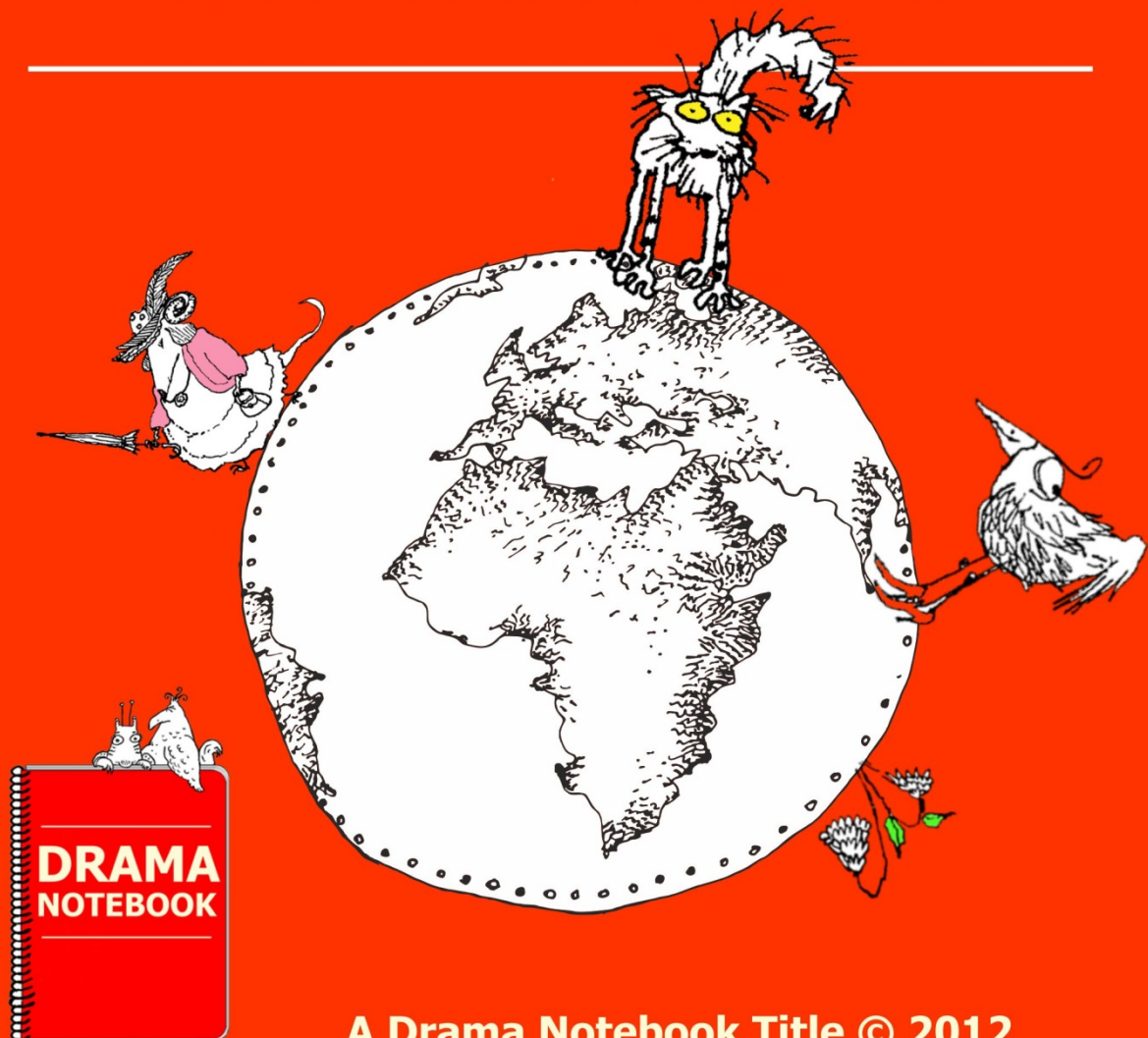

AROUND *the* WORLD IN STORIES



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~BELOW ARE SEVERAL SAMPLE PAGES FROM THIS LESSON PLAN~

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Materials Needed for this Workshop

Magic carpet (see Session One)
Copies of scripts
Highlighters (optional)
Music (see Session Two-Focus Games)
Materials to create a simple set (optional)

Adapting the Content for Your Needs

This lesson plan contains *more than enough* material for nine weeks of once-a-week drama classes. In fact, there is so much material here that it can be easily used for even a week-long drama camp. **Read through the entire lesson plan first, so that you have a solid, grounded idea of how the process works.** You may also want to count the number of weeks/sessions/hours you have, and make adjustments accordingly. For instance, if you are teaching only six weeks, pare down the lessons to fit your needs. If you are teaching more sessions, or even a week-long camp, make sure to use the extra activities provided in the **Study Guides** that accompany this lesson plan.

