

Instant Meeting for 12-17 Year Olds



Drama & Theatre

Overall Goal:

Introduce your group to an enriching experience! The exciting field of theatre offers the opportunity to discover and polish important life skills such as communication, creative thinking, teamwork, public speaking, leadership, goal setting and time management. Participants will explore their artistic abilities and gain experience in various leadership roles. Using drama, participants will also develop a cultural education and engage in their communities.

Welcome to the world of drama and theatre!

Program Areas Covered (ages 12-14):

A World to Discover
Creating Your Future
My Music, Movies and More!

Program Areas Covered (ages 15-17):

Community Connections
Explore Your Creativity
Leadership and Management

We have included many activities.

Please pick and choose to what you feel is suitable for your group.

Opening

Enjoy your usual Opening.

Begin the meeting by explaining what drama and theatre is all about. You can say something along the lines of:

“Drama and theatre is a professional field in which you will find a variety of creative interests. Within the field, you can work as an actor, actress, director, scriptwriter, set/props manager, costume designer, light and sound technician, and/or producer among many others! Drama activities help us develop important life skills that will be useful to us even if we do not necessarily choose to pursue this field. Today, we will explore the world of drama and theatre by practicing various forms of communication, developing mini theatre productions, honing our leadership and discovering our creativity! Let’s begin!”

Introduce drama and theatre by doing the following preparatory activity together.

Pop Culture Pictionary

Group size: 15-20

Duration: 10-15 minutes

Skills Developed:

- Thinking/Concentration
- Drawing/Creative imagination
- Communication skills
- Time Management
- Teambuilding

Preparation Materials:

- Markers
- 2 Dry Erase boards
- Timer/Clock
- Cue Cards

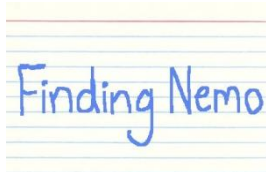
In a circle, give each participant a marker and a blank cue card. On the cue card, ask each participant to write the name of **ONE** of their favourite famous movies, characters, celebrities OR other known artists within Canadian/American pop culture. The participants should not share their chosen word/name with each other.

Here is an example:

Image Source:

The image of the cue card was retrieved from <http://newtrickstraining.wordpress.com/category/presentation-skills/>. The writing on the cue cards was done using the Paint program.

Participant 1 writes:



Participant 2 writes:



Participant 3 writes:



Once the participants have their cue card ready, collect the cards and markers and assign one participant to be the Judge. The Judge will be a leader who organizes and supervises the activity, but has a neutral role and does not participate on either team. The Judge will also be responsible for the deck of cue cards. They will need to ensure that the deck does not contain duplicate entries and that there are enough cards in the deck to play a few rounds of the game.

Divide the rest of the group into two teams and send each team to a different corner of the room. Provide each team a dry erase board and a marker. Make sure the teams cannot see each other's boards. Ask each team to choose a unique name for their group. The Judge will then create a score sheet by writing the names of each team on a blank cue card. The Judge will be responsible for scorekeeping during the activity.

Once the teams are ready, the Judge will pick a cue card from the deck of cards prepared by the participants and ask a representative from each team to come forward and view the cue card. The representatives will then return to their teams and prepare to draw the object/person they saw on the cue card. The Judge will set the timer for one minute and say "Start".



The representatives will have one minute to depict the given object/person on their team's dry erase board. Meanwhile, the team members must try to guess the image that their representative is trying to illustrate. The representative cannot speak or explain what they are drawing to their team. The team that guesses the image correctly first within the minute wins a point.

It is up to the Judge to watch both teams and assess which team guessed correctly first. If both teams are unable to guess the image before the minute is up, then neither team gets a point. Continue playing a few more rounds of Pop Culture Pictionary, while asking a different team representative to come forward in each round. End the activity when a team wins 10 points.



Return to the circle and discuss some of the challenges during the activity. Ask the group if some words, objects or people were harder to draw and why. Talk about the importance of communication and its relevance to leadership.

Now that everyone has an initial understanding of drama, have them participate in a combination of the following activities!

Activities

Ceremonial Soliloquies



Objective:

Speak! Support! Solve! Advocate for an issue that is important to YOU using emotions and expressions!

