ol>
<p><b>20 minutes</b></p>	<p><b>Talk-a-thon</b> Continue practicing your ability to talk and present about different topics by doing a Talkathon with the objective being to talk for the longest duration 40 seconds to 1 min about the topic.</p> <ul style="list-style-type: none"> <li>- <b>First Topic:</b> Any family member</li> </ul> <p>You can choose to make a word-web or image-web before beginning to speak about the topic.</p> <ul style="list-style-type: none"> <li>- <b>Second Topic:</b> Something I learnt in school</li> </ul> <p>Speak without any word or image-web.</p> <p>You can choose to play a competitive game with family or peers to see who can speak longer on a topic.</p>
<p><b>5 minutes</b></p>	<p>Reflect on the power or importance of speaking/talking and how important this is to communication.</p>



**Day 2 –** Today, you will explore the power of acting.

Time	Activity and Description
<p><b>20 minutes</b></p>	<ul style="list-style-type: none"> <li>- Make a list of 5 – 10 actions you have done this week.</li> </ul>

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	<p>(Example: running, walking, writing, eating, sleeping, etc.) These are called verbs or “action words”.</p> <ul style="list-style-type: none"> <li>- Act out each of these verbs without speaking. The others must guess the action.</li> </ul>						
<p><b>20 minutes</b></p>	<p><b>Senses Game</b></p> <p>Now play a game of reaction and stimulation based on the 5 senses.</p> <ul style="list-style-type: none"> <li>- You can make an illustrated list of the 5 senses</li> </ul> <p>(Hint: Smell, Touch, Hear, See and Taste)</p> <ul style="list-style-type: none"> <li>- Make an illustrated / written list of at least 1 object that is pleasing or not pleasing for each of the senses. Example:</li> </ul> <table border="1" data-bbox="378 779 1235 1146"> <thead> <tr> <th data-bbox="378 779 643 846">Sense</th> <th data-bbox="643 779 924 846">Not pleasing</th> <th data-bbox="924 779 1235 846">Pleasing</th> </tr> </thead> <tbody> <tr> <td data-bbox="378 846 643 1146"> <p>1. Smell</p>  </td> <td data-bbox="643 846 924 1146"> <p>Rotten fish</p>  </td> <td data-bbox="924 846 1235 1146"> <p>Flowers</p>  </td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>- A family member or facilitator not playing the game will cut out each of these pleasing or non-pleasing experiences as little chits of paper and / or add others. Example: <i>Taste: a sour lemon, their favorite ice cream, etc.</i> <i>Touch: a hot cup, a sharp pin etc.</i> <i>Hear: a loud firecracker, a beautiful song, etc.</i></li> <li>- Pick up pieces of paper and “act out” their reactions. Ex: Jump back and shake their hands when touching a hot cup.</li> <li>- Family members / peers need to guess the sense and what the actor is reacting to.</li> <li>- Those who manage to get the most people to guess correctly wins the game.</li> </ul>	Sense	Not pleasing	Pleasing	<p>1. Smell</p> 	<p>Rotten fish</p> 	<p>Flowers</p> 
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<p>1. Smell</p> 	<p>Rotten fish</p> 	<p>Flowers</p> 					
<p><b>20 minutes</b></p>	<p><b>Imitation Game</b></p> <p>Act like different people in your family or friends group and have others guess who it is.</p> <ul style="list-style-type: none"> <li>- You can imitate what the family member usually does.</li> </ul>						


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	<p>Ex: father reading the newspaper or friend drawing something etc.</p> <p>Spend some time observing people around you before acting out.</p> <ul style="list-style-type: none"> <li>- Repeat this game after adding voice and statements. Ex: Dad is reading the newspaper and saying, “There is always so much bad news...”</li> </ul> <p>You are encouraged to use catchphrases that are statements that the character usually says and can also imitate their voice - a deep voice or a happy cheerful voice, etc.</p> <p>End the day by reflecting on the power of acting and the additional impact it has when you use voice and speech.</p>
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**Day 3 –** Today you continue exploring the power of the spoken word.

Time	Activity and Description
<b>50 minutes</b>	<ol style="list-style-type: none"> <li>1. First choose any of the following statements to use for the voice exercises: <ul style="list-style-type: none"> <li>- Do I need a mic?</li> <li>- I didn't steal your wallet!</li> <li>- I don't think she will listen to him.</li> </ul> </li> </ol> <p>Once you have chosen a sentence, you will say the same sentence for different moods - in a sad way, happy way, surprised way, angry way etc.</p> <p><i>(Do not use any actions.)</i></p> <p>You can also add sighs, squeals and sounds to your sentences to convey the expression.</p> <ol style="list-style-type: none"> <li>2. Make a list on how to communicate different feelings for 4 different emotions: Sad, Happy/Excited, Angry, and Confused/Surprised(Ex: <i>Sad will be slow, soft and have sounds like sighs etc.</i>)</li> <li>3. Also explore how our grammatical punctuation marks support the mood.Ex: a question mark, full stop, exclamation mark, comma etc. – add this to the list that you are making above.</li> <li>4. Now explore how the same sentence can not only be communicated through many moods, but also changed to have different meanings depending on the words being stressed.</li> </ol>

