

THEATER

3-5



Created by C.I.T Art Curriculum Team



Description of Experience

Over the course of this experience, your students will engage in a range of acting and improvisational activities that all explore the Essential Question: "How can students use theater to display the diversity of Global New York?".

This "Global New York" Theater Experience also offers opportunities for students to analyze and interpret works of art created by diverse artists from New York City and beyond. Students will be able to deepen their understanding of how theater can serve as a powerful tool by learning how to monologue, act with puppetry, and use spoken word, as well as other fun theatrical tools. Students will also learn how to tell narrative through physical expression, improvisational acting, and physical expression that will deepen their understanding of how theater can serve as a powerful tool for exploring and celebrating their cultural identities.

In summary, the Theater "Global New York" Experience offers an enriching and comprehensive exploration of the intersection between Theater and culture in our diverse city. It challenges students to think creatively, critically, empathetically, and ultimately empowers them to express themselves confidently and thoughtfully through physical expression.

Materials

[Theater Supply List](#)



Note to Activity Specialists:

NY Edge is thrilled to have you lead this immersive cultural and artistic experience that encourages self reflection and discovery in students as they explore New York’s diverse performing arts culture and create stories that reflect their unique experiences living in the city.

Throughout the program, students will engage in a variety of creative Theater activities such as pantomime, Improvisational acting, monologues, Poetry, and much more.

To ensure a seamless program delivery, please review each lesson carefully before teaching it. Collect and organize materials needed for each lesson, and have a laptop or iPad connected to the internet to display short videos and Google slides hyperlinked in the lessons. Refer to the tips below for additional guidance on running a successful theater class.

Use Theater games as classroom motivation in the classroom. Theater games tap into students’ imagination and serve a variety of purposes, such as arm ups, closures, team-building activities, or to enhance lesson plans. Check out the link below for a collection of fun theater games:

https://docs.google.com/document/d/106UqM4ROHKr_2VXZ-CLcCTa5tLvwPqI5bOa8ceJAZLU/edit?usp=sharing

Be Organized. Make sure you have planned out the exact order of events and how much time you expect each event to take. Plan in advance who will participate in each activity and the order of participation. For drama games, select students in advance, or randomly from a hat.

Have clean transitions. Maintain control of the environment during the moments after high-energy activities by regaining student’s focus and giving them specific, timed instructions.

Ensure every student has something special to do. It’s completely acceptable to give older and more advanced students larger roles in the presentation, but make sure every child has at least one moment in the spotlight.

The Essential Question is the big question that frames the entire experience. It is the question your class will work towards answering in greater depth throughout each lesson. The Enduring Understanding is a concise statement that summarizes the key concepts that the Essential Question aims to address.

Family Letter:

Greetings NY Edge Families!

We are delighted to welcome your child to our program! This summer, we are celebrating the creativity and diversity of New York through a series of exciting theater projects. These projects will inspire your child to express what New York means to them through the magic of theater.

Our activities include monologues, poetry, spoken word, pantomime, improvisational acting, and much more. New York has been home to legendary theater artists like Lin-Manuel Miranda and Alan Alda, making it a hub of creativity and diversity in the world of theater. This summer, we aim to ignite your child's love for creative theater and encourage them to explore the diverse origins of New York City's theatrical scene.

But the journey doesn't have to end when your child leaves our program. We have compiled a list of drama activities below that you can enjoy with your child to foster a love for theater at home:

1. Yes, Lets...: One actor initiates an action, such as "Let's bake a cake." The group responds with enthusiasm, saying, "Yes, let's!" and then engages in the pretend activity. Each person can contribute their own imaginative idea, like "Let's wash a lion!" The game continues, encouraging silly and creative ideas.

2. How Did You Get Here?: Sit in a circle and take turns inventing elaborate stories about how each person got home. The stories can involve flying cars, unicorns, time travel, or any fantastical elements. You can even act out the journey for added fun and creativity.

3. Soundscape: Sit in a circle and create the atmosphere of different places using sounds. Start with a location, such as the seaside, school, Mars, the jungle, the zoo, or fairyland. Each person adds their own sound to build the soundscape. You can also incorporate movement to visually bring the location to life.

4. Pantomime to Music: Lie down and listen to a piece of music for about 30 seconds. When the music starts, stand up and let it inspire your movements and characters. You can become a skipping wizard on their way to wizard school, a scared traveler exploring a cave, or a reflective individual reminiscing about happier times. Follow your intuition and let the music guide your creativity.

5. I'm sorry I...: One person stands up and approaches someone in the circle to apologize for something fictional, like losing their pet dog or casting an irreversible spell on their sibling. The person being apologized to reacts in their own unique way, and then it becomes their turn to apologize to someone else in the circle. This game encourages imaginative interactions and emotional exploration.

6. Broken down Elevator: Mark out a square or rectangle to represent an elevator's floor space. Choose characters and have them get into the elevator, improvising a scene together. At some point in the improvisation, the elevator breaks down, and all the characters react in unexpected ways. Let the scene unfold naturally and see where the story takes you.

7.The Magic Box: Using mime skills, imagine a magic box with various objects inside. Open the lid, mime taking something out of the box, and put it back in. Ask the audience (or other participants) to guess what object was mimed. Pass the “magic box” to the next person to continue the game.

