

# THEATER

## 6-8



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](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](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

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

## 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 bare foot, 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 plays 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 Week



**Grade Level:** 6-8



**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
- [6-8 Poetry 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 at the end of this lesson
- 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:

- Identify the emotions 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 read a poem that is connected to important themes of NYC. Students will connect with the emotions expressed by the author and eventually perform a monologue inspired by the poem.
  - Below is an example, and all poems 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 and how it is connected to NYC.

#### **The Rose That Grew From Concrete**

By Tupac Shakur

Did you hear about the rose that grew  
from a crack in the concrete?  
Proving nature's law is wrong it  
learned to walk with out having feet.  
Funny it seems, but by keeping its dreams,  
it learned to breathe fresh air.  
Long live the rose that grew from concrete  
when no one else ever cared.

- Hand out poems randomly. Students should read the poem multiple times and identify the feelings of the author.
  - Provide paper and pencil for students to write down their thoughts.

- Depending on your class, students can perform the poem as their monologue and recite it. Students can also create their own monologue inspired by their poem, portraying themselves as another character or the author.
- 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 poem so there is no competition within groups and students can experience different emotions throughout practice.
  - Remember that students should experiment with annunciating certain words, using tone and timing, and moving their bodies to convey emotion.
- 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 another 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?
- How do you think your initial poem reflects NYC?

#### 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 collaborate 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**.
- 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*

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



**Lesson 2 Title:** Who am I?

**Lesson Duration:** 1 Week



**Grade Level:** 6-8



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



**Theme: Week 2: From Where We Come**



**Learning Objective:**

- Students will collaborate in small groups, using puppets, to create scenes about the imagined interactions among celebrated NYC artists.



**Learning Standards:**

- TH:Cr2.1.6 - Collaborate to devise a drama or theater work.
- TH:Cr3.1.7 - Demonstrate focus and concentration in the rehearsal process.
- TH:Re8.1.8 0 Recognize and share artistic choices when participating in or observing a drama or theater work.



**Vocabulary:**

- **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.
- **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:**

- 2A.3a - Hypothesize others' feelings and perspectives in a variety of situations and explain the reasons for one's conjecture.
- 1A.3c - Demonstrate the capacity to maintain concentration on a task.



**Materials & Space:**

- Puppets
- Index Cards or slips of paper for scene prompts



**Instruction Description:**

**Hook**

### Introduction / Prior Knowledge (10 minutes):

- Introduce the concept of puppetry, explaining that it is a type of performance where puppets are used to tell a story.
- Introduce the lesson by asking students if they know any famous New Yorkers. List some examples on the board, such as artists, musicians, actors, and writers.
- Explain that today they will be working in small groups to create puppet scenes about famous New York artists. They will use their bodies and voices to bring the characters to life, and will collaborate as an ensemble to tell a complete story.

### Teach / Demonstrate:

#### Scene Planning (15 minutes)

- Divide the class into small groups (3-4 students per group).
- Let the students pick from the selection of finger puppets below and experiment with different ways puppets can be used to convey emotion and movement.



- Distribute index cards or slips of paper with scene prompts (e.g. "Andy Warhol at a party," "Patti Smith in the studio," "Robert De Niro on a movie set").
- Instruct each group to choose a scene prompt and brainstorm ideas for their puppet scene. They should think about the character's emotions, actions, and interactions with other characters in the scene.

### Independent/Group Practice:

#### Rehearsal (25 minutes)

- Give each group time to rehearse their puppet scene. Encourage them to use their voices and bodies to convey the character's emotions and actions. They should also practice working as an ensemble, coordinating their movements and dialogue to tell a complete story.

Performance (15 minutes)

- Have each group take turns performing their puppet scene for the class. Encourage the class audience to pay attention to the vocal and body choices of the puppeteers, as well as the story arc and character development in the scene.
- After each performance, ask the audience to provide feedback and constructive criticism for the puppeteers. What worked well? What could be improved next time?

**Share:**

- Describe what it was like to work with your group.
- What was your favorite part about creating a scene with puppets? Why?

