



**Iowa 4-H After School Program**  
***Theatre Arts, Lesson Plan***  
**Eleven, 60-minute Sessions**

**Grades:** 4-6

**Optimum Group Size:** 25

**Supplies Needed:** see lesson plan

**Reference Resources** (include citation and ISBN#):

- 4-H Skills for Life Theatre Arts Series: Guiding the Journey, Leaders Guide, 4-H Cooperative Curriculum System, 4HCCS 6874
- 4-H Skills for Life Theatre Arts Series: Act 1 Journey Into the Imagination, 4-H Cooperative Curriculum System, 4HCCS 6870
- 4-H Skills for Life Theatre Arts Series: Act 2 Soaring Into Action, 4-H Cooperative Curriculum System, 4HCCS 6871
- Practical Plays, Pamela Marx, 1993, Good Year Books, Parsippany, NJ, ISBN 0-673-36049-0
- On Stage: Theater Games and Activities for Kids, Lisa Bany-Winters, 1997, Chicago Review Press, ISBN 1-55652-324-6

**Physical Setting:** Classroom

**Life Skills Addressed:**

- Communicating with others
- Expressing yourself
- Planning and organizing
- Solving problems
- Learning to learn
- Making decisions

**Content Objective:**

- Communicating with others
- Expressing yourself

**Related School Standards and Benchmarks:**

- Uses acting skills
- Designs informal and formal productions
- Contributes to the overall effort of the group
- Displays effective interpersonal communication skills

\*Note to educators: Refer to Leader Guide, *Guiding the Journey*, for background information for each activity.

<b>Time Allotment</b>	<b>Activity</b>	<b>Supplies</b>
<b>DAY 1</b>		
10 minutes	<p>Get to Know Your Neighbor and Then Introduce Your Neighbor:</p> <ul style="list-style-type: none"> <li>• Pair up with someone and find out some of the following about them: name, grade, pets and names, how many people in their family.</li> <li>• Three minutes to get to know each other, then group introductions.</li> </ul>	
5 minutes	<p>Painting with Sound, pg., 8-9, Journey Into the Imagination. Refer to Guiding the Journey Supplement Activity, pg. 17, Cue 2 for more information on the activity.</p>	
15 minutes	<p>Mirror, Mirror, Pg., 8-9, Soaring Into Action Guiding the Journey Supplement Activity, pg. 17</p>	
30 minutes	<p>Stop, Look, Listen, pg.12-13, Soaring Into Action:</p> <ul style="list-style-type: none"> <li>• Work in small groups or pairs.</li> <li>• Select a nursery rhyme or short story and develop sound effects for the story. (i.e. Little Miss Muffet: sounds of walking to the tuffet, sound of sitting on the tuffet, sounds of eating, sound of spider and spider sitting, sound of scared Miss Muffet, sound of bowl and spoon dropping to the floor.) Guiding the Journey Supplement Activity, pg. 17</li> <li>• These stories will be shared with the entire class in the following session.</li> </ul>	<p>Library or an assortment of books and nursery rhymes. Sound makers—whistles, boxes, spoons, shakers, etc (anything that makes sound) Paper Pencils, pens Optional: Tape recorders</p>
<b>DAY 2</b>		
10 minutes	<p>Get to Know Your Neighbor:</p> <ul style="list-style-type: none"> <li>• Pair up with someone new and find out some of the following about them: name, grade, favorite class, and hobby.</li> </ul>	
10 minutes	<p>Warm up with the following:</p> <ul style="list-style-type: none"> <li>• Painting with Sound</li> <li>• Mirror, Mirror</li> </ul>	
20 minutes	<ul style="list-style-type: none"> <li>• Review and Continue with Stop, Look, Listen</li> <li>• Practice story and sounds effects.</li> <li>• Each small group shares with the entire group.</li> </ul>	
20 minutes	<p>Copycats, pg. 14-15, Soaring Into Action Guiding the Journey Supplement Activity, pg.</p>	

<b>Time Allotment</b>	<b>Activity</b>	<b>Supplies</b>
	18	
<b>DAY 3</b>		
5 minutes	Get to Know Your Neighbor: <ul style="list-style-type: none"> <li>• Pair up with someone new and find out some of the following about them: name, grade, favorite sport, and favorite TV show.</li> </ul>	
10 minutes	Warm up with the following: <ul style="list-style-type: none"> <li>• Painting with Sound</li> <li>• Mirror, Mirror</li> <li>• Copycats</li> </ul>	
20 minutes	Places Everyone, pg. 22-23, Soaring Into Action	Paper Pencils
5 minutes	<ul style="list-style-type: none"> <li>• Practice Profiles, purple section called Actor's Notes on page 23 of Soaring Into Action</li> </ul>	
20 minutes	Stage Pictures, pg. 24-25, Soaring Into Action Guiding the Journey Supplement page 19	Slips of paper with an emotion listed on each
<b>DAY 4</b>		
15 minutes	Warm up with the following: <ul style="list-style-type: none"> <li>• Back to Back, pg. 10, Curtain Call</li> <li>• Play several times.</li> </ul>	
15 minutes	<ul style="list-style-type: none"> <li>• Refer to Call Board on page 25 of Soaring Into Action.</li> <li>• Work in small group of three to create 3-5 frozen pictures. See directions for details.</li> </ul>	
20 minutes	<ul style="list-style-type: none"> <li>• Each group shares their frozen pictures with the class.</li> <li>• The audience members close their eyes while each picture is forming and open them on signal from the helper.</li> <li>• This way the audience understands the story only from the still images—like a movie.</li> </ul>	
10 minutes	<ul style="list-style-type: none"> <li>• Play an active game of tag.</li> </ul>	
<b>DAY 5</b>		
15 minutes	Warm up with the following: Paper Fold, pg. 11, Curtain Call	
15 minutes	<ul style="list-style-type: none"> <li>• Although children will work in pairs, they will begin by working individually on a monologue. See Center of Attention, pg. 28-29, Soaring Into Action</li> </ul>	
25 minutes	<ul style="list-style-type: none"> <li>• Partners take turns helping each other practice the monologue off-book.</li> <li>• Ask half of the group to share today.</li> <li>• The other half will share during the next session.</li> </ul>	

