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# Ye Olde ~VILLAGE~

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~BELOW ARE SEVERAL SAMPLE PAGES FROM THIS LESSON PLAN~

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## Materials Needed for this Workshop

Plastic cauldron or soup pot (optional)  
Flute music (optional)  
Stone Soup book (optional)  
Copies of scripts  
Highlighters  
Blue tape  
Candy bar (for Session Seven)  
Broom (for Session Seven)  
Strips of green paper about the size of money (for Session Seven)

## Adapting the Content for Your Needs

This lesson plan contains *more than enough* material for nine 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 tableaux, pantomime plays, and scripted work.
- Learn the basics of storytelling by performing two classic stories.
- Relate the meaning of such stories to their own lives.
- Celebrate the season by performing dramatized versions of classic village-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 *Stone Soup*, *he Enormous Turnip* and *The Pied Piper* are provided with this lesson plan, however, *Stone Soup* is the only play mentioned in the weekly sessions. *The Pied Piper* and *The Enormous Turnip* are included if you find you have extra time, or a particularly large group. 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

Flute music-suggestion provided

## 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. Have students use ensemble in a performance
7. Discuss "What is acting?"
8. Establish closing ritual

What you will be sharing during the "Last Class Celebration," will largely be determined by what happens week-to-week in drama class.

## 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 two examples:

### Pied Piper Walk

Once all of the kids have arrived, ask if anyone has heard the story of the Pied Piper. Tell them that a piper is a musician who plays the flute and that sometimes a flute can be magic and make people dance or move along with the piper. Play some flute music such as, "Partita in A Minor for Solo Flute: III," by Johan Sebastian Bach. Invite the kids to move about the space in time with the music. Let kids know that they will take turns being the "piper." That person pantomimes playing the flute and the other kids must follow along, moving exactly the way the piper is moving. The piper can move slowly or quickly, like a rabbit, or like a butterfly, it's up to them. Players may form a line behind the piper, or dance alongside him or her. After a few moments, the "piper," must tap a new person to play the flute and lead the movement. When a few kids have had a turn, ask kids to form a sitting circle.

## Ask!

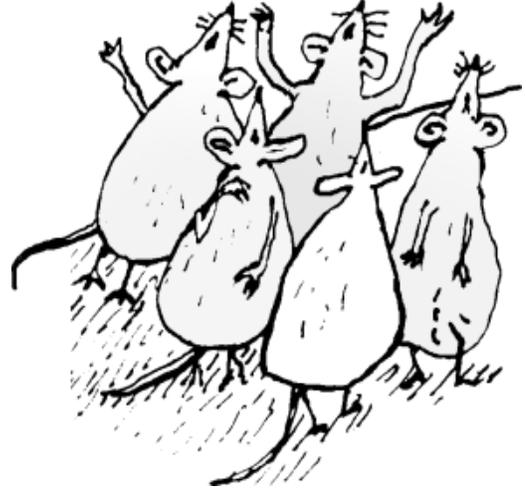
- Did each person move exactly the same way?
- Was anyone right or wrong in the way they were dancing?
- Did you have a different idea of how to move?
- How did it feel to follow someone else's movements?
- Did you learn something about yourself while doing this?

You may wish to share something like this at the end of the activity and discussion, "The point of this activity is to reinforce the idea that in theatre, that there are no "right" or "wrong" answers. Each person will bring something different to the experiences, and it is in listening to and appreciating each other's ideas that we create great art."

### Town Square

The concept of a town square has been around for about 6,000 years. In an urban area such as a village, there would always be a public space for people to gather, trade goods or share ideas. Most town squares (even today) have a statue or a fountain as a centerpiece.

First, establish a space in the room to designate as the town square and then invite kids over to the space. Tell them about the concept of a village square in your own words. Let them know that as a group you'll be meeting here at the beginning and end of class, and sometimes during class. You'll be deciding as a group what the town square looks like. Kids may want to close their eyes and imagine what the buildings around the square are like. Are they brick, stone, wood, or a combination of different types of buildings? What types of business are there? Tell kids that there is usually something in the middle of the square such as: a fountain; a well; or a statue. Since everyone will be learning "Stone Soup," you can invite kids to imagine that there is a giant pot or cauldron in the middle of your town square.