Group size: 5-10

Duration: 60 minutes

Skills Developed:

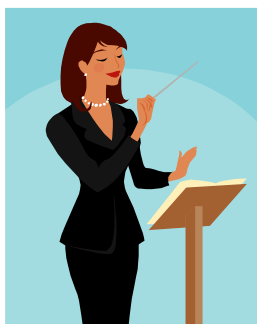
- Public Speaking skills
- Researching
- Persuasive Speech Writing
- Communication skills
- Creative Thinking

Preparation Materials:

- Pens/pencils
- Lined Paper or Cue Cards
- Mirrors
- Semi-Formal attire (optional)
- Podium

Pretend that you are attending a Canadian Youth Summit where you will be participating in a Youth4Change ceremony as a guest speaker. At this ceremony, each guest speaker will be sharing their views about an important issue in the form of a dramatic soliloquy.

A soliloquy is a speech delivered by an actor or actress on stage as if speaking to himself or herself. In a soliloquy, one uses lots of emotion, facial expressions, volume, tone, and gestures to articulate their message.



Prior to having a Youth4Change ceremony, ask the participants to research a topic or an important issue in their community (e.g. more green space, neighbourhood safety, etc.). Participants can do their research at home and bring their notes to the meeting. Provide participants with lined paper or cue cards. The participants should then write a 3-5 minute persuasive speech describing their issue and include recommendations for resolution (e.g. taking action as a community, fundraising, implementing a new policy, etc.).

Participants can choose to represent a non-governmental organization (NGO) advocating for a specific cause or take on the role of a concerned youth activist addressing the issue to a Member of Parliament. The speech can be sarcastic, funny, and/or serious or have lots of variation. Allow time for participants to practice their soliloquies in front of a mirror. Encourage the participants to memorize their speeches, though it is not entirely necessary.

Set up a podium for the official Youth4Change ceremony. You may choose to invite parents, friends and/or other units to attend and observe the ceremony as well. Guest speakers (a.k.a the participants) may choose to wear semi-formal attire for the ceremony. Invite each guest speaker to present their speech/soliloquy at the podium on stage. Learn about various social issues, practice being young advocates and speakers, and enjoy each others' soliloquies!



Alternate Endings



Objective:

Perform a different ending to one of your favourite films or plays!

Group size: teams of 8 participants each

Duration: 30-45 minutes per meeting
(2 meetings total)

Skills Developed:

- Teambuilding/Cooperation
- Communication/performance
- Leadership skills
- Creative Thinking

Have you ever watched a movie or play and did not enjoy the ending? Do you feel you could write and perform a better ending? Well, here is your chance!

In your first meeting for this activity, divide the group into teams, with each team consisting of 5-8 participants. The size of each team may vary depending on script requirements (some production teams may need more actors, some may need

less). Each team must pick one film or play for which they would like to produce an alternate ending. They can also choose a creative name/title for their production team. After the teams have selected their film or play, they must delegate tasks and take on various roles within their production teams. Each production team must include a director, story/scriptwriter, a props/costume designer and actors/actresses.

Here is an example:

Ingenious Productions presents ...

“Romeo & Juliet – The Not-So-Tragic Love Story!”

Crew:

Director – Britney

Story/Scriptwriter – Darrel

Props & Costume Designer – Georgia

Cast:

Jacob – Romeo

Nina – Juliet



Give each team 30-45 minutes to work together and prepare a story/script for an alternate ending. Story/scriptwriters may choose to write a formal script with assigned dialogues or jot down a brief story outline. Inform each team that their version of the ending cannot exceed 5 minutes. Encourage each team to workshop their version of the ending as they go by sharing ideas for scenes and performing them to see how they work.

During this time, each production team must also organize their props and costumes. The props/costume designer must collaborate with the director and the performers to discuss which items and clothing they all have readily available at home. As a team, they must decide which characters will need specific props or costumes and who will be bringing those props and costumes to the next rehearsal meeting. At the end of their preparation, remind participants to practice their dialogues at home and bring their assigned props/costumes to the next meeting.

In your second meeting for this activity, give each production team 20 minutes of dress rehearsal time. During this time, participants must get into their costumes, set up their props and practice their scenes. After the dress rehearsals have finished, come together to view and enjoy the work and performance of each production team. You may choose to invite family, friends and/or other units to attend and enjoy the performances, too!



