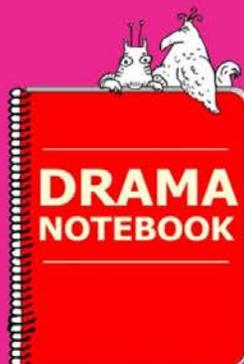


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# The KIDZ SHOW!

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~BELOW ARE SEVERAL SAMPLE PAGES FROM THIS LESSON PLAN~

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## 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"  
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 Guide** that accompanies 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 skits, and scripted work**
- **Learn the basics of comic timing by performing original and scripted skits**
- **Celebrate the season by performing a collection of original and classic skits 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 scripted and original skits for parents and friends at the end. Fifty skits for students are provided with this lesson plan. You are free to decide which skits fit best with your group, and how many can be performed according to their attention spans and ability levels.

# Session One



## Supplies/Materials

White board or poster board for rules (optional)  
Blue tape for drama clubhouse (optional)  
Would You Rather printout (included)

## 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 for **Theatre Vocabulary** is included with this lesson plan.

Acting/Actor  
Drama  
Imagination  
Pantomime  
Play  
Performance  
Theatre



## Opening Ritual

To make the drama class experience fun and whimsical, you may want to come up with a way of inviting students into the room for the very first class. The "drama clubhouse" is really easy to do, and can be SO much fun for students!

### Drama Clubhouse

Pick an area of the room in which to create a "drama clubhouse." This is where you'll gather at the top of every class to check-in and have snack. If you are in a big, open room, you may decide to put blue tape on the floor to mark the area. If the space has tables, you could sit under the tables! Use your imagination with the space you have. Think about what would be fun for the students. Once everyone is in the drama clubhouse, invite the students to use their imaginations to describe what it looks like. Someone may want to make a sign for the door for next week, or bring something to have in the clubhouse, like a secret box of treasures. Each time the class meets, have something to do for the clubhouse meeting.

If students are having snack during this time, you may want to read stories or take turns telling jokes. You could have the class come up with a drama club secret handshake or signal. Whenever they see another drama student in school, they can make the drama club signal to each other! You could also play your own version of "Would you Rather," or take turns asking silly questions (included in this lesson plan). You may also pick your own opening ritual, or have the students come up with one to do in the drama clubhouse!

## 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 this class, we are going to work on acting out some classic skits, making up some of our own, and working toward putting together a fun variety show that includes skits, songs, monologues and more. (Insert any personal experience you have had with performing skits.) Has anyone ever put on a skit before? Wonderful! We are going to start by practicing working together. 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!



## Name Games

Announce that we will be learning each other's names. Pick one of the name activities below that is easy to understand and seems fun to do!

### Name Game Pantomime

Students stand in a circle. Each person in turn his name "Joe!" and a word that starts with the same letter, such as "jumping." Everyone repeats Joe's name out loud, and then silently acts out his word. In this case, they would jump. Here are more examples: "Alex, airplane." "Sophia, swimming." "Callie, cooking." And so on.

~There are four more pages for Session One in the actual lesson plan~

## 50 Skits for Students

Below are over fifty royalty-free classic skits for students! They are a form of American folklore, in that since the turn of the century, students have been gathering at camps, scout groups, church groups, and in their backyards to come up with them and act them out. Skits can offer a creative way to put on a show, without having to stage a full-scale production. The skits are organized by simplicity and number of characters for easy printing. Many of the skits can be adapted to a larger or smaller cast. They are also laid out on the page so that they may be easily cut apart.

**Note:** Although most of the skits below are scripted, students should be encouraged to improvise action and dialogue, and even to add characters or embellish on the skits!



# Two Sample Skits

## Blue River

**Scene:** A campground

**Cast:** An old guy, two hikers, dog

**Optional props:** Tin plates

*An old guy hovers over his campfire when a tired hiker approaches.*

**Hiker #1:** Hey there, old timer...your food smells delicious. You wouldn't happen to have any extra, would you?

**Old guy:** Sure, kid. Grab an empty plate, and I'll be happy to share!

**Hiker #1:** This plate looks kinda dirty.

**Old guy:** It's not dirty. It's as clean as Blue River can get it.

*He piles on the food, the hiker eats up, thanks him, and moves on. Another hiker reaches the old man's camp.*

**Hiker #2:** Gosh, that food smells amazing. I've been hiking for miles, and all I brought with me was trail mix. You wouldn't happen to have a little to spare, would you?

**Old guy:** No problem. Grab that bowl, and I'll dish you up some of my tasty stew.

**Hiker #2:** Um, this bowl doesn't look very clean.

**Old guy:** It's clean alright. As clean as Blue River can get it!

*The old guy serves up the stew, the hiker gobbles it up, thanks him, and moves on.*

**Old guy:** Gotta admit, this is tasty stew. Guess it's time to clean up. *(He puts the dishes on the ground and calls out.)* Blue River! Blue River! Here boy! *A dog comes running on and starts licking the dishes.*

Good dog, Blue River. Good dog.

## The Waiter

**Scene:** Restaurant

**Cast:** Three customers, a waiter

*Three customers read menus at the table when a waiter comes over.*

**Waiter:** What'll you have?

**Customer #1:** I'll have a Rueben sandwich please.

**Waiter:** You know, those are really fattening. Why don't you try roast beef on wheat. It's much more lean, and actually quite delicious.

**Customer #1:** You're right, that does sound pretty good. I'll take the roast beef.

**Waiter:** And you?

**Customer #2:** I'll have bacon cheeseburger with fries and a coke.

**Waiter:** Gosh, that's just like a heart-attack on a plate! Why not try our new Chef's salad. It's very crunchy and flavorful, and you'll have energy for the rest of the afternoon.

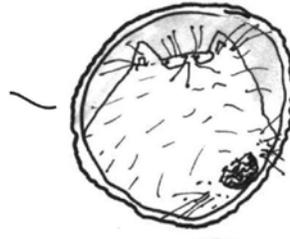
**Customer #2:** You know, you're right. I'll have the chef salad!

**Waiter:** How about you?

**Customer #3:** What do you suggest?

**Waiter:** Who has time to make suggestions?

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