

ACT IT OUT! (LEVEL 3)

Description	Learners will write a short play of 2-3 minutes and act it out. They will expand their vocabulary by exploring characters, settings, and emotions. They will practise listening, speaking, and writing skills as they write and act out a story of their choice.
Leading question	What does it take to become a good actor?
Subjects covered	Art and Design, English, Math
Total time required	40-50 minutes a day for 4 days
Resources required	Paper and pen/pencil <i>Optional:</i> Glue, scissors, old magazines/ newspapers, coloured pencils/ sketch pens/ crayons
Learning outcomes:	By the end of this project, learners will be able to: Knowledge-Based Outcomes: <ol style="list-style-type: none"> 1. Identify or create a short story that can be acted out. 2. Relate text to self by making connections with life experiences. 3. Write short and meaningful phrases and sentences as dialogues for characters. 4. Identify adjectives to describe a character from a story. 5. Identify verbs associated with the characters of their chosen story. 21 st Century Skill Outcomes: <ol style="list-style-type: none"> 1. Use creativity in story creation and designing the setting of the play. 2. Improve their communication skills through games and activities and acting out scenarios.
Previous Learning	NA
Supervision required	Medium

Day 1 -

Today, you will understand what a play is, and identify characters, settings and emotions in a given story.

Time	Activity and Description
15 minutes	<p>Opening Game on Acting</p> <p>Take turns mimicking your favourite actor. You can imitate a popular dialogue or a special dance move. Have other learners or adults guess who you are acting out.</p> <p>Acting is something you will be doing throughout this project.</p> <ul style="list-style-type: none"> - Over the next three classes, you will write a short story and act it out on the fourth and final day of the project. - The purpose of this project is to use acting as a way to tell a story. - Your story would have a setting, a message you want to convey, at least three characters, and at least two emotions being depicted.

	<ul style="list-style-type: none"> - On the final day of the project, you will perform the play before your family and friends. <p>Note: <i>In case only one learner is participating in the project, ask them to invite their friends to act out different characters. They can practice the lines together as homework.</i></p> <p>Many actors do not just act in films, but also in plays.</p> <ul style="list-style-type: none"> - Do you know what a play is? - A play is a story acted out by characters on a stage. - In this project, we will write a short play and act it out. - The Leading Question for this project is: What does it take to become a good actor? 									
15 minutes	<p>Introduction to Characters, Settings, and Emotions</p> <p>Characters, settings, and emotions are important parts of a play.</p> <ul style="list-style-type: none"> - Do you know what each of them is? - Can you explain the meaning using examples from films or plays that you may have seen? <p>Characters are the people or animals in a story.</p> <ul style="list-style-type: none"> - They are played by actors to tell a story. <p>Setting is where the story or play takes place.</p> <ul style="list-style-type: none"> - It's like the background of the story. <ul style="list-style-type: none"> - For example, the setting of your story could be a park, a school, your friend's house, or even a magical land! - The setting also refers to the time period or when a story is taking place. <ul style="list-style-type: none"> - For example, 500 years in the past or into the future. <p>Emotions are the feelings that characters show in the story or play.</p> <ul style="list-style-type: none"> - They can be happy, sad, excited, scared, or even angry. <p>Can you think of a story that you have read or a movie that you have watched, and recall the characters, settings, and emotions displayed by the characters?</p> <p>Note: <i>Share the format below with the learners. Once done, ask them to think of a story that they may have read or a movie that they may have watched. Ask them to recall the characters, settings and emotions</i></p> <table border="1" data-bbox="378 1501 1474 1799"> <thead> <tr> <th colspan="3" data-bbox="378 1501 1474 1564">Name of the Story: <i>eg. Three Questions</i></th> </tr> <tr> <th data-bbox="378 1564 771 1627">Characters</th> <th data-bbox="771 1564 1058 1627">Settings</th> <th data-bbox="1058 1564 1474 1627">Emotions</th> </tr> </thead> <tbody> <tr> <td data-bbox="378 1627 771 1799"><i>eg. king, messengers, wise men, hermit, horse, bodyguard, wounded man</i></td> <td data-bbox="771 1627 1058 1799"><i>eg. kingdom, palace, inside and outside hermit's hut, during the 20th Century</i></td> <td data-bbox="1058 1627 1474 1799"><i>eg. curious, confused, calm, angry, grateful/thankful, loyal, happy</i></td> </tr> </tbody> </table>	Name of the Story: <i>eg. Three Questions</i>			Characters	Settings	Emotions	<i>eg. king, messengers, wise men, hermit, horse, bodyguard, wounded man</i>	<i>eg. kingdom, palace, inside and outside hermit's hut, during the 20th Century</i>	<i>eg. curious, confused, calm, angry, grateful/thankful, loyal, happy</i>
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5 minutes	<p>Adjectives</p> <p>Use the same story as the one used in the activity on characters, settings and emotions. Choose any one character from that story and list 5 adjectives that describe them.</p>
5 minutes	<p>Performing Emotions</p> <p>Now, let us think about the third element of emotions a little more in detail.</p> <ul style="list-style-type: none"> - In a play, the characters show emotions through their expressions, body language and tones in their dialogues. - Let us practise this! <p>Think and act out an emotion. Make a note of the expressions, body language and tones related to that emotion. For example, stamping feet and raising eyebrows, clenching teeth and narrowing eyes to show anger.</p>
At-home activities	<ul style="list-style-type: none"> - Practice various emotions in front of a mirror. - Find friends who would like to join you in acting out a play.