Some creative theater outings you and your child may find fun and interesting:

Free Shakespeare in the Park

<https://info-faqpt.helpscoutdocs.com/category/314-free-discounted-tickets>

CitiPark’s Summer Stage: A collection of free and low cost performances happening in the city this summer

<https://cityparksfoundation.org/summerstage/>

New York City Theatre: THEATRE FOR KIDS AND FAMILIES IN NEW YORK

https://www.newyorkcitytheatre.com/index_children.php

Thank you for entrusting us with your child’s theater journey this summer. We can’t wait to witness their creativity shine!

Best regards,

The NY Edge Team

Essential Question

In what way does art reflect the diversity of NYC?



Safety Protocols:

The following are a few safety tips for teachers for keeping theater classrooms safe:

- Create a policy for proper footwear. Too much cushion, or barefoot, is an injury risk.
- Display your footwear rules.
- For any aerial activities, take extra precautions against falls.
- Cool down after an improvisational acting, pantomime or any other strenuous physical activity.
- Drink plenty of water before, during and after performing.
- Wear layers of clothing that you can take off as your body warms up.
- Do not engage in horseplay in rehearsal or practice spaces.
- No food or drink allowed in practice rooms, classrooms or performance spaces at any time.
- Do not place extension cords in high traffic areas or in any area in which they may present a potential accident.

Additional Resources

1. National Theatre Teaching Resources: A collection of teaching resource packs from National Theatre's previous productions. There are lessons, activities, and deep thinking questions for both plays and musicals all available for free on their website!

<https://www.nationaltheatre.org.uk/learn-explore/schools/teacher-resources/>

2. Official West End Education: If you're a Theater Specialist, these official West End Education Packs can be a HUGE help for your lessons. In each one, you'll find classroom activities, lessons, and writing prompts relevant to each musical production.

<https://officiallondontheatre.com/schools-resources/education-packs/>

3. Digital Theater: Full length staged plates from notable theaters and mini-documentaries:

<https://www.digitaltheatreplus.com/>

4. The Royal Opera House Learning Platform:

<https://www.roh.org.uk/schools/>



Lesson 1 Title: Mindful Monologues
Lesson Duration: 1-5 sessions



Grade Level: 3-5



Essential Question:

- How can students use Theater to display the diversity of Global New York?



Theme: Week 1 (Leadership): Explore IT - Finding Connections

Students will identify similar emotions and learn more about each other and their experiences. Using emotions to connect to one another, students will then perform monologues.



Learning Objective:

- Students will strengthen their ability to to effectively express their thoughts and feelings through positive affirmations and other modes of verbal and nonverbal communication.



Learning Standards:

- TH:Cn11.2.4 a. Investigate cross cultural approaches to storytelling.
- TH:Pr4.1.4 b. Experiment with various physical and vocal choices to communicate character.



Vocabulary:

- **Actor's Tools:** body, voice, imagination
- **Expression:** the process of making known one's thoughts or feelings
- **Monologue:** a speech presented by a single character, most often to express their thoughts aloud



Social Emotional Components:

- Students practice self awareness by checking in with themselves emotionally and physically.
- Students practice relationship skills as they work together to create and make choices as actors rehearsing a performance.
- Students practice creative decision making by creating their own mythological characters with voice and body by trusting their impulses.



Materials & Space:

- Classroom or space for students to move freely
- [Monologue grade 3-5 student collection](#)
- Emotions list (attached at the end of this lesson)
- Paper
- Pencils
- Smartboard OR Speaker




Prep:

- Write vocabulary words and objective on chart paper
- Have smartboard/speaker or images from the lesson ready to view
- Make any copies necessary
- Cut apart the emotion list
- Have a monologue for instructor demonstration

Instruction Description:

Hook:

- Tell students that as they act they will become more familiar in using their voice, body, and face to tell different types of stories. These are called our **Actor's tools**.
- Explain that it is very brave for us to express ourselves in front of others and that we will all reach different goals during our time together.
- Watch the following video from Disney's Tangled with your class! For context, this is a scene from the movie where Rapunzel has just left her tower for the first time, and by doing so has gone against her mother's wishes.
 -  Tangled ~ Rapunzel Leaves the Tower ~ Movie Clip ~ Kids' Movie Trailers at pocke...
 - This can be played on a smartboard or through a speaker.
 - Play up to the 43 second mark.

Question Prompts:

- Which emotions do you think Rapunzel was feeling?
 - Ex: Sadness, Regret, Excitement, Joy, Worry, Disappointment, Wonder, etc.
- Do you agree with her feeling a certain way? Why or why not?
- Have you ever felt this way? Why? Share your story to a partner.
- While each emotion, in response to the first question, is called out by students, challenge all of them to use their bodies and faces to convey it.
 - Take time to point out actions and give feedback to students throughout.
- Choose one or two emotions that your students pointed out to answer the third question above.
 - Once students are done sharing with their partners, ask them if someone would like to share their partners stories. Repeat with the other emotion.

Teach / Demonstrate:

- To practice using all our Actor's tools, we will play a game to reenact popular New York City expressions! Students will perform one simple line (like "forget about it") to express two different emotions (like bored and energetic). After students perform the line once, the audience will guess the expressed emotion each time.
 - Prompt: Student hails a taxi!
 - Line: "Taxi, please."
 - Prompt: Student orders a drink at the coffee shop!
 - Line: "Can I order a coffee?"

