

Theatre - Grade 2

Lessons 3 – Cooperation in Theatre Games

CALIFORNIA ARTS STANDARD(S)

2.TH:Cr3

b. Use and adapt sounds and movements in a guided drama experience.

OBJECTIVE(S)

- I can follow directions and use my actor's tools to participate in theatre games.
- I can take risks and work as part of an ensemble.

VOCABULARY

- **actor:** A person, male or female, who performs a role in a play or entertainment.
- **character:** personality or part an actor recreates
- **exaggerate:** To create facial expression, postures and gestures appear more noticeable or prominent than is usual or desirable.
- **gesture:** An expressive movement of the body or limbs.
- **posture:** A position the body can assume, for example, standing, sitting, kneeling, or lying down that conveys an idea, feeling or emotion.

INSTRUCTIONAL MATERIALS

- Drama Games for Kids, Bippity, Bippity, Bop
<http://www.bbbpress.com/2013/01/bippity-bippity-bop/>
- Other theatre games at <http://www.bbbpress.com/dramagames/>

WARM UP *(Engage students, access prior learning, review, hook or activity to focus the student for learning)*

Part 1 (10 minutes)

- Introduce yourself (e.g. "I am Mr. Jones.").
- Remind students that they will be learning to be actors and that in each class you will use the same process to help them warm up their actor's tools of voice, body and imagination. Doing the same warm-up each session will create consistency and routine.
- Have the students stand in a large circle with you. Remind them to the "actor's ready" or "actor's neutral" stance (feet together, standing tall, hands by side, eyes focused).
- Explain that the body is like an instrument that needs to be tuned every day.
- Lead students in an actor's warm up from lesson 1.
- End this warm up with going around the circle and have each student introduce themselves and say one thing they like. "Hi, I'm Tam and I like pickles."

Part 2 (10 minutes)

- Play two of the games students worked on in the last session.
 - Name Game w/Motion
 - Red Ball, Thank You
 - Yes, Let's
 - Zip, Zap, Zop
 - Zombie Name Tag

LESSON *(Presentation of new material, demonstration of the process, direct instruction, Application of knowledge, problem solving, corrective feedback)*

Part 1: Introduce the game (10 minutes)

- Teach the game “Bippity, Bippity, Bop”.
- Explain to students that in this game, they will be using a variety of skills that actors use. They are going to be using exaggerated gestures and postures to create crazy characters
- Define gesture, posture, exaggerate and character.
- Tell students that actors have to be on their toes, ready for anything in the moment. They need to be excellent listeners, have good focus and take risks. All of those things are practiced in this game.
- Arrange students in a circle.
- Say:
 - I will be pointing to someone in the circle and I will say one of two things; bippity, bippity, bop or bop. If I point to you and say bippity, bippity, bop you need to respond with the word bop before I finish the statement. If I point to you and say only bop, you will respond by not saying anything. Let’s practice several times so that we all understand how to play.
 - Point to different students in the circle varying your two directives and receiving student responses for one to two minutes until students are familiar with the game’s structure.
 - Now that we are familiar with how the game works let’s talk about the rules for the game.
 1. If I point to you and say bippity, bippity, bop and you respond with bop before I finish the statement, you get to stay in the circle and I will select another student. If you do not respond with the word bop before I finish the statement, you take my place in the center of the circle and I will take yours.
 2. If I point to you and say bop and you respond by saying nothing, you get to stay in the circle and I will select another student. If you say something (e.g., bop) after I say bop, you take my place in the center of the circle and I will take yours.
 3. You are now in the center of the circle and you will have to point to a student and either say bippity, bippity, bop or bop. That student must respond appropriately to you.
 4. The objective of the game is to stay as a member of the circle not to be in the middle.
- Repeat these instructions with “Hippity, hippity, hop”. When you point to someone and say it they have to hop. If you just say “hop” they are to do nothing.
- Play a few rounds of the game.

Part 2: Add the next level (10 minutes)

- Teach the **postures** and **gestures** for the two new game directives:
 1. **Airplane**
 2. **Elephant**
- Say: From here on you will now be referred to as actors. An actor is a person who performs a role or character. The actor pretends to be another person or object. In our game, you, as an actor, will pretend to be an airplane or elephant. In order for an actor

to pretend to be a different person or character, they must use posture and gestures to look like a character.