In this lesson plan, kids will:

- **Bond as a group**
- **Develop focusing and listening skills**
- **Begin to communicate information to peers via dramatization**
- **Learn basic acting skills such as sensory awareness, stage movement, and vocalization**
- **Relate movement to music and stories**
- **Imagine characters and develop movement to create characters**
- **Work together to create tableaux, pantomime plays, and scripted work**
- **Learn the basics of storytelling by studying stories from around the world**
- **Relate the meaning of such stories to their own lives**
- **Celebrate the season by performing dramatized versions of stories from around the world for parents and friends.**

Teacher's Note about the Performance



For most teachers who choose to take on drama, the biggest source of anxiety centers on putting on a "Final Performance." Typically when teachers imagine putting on a play, the task feels overwhelming. There are auditions, hurt feelings, big parts, small parts, and lots of kids who end up playing rocks and trees. Further, kids are asked to learn by rote, memorizing lines, songs and dance steps. Parents are called in to make costumes and elaborate sets, and everyone, especially the director feels pressured by the end.

But there is another way to put on a show that not only results in a darling performance, but is deeply satisfying for children. Rather than put on an elaborate play, the class can rehearse a series of very short scripts that when performed together, makes for a delightful evening of 'stories from around the world.' This method of teaching drama gives children an outlet for their creativity while helping them put into practice valuable life skills such as: collaboration; critical thinking; innovation; communication; body/spatial awareness; creativity; and more.

During each session, students will be rehearsing short plays from a specific continent. Feel free to adapt any play to fit the needs of your group. You may cut characters or add characters. The goal will be to put on *six short plays*, one from each continent, with each student in at least two plays at the end, one being a play that features the entire group. (There are two plays and a silent pantomime story that can feature the whole group.)

You may also opt to perform some original short plays that the kids can create. (Find extra activities pertaining to each story in the **Study Guides** for each continent.) For each play that is going to be performed, make sure to read the notes and use the discussion questions in the Study Guide to further student's comprehension and understanding of the story! Each rehearsal day, it is important to keep a record of which plays were most entertaining. Use the **Presentation Worksheet** provided with this lesson to write down the plays and the students who were in them.

It is helpful to impart the nature of the performance to parents/administrators in advance. When it is obvious that the class experience is designed for the full benefit of the children, an "impressive" show at the end becomes unimportant.

Here is an example of an announcement to parents in the beginning of the season:

The Young Players of Washington Elementary will be creating their very own show for parents and friends. In addition to learning valuable acting skills, students will act out stories and write their own short pieces. Kids will be making their own costumes and set, and you will be invited to share in a simple 'Last Class Celebration,' where the students will share their work with you! Grandparents, neighbors, and friends are welcome.

Note: Try to remember not refer to the last class as a 'Final Performance.' Call it a 'Last Class Celebration,' or a "'Showcase of Pieces.'

Session Three



Supplies/Materials

Magic carpet
Study Guide
Production Notes
Yellow highlighters (optional)

Plays from Asia

The Stonecutter-7 players
Smell of Soup Sound of Money-4 players
Monkey and the Mango-8 players

Learning Goal

Students use their imaginations to create believable moments onstage.

In this session, you will:

1. Lead opening ritual
2. Lead physical and vocal warm-ups
3. Share learning goal
4. Lead imagination warm-ups
5. Lead imagination game
6. Have students use imagination in a performance
7. Discuss what students learned
8. Lead closing ritual

Opening Ritual

Magic Carpet Ride

Start class with circle time on the magic carpet and allow students to briefly share what they learned about Asia! If students do not contribute much, feel free to volunteer your own information.

Did you know?

- One of the most well-known characters in Asian stories is Nasrudin. He was probably a real person, there are thousands of stories about him. He's known for his sense of humor, but also for sharing his wisdom.
- Asia is rich in diverse races, cultures, and languages. Many of the world's major religions came out of Asia including Christianity, Judaism, Islam, Hinduism, and Buddhism.
- The highest point on earth, Mt. Everest, is in Asia. The lowest point on land, the Dead Sea, is also in Asia.
- Great Asian landmarks which are man-made include the Great Wall of China, Taj Mahal and the Leshan Giant Buddha

- Vietnamese people all celebrate their birthday on the same day, Tet, which is the lunar New Year.
- China and India make up a third of the world's population.