- Prompt: The student realizes that the train is running behind schedule!
 - Line: "The train is late."
- Prompt: Student orders a sandwich at the local bodega/deli!
 - Line: "One bacon egg and cheese please."
- Prompt: Student buys a slice of pizza at the pizzeria!
 - Line: "Let me get a slice please."
- Have students seated in front of you as you demo the game yourself first. Have students guess the emotions you are expressing as you use tone, body language, facial expression, etc.
- You can choose to continue playing the game as an entire group or you can choose to break apart into smaller groups.
 - Make sure that the emotions, attached at the end of this lesson, are cut apart and available for students to easily handle and choose randomly. If you have multiple groups playing at once, then you will need more copies.
 - Switch the line after a few turns, if playing as a whole group **OR** provide different lines per group
- Encourage students to take turns and participate as an audience, also reward them with quick feedback.

Independent / Group Practice:

- Have students practice and read a monologue. Students will connect with the emotions expressed by the character and within the lines, eventually performing to each other.
 - Below is an example, and all monologues can be found in this [collection](#).
 - Define monologue.
- Perform a short monologue, of your choice, to your students.
 - Have students try to identify the emotions of your character.

ABE
 Genre: Drama
 Summary: Abe's dad is trying to teach him to play baseball on a hot summer day.

Dad, I'm sick of this. The mosquitoes are eating me alive. Can't we go inside now? I don't really have to learn to play baseball. It's OK. I think I get it now. "Eyes on the ball." Right?

Maybe I'm just not any good at this? Maybe I never will be... But a guy can only be hit in the head with a baseball so many times. I'm kinda sick of this game. I don't think I want to play any more. I'll just quit the team. Can't I just quit, Dad?

<https://www.stagemilk.com/monologues-for-kids/>

- Hand out monologues randomly. Students should read the monologue multiple times and identify the feelings of the character.

- Provide paper and pencil for students to write down their thoughts.
- Allow students time to practice their monologues, connecting their own experiences to the emotions of the character.
 - If possible, create small groups that include one of each monologue so there is no competition within groups and students can experience different emotions throughout practice.
 - Remember that students should experiment using their voice, focusing on certain words, moving their bodies, and showing emotion on their face.
- After students have practiced, have them perform their monologues to each other in small groups, making sure to separate groups far enough so the sounds don't overlap.
- **Additionally**, students can write their own monologues!
- Challenge students to write a few sentences about an important topic to them as New Yorkers.
 - Create a list of topics for students to be inspired by.
 - Ex: Friendship, Bullying, Pollution, Community Gardens/Developments, Teamwork, Homelessness, Food, Cultures, Acceptance, Diversity, etc.
- Students should pretend they are speaking to someone else as they write their monologues.

Share:

- Come together as a whole group, and allow willing students to perform their monologues.
 - Try to encourage one performer per monologue included in the collection.
- After monologues are complete, encourage students to ask questions to learn more about their classmates' performances. Hold a group discussion.

Question prompts:

- Whose performance did you enjoy? Why?
- What was challenging for you? Why?

Link:

- During this lesson we were able to work independently and practice delivering monologues while connecting to familiar emotions we all experience!
- In the next lesson, we will continue to use our actors' tools and work in small teams to perform short scenes together that are based in New York City!

Exit Ticket:











- Below are simple questions and prompts that students will complete at the **end of each day** during their progression of this lesson.
- Ask students one prompt to reflect on what they did today.
 - What is a question you have after today's theater class?
 - What is a challenge you faced today? What is a triumph you faced today?
 - Use sketch paper. Draw the emotions your monologues' character felt.

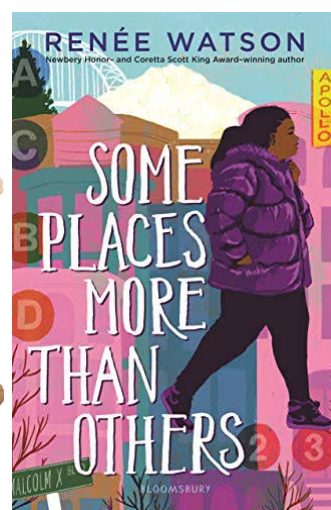
- Define what a monologue is.



Specialist Notes: *Include post lesson reflection and ideas for future planning*

Angry	Sad	Confused
Confident	Bored	Scared
Hurt	Disappointed	Curious
Disgusted	Frustrated	Lonely
Shocked	Happy	Surprised
Embarrassed	Excited	Proud
Shy	Worried	Annoyed
Furious	Energetic	Calm
Stressed	Tired	Sick
Quiet	Nervous	Overwhelmed

 Lesson 2 Title: Who am I? Lesson Duration: 1-5 sessions	 Grade Level: 3-5
 Essential Question: How can students use Theater to display the diversity of Global New York?	
 Theme: Week 2: From Where We Come	
 Learning Objective: <ul style="list-style-type: none"> Students will collaborate in small groups, using puppets, to create and perform scenes from Renee Watson's New York tale, "Some Places More Than Others." 	
 Learning Standards: <ul style="list-style-type: none"> Cr1.1.3.a- Create roles, imagined worlds, and improvised stories. Cr1.1.4.c- Imagine how a character might move to support a story and given circumstances. Cr2.1.5.b- Participate in defined responsibilities required to present a drama or theater work informally to an audience. 	
 Vocabulary: <ul style="list-style-type: none"> Puppet: a movable model of a person or animal that is used in entertainment and is typically moved either by strings controlled from above or by a hand inside it. 	
 Social Emotional Components: <ul style="list-style-type: none"> 2D.3a. Evaluate strategies for preventing and resolving interpersonal problems. 	
 Materials & Space: <ul style="list-style-type: none"> a copy of Renee Watson's "Some Places More than Others". Puppets 	
 Instruction Description: Hook: Introduce the concept of puppetry, explaining that it is a type of performance where puppets are used to tell a story. Tell the students that they will be exploring narrative by using puppets to reenact scenes from the book, "Some Places More Than Others".	