- **Let's pretend to be a bear. Let's make our bodies big and strong. Can we make our postures even bigger and stronger? When we make our movement and bodies really big or really small or really tall or really wide, we say we are exaggerating. We are using posture to show we are being a bear. When we exaggerate our postures by making them even larger and stronger, our bear character should look larger and stronger than the first time we made our bear posture.**
- **Now, let's show that we are angry.** (Cross arms over chest, tighten up shoulders, look down, make an angry face.) **This posture shows an angry character. Can you exaggerate your posture to make yourself look even angrier?**
- **Let's wave hello to a friend across the room** (do a waving motion with one hand). **We are using a gesture to say hello. Can you say hello in an exaggerated way to show you are excited to see that person?**
- **Let's call someone over to us without speaking** (use one or two hands to beckon an imaginary person). **We just used a gesture to call someone over. Can you call that person to you in a way that shows you really need them to come now?**
- Arrange students in trios. These three-student groups should stand rather closely together, shoulder to shoulder, but not touching.
- Teach the two new directives to the game "Bippity, Bippity, Bop"!
- After you teach the first directive ("airplane"), walk around the space and point to the middle student in one of the trios and say "airplane". Students must respond quickly with the appropriate tableau. Repeat several times.
- Teach another directive (elephant). Follow the same procedure of practice.
- After both directives are reliable, walk around the space, pointing to the student in the center and saying one of the two directives (e.g., airplane and elephant). Make sure to mix it up.
 1. **Airplane:**
 - a. The student in the middle places palms together and stretches arms overhead simulating the nose of the airplane.
 - b. The student on the left (teacher's right), extends left arm to the side simulating the left wing.
 - c. The student on the right (teacher's left), extends right arm to the side simulating the right wing.
 2. **Elephant**
 - a. The student in the middle pinches the nose with one hand and extends the other arm in front of the body simulating the trunk. This person must also make a sound like an elephant while raising and lowering their arm.
 - b. The student on the left makes a large "c" shape with the arms, tips body to the right and connects to the person in the middle, signifying an ear.
 - c. The student on the right makes a large "c" shape with the arms, tips body to the left and connects to the person in the middle signifying the other ear.
 3. Note: Remind students that they are to use exaggerated gestures. Practice these directives several times by saying the words then performing the movement.

Part 3: Rehearse the game (5 minutes)

- Students are challenged to think quickly, act independently, and work together in small and large groups.
- Continue the game until everyone has had a chance to be given a directive by the leader in the center of the circle.
- It is possible to play this as an elimination game once students feel up to speed on the rules.
- Note: this activity is engaging for students so keep an eye on the clock for time management. This exercise may be used throughout the week when students come in from recess or when transitioning from/to other activities to get them focused.

STUDENT REFLECTION *(Identify problems encountered, ask and answer questions, discuss solutions and learning that took place, did students meet outcomes?)*

Part 1 (2 minutes)

- Ask students the following questions
 1. "Why must actors and performers exaggerate their voices and movements?" (Actors need to make their voices and body movements large and expressive so they are clearly understood.)
 2. "What was challenging about this game?"
 3. "What did you like about this game?"

Part 2 (3 minutes) Breathing and Mindfulness

4. **"Actors, thank you for working so hard today. You were good ensemble members as well as good audience members. I'm excited to work with you again next time!"**
5. **Before we go we are going to practice a focusing exercise. As actors you need to focus to do good work. This is called three breaths. Please stand in actor neutral, 5 point position. Now close your eyes. Be quiet and notice you breathing. With your eyes closed, I want you to take in a deep breath, imagine you are smelling beautiful flowers, and then slowly let that breath out. Do that again. Take a deep breath in, and relax your mind. Breath out. One more time. Take a deep breath in, and relax your body. Breath out. Open your eyes and focus on being relaxed.**
6. **Thank you for breathing with me. Keep that sense of calm and focus as you transfer to your next class."**

Use this "three breath" routine as part of your teaching practice whenever the class needs to be refocused.



Arts Education Project



Date:	Teacher:	Classroom	Discipline: Theatre
VAPA Teacher:	Room #:	Lesson #: 2nd Grade 3 - Cooperation in Theatre Games	
Lesson Objective(s): • I can follow directions and use my actor's tools to participate in theatre games. • I can take risks and work as part of an ensemble..			
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 To see today's lesson, go to https://www.sandiegounified.org/aep-lessons			