

THEATREMOVES

Sample Lessons

A companion piece to "The Art of Collaboration"
Online Video Workshops.

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Sample Lessons

Multi-Language Learners Activities by Sophie Miyashiro

Making inferences:

Mini-lesson: An inference is an educated guess that is made by combining our own prior knowledge with visual (or text) clues.

Show examples of images to use as a basis to make simple visual inferences: e.g. a night-time scene with the lights on in a house => ask "What time of day is it in the picture?" then, ask, "What visual clues do you see that make you infer that?"

Guided practice: Teacher mimes simple actions (e.g. sweeping the floor, brushing one's teeth, driving, etc), and students guess what the object is, and what the teacher is doing with the object.

Activity/Task: Using a video from the **Objects** series, have student practice making inferences of entire stories:

- A. Students watch the video. Do NOT REVEAL the video title to students!
- B. Students take notes.
- C. Students pair up and share their ideas to answer the questions:

1. What do you infer (guess) the object Neil and Paul are using is?

I can infer that the object is _____.

2. What **gestures** (context clues!) helped you guess the object that Neil and Paul use?

The gestures that helped me guess the object Neil and Paul use are _____
_____ and _____

3. What was the problem in the story that Neil and Paul acted out?

The problem was that _____
_____.

4. How did the problem get solved?

The problem got solved by _____

Independent practice:

Your turn to act out a problem with an object and find a way to resolve the problem!

1. Pair up students.
2. Students think of an object, something that goes wrong with it, and a way to resolve the issue. Students work on acting out the skit amongst themselves.
3. Student pairs present the skit to the class.
4. Classmates make inferences about the object, the issue that develops, and how the problem is resolved. Actors do not acknowledge correct answers right away. Teacher writes all students' ideas on the board until everyone has a turn expressing their inferences. The class can vote on answers most likely correct.
5. Actors reveal correct answers: the object used, the problem, and the resolution.

Additional language development activities ideas using TheatreMoves videos:

Adjectives comparatives and superlatives: Use Neil modeling for students - and guiding students - "look happy," "look cold," "look surprised," "look confused"... to teach adjectives and their comparatives and superlatives:

happy < happier < happiest; surprised < more surprised < most surprised; etc.

Tip: Obtain paper paint color chips found wherever paint is sold, and have students write adjectives on the lightest shade strip, their comparative on the medium-shade strip, and their superlative on the darkest shade strip. A great way to visualize grammar!

Cause and effect: Use the video of Neil modeling for students - and guiding students - "look happy," "look cold," "look surprised," "look confused"... to create a lesson on expressing the cause of a state of being or resulting situation.

First, in a mini-lesson, explain that the reason for a situation is the **cause**, and the resulting situation is the **effect** of an action. Then, have students consider "look happy" and think of reasons why they might be happy. Students can confer with a peer or peers for ideas. Students then practice expressing cause and effect both **orally and in writing**: I am happy because _____.

Students then consider other effects and imagine a cause that they express **orally and in writing**:

I am confused because _____.

I am surprised because _____.

I am cold because _____.

Idioms: Using inspiration from all of TheatreMoves' art of collaboration videos, students learn English idiomatic expressions by physicalizing them through acting out both the idiomatic meaning of the English phrase, and the literal meaning of the words => this should make for lots of fun!

Examples of English idiomatic expressions in U.S.A. culture:

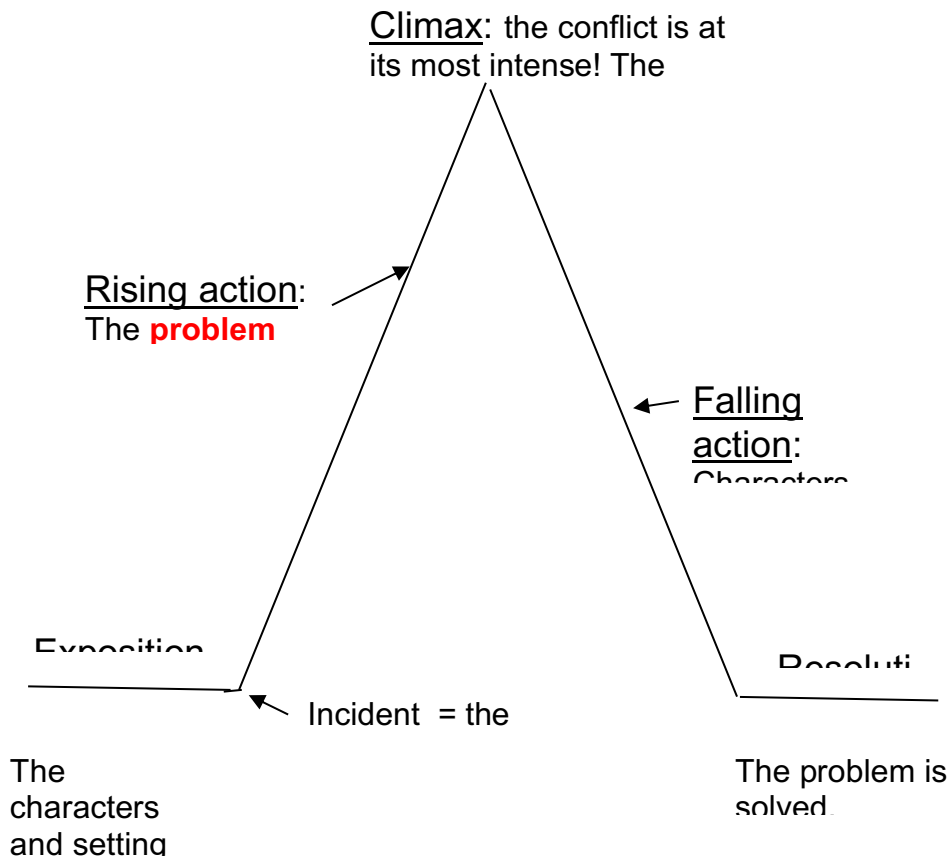
face the music, come clean, hot mess, make waves, have an ace up one's sleeve, rain cat and dogs, draw the line, get the runaround, follow in someone's footsteps, under wraps, test the waters, up for grabs, cut corners, pull strings, jump on the bandwagon, the last straw, break a leg, elbow grease, hang in there, split hair, against the clock, etc.

Storytelling Arc Lesson by Sophie Miyashiro

Students will be able to describe the five elements that make up a story arc, by identifying story elements in TheatreMoves stories, and creating their own original story.

Mini-lesson: A story follows a sequence of events that build upon one another.

The elements or parts of a story are:



Modeling: Watch the TheatreMoves Object video "The Pencil." Together with students, describe the five parts of the story: Exposition (Neil is writing on a piece of

paper), Rising action (Neil's pencil's point breaks and he gets frustrated), Climax (Neil gets mad, then he gets an idea), Falling action (Neil calls on his friend Paul to help, and Paul sharpens Neil's pencil, and passes it back to Neil), Resolution (Neil can write again, and he is very happy to be able to do so).

Guided practice:

1. Select another Object or Story TheatreMoves video.
2. Tell students we will watch a TheatreMoves video, all the way through the first time, and we will identify the elements of the story as we watch it a second time.
3. Watch the video together.
4. Elicit students' ideas about each story element.
5. Draw a story arc on the board. Label the story elements, and write students' descriptions of each story element in the TheatreMoves video story we watched.

Independent Practice (You Do Together) = Art of Collaboration!

In pairs or small groups, students create a story of their own, including an exposition (characters and setting), rising action, conflict, climax, falling action, and resolution. Students can draw or write their story, practice acting it out, and perform it for the class.

Watching their classmates act out their story, students identify the story elements in the stories, offer feedback, ask questions, and make suggestions, as desired or needed.

Additional language development activities ideas using TheatreMoves videos:

Predicting: Use a TheatreMoves **Story** (e.g. Trip to the Bronx SZoo, Alien Invasion, Superhero) video to have students practice their predicting skills. Start showing the video, then stop it at predetermined times, and ask students to make predictions about what will happen next in the story.

Summarizing: Tell students they will watch a TheatreMoves **Story** video, and they will practice their summarizing skills. They will first watch the video straight through. Then they will be provided a "5 Ws + H" graphic organizer (who, what, when, where, why +

how). Students will watch the video again, then fill out the graphic organizer. Using their answers in their completed graphic organizer, students will then write a paragraph to summarize the story in the video.