Teach / Demonstrate:(10 minutes):

- Get the class to stand in a circle. As you go around the circle, have each student contribute a New York sound. If you get to a student and they're stuck, ask questions like: What do you hear on the street? What noises do you hear in the theater? etc.) After going around once, do a second rotation around the circle but this time introduce an imaginary ball that students can throw. Whoever catches the ball needs to make a New York sound. Tell them to speed it up as they go.

Identifying story components (10 minutes)

- (Do a read aloud of Renee Watson's "Some Places More Than Others". After the read aloud, lead a class discussion about the story's setting, characters, and plot. Ask students to identify specific details from the story that help create the setting and develop the characters.

Independent / Group Practice:

Small group work (30 minutes)

- Divide students into trios and assign each group a different scene from the story. Have students work together to create a short puppet show that conveys the scene using their puppets. Encourage students to use different puppetry techniques to enhance their performance, such as moving the puppets' arms and legs to create movement and using different voices for each character.

Share out (10 minutes):

- Have each group perform their puppet show for the class. After each performance, lead a brief class discussion about what story components were conveyed in the show and how the group used their puppets to enhance their performance.

Share:

- Describe what it was like to work with your group.

Link:

- Today we used puppets to recreate scenes from Renee Watson's "Some Places More Than Others".

Exit Ticket:

- What's one thing you want to practice again?
- My favorite part of today's lesson was...



Specialist Notes: *Include post lesson reflection and ideas for future planning.*



Lesson 3 Title: New York Cultural Diversity Theater
Lesson Duration: 1-5 sessions



Grade Level: 3-5



Essential Question: How can students use Theater to display the diversity of Global New York?



Theme: Week 3: We Are a Community



Learning Objective:

- Students will engage in dialogue from the play *A Day Out in Global New York* to explore the diversity of Global New York.



Learning Standards:

- TH:Re8.1.3 - Explain how personal preferences and emotions can affect an observer.
- TH:Re7.1.4 - Use participation and observation to identify artistic choices.
- TH:Re9.1.5 - Recognize how character and circumstances affect audience perspective.



Vocabulary:

- **Improv:** a performance, for example of comedy or acting, that is improvised.
- **Collaboration:** when a group of theater makers (creators, designers, directors and performers) who work together practically to examine and develop ideas in order to generate theatrical material that is then structured and organized into a piece of theater.
- **Ensemble:** a group of individuals dedicated to collaborative creation, committed to working together consistently over years to develop a distinctive body of work and practices.



Social Emotional Components:

- 3A.2a - Demonstrate the ability to respect the rights of self and others.
- 2C.2b - Analyze ways to work effectively in groups.



Materials & Space:

- Script about New York diversity (link here): [A Day out in Global New York](#)
- Performance space (can be a designated area in the classroom or a small stage)
- Props and costumes (optional)
- Evaluation sheet (optional)
- Puppets from previous lesson (optional)



Instruction Description:

Hook:

- Introduce the lesson by asking the students if they know what cultural diversity means.
- Explain that today they will be learning about cultural diversity in New York and how it is reflected in the people's behaviors and lifestyles.

Teach / Demonstrate:

- Lead the class in a call and response warm-up exercise, where the teacher says a word or phrase and the students repeat it back.
- For example, the teacher could say "diversity!" and the students would repeat "diversity!" while clapping their hands.
- Gradually increase the difficulty of the words and phrases to challenge the students' memory and pronunciation skills.

Script Reading (10 minutes):

- Read the "A Day Out in Global New York" out loud to the students, or have them read it themselves.
- Discuss the characters, setting, and plot of the story.
- Ask the students to think about how the characters' cultural backgrounds influence their behaviors and interactions with each other.

Independent/Group Practice:

Character Creation (20 minutes):

- Divide the students into small groups and assign each group a character from the script.
- Have the groups research and discuss the cultural background of their character (e.g. food, music, traditions).
- Encourage them to think about how their character's cultural background can be reflected in their speech, movements, and clothing.

Rehearsal (20 minutes):

- Have the groups work together to act out their scenes using their knowledge of cultural diversity and character creation.
- Encourage them to use their voices, bodies, and emotions to convey their characters' cultural backgrounds and interactions with each other.
- Provide support and feedback to the students as needed.

Performance (15 minutes):

- Have each group perform their scene for the class.
- Encourage the audience to be respectful and attentive during each performance.

- After each performance, ask the performers to reflect on their experience and provide feedback to their peers.

Share:

- What did you learn about cultural diversity and New York City?
- How did you incorporate your character's cultural background into your performance?