Day 2

Today, you will finalise the story you would like to act out and write dialogues for the different characters in their story.

Time	Activity and Description
10 minutes	<p>Introducing Genres</p> <p>Name at least one movie or story per the criterion given below:</p> <ol style="list-style-type: none"> 1. Funny or comedy (makes us laugh) 2. Serious or drama (characters deal with strong emotions and complicated problems) 3. Adventurous (characters go on exciting journeys, facing challenges and solving problems) 4. Mystery or thrillers (characters try to solve a puzzle or a mystery situation) 5. Scary or horror (make us feel spooky) <p>These different categories are known as genres. Think of a genre for your story.</p>
20 minutes	<p>Story Creation</p> <p>Think of a story that you would like to act out. The story must be short (something that can be acted out in 2-3 minutes). You could either make up a story or use a story that you already know. As you think about the story, consider the following:</p> <ol style="list-style-type: none"> 1. What is the genre of the story? 2. What is the message that the story gives? 3. Who are the characters in the story? (Note: Remind learners that their story must have at least three characters.) 4. What is the setting/ where is the story taking place? 5. What are the emotions that are being expressed in the story? (Note: Remind learners that their story must depict at least two emotions.) 6. What happens in the beginning, middle, and end of the story? <p>Tip: For learners who need support:</p>

	<ul style="list-style-type: none"> - Share some simple short story books or picture story books if you have them. - You may also provide pictures from newspapers or magazines and ask learners to create a story using the picture as the starting point.
10 minutes	<p>Writing Dialogues</p> <p>Dialogues are the talking parts where characters share their thoughts and feelings.</p> <ul style="list-style-type: none"> - They help us understand the story and the characters better because we can hear what they think and say to each other. - Dialogues along with actions, gestures, and expressions help actors tell their stories. <p>Write dialogues for the different characters in your story.</p> <p>Note: The dialogue must be in English as much as possible. Encourage them to write realistic dialogues.</p>
At-home activities	<ul style="list-style-type: none"> - Complete any pending work on the story or dialogues. - Share your story and dialogues with family/ friends and receive feedback. Ask them to share feedback on the following: <ul style="list-style-type: none"> - Is it an interesting story? - Are the dialogues easy? - Can it be acted out in 2-3 minutes? - Can it be improved further?

Day 3 –

Today, you will practise the art of acting and reacting, revise verbs and identify actions for the characters in your story. Once done, you will work on the settings and props for the play.

Time	Activity and Description
10 minutes	<p>The Freeze Game</p> <p>We will begin the class with a game that will help you improve your acting skills.</p> <ul style="list-style-type: none"> - Think of an action and freeze in that position. For example, act out a boxing move and freeze in that position. - Player 2 has to react to this action. For example, act out an expression of being hit by player 1 and almost falling, and freeze in that position. - Player 3 has to react to Player 2's action. For example, act out as if trying to catch player 2 and freeze in that position. - This game of action and reaction will continue till all the players have received one chance to start the cycle of action and reaction. <p>Note: In the case of one learner, ask them to act in one position and then show the reaction to that position next and continue till they run out of reactions.</p> <ul style="list-style-type: none"> - What according to you is the importance of action and reaction in acting? - The sequence of actions and reactions helps actors tell a story through acting.