Alternate story elements: Students watch a TheatreMoves video, study the elements of the story, and devise an alternate conflict, climax, falling action, or resolution (ending). They prepare their alterations orally and/or in writing, and perform (or read) their new story for the class.

WRITE - PERFORM - REVISE

Instructional Goal - Discover the importance of detail in creating a story.

Teacher Reflections - Often students write stories without regard to sequence, staying on topic, or understanding the importance of details in bringing those stories to life. TheatreMoves' unique approach of 'physicalizing language' enables students to 'see' the stories differently.

By having it performed right in front of them, this interactive approach enables them to more easily see what makes sense, what flows, or what is confusing and needs improvement.

WRITE

Students write short narrative fiction

In a classroom or virtual setting, ask students to take 15 minutes to write a story. The story can be something from their life -- a birthday party, a walk in the park with their friends or family, a trip in the car or even a remembrance from a bus or subway ride. The story can be between 10 and 20 sentences long.

Some pointers for the students as they consider what to write:

- Ask them to use settings they are familiar with
- Base their characters on real people such as a friend or relative
- Give your main character friends in the story
- Each story needs a beginning, middle & end
- Include emotions and actions

PERFORM

Group of students perform the written story

- Each story is acted out by a group of students using TheatreMoves' techniques of **freezing**, **action poses**, **facial expressions**, and **being believable**. **Make it look real!**

Students observe and take notes

- Those not performing take notes as they observe the performance. They are directed to write down what parts are successful (logical, exciting, believable characters) and what parts need improvement (confusing, characters not clear, too bland, off topic).

REVISE

Students give feedback for parts that need improvement

- Students collaborate on adding details to improve story. Maybe actions or emotions are added to make characters more believable. Maybe a sequence is switched so the story flows better

Students perform the newly revised story

- The non-performing students select a director who can speak loud and clear. The director communicates the suggested changes to the 'performing' group

After watching the newly shaped performance, if it's agreed that the story has improved, the original written story is revised incorporating all the approved, additional details

Teacher Testimonials

Telephone

Telephone is a wonderful exercise for my MLL learners. It encourages even my shy students to participate in conversations. Its group nature gives them time to think, doesn't put them on the spot, and the repetition of words and phrases with appropriate gestures enables them to build comprehension and confidence in speaking.

My general ed students benefited greatly from the telephone exercise. By physically experiencing the group conversations, they start to understand the arc of a story, the importance of details and the confidence to speak clearly.

Multi Language Learning Teacher

Red Light Green Light

My 3rd grade students have wonderful energy, but are sometimes out of control. The RLGL exercise allows them to have fun with control - it helps them to follow directions and to build awareness of others, while enabling them to control their bodies in an imaginative, fun way.

Allowing the students to take turns leading the exercise is very important. First, they practice writing by coming up with a list of emotions, actions or characters - then it gives them practice speaking clearly and leading. It builds confidence.

Elementary School Teacher

Photographs

By asking the students to 'become' the words spoken by the leader, the students will demonstrate whether or not they comprehend the words - it's a good way of assessing their vocabulary proficiency. By connecting facial expression with gesture the students are also practicing effective ways of using their bodies to communicate.

The students changed their facial expressions and action poses quickly in response to rapidly delivered prompts by the director. This demonstrated that they were listening at a very high level.

Elementary School Teacher

Object Work - Collaborative Storytelling

The students focus on the essential details embedded in simple objects. This enables them to practice editing and revising in their heads - getting right to the core of the subject.

The object exercise is a microcosm of Social-Emotional Learning - students invite others to join their stories, respectful decisions are made as partners add appropriately to the stories and agreement and trust is established as the pairs of students create something of value together. Great stuff!

The "object stories" technique is wonderful as it forces my students to slow down, think clearly, and build stories together.

Middle School Teacher

Performance

Bringing the stories to life through performance helps the students focus on team building, understanding sequence and actually experiencing in their bodies the arc of a story. The sense of pride they expressed in their final team performances was a joy to behold!

I love the scaffolded nature of the curriculum - The group performances included all the criteria embedded in the previous workshops - freezing, facial expressions, action poses, sequencing and most of all, being believable!! This ensemble work builds confidence.

Middle School Teacher