

THEATER

K-2



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: K-2



Essential Question: How can students use Theater to explore 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 positive affirmations.



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:Cn1.1.2.4 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
- **Affirmation:** a short, confident statement that when repeated inspires positive thinking
- **Monologue:** a speech presented by a single character, most often to express their thoughts aloud
- **Line:** the words actors say in performance



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
- [K-2 Positive Affirmation 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 positive affirmation 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.
- Play the game Slow Motion Emotion!
 - In a bowl, have slips of paper with different emotions written on them. (Lists attached at the end of the lesson.)
 - Ask three students to take the stage.
 - Have one of the students draw an emotion from the bowl and show it to the other two.
 - As you slowly count down from 10 to 1, they are to very gradually put that emotion in their bodies and their faces.
 - Have the class guess which emotion they chose and reflect on what gave away that emotion.
- 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.
- In addition to the first question, act out any new emotions shared by students as a class, similar to the game played in the beginning of the lesson.
 - 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).
 - Inform students that a **line** is the words actors say in a performance.
- After students perform the line once, the audience will guess the expressed emotion each time. Make sure to say the line first for students and have them change it how they like!
 - 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. Younger students may benefit from remaining as a large group so you can support them more easily.
 - 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.
 - There are two emotions lists, one with emoticons and one without, choose to print the one most suitable for your group.
 - 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 speaking positive affirmations together.
 - Ex: "I am strong and determined!"
 - Practice saying this in different volumes, from a whisper to a shout!
 - Challenge students to make a pose at the end of their affirmation, one that reflects what they said.
- Students will connect with the emotion of confidence and create a positive affirmation monologue about themselves!
 - Below is an example, and all positive affirmations can be found in this [affirmation collection](#).

- Define monologue.

MY POSITIVE AFFIRMATION




My name is Alex
I am always growing
I am a hard worker
And I can improve each day

<https://www.goalcast.com/positive-affirmations-for-kids/>

- Perform a short monologue, of your choice, to your students.
 - Have students point out what feelings they saw, which words you emphasized, and any movements that stood out, as you performed.
- Students will now create their own monologues! Hand out the collection of positive affirmations, and allow students the opportunity to skim the packet and collect 3 affirmations that represent them. These three affirmations and an introducing sentence will be combined and read by students, serving as the monologue.
 - Make sure each monologue begins with the first sentence "My name is.."
 - Provide paper and pencil for students to write down their monologues.
 - Remind students that perfect spelling is not required.
 - It is recommended to hand out affirmation packets between pairs or small groups, this way students can discuss with each other.
- Alternatively, you can create positive affirmation monologues as a group!
 - Learn 5 affirmations as a group, each with a specific body gesture or pose. Students can choose 3 of the 5 in any order and practice with a friend.
 - This will require you to choose 5 affirmations prior that resonate with your group.
- Once the affirmation monologues are complete, allow students time to practice their monologues.
 - Remember that students should experiment using their voice, moving their bodies and showing emotion on their face.
- **Additionally**, create a positive affirmation chant as a group!
 - Have students brainstorm affirmations that refer to the class as a whole and use "we" at the beginning of each affirmation.
 - Ex: 'We accept others for being themselves, we will try new things and do our best, etc.'
 - This can later be used to start off each lesson as a warm-up or instructors can expand on this and use them as community agreements!

Additional Resources:

(The following warm-ups/videos can be used to further support the lesson)

- Warm-Up Game: Pass The Emotion: Sit in a Drama circle. With very little explanation simply say that we're going to pass a smile around the circle. Start this off by passing a big smile to the person sitting to your left, and then encourage it all the way around. Using the same principle, pass further emotions or feelings.
 - Ex: Sad, Excited, Angry, Hungry, Scared, etc.
- Video:   Repeat these affirmations every Morning  | Best affirmation song for kids! : Sing-along with your kids to start or end the class!

Share:

- Come together as a whole group, and allow willing students to perform their monologues.
- 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?
- How do you think affirmations can be helpful?

