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INTRODUCTION: ARISE ON STAGE

Welcome to ARISE On Stage. These lessons provide an approach to teaching life-skills through drama. They provide a positive way for learners to express themselves while physically enhancing their confidence and bolstering their self-esteem. ARISE On Stage helps improve communication skills, provides a healthy release of emotions, and promotes social growth as well as the ability to work with others.

It doesn't matter if the learners see themselves as future stars or if they just participate to have fun — they will be learning how to communicate in a positive manner, how to respect each other, how to work well in groups, how to present themselves successfully to others, how to look at life's challenges through different perspectives, and how to focus on the future.

The learners will design backdrops, act in plays, learn to articulate and project their voices, create costumes with everyday materials, put props together and rehearse the plays. You don't have to be a drama teacher to use ARISE On Stage. Just use your creativity and expand upon the lessons here, so that your learners have a great time learning.

Pre-/Post-Quiz

Please distribute the pre-test to learners before beginning the first lesson. It is found on page 23 of the Instructor's Manual (answers are on page 24 of the Instructor's Manual). At the end of the program, redistribute the test to gauge what students have learned throughout the lessons.

Homework

This book focuses on the future - getting learners to think about where they want to be ten years from now. We are including at the end of the workbook, tips to help them succeed as they create their future. You should encourage them to take these tips home and complete the activities with their families.

SESSION 1: INTRODUCING ARISE ON-STAGE

WHAT IS ARISE ON STAGE?

Learner's Workbook: *None*

Inform learners that ARISE On Stage is a different approach to learning life-skills. They will be learning acting skills and life-skills at the same time. It will help them be more self-confident and will improve their communication skills. It will also promote social growth and the ability to work with others. We will be using theater as a vessel to help provide them with a world of positive life-skills information that will help prepare them for the future.

SETTING UP ARISE ON STAGE RULES

Learner's Workbook: *None*

Tell the learners that they need to create rules for the ARISE On-Stage life-skills classes. Let them know that they will be coming up to the front of the room to perform, so they should think of rules that will make everyone comfortable when performing. Try to get them to create at least five rules that should be written on the board or large piece of paper where all can see. In order for an idea to be a rule, they all have to agree on it. The rules will be their own, so they must abide by them. Some examples are: *There is no booing while someone is on stage; Respect others while they are talking or performing; Try your best; Take some risks; No negative comments; Clap after someone has participated in an activity.*

WHAT IS ACTING?

Learner's Workbook: *None*

1. Ask learners: *Who knows how to act? What do you think it means to act?* Some answers might be: *performing, pretending to be someone or something, role-playing.*
2. Brainstorm with learners about times in their lives when they act in certain ways depending on the situation. To get them started, ask them how they act in the following situations: *playing competitive sports, talking to a girl or boy you like, asking your parents for permission to go somewhere, agreeing with a teacher that you should have studied for a test, giving your younger brother or sister advice.* List all the ways they give you on the board or large piece of paper where all can see.
3. Ask: *Which of you have acted in a play?* Allow them to share their experiences. Then, have learners tell you a sport that they like. Pick a group of people to come up and play the sport without any props and with no voice. For example, if they are playing baseball, they will pretend to see the ball and know what the other players are doing. Explain to learners that many things we do in life are similar to acting, just like the role-plays they acted out.

PARTS OF A STAGE

Learner's Workbook: Page 3

1. Inform learners that they must know the parts of a stage. Have learners open to workbook page 3 *Parts of a Stage*. This worksheet shows the parts of a stage. Using masking tape on the floor, have the class create a stage. Use index cards or white paper to write in the stage parts. They will need to know this when they put on a performance at the end of these lessons.
2. Have each learner come to center stage and speak about what type of work they would like to do when they grow up. Make sure they stand center stage.
3. Pick up all the index cards and pass them out to the learners. Have them place the cards in the correct part of the stage.
4. Each learner will come to center stage and tell two things they know about a career or job they are interested in. The audience will have to guess what career or job it is.



THEATER VOCABULARY

Learner's Workbook: Pages 4-6

1. Have learners turn to pages 4-5 in their workbooks, *Theater Vocabulary*, and direct them to jump read the theater terms. Jump reading is when one person jumps in and starts the reading and continues until the end of the thought, period, or question mark. Then another person voluntarily jumps in and continues to read. Do this until all the terms have been read.
2. Inform learners that they will eventually be the cast for a play; some people will be stage manager, someone will be the director, some people will be the actors, etc.
3. Ask learners for the meaning of "monologue." Explain to them that a monologue is *a scene for one actor and is spoken directly to the audience*.
4. Have learners get into pairs and open to the monologue *The Two Roads* on workbook page 6. Have each person read the monologue to their partner. Then have them get back into the whole group and call on a number of participants to read the monologue out loud. Ask the following questions about the monologue: *If you make a mistake in life, are you always doomed or can you change? What mistakes have you made that you learned from? Do you think that you always have a choice (one that will lead to difficult times and one that leads to easier times)? What are some of the choices you have (smoking, getting involved in drugs, dropping out of school)?*

SESSION 2: ARTICULATION

SPEAKING CLEARLY; WHAT DOES THE FUTURE HOLD FOR YOU?