If you have access to a big plastic cauldron, bring it to drama class. You may also find a piece of orange fabric or a scarf to put underneath it to signify fire. There are several activities in this lesson plan that will utilize a "Stone Soup" pot, including the play itself, so if you can find or borrow one early on, it will get plenty of use.

### Ask:

- What is the value of having a space in the middle of a village for everyone to gather?
- What kind of activities could take place here?
- Should the town square have any rules? (Such as: everyone is equal in the square; or only one person can speak at once.)

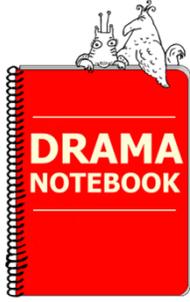
## Personal Introduction

Introduce yourself and share a little bit about why you are offering drama club. Share a personal story about theater and how it helped you grow and change. If you don't have a theater 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! ---NOTE: There are three more pages of instructions and activities for Session One in the actual lesson plan!



# Stone Soup Script

Retold by Janea Dahl

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## Characters

**Narrator One**

**Narrator Two**

**Soldier One**

**Soldier Two**

**Soldier Three**

**Town Crier**

**Boot Maker**

**Tailor**

**Farmer**

**Milk Man's Wife**

**Baker**

**Innkeeper**

**Blacksmith**

**Dress Maker**

**Chimney Sweep**

**Bar Maid**

**Butcher**

**Merchant**

**Pub Owner**

**Watchmaker**

**(Other Villagers if needed.)**

OPTIONAL OPENING SCENE: If your group has made up a "Stone Soup" song, the entire group can rehearse the song with some dance steps and home-made instruments. The song can be performed right before the show begins. Here are some sample lyrics:

### **Stone Soup**

We started with a stone  
And added in some beets  
Next, a juicy bone  
A fine and tasty treat

We're making Stone Soup  
A soup made from a stone  
It's better when we work together  
More fun than working alone

SCENE: *Autumn. A village that sits along the side of a dusty road. A group of villagers are doing what villagers do. The Boot Maker is pounding leather, the Tailor is measuring fabric, the Farmer is harvesting his crop, and so on. Each villager pantomimes an activity they would be doing in every-day life.*

**Town Crier:** *(runs onto the stage to center stage)* Soldiers are coming! Soldiers are coming!

*The villagers huddle together on one side of the stage as three soldiers enter on the opposite side of the stage as the villagers. They walk with heavy feet.*

**Narrator One:** Three soldiers trudged down a road in a strange country. They were on their way home from the war. They were tired and hungry. Suddenly, ahead of them, they saw the lights of a village.

**Soldier One:** Maybe the villagers will give us food and somewhere to sleep.

**Narrator Two:** But the villagers were afraid of strangers. And they wanted to keep all of their food for themselves.

**Bootmaker:** Soldiers are always hungry.

**Tailor:** And we don't have very much food.

**Farmer:** The drought this year destroyed my crops!

**Milk Man's Wife:** The soldiers might take what little food we have.

**Baker:** I have an idea. Let's hide everything we have to eat.

**Villagers:** (ad lib) Yeah, okay, let's do it. Hush.

*The peasants rush back to their houses (upstage area) to hide their food.*

**Narrator One:** The peasants started to hide their food. They pushed sacks of barley under the hay in the lofts. They lowered buckets of milk down the wells. They spread old quilts over the carrot bins.

**Narrator Two:** They hid their cabbages and potatoes under the beds. They hung their meat in the cellars. Then they waited.

*The soldiers first stop at the house of the blacksmith.*

**Soldier Two:** Hello, do you have any food for three hungry soldiers?

**Blacksmith:** No. We don't have any food.

**Narrator Two:** The soldiers went to the house of the Dress Maker, who had a very large family.

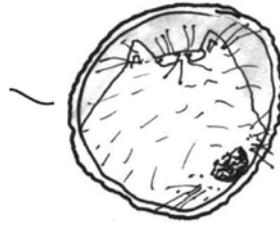
**Soldier Three:** Do you have any food for hungry soldiers.

**Dress Maker:** No, we have too many mouths to feed already.

**Narrator One:** Next, they went to the house of the Chimney Sweep.

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

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