

Lesson Plan:

Unit: Drama	Grade: 10	
Subject: Orientation	Length: 40 mins	Date: Jan. 15 th
Outcomes:	Learning Objectives:	Assessments:
1. Demonstrate the ability to be still.	1. Demonstrate the ability to be still in warm-ups and improvisational scenes.	L.O.1: Demonstrate the ability to be still when told to ‘freeze’ by either teacher or fellow actors.
2. Maintain concentration during exercises.	2. Maintain concentration during exercises.	L.O.2: Display concentration by freezing when told, and demonstrating sensory awareness during the Blind Lead game.
3. Apply the essential elements of a story: character, setting, conflict, climax, and plot in planned and unplanned scenes.	3. Demonstrate the process of creating character and setting in an unplanned scene.	L.O.3: Demonstrate the ability to create a new character and scene quickly and efficiently in the Five Up Five Down improve game.
Learning Resources Consulted:		
<ul style="list-style-type: none"> • Alberta Programs of Study –Drama 10-20-30 		
Materials and Equipment:		
<ul style="list-style-type: none"> • Ball of yarn. • White board. 		
Procedure:		
Introduction (min 2):		
<ul style="list-style-type: none"> • Welcome class with the agenda written on the board. • Go through agenda and then talk about the coming lesson: • Orientation to improvisation and some of its important aspects. • What skills might an actor need to possess to create an entertaining scene on the spot? • Discuss improvisation, volunteering, and cooperation on the stage. • Walk through space. 		
Body (min 36):		
<ul style="list-style-type: none"> • Walk through space, don’t bump into anyone, and try wandering to all places in the room. • “Pay attention, when I call freeze everyone must hold whatever their position they’re in as solidly as they can. Only breathing.” • Call out freeze a number of times and let them continue. • Transition to the Nut and Squirrel game. • “Find a partner. Make a circle and link arms with your partner. Take three steps back.” <ul style="list-style-type: none"> ○ In this game two people will be selected. One will be the nut, the other the squirrel. ○ The nut will get a head start to run around the room, and the squirrel will then chase them. ○ The nut can, when almost caught, link arms with a set of partners. The partner that they do not link arms with is the new nut and must then run away from the squirrel. ○ Once the nut tags the squirrel they switch. ○ Assessment: Observe which students grasp the concept of holding their entire body in whatever position they were in, and which keep moving or find a position they like before freezing. 		
<ul style="list-style-type: none"> • Use ‘freeze’ a number of times to restart game. 		

- After game sit class down in their partners.
- **“How do you have to use awareness and cooperation to be successful at this game?”**
- Stand class up and tell them to thank their partner and find a new one.
- Transition to Blind Lead.
- “With your partner one person decide who is A and the other is B.”
 - B’s will be the first leaders. They will put one hand on A’s shoulder and the other under their wrist.
 - A will be instructed to shut their eyes and let B lead them throughout the room.
 - B will guide A through the room constantly talking to them about everything that is going on and lead them through as much space as they can.
 - After this is completed A and B will switch.
 - **Assessment:** Observe which students demonstrate special awareness by avoiding other groups and constantly reporting the environment around them to their partner.
- Use ‘freeze’ to mark the switch in partners.
- After the game instruct them to find the nearest other pair and sit down in groups of four.
- **“Based on your experience with this last game, how is trust and cooperation important for not only you as partners, but the others in the room?”**
- Group discussions and sharing.
- Get the ball of yarn and make a circle with everyone.
 - The game Web of Affirmation.
 - One person starts with the ball of yarn and holds on to the thread. They will then say someone’s name in the circle and say something that they like about the person, and toss them the ball.
 - That person will do the same for someone else.
 - This will continue for 5 minutes or until the ball is gone.
 - **“Everyone has to trust and work with one another to keep the web growing. Why is this important?”**
- Gather the yarn and number off the students into groups of three.
- Together in your group make a 40 second skit using some of the things that were said in the web as plot points.
- Students have 1 ½ mins to prepare.
- “With only a minute and a half to prepare a 40 second scene one must jump in a begin acting. You can’t sit and talk about a storyline; you have to create on the spot.”
- After 1 ½ mins get the groups to find another group and perform their skit for them, then trade off.
- **“How much did you and your partners improvise on your performance?”**
- Get the students back into the stands to begin five up five down.
 - Ask for a volunteer.
 - This person must improvise a solo scene on stage.
 - Once their character and plot is established, someone must call freeze, but not before their character and plot is established.
 - (This first plot should have a beginning, middle, and end all in the course of about 30 seconds)
 - Once a volunteer calls freeze the person on stage remains still and the volunteer must then create a completely new scene with new characters and plot based on the body position of that person.
 - Once they arrive and begin the two actors must then establish characters, and plot, and then another volunteer calls freeze.

- The actors on stage freeze, and the volunteer creates a new scene with new characters and plot based on the actors body positions.
- This repeats until five actors are on stage.
- Once a fifth actor is on stage instead of a volunteer calling freeze they must make a 30 second scene together with a beginning, middle, and end. The scene must end with the fifth volunteer finding a reason for their character to leave the scene and go back and sit down.
- After they leave, the scene reverts back to the fourth scene. The actors revert back to their characters and make an end to their plot, and the fourth volunteer finds a reason to exit the scene and return to their seat.
- This repeats until only the first actor remains, and they finish their scene.
- (This game isn't nearly as complicated as these instructions make it out to be).
- **Assessment:** Observe which students grasp the concept of quickly switching out from each character and scene efficiently.
- Game runs with new volunteers till the end of class.

Closure (min 2):

- **“What were critical things you had to keep in mind when acting during the game?”** – Talk with someone next to you about it.
- Briefly discuss what they learned today about improvisation, cooperation, and volunteering.

Sponge Activity:

- Create another skit about the web of affirmation with partners.

Teacher: Jeff Charlton