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**.
- Ask students one prompt to reflect on what they did today.
 - What is a question you have after today's theater class?
 - What character's monologue did we see/hear?
 - What is something new you tried today?
 - Use sketch paper. Draw the emotions you chose in the beginning of class.
 - Define what an affirmation is.



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

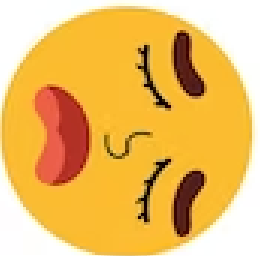
Angry	Sad	Confused
Confident	Bored	Scared
Hurt	Disappointed	Curious
Disgusted	Frustrated	Lonely
Shocked	Happy	Surprised
Embarrassed	Excited	Proud
Shy	Worried	Annoyed
Furious	Energetic	Calm
Stressed	Tired	Sick
Quiet	Nervous	Overwhelmed



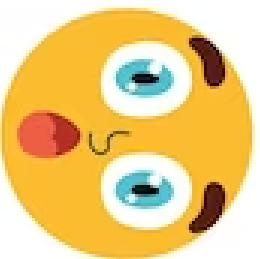
happy



scared



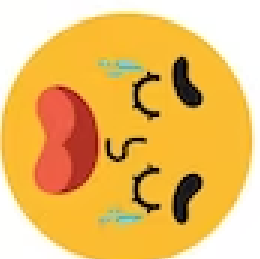
tired



surprised



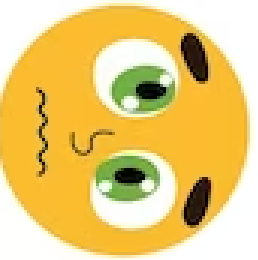
angry



cry



shy



confused



sad



proud



excited



silly



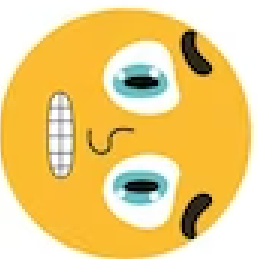
disappointed



sick



loving












nervous



disgusted



jealous

 Lesson 2 Title: Who am I? Lesson Duration: 1-5 sessions	 Grade Level: K-2
 Essential Question: How can students use Theater to explore 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 that capture the diversity of life experiences in NYC. 	
 Learning Standards: <ul style="list-style-type: none"> TH:Cr1.1.k - With prompting and support, invent an imaginary elsewhere in dramatic play. TH:Cr1.1.1 - Propose potential choices that characters could make in a guided drama experience. TH:Cr1.1.2 - Identify ways in which voice and sounds may be used to create or retell a story in a guided drama experience. 	
 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. 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. Noun: a word used to identify any of a class of people, places, or thing. Verb: a word used to describe an action, state, or occurrence. Adjective: An adjective is a word that modifies or describes a noun. 	
 Social Emotional Components: <ul style="list-style-type: none"> 1A.1b - Demonstrate control of impulsive behavior 2A.1b - Use listening skills to identify the feelings and perspectives of others. 	
 Materials & Space: <ul style="list-style-type: none"> Puppets (can be made from socks, paper bags, or other materials) Blank paper and pencils Space for movement and small group work 	

Q 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 create scenes that depict their lives as New Yorkers.

Teach / Demonstrate:

Warm Up (10 minutes):

Move like an animal

- This is great for younger children as it encourages them to be creative with moving their limbs. Accompanying animal noises should be encouraged!
- To start, everyone walks around the room normally until the first animal is called out e.g “Move like an elephant!” They then carry on moving while pretending to be an elephant.
- Give them a minute and then switch to another animal while they carry on moving round the room. Be as creative as you want/think the children can handle!

Introduction to the lesson (10 minutes):

Introduce the concept of puppetry, explaining that it is a type of performance where puppets are used to tell a story. Go to <https://pickerwheel.com/> and input the corresponding puppet numbers as shown below. Spin the wheel for each student and assign them the chosen puppet.