<b>Time Allotment</b>	<b>Activity</b>	<b>Supplies</b>
<b>DAY 6</b>		
10 minutes	Warm up with Sense of Sound, pg. 13, Curtain Call	
5 minutes	<ul style="list-style-type: none"> <li>The groups to present monologues during this session takes a moment to review them.</li> <li>Individually, the rest of the group brainstorms a list of machines and writes them on paper for the group leader to collect.</li> <li>These machines can be used in the Making Machines activity later during this lesson.</li> </ul>	Paper pencils
20 minutes	<ul style="list-style-type: none"> <li>Present monologues to the class.</li> </ul>	
20 minutes	Making Machines, pg. 30-31, Soaring Into Action Guiding the Journey Supplement page 19	
<b>DAY 7</b>		
10 minutes	Warm up with Making Machines, pg. 30-31, Soaring Into Action	
15 minutes	<p>Group Mime Practice:</p> <ul style="list-style-type: none"> <li>Review with children that mime involves acting without talking.</li> <li>Everyone finds a space that is arms-length away from anyone else to practice miming.</li> <li>Ask children to show you the following: <ul style="list-style-type: none"> <li>Show me happy. Sad. Excited. Mad. Confused. Lost. Found. Hot. Cold.</li> <li>Show me how to tie your shoes (without actually touching your shoes.)</li> <li>Show me how to open a door and walk through it.</li> <li>Show me how to cook an egg. Make a sandwich. Swim.</li> </ul> </li> </ul>	
20 minutes	Mime activities, pg. 24-26, Curtain Call.	
10 minutes	The Four Seasons, pg.30-31, Journey Into the Imagination Guiding the Journey, pg. 16. <ul style="list-style-type: none"> <li>Repeat again for practice.</li> </ul>	
<b>DAY 8</b>		
10 minutes	Warm up with Who Started the Motion, pg. 14, Curtain Call	
15 minutes	More Mime activities, pg. 27-28, Curtain Call.	
15 minutes	<p>Small group work:</p> <ul style="list-style-type: none"> <li>Each group will identify and short children's story or longer-style nursery rhyme they would like to act out.</li> </ul>	Access to library or a collection of short children's books, or longer-version nursery

<b>Time Allotment</b>	<b>Activity</b>	<b>Supplies</b>
	<ul style="list-style-type: none"> <li>• The book, Curtain Call, has a few examples.</li> <li>• The goal is for each small group to put together a 3-5 minute skit by day 10 of the program.</li> <li>• These skits also could be pulled together for a special evening drama show for families.</li> <li>• With a small meal served, it can become a dinner theatre. Exciting!</li> </ul>	rhymes.
20 minutes	<p>Each group works to identify the following:</p> <ul style="list-style-type: none"> <li>• What character are involved the need to be acted out.</li> <li>• If a narrator would be helpful to tell the story.</li> <li>• If any props are needed.</li> <li>• If a single piece of set design would be helpful.</li> <li>• Who is going to work on which part of the play?</li> <li>• Who can bring possible props or prop supplies to the next session.</li> </ul>	
<b>DAY 9</b>		
10 minutes	Warm up with Where Are the Clothespins, pg. 14 Curtain Call	2 clothespins
20 minutes	<ul style="list-style-type: none"> <li>• Work in small groups to practice play parts.</li> </ul>	
20 minutes	<ul style="list-style-type: none"> <li>• Work in small groups on props and/or set design.</li> <li>• Send list of needed props home with children.</li> </ul>	
10 minutes	<ul style="list-style-type: none"> <li>• Clean up</li> </ul>	
<b>DAY 10</b>		
60 minutes	<p>Small groups keep practicing their skits.</p> <ul style="list-style-type: none"> <li>• Small groups put finishing touches on props and set design.</li> </ul>	
<b>DAY 11</b>		
10 minutes	<ul style="list-style-type: none"> <li>• Each group gets costumes, props, and set ready.</li> </ul>	
45 minutes	<ul style="list-style-type: none"> <li>• Each small group performs their skit for the large class.</li> </ul>	
5 minutes	<ul style="list-style-type: none"> <li>• Clean Up</li> </ul>	

**Note to Educators:** At any point during any lesson that youth seem frustrated, tired, bored, or anxious, take a break to play an active game such as tag or an outdoor activity. Also, you are encouraged to get extra helpers in order to provide more assistance to small groups.