**Link:**

- Today we used puppets to enact a scene from a classic New York book.
- Next lesson we will enact a play that showcases New York Diversity.

**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.
  - What two things stood out most to you today?
  - What could I, the teacher, do differently to help you learn better?



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



**Lesson 3 Title:** New York Cultural Diversity Theater  
**Lesson Duration:** 1 Week



**Grade Level:** 6-8



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



**Theme: Week 3: We Are a Community**



**Learning Objectives:**

- Students will use improvisation to create short scenes inspired by famous New York musicals.
- Students will collaborate in small teams to develop their improvisational skills and collectively convey a story.



**Learning Standards:**

- TH:Re9.1.6 - Identify a specific audience or purpose for a drama or theater work.
- TH:Cn10.1.7 - Incorporate multiple perspectives and diverse community ideas in a drama or theater work.
- TH:Pr5.1.8 - Practice a variety of acting techniques to increase skills in a rehearsal.



**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:**

- 2A.3b - Analyze how one's behavior may affect others.
- 2C.3a - Analyze ways to establish positive relationships with others.



**Materials & Space:**

- Space for movement and small group work
- Access to clips from famous New York movies (e.g. "Ghostbusters", "When Harry Met Sally", "West Side Story")



**Instruction Description:**

**Hook:**



- Welcome the class and let them know that today they'll be celebrating New York's rich creative history by improvising scenes from famous New York movies.
- Introduce the concept of improvisation, explaining that it is a type of performance where actors create a scene without a script. Show your students the clip below and have them call out famous landmarks and places filmed in New York as they pop up on screen.

[A compilation of films set in New York City - New York in Cinema](#)

### Teach / Demonstrate:

Letting your body lead you (10 minutes)

- Gather the class into a circle and ask them to start walking (preferably the same way!) As they walk, tell them that you're going to call out a body part and they have to imagine a string is pulling it along. The best one to start with is the nose as they imagine it being pulled forward. After a minute, tell them to walk normally again, before calling out another body part to lead their movements around the circle. Repeat as many times as you want. If you have slightly older students, you can ask them to tell you how their movements changed with each body part and how that made them feel.

### Independent / Group Practice:

Small group work (30 minutes):

- Divide into three groups and show them the three clips below. Each group is to pick 30 seconds of one classic New York scene to reenact improv style.

- West Side Story

[West Side Story - Cool \(1961\) HD](#)

- Newsies

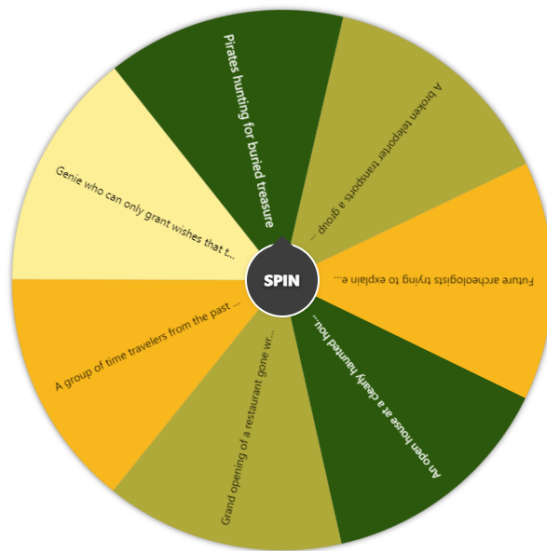
[Newsies: King of New York](#)

- Annie

[ANNIE \(1982\) - "It's The Hard Knock Life" Full Clip](#)

- After each group picks their scene (it's fine if there are doubles or even if everyone picks the same one), play the clip for them a couple times so they can decide which 20 seconds they want to pantomime alongside the clip. Tell them to be prepared for a monkey wrench to be thrown in at the last minute though because Improv is built upon unpredictability!
- **Improv time** (15-20 minutes)
- On a screen where everyone can see, go to <https://pickerwheel.com/> and input the improv prompts below
  - An open house at a clearly haunted house
  - Grand opening of a restaurant gone wrong
  - A group of time travelers from the past in a grocery store

- Genie who can only grant wishes that the whole group agrees on
- Pirates hunting for buried treasure
- A broken teleporter transports a group to random locations
- Future archeologists trying to explain everyday objects from present day

[illegible]

- When the first group is ready, spin the wheel to see what extra layer to add to their movie scene. Once they have their prompt, play their video where the class can see and have them do their best to execute their 30 seconds with the improv prompt added on top. They can use whatever props they need in order to make the scene as fun as they can.
- Once the first group has performed, continue until the entire class has performed their improv New York movie scene.