INPUTS 8

Puppet 1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Puppet 2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Puppet 3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Puppet 4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Puppet 5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Puppet 6	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Puppet 7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Puppet 8	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>



Brainstorming (10 minutes):

Lead a class discussion about what it is like to live in New York City. Ask students to share what they like about the city and what they find challenging about it. Write down the students' ideas on a piece of chart paper or whiteboard.

Independent / Group Practice:

Group work: "Building character" (10 minutes):

- Now, pick a student at random. Have that student give their New York puppet character a name. Call on another student at random and have them give the puppet a New York occupation (artist, fireman, etc). Once the entire class has a name and occupation for their character, move on to the next sections.

Ensemble Warm up (15minutes):

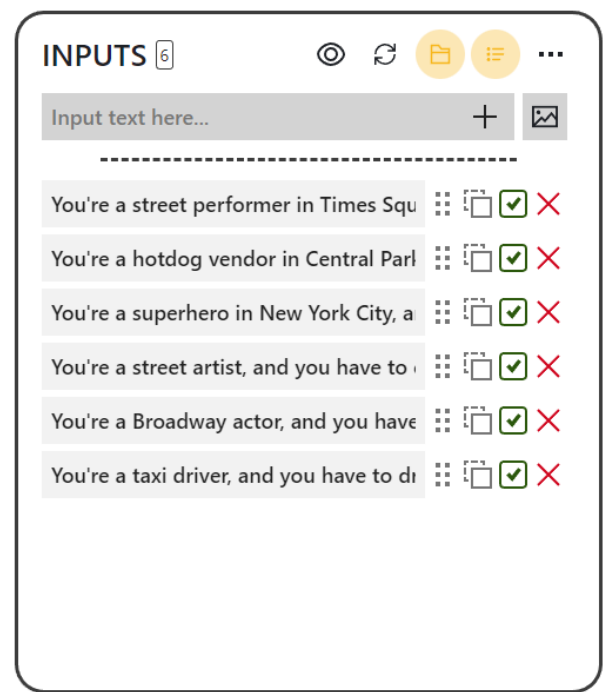
Rapid Storytelling

- Materials needed: A box or bag containing various objects (e.g., toy animals, fruits, household items, etc.)
- Optional: A small stage area or designated space for performing.
 - 1. Gather the class into a circle.
 - 2. Explain that they will playing a game called "Rapid Storytelling" to explore their creative thinking and practice the rule, "first idea, best idea"
 - 3. Introduce the concept by explaining that sometimes our first idea or thought is often the most creative and interesting one.

- 4. Show them the box or bag containing the objects and tell them that you will be using these items as inspiration for their stories.
- 5. Choose one student to come up and pick an object from the box or bag without looking inside.
- 6. Once they have selected an object, encourage them to quickly come up with a story that includes the object they picked. Remind them that the first idea that comes to their mind is the best idea.
- 7. The student then shares their story with the rest of the group, using their imagination and creativity. Encourage the other students to listen actively and provide positive feedback afterward.
- 8. Repeat steps 5-7 with different students, allowing each child to pick an object and create their own story.
- 9. To make it more engaging, you can create a small stage area or designated space where the students can act out their stories with the chosen objects as props. This will add a physical and visual element to the game.
- 10. After each student has shared their story, discuss with the group what they learned from the game. Emphasize the idea that their first ideas can be wonderful and unique, encouraging them to trust their creativity.

Ensemble work (30 minutes):

- (Option 1) Once the students are comfortable with their puppet characters, go to <https://pickerwheel.com/> and paste the New York improv prompts below onto the wheel. Call three students at a time to spin the pickerwheel and act out one of the new york prompts below for the rest of the class with their puppets.
- New York improv prompts:
 - You're a street performer in Times Square, and you need the help of the audience to put on your show.
 - You're a hotdog vendor in Central Park, and you're running out of hotdogs. Can you find a solution before your customers get angry?
 - You're a superhero in New York City, and you have to save the city from a giant monster.
 - You're a street artist, and you have to create a beautiful mural on the side of a building with the help of the audience.
 - You're a Broadway actor, and you have to perform in a big musical in front of a live audience.
 - You're a taxi driver, and you have to drive a group of tourists to all the famous landmarks in the city.