Link:

- Today, students read from and engaged in a play that explored New York diversity, the use of dialogue, and physical characterization.

Exit Ticket:

- Below are simple questions and prompts that students will complete at the **end of each day**.
- Ask students one prompt to reflect on what they did today.
 - Two facts I learned from today's lesson are...
 - What is something you weren't sure about at the start of the lesson but understand now?



Specialist Notes: *Include post lesson reflection and ideas for future planning.*



Lesson 4 Title: Foods of Global New York
Lesson Duration: 1-5 sessions



Grade Level: 3-5



Essential Question: How can students use Theater to explore the diversity of Global New York?



Theme: Week 4: The Common Thread



Learning Objective:

- Students will connect the relationship between food and culture in NYC through theatrical techniques.



Learning Standards:

- TH:Pr5.1.3 - Participate in a variety of physical, vocal, and cognitive exercises that can be used in a group setting.
- TH:Pr6.1.4 - Perform a small group drama or theater work for peers.
- TH:Re8.1.5 - Connect personal experiences to theater as a participant or observer.
- TH:Cn10.1.5 - Explain how drama or theater connects oneself to a community or culture.



Vocabulary:

- **Scene:** a division of a story during which there is no change of scenery or break in time. : a single situation or conversation in a play.
- **Culture:** Culture is the way that people live. Food, clothing, language and celebrations are all a part of culture.
- **Collaboration:** when a group of theater makers (creators, designers, directors and performers) who work together practically to examine and develop ideas in order to generate theatrical material that is then structured and organized into a piece of theater.



Social Emotional Components:

- 2B.2a - Identify differences among, and contributions of, various social and cultural groups.
- 3A.2b - Demonstrate knowledge of how social norms affect decision making and behaviour.



Materials & Space:

- A whiteboard/screen large enough to display the pickerwheel and video.



Instruction Description:

Hook:

- Show the students the video below that showcases the many multicultural food choices offered by Global New York. Tell your students to keep their eyes open for a food that represents their culture. When they spot it, have them raise their hand and volunteer what the food tastes, smells, and/or makes them feel like.

<https://www.youtube.com/shorts/BiY0lcIBZgI>

Teach / Demonstrate:

Tongue Twisters:

It's important to get your student's articulation muscles warmed up and ready to roll! There are tons of common tongue twisters around; short, long, funny, tricky, obscure etc. Here are some for younger performers. Remember to increase the tempo each time you do them!

- "A proper copper coffee pot"
- "Swan swam over the sea, swim, swan, swim! Swan swam back again, well swum, swan!"
- "How much wood could a woodchuck chuck, if a woodchuck could chuck wood."
- "Peter Piper picked a peck of pickled peppers, a peck of pickled peppers Peter Piper picked. If Peter Piper picked a peck of pickled peppers, where's the peck of pickled peppers Peter Piper picked?"
- "Red lorry, yellow lorry."
- "Smelly shoes and socks shock sisters."
- "Which wristwatches are Swiss wristwatches?"
- "She sells sea shells on the sea shore."










Independent/Group Practice:

Improvising and Performing a Scene

- Divide the class into small teams (4-5 students) and assign each team a different type of New York City food (e.g. pizza, bagels, hot dogs, pretzels, or anything from the video.). If you have time to add a bit of fun, use the pickerwheel (pictured below) to input the various food choices and let chance decide! Simply go to <https://pickerwheel.com/> , post the wheel on screen where everyone can see and input your choices.



Specialist Notes: *Include post lesson reflection and ideas for future planning.*

 Lesson 5 Title: Once Upon a Time in NYC Lesson Duration: 1-5 sessions	 Grade Level: 3-5
 Essential Question: How can students use Theater to display the diversity of Global New York?	
 Theme: Week 5 (Unity): Test It! - Stories of NYC What are major themes in NYC that we can explore while writing stories for our culminating project? How can our stories connect to the audience using our identities as New Yorkers and share an important message?	
 Learning Objectives: <ul style="list-style-type: none"> • Students will collaborate to identify significant themes related to NYC, which will serve as the foundation to construct a compelling story. • Students will work in small groups to reimagine fairy tales as inspiration to practice writing the major components of a story, including setting and character and plot development. 	
 Learning Standards: <ul style="list-style-type: none"> • TH:Cn11.1.3 a. Identify connections to community, social issues, and other content areas in a drama or theater work. • TH:Cn10.1.4 a. Identify the ways drama or theater work reflects a community or culture 	
 Vocabulary: <ul style="list-style-type: none"> • Character: a character is a person in a story; either a human, a fantasy character, mythical character, inanimate object, or even an animal • Setting: the time and place (or when and where) of the story • Conflict: an event, circumstance, person, or personal characteristic that stands in the way of a character's pursuing a goal • Resolution: the ending of a story, the point at which the conflict or problem is resolved 	
 Social Emotional Components: <ul style="list-style-type: none"> • Students practice relationship skills as they build on others' ideas to create and collaborate on a fairy tale • Students practice creative decision making by reimaging a fairy tale and choosing how to connect it to New York City 	
 Materials & Space: <ul style="list-style-type: none"> • Classroom or space for students to move freely • Paper 	

- Pencils
- Smartboard OR Speaker

✓ Prep:

- Write vocabulary words and objective on chart paper
- Have smartboard or images from the lesson ready to view
- Create your own version of a reimagined NYC fairy tale (optional)