Image Source:

The 2 images above were retrieved from Microsoft Word Clip Art

The Living Museum of the Performing Arts

Objective:

“The Night at the Museum” meets physical characterization!
The museum has come to life but watch out! If the night guard catches you, you will be removed from the display and sent to storage.

Group size: 15-20

Duration: 15-20 minutes

Skills Developed:

- Concentration
- Physical work/body movement
- Character Development
- Creative Thinking

Preparation Materials:

- Hat or Flashlight (optional)



Select a participant to act as the Night Guard. The Night Guard may choose to wear a hat or carry a flashlight throughout the museum. Give participants a specific theme to present in the museum. For this activity, the museum is about the performing arts. In this case, participants would pose as any famous performing artist such as Elvis Presley, Michael Jackson, Marilyn Monroe, Jennifer Lopez, etc. Once each participant has chosen their famous performing artist, they will spread out in the open space and ‘become’ their selected artifact/display in a frozen tableau.

Now, the Night Guard will enter the museum. As the Night Guard walks throughout the open space, the displays (participants) change their positions. The goal is for participants to continually change positions without the Night Guard seeing them. When the Night Guard sees or catches a ‘display’ move, the artifact/display is removed from the museum (i.e. the participant has been caught and has to sit aside).

The Night Guard continues to walk around the museum observing displays. The last remaining participant, who has shown most physical control and avoided being seen by the Night Guard, becomes the new Night Guard. Thus, the next museum exhibit of displays and artifacts begins!



Image Source:
Microsoft Word
Clip Art

Image Source:

Google Images

Beyonce Knowles - http://dc.about.com/od/photosofmuseums/ss/MTussaudsPics_2.htm

Jennifer Lopez - http://dc.about.com/od/photosofmuseums/ss/MTussaudsPics_6.htm

Tyra Banks - http://dc.about.com/od/photosofmuseums/ss/MTussaudsPics_10.htm

Spicy Salsa!

Objective:

Learn the basic steps to the classic Latin American Salsa dance!

Group Size: 10-15

Duration: 10-20 minutes

Skills Developed:

- Learning about and engaging in a different culture
- Salsa dance steps
- Communication/body language
- Teambuilding/Cooperation

Preparation Materials:

- Instructional video
- Spanish songs CD
- Stereo player



If you do not already know some Salsa steps, view the following instructional video online:

<http://www.youtube.com/watch?v=F758q-jifJl>.

Once you have learned the steps, teach your group by showing them the video and/or practicing the dance moves with them. When everyone is ready, play Spanish songs by artists such as Shakira or Enrique and enjoy performing salsa together!

By learning about this Latin American dance style, the participants will develop a cultural education. This style of dancing may also inspire participants to pursue dancing or dance instructing as a future career option!

A Trip to the Drama Theatre

Objective:

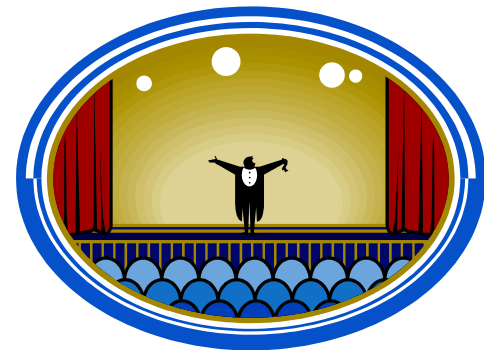
Connect with your community! Attend a drama production in your community and support local talent!

Group size: 10-15 (varies depending on theatre space availability)

Duration: 1.5-2 hours

Skills Developed:

- Observational skills
- Critical Thinking
- Community awareness



Take your group to your local drama theatre or attend a local drama festival. Observe a play performed by local artists/theatre groups. Invite your group to think critically about the production. After watching the production together, have a discussion about what everyone learned, what the participants liked/did not like, and suggestions for improvement regarding the play.

Learning Theatre Professions

If you still have some time left in the meeting or find that a participant wants to try something else instead of the activity you have chosen, check out the attached crossword puzzle. Distribute the crossword puzzle to the participants. Keep the solution sheet with you. After 10 minutes, take up the solutions together.