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NEW YORK CITY MAD LIB

Dear Mr./Mrs. _____,
School Principal Last Name

Greetings from the Big _____! New York City is a/an _____ place. We are having so much fun!
Fruit *Adjective*

Last night we saw _____ on Broadway. From the costumes to the music, the show was really
Disney Movie

_____. _____ hopes to _____ in a Broadway show one day! No trip to New
Adjective *Name of Person in Room* *Verb*

York City would be complete without _____ in Times Square. We couldn't believe how
Verb ending in -ing

many lights and _____ there were! We even saw the _____ that drops at midnight on
Plural Noun *Adjective* *Noun*

New Year's Eve. Central Park was filled with _____ statues and people _____ and
Adjective *Verb ending in -ing*

_____ to get their exercise. We even took an elevator up _____ flights to the Top of
Verb ending in -ing *Number*

Rockefeller Center. The views of New York City were _____! Tomorrow we will ride the
Adjective

_____ across the river to see the Statue of _____.
Noun *Noun*

Thank you for letting us go on this _____ trip. It was a/an _____ experience that we'll always
Adjective *Adjective*

remember!

Sincerely,

The _____ grade class of _____
Group Number *Program Name*

Share:

- Ask your students to describe their favorite thing about being part of an ensemble.
- Ask which of the New York stories told by the class stood out and why.

Link:











- Today we used puppets to create scenes depicting the diversity of New York Life.

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.
 - Which part of today's lesson was most interesting?
 - What's one thing you'd like me to continue doing in class?



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: K-2
 Essential Question: How can students use Theater to explore the diversity of Global New York?	
 Theme: Week 3: We Are a Community	
 Learning Objective: <ul style="list-style-type: none"> Students will use prompts and improvisation techniques to create a class spoken word poem highlighting their collective adoration for the vibrant city of NY. 	
 Learning Standards: <ul style="list-style-type: none"> TH:Pr5.1.k - with prompting and support, use sound and movement in dramatic play. TH:Re7.1.2 - Recognize when artistic choices are made in a guided drama experience. TH:Re9.1.2 Collaborate on a scene in a guided drama experience. 	
 Vocabulary: <ul style="list-style-type: none"> Rhyme: Rhyming words are words with the same ending sound. For example, "at" and "bat" are rhyming words Poetry: imaginative writing that shares ideas, emotions and more! Spoken word: saying poetry out loud Gesture: a movement that expresses an idea, an opinion, or an emotion 	
 Social Emotional Components: <ul style="list-style-type: none"> 2C.1a- Identify ways to work and play well with others. 3B.1b- Make positive choices when interacting with classmates. 	
 Materials & Space: <ul style="list-style-type: none"> Space for movement and small group work Access to clips from famous New York cartoons (e.g. "Sesame Street", "The Magic School Bus", "The Backyardigans") Prompts or props related to New York City (e.g. a taxi toy, a map of Central Park, a pretend hot dog cart) 	
 Instruction Description: Hook Introduction / Prior Knowledge: Introduction to the lesson (10 minutes):	