Q Instruction Description:

Hook:

- Tell students that they will be preparing to write their own plays and scripts that revolve around NYC!
- Discuss as a group what stands out about NYC and write down important themes, ideas, places, cultures, or people that students think of. While discussing, listen to the following for inspiration: [New York City Street Ambience | 2 Hours](#)
 - Have chart paper or access to a smartboard while writing this list.
 - Example ideas: Diversity, Statue of Liberty, Black Lives Matter March, Public Transportation, Acceptance, Food & Culture, Street Art, Expression, Immigration, Pollution or Global Warming, Friendship, Museums, the Unhoused population, Community Gardens, Central Park, etc. (similar ideas may have been covered in Lesson 1, feel free to refer back, if applicable)

Teach / Demonstrate:

- Using your NYC idea list, have students reimagine the fairytale “Cinderella” but in NYC today and use themselves as inspiration!
 - If students do not connect with this fairy tale, feel free to reimagine a fairy tale more suitable for your class.
- First, break down the original story of “Cinderella” as a class!
 - Have chart paper or access to a smartboard to write down the story.
 - Think of the main characters, setting, conflict and resolution to the story.
 - Define the above terms, and/or have students share their own definitions.
 - Break down the original story into 3-5 parts, each part should be made of 1-2 sentences.
 - It is helpful to think of the story as only having a beginning, middle, and end and later adding more lines in between these parts, if necessary.
 - Below is an example:
 - Characters: Cinderella, Prince, Fairy Godmother, Step-mother, 2 step-sisters
 - Setting: A Kingdom, Cinderella’s home, the Castle
 - Conflict: Cinderella wants to go to the prince’s ball but her step-mother and step-sisters don’t want her to.

- Resolution: Cinderella gains help from the fairy godmother and is able to meet the prince.
- 1. (Beginning) Cinderella lives with her mean stepmother and two step-sisters. She isn't allowed to attend the ball despite trying to get ready by herself.
- 2. The fairy godmother goes to Cinderella and uses magic to get her a carriage, dress, and shoes to go to the ball. The only rule is that Cinderella has to leave by 12am because that's when the magic runs out.
- 3. (Middle) Cinderella goes to the ball and meets the prince. When the clock rings at 12am, Cinderella runs off so the prince can't see her without magic, but she leaves a glass slipper behind.
- 4. The prince decides to visit each young lady in the kingdom to see if the slipper fits them. Despite the step mothers efforts to hide Cinderella away, she meets the prince and he finds out that the slipper is hers.
- 5. (Ending) Cinderella and the prince live happily ever after.
- Now, as a class, reimagine the story of "Cinderella" using NYC as inspiration! Create this new story side-by-side to the original, and the NYC idea list, so students can refer to both. Try to make the story relatable to students.
- Below is an example:
 - Characters: Cinderella, Fairy Custodian, Substitute Teacher
 - Setting: New York City, Cinderella's home - an apartment in Astoria, School
 - Conflict: Cinderella wants to go to the school dance but a substitute teacher tries to stop her.
 - Resolution: Cinderella gains help from the custodian and is able to go the school dance
 - 1. (Beginning) Cinderella wakes up the day of the party, she has made a beautiful dress that she is so excited to show. The subway is running behind and she makes it late to class where her mean substitute teacher declares that she won't be able to attend the party later.
 - 2. Forced into detention, Cinderella is so upset. When a kind custodian sees Cinderella by herself he tells her to go to the party anyway and that he'll cover for her, the only rule is that she has to be back by 12am.
 - 3. (Middle) Cinderella changes into her dress and goes to the party, her dress catching everyone's attention. When the clock rings at 12am, Cinderella runs off so as not to be caught but she leaves behind her sewing kit which has her initials on it.
 - 4. The next day, the school decides to search for the talented mystery student with the beautiful dress. Despite the substitute teacher's efforts to dismiss Cinderella's involvement, Cinderella admits to missing detention in hopes of getting her things returned.
 - 5. (Ending) The school is understanding of Cinderella's story and decides to showcase her dress in the school entrance, proud of her talent! Cinderella lives happily ever after.

Independent / Group practice:

- Have students separate into small groups and use the same format to reimagine another fairytale set in NYC!
 - Hand out paper and pencils for groups to write and draw their ideas, they only need to focus on their new story.
 - Fairy Tales Suggestions:
 - The Ugly Duckling
 - Beauty and the Beast
 - Rapunzel
 - Snow White and the Seven Dwarfs
 - Little Red Riding Hood
 - Jack and the Beanstalk
 - Sleeping Beauty
 - The Three Little Pigs
 - Pinocchio
 - Goldilocks and The Three Bears
- Allow students enough time to create their reimagined fairy tale.
 - Make sure that groups allow all members to share and include their ideas, and provide support when necessary.
- This story will likely turn into the final performance performed at the Summer culminating event, so students should create something that they are proud of, and can include everyone.
- Alternatively, classes can also return to the NYC idea list and create a story simply based around NYC. If students choose this option, make sure to discuss the following:
Question prompts:
 - What important problems could we solve or mention in our NYC play?
 - Is there a positive message that our play could tell the audience?
 - How will the audience connect to our story?
- As groups move forward with their plays, make sure that students are prepared for a collaborative effort.
 - Students may need to collaborate with other groups within the program.
 - Make sure each student has a role to play, this includes more than just actors, and we will explore this more next week!
 - Students should create plays that are possible to produce with the remainder of time left, also keeping in mind what supplies are available to use.