**Share:**

- What did you learn about the art of movies and New York City?
- How did you incorporate your group's prompt into your performance?

**Link:**











- Today, we used famous New York movie scenes as inspiration to create an improv scene.

### 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.
  - What part of the lesson surprised you?
  - Did you value the group activity today?
  - What's one thing you'd like me to start doing in class?



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

 <b>Lesson 4 Title:</b> Foods of Global New York <b>Lesson Duration:</b> 1-2 days	 <b>Grade Level:</b> 6-8
 <b>Essential Question:</b> How can students use Theater to display the diversity of Global New York?	
 <b>Theme: Week 4: The Common Thread</b>	
 <b>Learning Objective:</b> <ul style="list-style-type: none"> <li>Students will connect the relationship between food and culture in NYC through theatrical techniques.</li> </ul>	
 <b>Learning Standards:</b> <ul style="list-style-type: none"> <li>TH:Cr1.1.6 - Explore the relationship between scripted or improvised characters and their given circumstances.</li> <li>TH:Cr2.1.8 - Examine and justify original ideas and artistic choices, based on critical analysis, historical and cultural context.</li> <li>TH:Pr5.1.8 Practice a variety of acting techniques to increase skills in a rehearsal.</li> </ul>	
 <b>Vocabulary:</b> <ul style="list-style-type: none"> <li><b>Scene:</b> 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.</li> <li><b>Culture:</b> Culture is the way that people live. Food, clothing, language and celebrations are all a part of culture.</li> <li><b>Collaboration:</b> 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.</li> </ul>	
 <b>Social Emotional Components:</b> <ul style="list-style-type: none"> <li>2C.3b - Demonstrate cooperation and teamwork to promote group effectiveness.</li> <li>1A.3c - Demonstrate the capacity to maintain concentration on a task.</li> </ul>	
 <b>Materials &amp; Space:</b> <ul style="list-style-type: none"> <li>A whiteboard/screen large enough to display the pickerwheel and video.</li> </ul>	
 <b>Instruction Description:</b>  <b>Hook:</b> Introduction / Prior Knowledge:	

- 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:

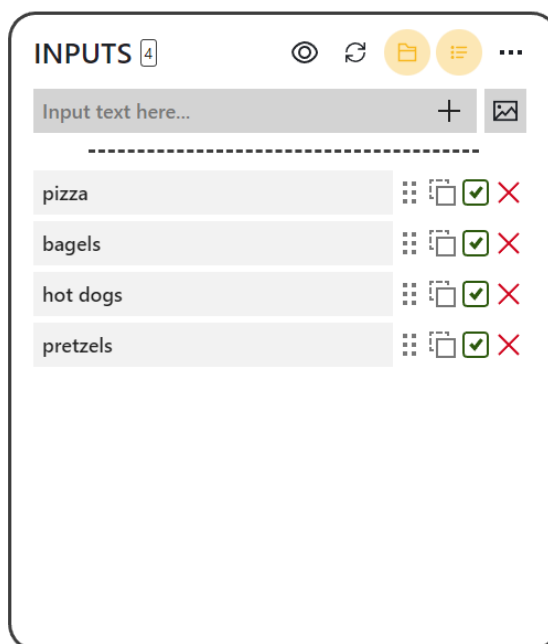
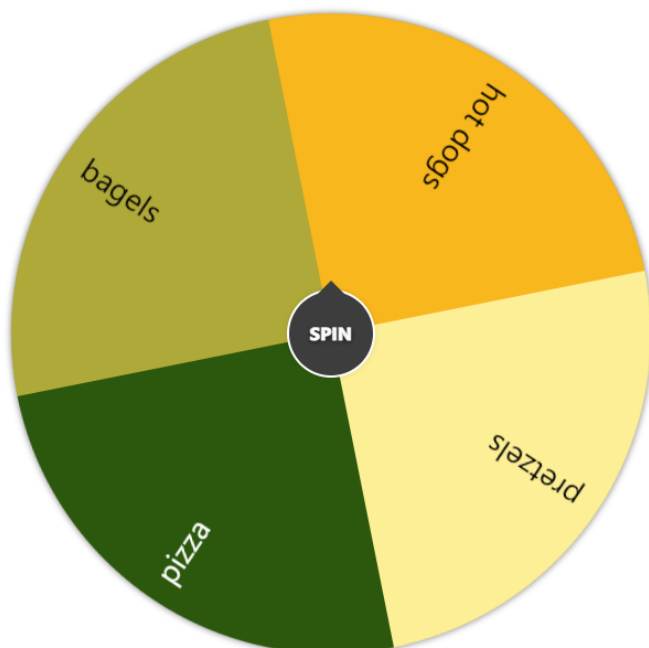
#### Cooperative stand up

