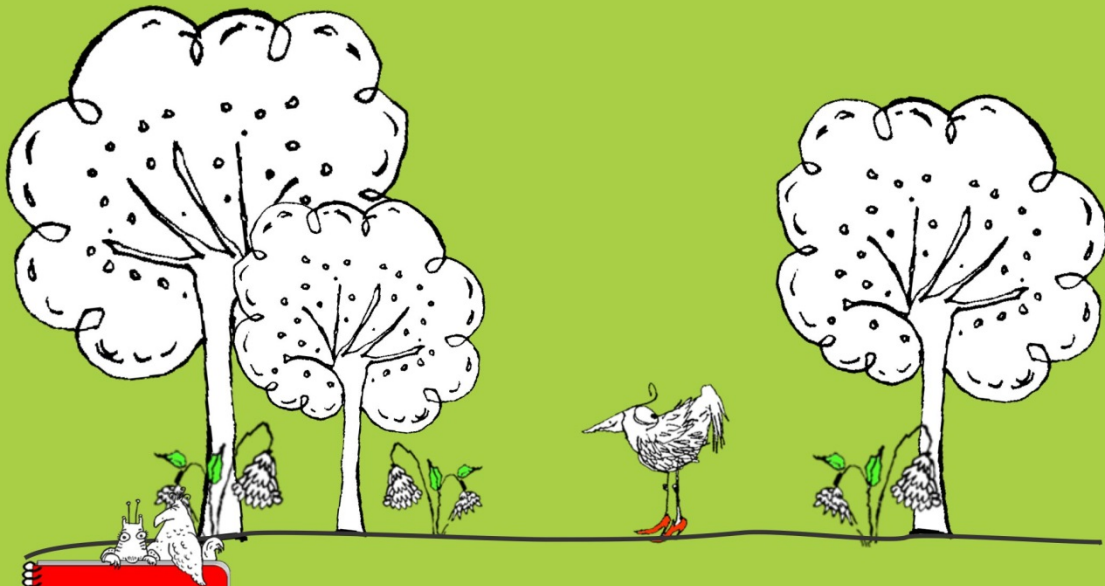

The SECRET GARDEN



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~BELOW ARE SEVERAL SAMPLE PAGES FROM THIS LESSON PLAN~

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Materials Needed for this Workshop

Rainbow Colored Construction Paper (for Session One)
Highlighters
Blue Tape
"Strange Plants" handout for Session Four
Object for Secret Garden Treasure Hunt-Session Six
Butterfly coloring pages for Session Seven
Flower coloring pages for Session Seven
Markers or crayons for coloring butterflies and flowers
Additional 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 workshop, students 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 performing two classic garden-themed stories**
- **Relate the meaning of such stories to their own lives**
- **Celebrate the season by performing short plays and original pieces for parents and friends.**

This lesson plan intentionally contains more material than you will be able to use in each session. Don't worry about doing every activity listed. Different activities will appeal to different teachers or be more appropriate for certain groups.

Students will naturally want to know if they are going to be putting on a play. Let them know that they will be performing stories and original skits for parents and friends at the end. Scripts for *La Mariposa* and *The Selfish Giant* are provided with this lesson plan, however, there are many more activities that can be performed in front of an audience. You are free to decide which play/skits fit best with your group, and how many can be performed according to their attention spans and ability levels.

Session Two



Supplies/Materials

The Selfish Giant story-included in this lesson plan
Teacher copy of *La Mariposa* script
Enough copies of the scripts for all students (this will vary depending on which play(s) you have decided to rehearse)

Learning Goal

Students learn to convey story through tableaux or 'stage pictures.'

In this session, you will:

1. Lead opening ritual
3. *Lead warm-ups
4. Share learning goal
5. Lead tableau activity
6. Discuss what students learned
7. Cast the play(s)
8. Lead closing ritual

*Sometimes several options for accomplishing class goals are listed. Feel free to choose one or do both if time allows, or use another activity that you already know! For every session, there is more than enough material to last one full hour or more. Don't worry if you don't get to all of the activities listed. When students are enjoying and benefiting from an activity, it is alright to repeat it and skip over something else you had planned. A good clue as to when to do this is when students ask to do it again!