Share:

- Have students share with each other their drafted stories/plays! One student from each group can read aloud what they have created, or the instructor can read them.
- After each group has shared, hold a class discussion on the stories.
Question Prompts:
 - How does the story connect to NYC?
 - What emotions do you identify with the story?
- Lastly, have a vote on which story the group will perform for the culminating project!

- Some sites may be able to perform multiple plays for one group or one play for multiple groups, plan accordingly.

Link:

- During this lesson we were able to collaborate and create stories that are inspired by NYC and our experiences!
- In the next lesson, we will continue to develop our story and learn how to put on a strong performance!

Exit Ticket:

- Below are simple questions and prompts that students will complete at the **end of each day** during their progression of this lesson.
- Ask students one prompt to reflect on what they did today.
 - What is a question you have after today's theater class?
 - Share another group's story that you remember. Why did it stand out to you?
 - What was an idea the class thought of regarding NYC for the list?
 - Define what a resolution is.



Specialist Notes: *Include post lesson reflection and ideas for future planning*



Lesson 6 Title: Rehearsals and Repeat!
Lesson Duration: 1-5 sessions



Grade Level: 3-5



Essential Question: How can students use Theater to display the diversity of Global New York?



Theme: Week 6 (Empathy): Market IT - Practice makes perfect

Students will be able to identify the strengths of their peers by rehearsing their play. How can everyone come together to tell this tale of NYC?



Learning Objective:

- Students will investigate the various roles required for the successful production of a theatrical performance.
- Students will rehearse regularly, relying on the support and feedback of peers to continuously improve their performance.



Learning Standards:

- TH:Re9.1.1 b. Identify props and costumes that belong in a guided drama experience.
- TH:Cr2.1.1 b. With prompting and support, participate in group decision making in a guided drama experience.



Vocabulary:

- **Rehearsal** - time an ensemble works to practice a performance
- **Workshop** - putting together and polishing a play. A workshop production is a work in progress
- **Stage Directions** - tells the actors where to move on stage (SL, SR, US, DS, CS)
- **Blocking** - the movement that is set by a director for an actor in a play.
- **Intentions** - what a character wants
- **Actions** - something someone does, verbs



Social Emotional Components:

- Students practice relationship skills by coming together to rehearse and revise a project for their culminating event.
- Students practice self-awareness by recognizing the individual strengths they bring to their culminating event.



Materials & Space:

- Classroom or space for students to move freely
- Stories and/or plays created in the previous week
- Any materials or costumes for performance
- Smartboard

✓ Prep:

- Write vocabulary words and objective on chart paper
- Have smartboard or images from the lesson ready to view
- Have costumes, backgrounds, or props easily available for students to grab and stored in a safe space to prevent damage
- Make any copies necessary

Q Instruction Description:

Hook:

- Watch the following video of the rehearsal of the Broadway play “The Lion King”.
[▶ The Lion King - The Emotional First Rehearsal into Broadway's Return](#)
- After watching, discuss as a class what they felt or saw.

Question Prompts:

- What emotions could you see or feel during the rehearsal?
- What emotions do you feel as you think about performing?

Teach / Demonstrate:

- Play “Director Says” theatrically (Simon Says: Stage Directions Edition)
 - If you haven’t already, teach youth Upstage, Downstage, Centerstage, Stage Left, and Stage Right.
 - Upstage: at or towards the back of a stage
 - Downstage: at or toward the front of a stage
 - Centerstage: at or toward the middle of a stage
 - Stage Left: on the left side of a stage from the point of view of a performer facing the audience
 - Stage Right: on the right side of a stage from the point of view of a performer facing the audience
 - Example: “Director says take 2 steps as if you are a zombie UPSTAGE.”
 - Turn and face STAGE LEFT as if you were in the Army.
- Give 1 or 2 youth an opportunity to lead.
- This will be an important tool to learn as we begin to plan for a performance of our story!

Independent / Group Practice:

- Revisit the selected NYC story created last week. Work together with the group to establish a final script and tell the story in a fulfilling way for students.
 - Copy and hand out finalized scripts to the group.
 - Students should feel proud of how far they have come and look forward to how they continue to improve as they practice this week!
- Go over the timeline of the week and expectations for the performance.

- Discuss the importance of collaboration and how in any organization, company, or performing arts ensemble there are roles that require leading and following/supporting.
- Assign roles/jobs. If there are any students who do not wish to perform, there is always a space in theater for Production! Divide your students into Performance (actors) and Production (props, costumes, assistant director, etc) Teams.
- Do at least 2-3 run-throughs each day.
 - Performers will rehearse the piece and the Production team will work together to “build” any props, costumes, etc. as needed.
 - Create an easy and fun warm-up to excite or calm students before a run-through.
 - Example: Tongue twisters, repetitive movements, deep breathing, etc.
- Clean the piece by giving notes between each run or by having students step out to watch and give feedback to one another.
- Make sure to practice how performers will get on and off the stage and how transitions between pieces will work.

Day before the show:

- Do a full dress rehearsal with all costumes and props. Give final notes on the dress rehearsal and troubleshoot any last minute challenges.