Learner's Workbook: Page 7

1. Create a concept map for the word *articulate* by drawing a circle on the board or large piece of paper where all can see. Write the word *articulate* in the center of the circle. Draw circles all around the center circle and connect each one to the center circle with a straight line. You now have a concept map. Ask the learners to tell you what the word *articulate* means to them. Write their answers in the blank circles. Some examples may be: *clear, well defined, understandable, hearable, loud and clear, well spoken, fluent, enunciate, good voice, pronouncing words, inflection, good speech*. Then come up with a one-sentence definition of *articulate* (*to speak clearly so that each word can be understood*).
2. Have learners jump read workbook page 7, *What Does the Future Hold for You?* (Jump reading is when one person starts reading until the end of a thought or sentence. Another person jumps in and reads until the end of another thought or sentence. Continue until all information has been read.)
3. Have learners get into groups of three and have them answer the questions on workbook page 7. They should discuss the answers, not write them. Have the group come back together to share what they'd like their lives to look like.

POEMS

Learner's Workbook: Page 8

1. Have learners turn to workbook page 8, *Autobiography in Five Short Chapters*. Read this out loud as a group. You can use the jump-reading technique or ask for volunteers to read each part.
2. Have them discuss their feelings about this autobiography. Ask volunteers to share times in their lives when they might have fallen in a deep hole. *How did they get out of it? What are some things they think are not their fault?*
3. Have five learners each read one part of the autobiography. Make sure they articulate and project their voices properly.

LEARNER'S WORKBOOK

INTRODUCTION: ARISE ON STAGE

Welcome to ARISE On Stage. You will be learning life-skills through drama during the course of this program. You can see yourself as a future star or you can just participate to have fun.

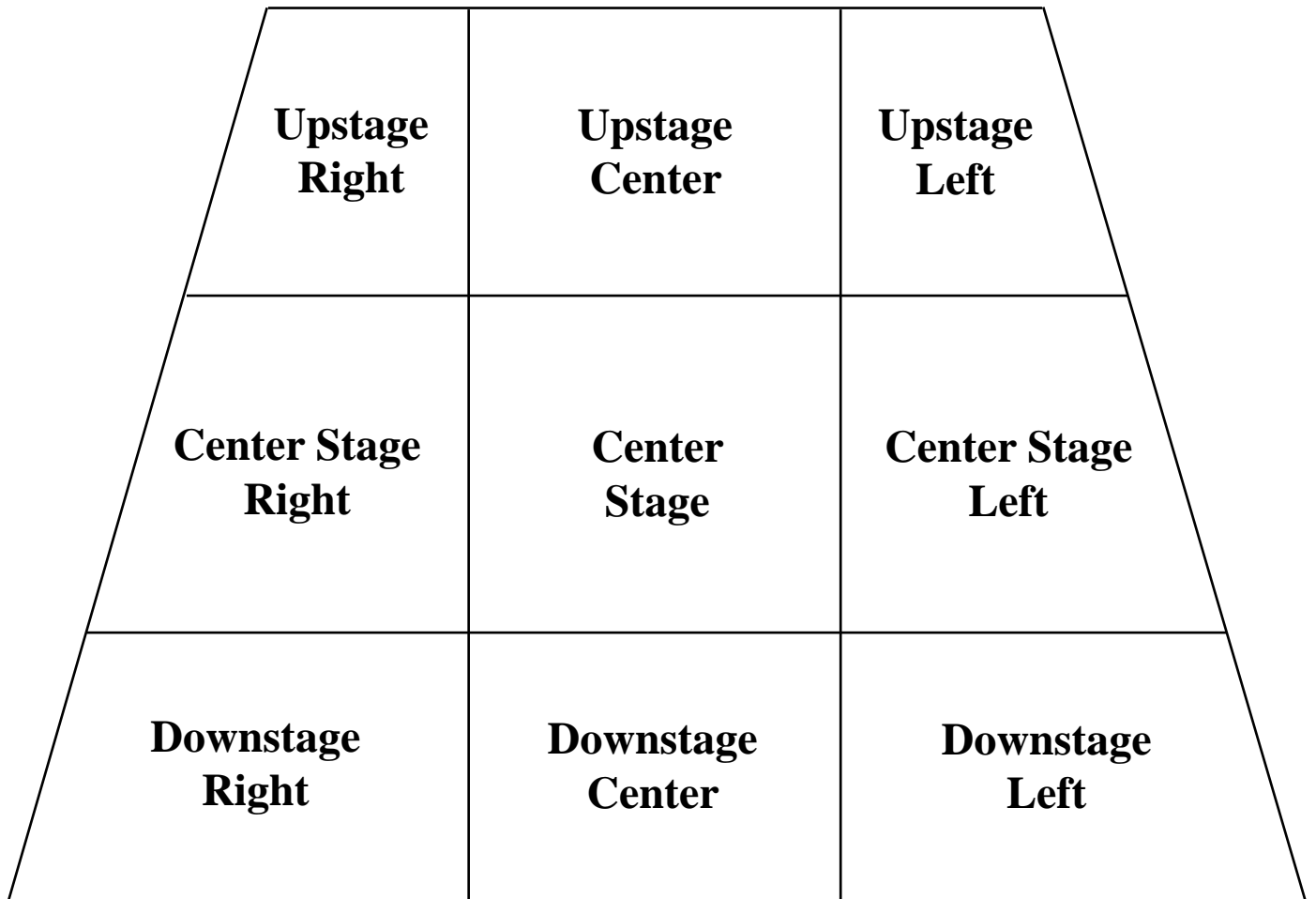
You will improve your communication skills, have a healthy way to release emotions, and improve your ability to work well in groups while having fun.