- Introduce today's lesson: Post the poems below where the class can see. And read through a few with the class. Let them know that they just experienced Poetry.
- 1. 12345 Once I caught A fish Alive
 - One, two, three, four, five,
 - Once I caught a fish alive,
 - Six, seven, eight, nine, ten,
 - Then I let go again.
 - Why did you let it go?
 - Because it bit my finger so.
 - Which finger did it bite?
 - This little finger on the right
- 2. Hey Diddle Diddle
 - Hey diddle diddle,
 - The cat and the fiddle,
 - The cow jumped over the moon.
 - The little dog laughed to see such sport,
 - And the dish ran away with the spoon.
- 3. Teddy bear, Teddy Bear Lyrics
- This nursery rhyme has lots of actions to go with the lyrics so make sure you follow along to make it even more fun!
 - Teddy bear, teddy bear, Turn around!
 - Teddy bear, teddy bear, Touch the ground!
 - Teddy bear, teddy bear, Jump up high!
 - Teddy bear, teddy bear, Touch the sky!
 - Teddy bear, teddy bear, Bend down low!
 - Teddy bear, teddy bear, Touch your toes!
 - Teddy bear, teddy bear, Turn out the light!
 - Teddy bear, teddy bear, Say good night!
- Poetry can incorporate rhymes, interesting sounds, images and more. It's a form of storytelling, and it can be serious or silly! It's all about what you want to express and the stories you want to tell. Today we're going to write a poem about our lives as New Yorkers together as a class and then we'll perform it! This is going to be FUN because the poem is going to come from your lived experiences and all of your amazing ideas. Who's ready to get started??"

Teach Demonstrate

Warm Up:

My grandmother went to the shop and bought a...(10 minutes).

- The objective of this game is to encourage the group to really focus and listen to each other. Everyone sits in the circle and the leader starts the shopping list. "My grandmother went to the shop and bought a...[banana]". The next person then carries on listing what the previous person said [e.g. banana] and then adds their own item. Round the circle it goes as the list gets longer and longer. When someone can't remember the list, they're out! (You might want to put a 10 second timer on to avoid it lasting forever!!)

Independent/Group Practice:

Writing the class poem (20 minutes):

- **3 Things I Love about New York:**
- Tell the students that you want to hear about their lives and experiences in New York! Get a marker and a whiteboard and prepare to write down the answers. The instructor should go first to start off the momentum (examples below).
 - I love how many comic book stores there are in New York.
 - I love the different types of food in New York. Chinese is my favorite.
 - New York has some of the coolest and most original looking buildings.
- Next, hand out some paper and pencils and give the class five minutes to either write down or draw three things they love about New York. go around the class and collect a list of what students love about New York. If they can't think of three, tell them to write as many as they can and they can, even one is fine.
- Next go around the class and collect a list of what students love about New York and write them on the board. Once you have enough ideas for everyone to volunteer one line twice you can move on to the next part.

Creating spoken word about New York (10-15 minutes).

- Now it's time for the class to create their spoken word poem about New York! Clear space enough for everyone to stand in a circle. Make sure the white/smartboard with all of the answers are visible to everybody. Play the New York themed Jazz music below for a nice vibe.
[New York Jazz Music 10 Hours - Relax Jazz Bar Classics](#)
- Now here is where the fun begins, pick a line at random from the board and pick a student to read it aloud. As they read the thing that they love about New York, have them act it out with their bodies (for example, if someone loves the subway, the student should act like a train as they read the line).
- Go around and give everyone a turn until the class has gone twice. After the spoken word session is over, tell everyone to give themselves a round of applause.

Share:

- What did you contribute to the spoken word poem? Why do you love this aspect of New York City?
- Which part of the class spoken word poem was your favorite? Why?

Link:

- Today, students created and performed a spoken word poem about the things they love about 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 part of the lesson surprised you?
 - My favorite part of today's lesson was...



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: K-2



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 explore the connections between food and culture in NYC using theater and improvisation techniques.



Learning Standards:

- TH:Pr5.1.K - With prompting and support, use sound and movement in dramatic play
- TH:Re9.1.1 - Build on others ideas in a guided drama experience.
- TH:Re9.1.2 - Collaborate on a scene in a guided drama experience.



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:

- 1B.1a - Describe one's likes, dislikes, needs, wants, strengths, challenges, and opinions.
- 2B.1b - Describe positive qualities in others.



Materials & Space:

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



Instruction Description:

Hook

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.

