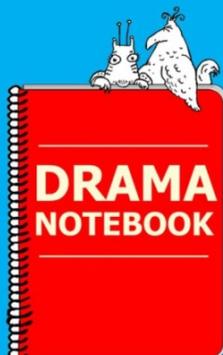
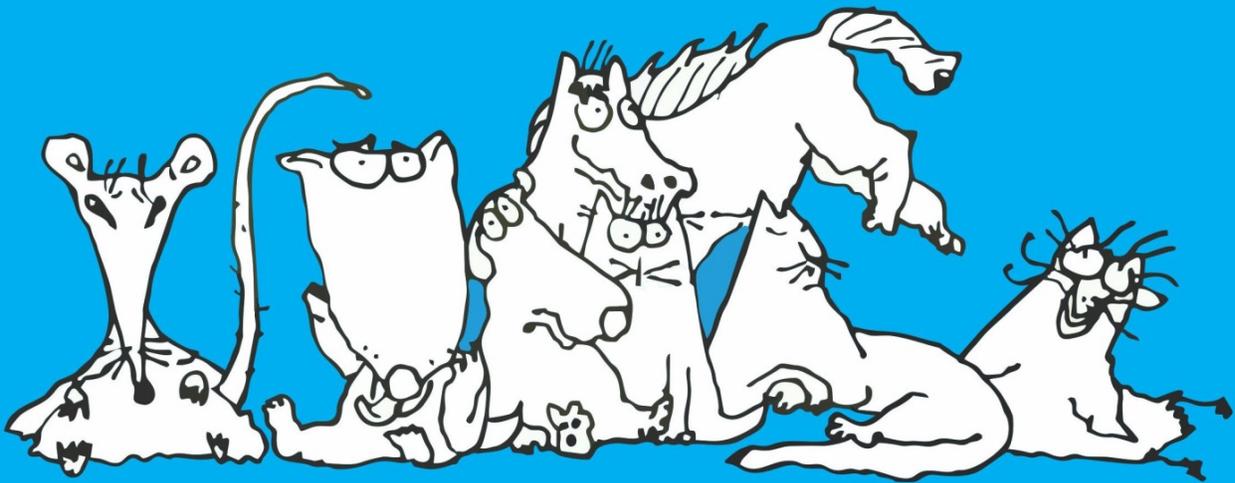


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# ANIMALS GALORE!

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~BELOW ARE SEVERAL SAMPLE PAGES FROM THIS LESSON PLAN~

## Materials needed for this Drama Unit!



- Hat (to put slips of paper in for certain games)
- CD player or iPod with docking station (optional)
- Box or bin for optional "Instant Talent Show"
- Soda cans, empty plastic eggs, coffee cans, beans, rice to make Musical instruments (optional)
- Simple items to create a set (optional)

## Adapting the Content for Your Needs

This lesson plan contains *more than enough* material for twelve 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, 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 tableaus, pantomime plays, and scripted work**
- **Learn the basics of storytelling by performing two classic animal-themed stories**
- **Relate the meaning of such stories to their own lives**
- **Celebrate the season by performing dramatized versions of two classic animal-themed stories 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.

Kids 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 *The Bremen Town Musicians* and *It Could be Worse* are provided with this lesson plan. 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 One



## Supplies/Materials

Fire machine (optional)  
Music (optional)  
Orange scarf or fabric (optional)

## Learning Goal

Students collaborate with others to build trust and create a theatrical *ensemble*.

### In this session, you will:

1. Lead opening ritual
2. Introduce yourself and share learning goal
3. Learn names
4. Go over class rules
5. Lead ensemble-building games
6. Discuss "What is acting?"
7. Have students use ensemble in a performance
8. Establish closing ritual

### SESSION ONE VOCABULARY

The answer key to **Theatre Vocabulary** is provided with this lesson plan.

Acting/Actor  
Ensemble  
Gesture  
Imagination  
Pantomime  
Play  
Stage  
Theatre



## Opening Ritual

To make the drama class experience magical and full of wonder, you may want to come up with a way of inviting kids into the room for the very first class. Here are some examples:

### Imaginary Places

Turn the lights down, and with music playing, invite the kids to move about the room. Ask them to listen to the music and imagine what kind of place the music reminds them of. They can "pretend" to be in that place as all of the other students arrive. When every child is present, gather the students into a circle and let them know that they have already been acting! Then go

around the circle and ask each child to say his/her name, and tell the rest of the class which place he/she was imagining. Let the kids know that the essence of theatre is using their imaginations to create different places and people wherever they are!

### Big Old Barn

Since we are going to be focusing on animals in this series of lessons, you may wish to designate a space in the room as the "barn." This is where you'll meet at the beginning of class, at the end of class, and periodically in-between. Kids love to create these imaginary play areas. The "barn" can be created purely out of the kids imaginations. If you are teaching a summer workshop, or want to go overboard, you could bring in hay bales for the kids to sit on. You could also simply bring in a brown sheet or blanket and tack it up in the area of the space, and make a sign out of cardboard that says "The Barn," or invite one of the kids to do it. Basically, you are building an imaginary clubhouse. Be sure to indicate the parameters of the play space and have the kids sit in chairs or on the floor. Invite kids to close their eyes and imagine that they are in an old barn.

