

Lesson Plan	
Subject: Introduction to Theater	Date:
Unit Plan: Improvisation	Facilitator: Lemar Archer
Topic: Building A Character	Duration: I hour
Materials/Resources:	
Focus Question: How to use my voice and body as a versatile instrument of communication expression and interpretation?	
Attainment Target: At the end of the lesson students demonstrate their understanding of creating a character.	
<p>Learning Objectives: By the end of the lesson students should be able to:</p> <ol style="list-style-type: none"> 1. Identify a range of physical skills for communication and ways in which these skills might be further extended 2. Demonstrate an understanding of the nature of basic voice production and delivery in telling story 3. Carry out dramatic story with clear control of movement and voice 	
Lesson Development:	
<p>Engage Describe how the teacher will capture students' interest.</p>	<p>Quick Check In: How are you feeling emotionally at this moment? Think of a character from a movie or cartoon.</p> <p>Warm Up (10 minutes):</p> <p>Up and Down the Deck/Captain's Orders/Captain's Coming</p> <p>The captain is in charge of the ship and yelling out orders to the crew. Crew members must obey all of the captain's orders. The last crew member to finish an order is out of the game. Keep playing until one crew member is the winner.</p> <p>Some examples of captain's orders:</p> <p>Up and down the deck: You walk and say keep moving.</p> <p>Scrub the decks: crew members get on their hands and knees and pretend to scrub the deck.</p>

	<p>Man overboard: crew members find a partner, hold hands and pretend to row a boat.</p> <p>Climb the rigging: crew members pretend to climb a rope ladder.</p> <p>Captain's coming: crew members salute and say "aye aye captain".</p> <p>Shark attack: crew members must not touch the ground.</p> <p>Hit the deck: crew members lay face down on the floor.</p> <p>Captain's wife: crew members courtesy.</p> <p>Abandon ship!: players must pair up, sit face to face and pretend to row a lifeboat</p> <p>Four corners: there are four corners of the ship: back, front, left and right.</p> <p>Use something to mark each corner. When the captain yells out a corner all crew members must run to it.</p>
<p>Explore Describe what hands-on/minds-on activities students will be doing</p>	<p>“Assimilation Situation” (10 minutes)</p> <p>Students will walk around in a neutral position filling all the empty spacing in the room. The teacher will give the students different situations in which they are supposed to react to and perform while walking.</p> <p>Lion You weigh 2000 pounds You are in pain You are on the moon You are on a hot sidewalk with bare feet You are getting yelled at You are angry</p> <p>Have students choose a character from the list of Charades</p> <p>A Zombie Nerd Rock Star King</p>

	<p>A toddler Old Man Teacher Pastor Cheerleader Police Farmer Cowboy</p> <p>Boom Chicka Boom (10 minutes)</p> <p>It is call and response so the teacher calls out each line and then the students repeat back.</p> <p>"I said a Boom" "I said a Boom Chicka Boom" "I said a Boom Chicka Rocka Chicka Rocka Chicka Boom" "Uh huh" "Oh yeah" "One more time"</p>
<p>Explain List higher order thinking questions which the teacher will use to solicit students' explanation and help them justify their explanation.</p>	<p>The teacher through a guided discussion and questioning, the class will discuss what they have learnt and discovered from the activities done. (5 minutes)</p> <p>The discussion will entail: What they learnt or discovered from the games What were some of the challenges you faced? How did the activity help you to learn about someone else? etc. What surprised you? What did you learn about...</p> <p>Have students sit down where they are. Ask, "What is a stereotype?"</p> <p>An held image or Idea of a particular type of person.</p> <p>Have a few people add to the definition. Get some examples. "Is a stereotype good or bad?"</p> <p>Ask why stereotypes maybe don't make the best or most interesting characters... How they can be a good place to start, but why they aren't very realistic... "What can you do to make them more realistic?"</p>

	<p>Ask students to get out their journals. Have students write down FIVE words that describe that character. Think that will make them less stereotypical.</p> <p>Now go back through and ask the students to write down how that person's voice would sound.</p> <p>Walk around and express the character.</p> <p>Invite students to move around the classroom as a specific character. At first they should be in soft focus, and just focusing on the movements of that character (silently). Ask them to walk like that character, move like that character (gestures and facial expressions).</p> <p>Then, ask them to greet others, as they continue to move around the space. Ask them to use a voice that the character might use.</p> <p>BREAK (5minutes)</p>
<p>Elaborate Describe how students will develop a more sophisticated understanding of the concept.</p>	<p>Character: A script will give you all this information either through stage directions or dialogue</p> <p>Ask students to get out their journals. Have students write:</p> <p>P.I.M.P.S</p> <p>Name Physical Appearance, A specific mannerism Age Health</p> <p>Intellectual, how do they think Education</p> <p>Moral, good or bad Value / Belief</p> <p>Psychological, The goal of the character Mood / Emotional State</p>

	<p>Social Social Class / Status, low or high status, in between Financial Position Relationship Status Citizenship Career</p> <p>How do they move? How do they walk? What gestures do they make (face and body)?</p> <p>How are you going to make your character more realistic and less of a stereotype?</p>
<p>Evaluate How will students demonstrate that they have achieved the lesson objectives?</p>	<p>Invite individual groups of students to come up and “model” how their character moves by walking a “runway.” Then they will say their name and age.</p> <p>Have the students in one group all go at the same time.</p> <p>If you are low on time, but would still like to include this activity, have all of the students come walk around the room again, but this time as their characters. Ask them to make realistic choices.</p> <p>“Looks and how they sound are only a part of creating a character. What else do you need to know about the character or decide about the character?” (feelings, emotions, actions, etc.)</p> <p>In their journals, under their character description, ask them to answer the following questions about their characters.</p> <ol style="list-style-type: none"> 1. What does your character care about? 2. What kind of person are they? 3. How does your character treat people that they like? 4. How does your character treat people that they don’t like? <p>Influence the character</p>

What time is it?

Where am I?

What Surrounds me?

What are the given circumstances

What is my Relationship

What do I want?

What is in my way?

Closing: Today I discovered that _____

My favorite part of today's lesson was
_____ because _____

Students will be given time to write and reflect in their journals.