Teach/Demonstrate

Warm Up:

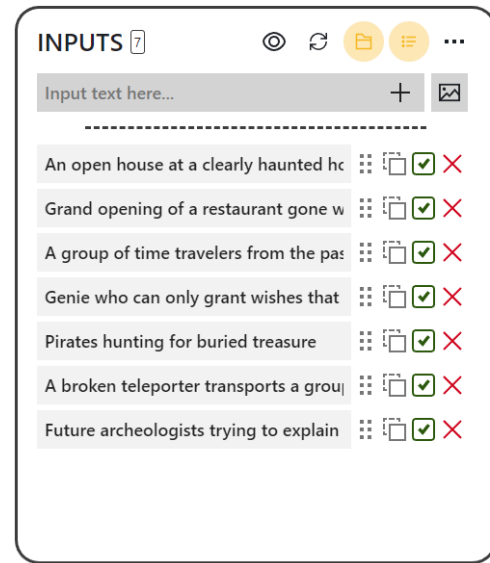
Sensory improvisation











- This is a great exercise to do with younger children as it encourages them to think about and explore all of their senses. Working through the five senses, ask them to pretend to react to the items you call out. Here are a few examples to get you going but let your imagination run wild!
- Touch
 - Mistletoe
 - A hot stove
 - A snowball
- Taste
 - A slice of lemon
 - A fizzy sweet
 - Mushrooms
- Sight
 - A giant spider
 - A car speeding towards you
 - An angry giant
- Sound
 - A crash of thunder
 - A whistle
 - Waves crashing on the beach
- Smell
 - Sizzling hotdogs
 - A skunk
 - Fresh baked bread

Independent/Group Practice:

Improvising and Performing a Scene

- Divide the class into small teams (4-5 students) and have each team take a turn using the pickerwheel (pictured below) with the various New York food selections input into it. Whatever the pickerwheel lands on dictates the team's assigned food. Simply go to <https://pickerwheel.com/>, post the wheel on screen where everyone can see and input your choices.



 Lesson 5 Title: Once Upon a Time in NYC Lesson Duration: 1-5 sessions	 Grade Level: K-2
 Essential Question: How can students use Theater to explore the diversity of Global New York?	
 Theme: Week 5 (Unity): 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 Objective: <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 reimagining 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)

Instruction Description:

Hook:

- Tell students that they will be preparing to write their own plays and scripts that revolve around NYC!
- Describe to your students what a “culminating event” is (a performance for each other/for your site that we choose and rehearse together)
- 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)
 - If specific topics are presented, break down your list into major themes and more detailed items.

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:

- Discuss with students which fairytale they will choose to reimagine for the showcase! It may be necessary to hold a vote, but students should be able to give valid reasons on why they prefer one fairy tale to another, and should keep in mind that everyone will be involved.
 - 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
- Work with the group to create their reimagined fairy tale, writing down their changes to the fairytale.
 - Make sure to allow all students to share and include their ideas, and provide support when necessary.
 - Students should create something that they are proud of!
- 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?
 - What positive message could our play 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 read aloud the different story components of what they have created together, or the instructor can read them.
Question Prompts:
 - How do you feel after listening to our story?
 - Do you think we need to add/change/take away something in our play?
- Lastly, discuss how students feel as they begin the journey of creating their final performance!
 - 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?
 - How does our play connect to NYC?
 - Define what a character 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: K-2



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



Theme: Week 6 (Empathy): 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:

- **Play:** A work created to be performed on stage
- **Roles:** an actor's part in a play
- **Performance:** the act of staging or presenting a play
- **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 store 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 NYC fairytale 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.
 - Students may also have multiple roles, especially if the class has to work together to build or paint something!
- 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 the 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?
 - What part of NYC is shown throughout the play?
 - 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?



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

 Lesson 7 Title: Take a Bow Lesson Duration: 1-5 sessions	 Grade Level: K-2
 Essential Question: How can students use Theater to explore the diversity of Global New York?	
 Theme: Week 7 (Respect): 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 or paper, scissors, stapler, and markers to make your own 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 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/drawing 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.
 - Provide students with spelling support and alternatively, students can also draw pictures of their compliments.

- 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**.
- Ask students one prompt to reflect on what they did today.
 - What is something you learned about NYC?
 - Define autograph.
 - What theater game was played today? Explain the rules.



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