#### Ask:

- What do you see?
- Are there animals around us?
- What are they?
- What do you hear?
- What do you smell?



Let kids know that barns are safe places for animals, and that the barn is a safe place for the kids too. It's a place to be kind and supportive of one another, and to be respectful when someone else is talking.

### The Campfire

Purchase one of those machines that makes a "fire" in the middle of the room. (A little fan blows a piece of fabric that is lit up with orange, red and lavender.) It is a safe way to emulate a campfire. You could also just get an orange scarf and tell the kids that it is a fire. Dim the lights and invite the kids to sit around the campfire with their snacks. You may choose to tell a story, or ask for each child to contribute something such as telling the class about a time when they felt really scared, or something that no one else knows about them. A talking stick is a really great item to have on hand for "campfire" time.

## Personal Introduction

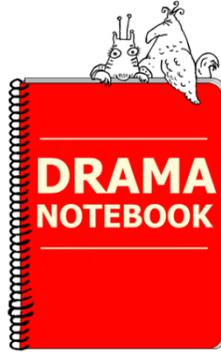
Introduce yourself and share a little bit about why you are offering drama club or why you are putting on a play. Share a personal story about theatre and how it helped you grow and change. If you don't have a theatre experience, use an experience from another area of your life and relate it to why you are offering this class now.

## Learning Goal

#### Say!

In theatre, working together is called "creating ensemble." When actors take time to get to know one another, and to really trust each other, they can feel more supported by the group and be more willing to take creative risks. We're going to start by learning each other's names and a bit about everyone!

~There are four more pages for Session One alone in this lesson plan~



## "It Could Be Worse" Script

Based on a Yiddish Folktale  
By Janea Dahl

### Characters

Narrator One  
Narrator Two  
Amos-a poor man  
Mama Bina-his wife  
Two Daughters  
Two Sons  
Matzah the Dog  
Lox the Cat  
Amah Ben haKattan Mahalalel-village wise man  
Chicken  
Rooster  
Goat  
Pig  
Two Sheep  
Donkey  
Horse  
Cow

**Narrator One:** Once there was a poor man named Amos who lived in a one-room house with his wife, Mama Bina, his four children, Matzah the dog and Lox the cat.

**Narrator Two:** It was very crowded in the tiny house, and the family was always getting in each other's way and arguing.

*(Everyone argues, and Matzah starts barking.)*

**Narrator One:** All except for Mama Bina. She would sit knitting in her rocking chair, while Lox the cat slept at her feet.

**Mama Bina:** Eh. It's not so bad.

**Amos:** What'd you mean, it's not so bad! We have to do something about this. I'm going to talk to the village wise man.

**All of the children:** Amah Ben haKattan Mahalel?

**Narrator Two:** Wise men always have long names, and Amah Ben haKattan Mahalel was very wise.

**Narrator One:** So, Amos went off to talk to the wise man.

**Amos:** Oh, wise one, you must help me. We are so poor that my wife and my four children must live in a one-room house. We fight all of the time because it is just too crowded.

**Narrator Two:** Amah Ben haKattan Mahalalel thought very carefully for a moment. Then he said...

**Amah Ben haKattan Mahalel:** My son, you must do exactly as I say.

**Amos:** I'll do anything!

**Amah Ben haKattan Mahalalel:** Do you have a chicken?

**Amos:** Yes.

**Amah Ben haKattan Mahalalel:** Bring the chicken into the house, and things will improve.

**Narrator One:** This advice confused Amos, but he had promised to do as he was told. He went home and brought a chicken into the house.

**Narrator Two:** The chicken ran wildy through the house. Matzah began chasing the chicken and the children began chasing Matzah. Lox the cat sighed, and tried to get more comfortable.

**Amos:** I can't stand it! Mama, what can be done?

**Mama Bina:** Eh. It's not so bad.

**Amos:** I'm going back to the wise man.

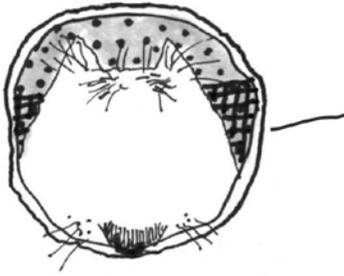
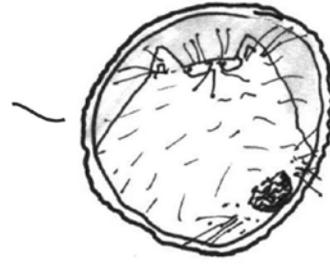
*(the children stop chasing the dog and the chicken)*

**All of the children:** Amah Ben haKattan Mahalel?

**Narrator One:** So, Amos set off to see the wise man once again.

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

I like what I see so far!  
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