Warm-Ups

Lead students through short physical and vocal warm-ups (refer to the suggestions in Session Two).

Learning Goal

Say!

Great actors use their imaginations to create believable moments onstage. Can anyone tell me about a time when you were pretending you were somewhere else, or something else and it felt completely real? In today's class, we are going to practice using our imaginations to create objects, places and characters onstage!



Imagination Warm-Up

Space Walk-Around the World

'Space Walk' is a classic drama game in which participants move about the playing space while the leader typically calls out different environments. Players must deeply imagine that they are actually in that place and move/respond accordingly. Set clear boundaries for the playing area, and remind participants that this is a 'walking' game, not a 'running' game. Ring a bell or clap your hands to signal players to stop or to change the environment.

Examples of Places to Call Out:

Plains-We are on a grassy plain in Africa. Over in the distance we see a herd of elephants. The sun is beating down on us. It's very hot. The ground is dusty and dry.

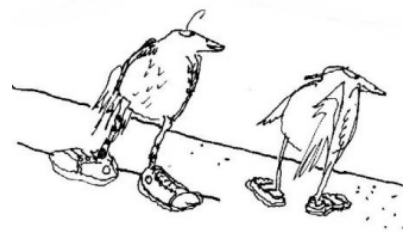
Rainforest-We are deep in a rainforest in South America, making our way through the overgrown bushes. Feel the soft ground underneath. Feel the leaves brush up against you. Smell the fresh scent of earth. Hear the sounds of the birds and the buzzing of insects.

Mountain-We are climbing to the top of a mountain in the Himalayas, a mountain range in Asia. It's freezing, but we are wearing thick, warm coats to keep us warm, and carrying heavy packs with our supplies. We can see our breath. We hear the snow and ice crunch beneath our feet when we walk. We can see the valley far below, and the peak of the mountain far ahead. It feels as though we will never make it to the top.

Castle-We are walking through beautiful gardens that lead to a castle in England. It's enormous, made of stone, with tall spiraled towers. A guard lets us inside where our feet land on a soft, ornate rug and we can smell the scent of candlewax. Candles are burning everywhere as we make our way down a huge hallway and into a room with a giant throne on one end. The throne is empty. Should we wait for the king?

Waterfall-We are hiking down a trail next to a raging river in upstate New York. We can hear the sound of crashing water and it's getting closer. Through the trees we can begin to see an enormous waterfall. It's Niagra Falls. Soon, all we can hear is the rushing water, falling with tremendous force into the water below. We can feel the spray on our cheeks and smell the clean, pure air.

Beach-We are on a sandy beach in Australia. We are barefoot and the sand tickles our toes. We move toward the bright blue water and realize that the sand is very hot and we have to hop quickly from foot to foot. We finally get to the water and let the cool white foam of the waves splash over our feet. Oh, that feels better! We smell the salty air and see some ships off in the distance. One of them is a cruise ship. It's much nicer being right here on the beach with the gulls and the waves.



Ask!

Were you able to truly imagine that you were in any of those places?

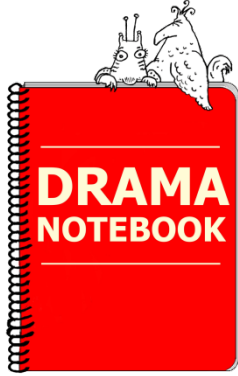
Which one felt most real to you?

Did you notice that we used most of our senses during each new scene?

Why is it important to involve the senses when we imagine things?

How does this activity help us become better actors?

~There are two more pages for Session Three in the actual lesson plan~



Monkey and the Mango

Based on Folktale from India
By Janea Dahl
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Characters

Narrator
Monkey
Rabbit
Goat
Ostrich
Hippo
Elephant
Lion

Scene

A mango grove in the plains of India.

Narrator: Once upon a time there was a nervous little monkey. He was lying beneath a mango tree worrying.

Monkey: What would happen if the sky fell in? What would happen if the opened up and swallowed me?

Narrator: Suddenly there was a loud BANG. Monkey jumped up and started running as fast as his legs could carry him. Soon, he came upon a rabbit.

Rabbit: Why are you running so fast?

Monkey: The earth is going to open up and swallow us! We have to get away!

Rabbit: Oh no! I'd better run too!

Narrator: So the monkey and the rabbit ran and ran. They ran until they came upon a goat.

Goat: Why are you running so fast?

Monkey: The earth is going to open up and swallow us.

Rabbit: We have to get away!

Goat: Oh no! I'd better run too!

Narrator: So the monkey and the rabbit and the goat ran and ran. They ran until they came upon an ostrich...

-----End of script sample-----

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