Opening Ritual

Rainbow Corner

Start by having students stand and go around the circle sharing their pose of how their favorite place makes them feel. After each has shared their pose, ask each student to remind everyone of what their place was and to share one word that describes their feeling!

Ask!

Does anyone remember what 'building ensemble' means?
How does the activity that we just did help us build ensemble?

Say!

Today we are going to learn about theatre warm-ups and work on telling a story through a series of frozen pictures. These are called 'tableaus.' But first we are going to warm up our bodies and our voices. All great actors do this before rehearsing or performing!

Warm-ups

Flower Stretching

Have students find their own space in the room. Announce that we are going to grow a flower garden. Each student must silently choose what type of flower they want to be.

Say!

Crouch down and make your body as small as it can be.

Take up as little space as you can. You are a seed.

Above you, the earth is becoming warm and you can hear a gentle rain falling.

It is spring, and it's time to sprout.

Let your body start to unfold. Very slowly, until you can feel yourself starting to sprout out of the earth.

The sun is shining warm on you as you grow, in slow motion until your face looks up and meets the sun.

Your arms are bright green leaves that lift up high toward the sky.

A gently wind makes you sway left and then right.

Your leafy arms sway too, slowly in the breeze.

You feel very relaxed under the lazy afternoon sun.

It's starting to grow dark now, and your leaves begin to droop.

Your stem bends over toward the ground, your leaves, brushing the ground.

You hang there for a moment, feeling sleepy.

You slowly lie down in the soft green grass for a good night's sleep.

You feel all of the tension sink out of you into the deep green earth.

Almost night, now, your little flower body takes three deep breaths...one...two...three.

Until the moon appears. It's time for sleep.



Hum Vibration

This is a great voice warm-up that teaches students about resonance. Have students stand in a circle or scattered around the room and ask them to stand nice and tall.

Say!

Sustain your breath on a hum.

Play with the pitch, up and down the scale, feeling the vibrations resonate through your body. Feel the resonance.

Try and move it deliberately, through your chest, your jaw, your nose, your sinus cavities, your forehead, the top of your head, then back down again.

Now we're going to shape the sound, "La!"

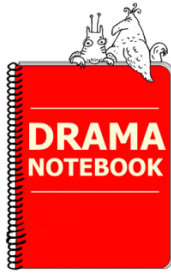
Try it! Feel the "la" all the way from your toes through the top of your head.

Learning Goal

Say!

Great actors can tell a story without any words at all. Today, we are going to create tableaux, which are frozen pictures of things happening in a story. First, I will tell the story, then we will break into groups; each group will decide how to tell the story without any words, in just four images. This means that you have to think about what parts of the story are the most important. Keep this in mind as I tell the story.

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



The Selfish Giant Script

Story by Oscar Wilde

Adaptation by Janea Dahl

Characters

Narrator One

Narrator Two

Five Children (Can be expanded)

Selfish Giant

Flower

Snow

Frost

North Wind

Hail

Autumn

Tree

Boy

Narrator One: Once upon a time, there lived a giant who had a lovely garden that he kept hidden behind a wall of stone.

Narrator Two: It was filled with lovely flowers that bloomed like stars over the soft green grass.

Narrator One: And there were twelve peach trees that in the springtime broke out into delicate blossoms of pink and pearl.

Narrator Two: And in the autumn, bore rich fruit.

Narrator One: The birds sat on the trees and sang so sweetly that the children used to stop their games to listen to them.

A group of children enter and hear sounds of exotic birds coming from the garden.

Child One: That doesn't sound like any bird I've ever heard before.

Child Two: Let's go see what it is!

Child Three: We can't go in there. A giant lives there, and he's built a wall to keep people out.

Child One: I think he's gone. Here, lift me up.

Narrator Two: And so the children climbed over the wall and played in the garden.

Narrator One: And every day after school, the children would play in the garden.

Narrator Two: Now, it so happens that the giant had been away for seven years, visiting his friend, the Cornish Ogre.

Narrator One: But one day, he grew bored of his friend, and so he returned.

Giant: Who's that in my garden! What are you children doing in here? My own garden is my own garden. I will not allow anyone to play in it but myself!

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

I like what I see so far!
Why are they \$35?



Because they are worth it! If you teach after-school drama, drama in a children's theatre or in an elementary or middle school, this is exactly what you need.

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