10 minutes	<p>Review of Verbs</p> <p>Which of the following describes the actions you performed in the freeze game you just played, for example, throwing a ball or a boxing move: nouns, verbs, adjectives, or punctuations?</p> <p>The actions you performed are verbs or action words.</p> <p>Identify at least 3 actions or verbs that different characters in your story are performing and list them. This list can be used to help them act better.</p>
10 minutes	<p>Voice and Acting Exercise</p> <p>This voice exercise will help you use your voice to express emotions.</p> <ul style="list-style-type: none"> - Think of any one sentence and say it to convey different moods — in a sad way, happy way, surprised way, angry way, etc. - You can use sighs, squeals, and sounds to convey the expression but not any actions. <p>Note: <i>In case, learners struggle to think of a sentence, they can use one of the following sentences:</i></p> <ol style="list-style-type: none"> 1. <i>Do I need a mic?</i> 2. <i>I didn't steal your purse!</i> 3. <i>I don't think she will listen to him.</i> <p>Create a list of how to communicate feelings for four different emotions:</p> <ol style="list-style-type: none"> 1. sad, 2. happy/excited, 3. angry, and 4. confused/surprised. <p>For example, sadness can be conveyed through slow, soft voices and sounds like sighs. Think of the emotions they want to convey through their story and practise using their voice to convey those emotions whenever they get time.</p>
10 minutes	<p>The Setting of the Story</p> <p>Identify the place/places where your story is happening and list them down.</p> <ul style="list-style-type: none"> - Think about how you can represent the setting of your story using items from around them. For example, you could cover the desks with bedsheets to make them look like a sofa/ bed, or draw and cut out cardboard windows to be pasted in the background. <p>Think of the props that you can use in your play.</p> <ul style="list-style-type: none"> - Props are objects that actors use while performing in a play or film. <ul style="list-style-type: none"> - For example, a fake sword is a prop that a queen or a king can use. - Props help in making the story more interesting and real because they help actors convey more about the characters, time period and setting of the story to the audience. - You can also make your own props using paper or cardboard. <p>Make a list of things you need for creating your setting. Think of the available resources around you to create those props.</p>

At-home activities	<ul style="list-style-type: none"> - Bring the items you need to create your props to the next class for the final presentation. - Share the dialogues and actions for the play with your friends and rehearse the play together. - Work on the props required and gather all the items you listed down for the next class. - Invite your family to come watch the play. - Inform your friends who are part of the play of the time they need to arrive for the play. Ask them to come 1 hour before the final performance for a final rehearsal.
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Day 4 –

Today, you will rehearse their plays and present them before an audience.

Time	Activity and Description
15 minutes	<p>Rehearsal</p> <p>Rehearse the play with dialogues and actions.</p> <ul style="list-style-type: none"> - Ask an adult to observe and give feedback. - Make any improvements or changes based on the feedback.
15 minutes	<p>Presentations</p> <p>Come forward, put up your setting and act out the story.</p> <p>Note: While the group is performing, the audience will note the following:</p> <ul style="list-style-type: none"> - What did they like about the play? How did they like the acting? - What could be better? - What message does the story convey? <p>After the presentation, invite a few audience members to share their feedback and observations respectfully and politely using the question prompts given above.</p>
10 minutes	<p>Reflection</p> <p>Let us reflect!</p> <ul style="list-style-type: none"> - Was acting easy or challenging for you? - Were you nervous or confident while performing? Why do you think you felt like that? - Would you consider becoming an actor when you grow up? Why or why not? - What did you enjoy about this project? - What did you find most challenging? <p>Note: Encourage learners to think and discuss which feedback they found the most useful and why. End the project with what they will do differently next time.</p>

Additional enrichment activities:	<ul style="list-style-type: none"> - Learners can be introduced to a script format and encouraged to convert their play into a script with detailed dialogues and actions. - They can do various voice projection (the skill of being audible to the last person in a room without shouting) exercises or the mirroring exercise in which they have to mirror the movements of their partner who is standing opposite them.
Modifications for simplification	<ul style="list-style-type: none"> - Encourage learners to use English as much as possible in the play. However, do not restrict them to English alone. Allow them to use words and phrases in their language to make the play more realistic.

ASSESSMENT CRITERIA

A majority of my learners were able to:

- Create/ identify a short story with at least 3 characters, a setting, a beginning middle and end, and two emotions that can be acted out.
- Use 3 adjectives to describe a character from a story.
- Use facial expressions and gestures to convey an emotion.
- Identify 5 verbs associated with the characters in the chosen story.
- Use simple English words and phrases to write dialogues for the characters to act out.
- Act out a short play of 2-3 minutes using dialogues, voice modulation, gestures and