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	<p>Say the first sentence in a flat tone.</p> <p>Stress on the word in bold. Explain how the meaning of the sentence changes each time.</p> <p>Grandpa baked the cake.</p> <p><b>Grandpa</b> baked the cake.</p> <p>Grandpa <b>baked</b> the cake.</p> <p>Grandpa baked the <b>cake</b>.</p>  <p><u>Example:</u> <b>Grandpa</b> baked the cake.</p> <p><u>Meaning:</u> The importance is given to 'WHO' baked the cake. Did mom make it? Or Grandma? No, <b>Grandpa</b> baked the cake.</p>
<p><b>10 minutes</b></p>	<p><b>Voice Exercises</b></p> <p>Explore the concept of projecting your voice so that people can hear them clearly.</p> <ul style="list-style-type: none"> <li>- Count and take 10 steps forward and ask a family member/peer to sit there.</li> <li>- Take another 10 steps forward and ask another family member/peer to sit there.</li> <li>- Repeat this for a third time.</li> <li>- Now speak in a way that the first person can hear them, then the first two and finally all three. <i>(Hint: Try and place your hand on your stomach and project your voice from there. Do not scream.)</i></li> </ul> <p>Now pretend that you are sharing a secret, but it has to be loud enough for the person in the last row to hear you.</p> <p>Similarly, you must say something angrily –the person in the first row cannot feel like you are shouting at them.</p> <p>End the day reflecting on two things you found interesting or surprising about your own voices.</p>

**Day 4 –** Today you will play different improvisation and dramatic plays to get an idea for the final story that you will perform.

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Time	Activity and Description
15 minutes	<p><b>The Freeze Game</b></p> <ul style="list-style-type: none"> <li>- Player 1 is given a theme or action, for example, a boxing move and has to act this out and freeze in the position.</li> <li>- Player 2 has to react to this action. For example, an expression of being hit and almost falling and freeze.</li> <li>- Player 3 has to react to Player 2, for example, reaching out to catch them with a worried expression and freeze.</li> <li>- The game continues for the number of players there are and once all players are done, player 1 will unfreeze and enact a new scenario.</li> </ul> <p>Reflect on the importance of action and reaction – when something happens and how others react to it.</p>
10 minutes	<p><b>Dramatic Play</b></p> <ol style="list-style-type: none"> <li>1. Choose any theme setting for their final showcase – a place where the story takes place - an airport, a school, a playground etc.</li> <li>2. Create your own character in this place and act as such, you will interact with each other in the play.</li> <li>3. When exploring actions and reactions, one important tool is music - background music can influence what the tone of the play is. You can add different types of music by singing or playing songs to the dramatic play to reflect the actions and reactions. For example, a happy song, a sad song, suspense music, etc.</li> <li>4. Putting all your learning together, plan a story for your final play by picking a theme, a short story, setting, and characters. Think of how the characters will act and react in a given situation.</li> </ol>

**Day 5 –** Today you will play different improvisation and dramatic plays to get an idea for the final story that you will perform.

Time	Activity and Description
50 minutes	<p>Plan your dramatic enactment, by writing or orally narrating the lines that the different characters will be saying depending on the story you have picked and the kinds of characters you have.</p> <ol style="list-style-type: none"> <li>1. Pick costumes or props from your home for the characters.</li> <li>2. Add background music as a recording to be played or arrange for a member to sing/give sound effects during the play.</li> <li>3. Practice your plays thinking about the word stress, voice projection, delivering dialogues, acting out feelings etc.</li> <li>4. Act out your play for a small audience of family/peers.</li> </ol>

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<b>10 minutes</b>	Collect feedback on your play – Did people enjoy it? Why or why not? Reflect on 2 things you loved about your own play and 2 things you can improve upon.
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<b>Additional Enrichment Activities</b>	Learners can write the dialogues for the characters in a 2-scene play where the setting changes.
<b>Modifications for simplification</b>	Simplified Scene Rehearsals: Keep scene rehearsals short and simple, ensuring that each child has a specific role or action to focus on. Use repetition and familiar themes to aid comprehension.

## ASSESSMENT CRITERIA

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A majority of my learners were able to:

- Engage in play activities to express basic emotions such as happiness, sadness, excitement, and fear.
- Experiment with using simple props such as scarves, hats, or bags creatively during play and rehearsals.
- Act out short imaginative scenes of 1-2 minutes with expressive movements, gestures, and simple dialogues.

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