Solutions:

								1 A	2 C	T	R	E	S	S
						3 S			O					
				4 S	E	T	D	E	S	I	G	N	E	R
						A			T					
						G			U					
5 T	H	E	A	T	R	E			M		6 P			
						M			E		R			
						A			D		O			
						N			E		D			
						A			S		U			
						G			I		C			7 A
8 S	O	U	N	D	D	E	S	I	G	N	E	R		C
						R			N		R			T
									E					O
								9 D	I	R	E	C	T	O

Closing

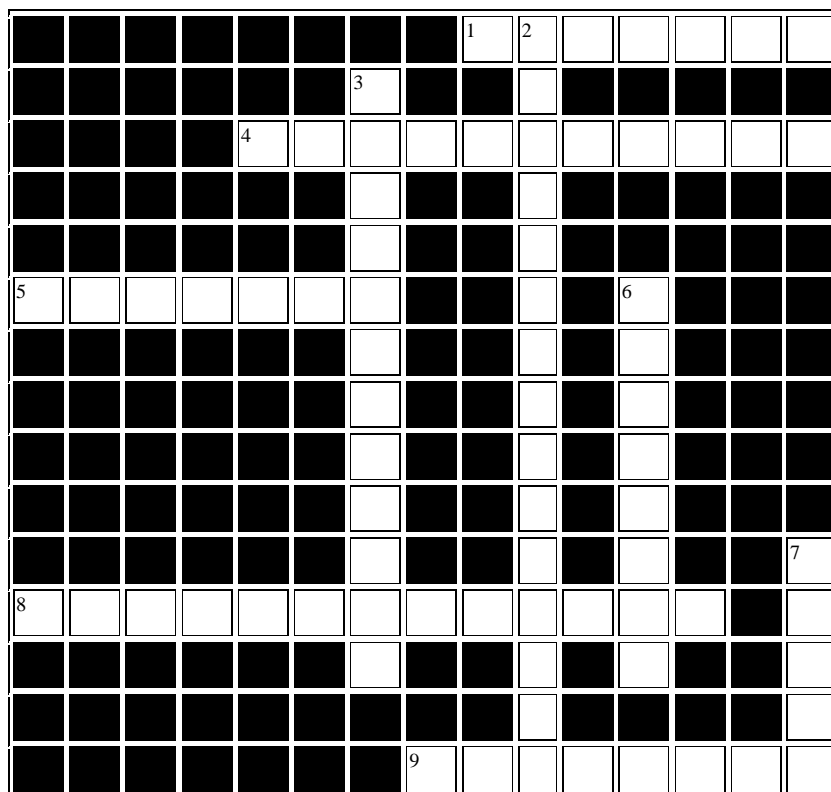
Enjoy your usual Closing.

Come together to summarize the various career options you have learned about through these drama and theatre activities. Talk about the range of skills you have acquired and practiced over the course of these activities. Share your experiences with each other! Have the participants bring home their speeches, scripts/story outlines, props and/or costumes, and crossword puzzle.

LEARNING THEATRE PROFESSIONS

CROSSWORD PUZZLE

Look at the following clues and fill in the corresponding profession in the crossword puzzle. Good luck!



Across

1. A female person who portrays a character in a play, movie or TV show.
4. A member of the artistic team for a show who works with the director to create the scenic 'look' for the stage throughout the show and any accompanying props. (2 Words)
5. A professional industry in which plays and other dramatic performances are given.
8. A member of the production team who has the responsibility for planning and executing the layout of all music playback and reinforcement equipment for the show. This position also includes the sourcing of music and sound effects for the production. (2 Words)
9. This individual is responsible for the overall artistic vision of a production.

Down

2. A member of the creative team who is responsible for the clothes worn by the actors throughout the performance. This individual works with the director to discuss the needs of the show before coming up with a series of sketches to illustrate the looks for particular characters. (2 Words)
3. A member of the crew who is in charge of calling the cues from the prompt corner when performers forget their lines. (2 Words)
6. A person or body responsible for the financial and contractual side of a production. This can include the raising of money to stage the production, hiring the facilities, employing the technical crew, front of house and publicity staff, director and cast. This individual usually works closely with the director before embarking on a production.
7. A male person who depicts a character in a play, movie or TV show.

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