You will design backdrops, act in a play, learn to articulate your voice, create costumes with everyday materials, put props together, and have play rehearsals.

Have a wonderful summer!



PARTS OF A STAGE



AUDIENCE

THEATER VOCABULARY



Actor, performer: The “real person” on the stage.

Ad-lib: To make up dialogue on the spot to cover a forgotten or late cue.

Backdrop: A set piece that helps create the background atmosphere or environment.

Backstage: The area unseen by the audience behind the stage, off to the side, or the dressing room area.

Cast: (Verb) To distribute the parts of a play. (Noun) All the actors involved in a play. The on-stage part of the team needed to put on a production.

Character, role: The imaginary person, thing, or animal the actor pretends to be on stage.

Crew: The backstage part of the team needed to put on a production.

Cue: A signal to begin action or dialogue.

Curtain: The rise of the curtain signals the beginning of the scene or play and the fall of the curtain signals the end of the scene or play.

Director: The person responsible for the overall production. He or she blocks the show, rehearses the actors, and coordinates all other elements of the overall production.

Dialogue: Spoken words on stage.

Improvisation (often called improv): Dialogue and actions made up on the spot. A scene with little or no rehearsal.

Monologue: A scene for one actor. He or she can speak his/her thoughts aloud, talk to an imaginary character, or directly to the audience.

Script: The written version of a play that includes dialogue and actions.

Set: The scenery that creates the environment for the entire play.

THE TWO ROADS

There was a path
Deep in the woods.
Once it forked —
The bad, the good.

I chose to take
The left-hand path,
I did not know
I had no map.

Now this road that I travel
Is dirty and battered.
It's littered with dreams
That are broken and tattered.

Paved with wrongdoings
And dotted with hearts,
That were taken from people
And just torn apart.

Pain and regret
Are common here.
Wherever you turn,
They're always near.

I want to cross
To the other path,
And leave behind
This painful wrath.

I thought I was forever
Doomed to walk.
And all the gates
Were tightly locked.

But as I continued,
A footbridge I could see.
A Bridge of Hope
Called out to me.

Slowly I crossed
To the path of good.
Finally I was on the path
Of which I thought I should.

Now hidden deep
Within the woods.
The one that forked;
Paths bad and good.

I once was wrong,
But now I'm right.
And before me
Glows a guiding light.

Altered by
A little step.
So close to falling
In darkened depths.

WHAT DOES THE FUTURE HOLD FOR YOU?

Have you ever asked yourself the question: What am I going to do with my life? You become powerful when you ask yourself questions such as: Who am I? Who do I want to become? You can choose exactly who you will be in the future. You are free to become anything you want to be. You are free now to design your own life.

In helping you choose what you want to be when you grow up, you will have to make many choices such as:

- What kind of job will I choose?
- How much money will I make?
- How will I dress?
- Who will I marry?
- What kind of car will I drive?
- Where will I live?
- Will I go to college?
- What will I major in when I go to college?
- Will I smoke?
- Will I take drugs?
- What will my values be?

You decide on what you want your life to look like. You have the freedom to do this as a teenager and you can work to get where you want to be. You have control over your life - this is a great opportunity to become anything you want!