- This is a great exercise to encourage communication and working together as a pair. Put the group in partners and ask them to sit on the ground back-to-back. They should then link their arms so they are joined together. On the count of three, they must try to stand up as a unit by pushing their backs together and pushing through their legs.

### 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.



- Have each team brainstorm positive qualities that their food represents (e.g. pizza is versatile and brings people together, bagels are comforting and delicious, hot dogs are a classic and easy to eat, etc.).

- Then, have each team use the “Improv Prompt Generator” below for an improv scenario they, as New York foods can act out (Note: since their characters are already picked, tell them to only choose combinations of locations and suggestions to build their prompts from.  
<https://4n6fanatics.com/ida.php>
- After each team has had time to practice and rehearse, have them perform their scenes for the rest of the class.

#### Share:

- What was your favorite part about working with your team to create a scene?
- What did you learn about the connection between food and culture today?

#### Link:

- In this lesson, students used improv to explore the various foods and cultures in New York.

#### 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.
  - What’s one change we could make to the way we learn in this class?
  - Did you value the group activity today? Do you think the activity or task would have been better done alone?



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



**Lesson 5 Title:** Once Upon a Time in NYC  
**Lesson Duration:** 1 Week



**Grade Level:** 6-8  
 \*End of Summer Rising for Middle Schools



**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:**

- Students will collaborate to identify significant themes related to NYC, which will serve as the foundation to create inspiring stories.
- Students will practice writing the major components of a story, including setting and character and plot development.



**Learning Standards:**

- 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:**

- **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:**

- Students practice relationship skills as they build on others' ideas to create and collaborate on a fairy tale
- Students practice creative decision making by reimagining a fairy tale and choosing how to connect it to New York City



**Materials & Space:**

- 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.
  - Students can point out inspiring, unique aspects of our city as well, as any concerns or improvements they wish to see.
  - 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 another fairy tale, movie, or scene 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:
    - Beauty and the Beast
    - Rapunzel
    - Snow White and the Seven Dwarfs
    - The Little Mermaid
    - Jack and the Beanstalk
    - Sleeping Beauty
- Allow students enough time to create their reimagined fairy tale OR students may also want to focus on another lesson they have covered in theater!
- 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.
  - Make sure that groups allow all members to share and include their ideas, and provide support when necessary.
- 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**.
- 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 Week



**Grade Level:** 6-8

\*Use to support Lesson 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 Objectives:**

- 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 play(s) 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**.
- 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?
- Why are rehearsals important for a performance?



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



**Lesson 7 Title:** Take a Bow

**Lesson Duration:** 1 Week



**Grade Level:** 6-8

\*Use to support Lesson 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**

- 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:**

- 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:**

- 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:**

- **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:**

- 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:**

- Classroom or space for students to move freely
- Autograph books
- Pens
- 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
- 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:

- 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**.
- 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*