
General Teaching Suggestions



Motivation

Usually, the only motivation needed for getting children interested in plays or playwriting is the simple question "How many of you would like to write a play or have a play, or be in a play?" The response is often deafening in the affirmative. The biggest problem is making students realize that planning is most important.

This idea book will provide practical activities that help make play development and script writing possible with an eye toward productive outcomes.

Pantomiming and creative dramatic situations can give students pre-activities in preparing them to be in front of an audience. These are important in developing a feel for drama and play writing.

Small Group Pantomimes

An easy way to begin pantomimes is in small group situations. Write on a piece of paper suggestions to be pantomimed by three or four students. Let other students guess the total operation as the group conducts the action. Here are some samples you might use:

1. Washing machine in action
 - 1 student - agitator - up and down
 - 1 student - whirling tub around - around
 - 2 students - clothes being crunched, wrung, etc.

2. Horses pulling a cart
 - 1 student - horse
 - 1 student - driver
 - 1 student - cart

Introduction

Drama can serve as a creative outlet for children's talents but, as research has shown, it can also hold therapeutic value. Anger, fears, hopes, and various real life and fantasy situations can be dealt with through drama.

Acting in plays for local parent organizations has been an educational tradition and activity for years. However, with the increased sophistication of students of all ages, it is becoming apparent that to don paper petals around one's head and become a flower soon loses its appeal for even the very young child.

With both of the above - the parental commitment and meeting emotional needs of students in mind, this handbook offers suggestions as to helping you, the teacher, and your students, prepare a play which can be a meaningful dramatic experience as well as an extension of the total language arts curriculum.

In this book, well known stories will be used to introduce the framework necessary in preparing a play. This should not be limiting nor inhibiting for any age student. Rather, it should be viewed as advantageous in that the majority of the class will be familiar with the story and its characters.

Contents

Introduction	4
General Teaching Suggestions	5
Motivation	5
Small Group Pantomines	5
Individual Pantomines	6
Impromptu (Extemporaneous) Talks	6
Using The Manual	7
Part I: Choosing The Framework	8
Skills Development	8
Young Author's Idea Sheet #1	9
Part II: Choosing A Scene For Your Play	10
Skills Development	10
Young Author's Idea Sheet #2 & 3	11-12
Part III: Scenery And Set Designs	13
Skills Development	13
Young Author's Idea Sheet #4, 5 & 6	15-17
Part IV: Characterizations	18
Skills Development	19
Young Author's Idea Sheet #7-12	20-25
Part V: Costuming And Props	26
Costuming	26
Props	26
Young Author's Idea Sheet #13	27
Part VI: Writing The Script	28
Young Author's Idea Sheet #14-15	29-30
Additional Activities	31
Young Author's Certificate	32