Day of the show:

- After your warm-up, place all costume pieces and props where they need to be. If you have a team cheer, pump each other up with it. Share Positive feedback only: Everyone gets one compliment from you or another student.

Share:

- Have students rehearse in front of each other! You may invite other groups or specialists to give feedback!
- After a group has performed, hold a class discussion on the performance.

Question Prompts:

- What do you think is successful about the play?
- What do you think needs improvement within the play?

Link:

- During this lesson we were able to each find an important role while performing our play!
- In the next lesson, we will reflect on our final performance and share our experiences in theater!











Exit Ticket:

- Below are simple questions and prompts that students will complete at the **end of each day** during their progression of this lesson.

- Ask students one prompt to reflect on what they did today.
 - What is a question you have after today's theater class?
 - How do you think theater can show the diversity of NYC?
 - Draw your stage. Label the different parts you've learned.
 - Who's role in this performance do you admire? Why?
 - What Broadway ensemble did we see rehearsing?
 - What is something you want to see continue growing during rehearsals this week?



Specialist Notes: *Include post lesson reflection and ideas for future planning*

 Lesson 7 Title: Take a Bow Lesson Duration: 1-5 sessions	 Grade Level: 3-5
 Essential Question: How can students use Theater to display the diversity of Global New York?	
 Theme: Week 7 (Respect): Pitch IT - Bringing It All Together <ul style="list-style-type: none"> How can students meaningfully reflect on their growth and achievements in theater? How can students share their thoughts and feelings regarding their peers? 	
 Learning Objective: <ul style="list-style-type: none"> Students will express appreciation for their peers through written compliments in autograph books, in addition to reflecting upon and memorializing precious collective memories. 	
 Learning Standards: <ul style="list-style-type: none"> TH:Re9.1.1 b. Identify props and costumes that belong in a guided drama experience. TH:Cr2.1.1 b. With prompting and support, participate in group decision making in a guided drama experience. 	
 Vocabulary: <ul style="list-style-type: none"> Autograph: a person's signature written by hand. Compliment: a polite expression of praise or admiration Identity: the distinguishing character or personality of an individual 	
 Social Emotional Components: <ul style="list-style-type: none"> Students practice relationship skills by lifting each other up with specifically chosen compliments for each other. Students practice self-management by acknowledging aspects of themselves and their identities that they love and respect, and speak about those traits with one another. 	
 Materials & Space: <ul style="list-style-type: none"> Classroom or space for students to move freely Autograph books Pens Smartboard OR Speaker  Prep: <ul style="list-style-type: none"> Write vocabulary words and objective on chart paper Have smartboard/speaker or images from the lesson ready to view Make any copies necessary Write a complimentary note to the group you are working with 	

Instruction Description:

Hook:

- Below are a collection of fun theater games you can choose to play with your group during your final days together! It is recommended to play one on the first day, to leave time for the rest of the lesson.
 - Play the theater game "Reflection".
 - Face your partner and try to get inside their head. Observe their movements closely. As they move, mirror their movements and facial expressions as exactly as you can in real time. Mirror their facial expressions.
 - Change partners and continue for a few rounds.
 - Play the theater game "True or False".
 - Students take turns standing in front of the group and sharing a one minute story. The students listen and try to decide if the story is real or made up. The goal of the story teller is to make his story exciting and yet believable. Encourage your actors to use hand gestures, facial expressions, and body language as they tell their tale.
 - Play the theater game "Chain Story".
 - Line the kids up or have them sit in a circle. One student says a word and the next student adds a word. The goal is to create one sentence of a story and then continue until the group has a complete story. If you wish, you or an older student can write down the words spoken and read the story back when finished. Optionally, Act the story out.
- As the program comes to a close, hold a class discussion on what has been a memorable experience for students.

Question Prompts:

- What is something new you learned about another classmate through theater?
- What is a positive memory you have from theater?

Teach / Demonstrate:

- After the final performance, have students reflect on what they have learned about each other and themselves.
- Share the note you have written for the class and explain your thought process in the specifications in your compliment.

Independent / Group Practice:

- Hand out autograph books and writing utensils to students.
 - Autograph books can be purchased or made with paper of your choice.
 - Provide time and support so that students can go around and leave one compliment and an autograph in each of their peers' books.
 - A compliment can be made on:

- The job a student fulfilled during their final performance
- A positive quality or characteristic a student holds
- An exciting moment throughout theater that included a student
 - Instructors can also have their own autograph book and write their own compliments in students' books.
- Optionally, the classes autograph books can also be made available for other program staff and participants to write in.

Share:

- Provide time for students to review what was written within their autograph books! If students wish to share a compliment they received (the author can remain anonymous) or share a compliment they gave to someone else, they can share.
- Hold a class discussion and reflect on what was accomplished this summer.

Question Prompts:

- What compliment would you give yourself?
- Why do you think theater is important?

Link:

- During this lesson we were able to look back and remember important moments that happened in theater class. It is important to realize where we started and all the goals we achieved!

Exit Ticket:

- Below are simple questions and prompts that students will complete at the **end of each day** during their progression of this lesson.
- Ask students one prompt to reflect on what they did today.
 - How do you think theater can show the diversity of NYC?
 - Define autograph.
 - What theater game was played today? Explain the rules.



Specialist Notes: *Include post lesson reflection and ideas for future planning*