



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

Grades: K-3

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
- Curtain Call: Games, Skits, Plays and More, by Elizabeth Koehler-Pentacoff, 1989, Incentive Publications, Inc., Nashville. ISBN 0-86530-065-8.

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.

Time Allotment	Activity	Supplies
DAY 1		
15 minutes	Get to Know Your Neighbor: <ul style="list-style-type: none"> • Pair up with someone and find out some of the following about them: name, grade, pets and names, how many people in their family. 	

Time Allotment	Activity	Supplies
10 minutes	Take a Bow, pg. 6-7, Journey Into the Imagination	
10 minutes	Painting with Sound, pg., 8-9, Journey Into the Imagination	
5 minutes	Guiding the Journey, pg. 14, Supplement to Painting with Sound	
20 minutes	Living Toys, pg. 10-11, Journey Into the Imagination	Multitude of stuffed animals (or have children bring one from home)
5 minutes	Guiding the Journey, pg. 5, Supplement to Living Toys	
	<ul style="list-style-type: none"> • Send note home requesting items for future sessions such as puppet supplies. 	
DAY 2		
15 minutes	Get to Know Your Neighbor: <ul style="list-style-type: none"> • Pair up with someone new and find out some of the following about them: name, grade, favorite class, and hobby. 	
10 minutes	Warm up with the following: <ul style="list-style-type: none"> • Take a Bow • Painting with Sound • Painting with Sound Cue 2 from Guiding the Journey, page 14 	
20 minutes	Guess Who, pg. 12-13, Journey Into the Imagination. <ul style="list-style-type: none"> • Refer to Guiding the Journey, pg. 15, for additional information on this activity. 	Costume clothes: hats, scarves, pants, shirts, necklaces, ties, coats, jackets, skirts, shoes, etc.
20 minutes	Set the Beat, pg. 14-15, Journey Into the Imagination. Refer to Guiding the Journey, pg. 15 for additional information on this activity.	Examples of artwork patterns
DAY 3		
5 minutes	Get to Know Your Neighbor. Pair up with someone new and find out some of the following about them: name, grade, favorite sport, and favorite TV show.	
10 minutes	Warm up with the following: <ul style="list-style-type: none"> • Take a Bow • Painting with Sound and Painting with Sound Cue 3, Guiding the Journey, page 14 • Set the Beat 	
15 minutes	Make a Puppet Friend, pg. 16-17, Journey Into the Imagination. Guiding the Journey, pg. 15. (Save puppets for future lesson.)	Wooden spoon for each person, yarn, construction paper, fabric remnants, items from home, rubber bands, buttons, pipe

Time Allotment	Activity	Supplies
		cleaners, wire hangers
15 minutes	Guiding the Journey, pg. 17, Call Board 1 and 2. • Focus on drama and acting out a character.	
10 minutes	Journey Into the Imagination, pg. 21, Call Board 1	
5 minutes	• Clean Up	
DAY 4		
10 minutes	Warm up with the following: • Take a Bow • Painting with Sound • Set the Beat	
15 minutes	The Magic Tree, pg. 22-23, Journey Into the Imagination. • Divide youth into pairs.	
15 minutes	Continue to mime: • Get into groups of 3-4; mixed age so that at least one child can read in every group. • Ask each small group to choose a couple of nursery rhymes to act out. • Decide who will slowly say the nursery rhyme and who will act out each character. • Then act it out. Switch places and act out again. • Try another nursery rhyme to act out. (Examples: Jack and Jill, Jack be Nimble, Mary had a Little Lamb, Little Miss Muffet.)	
20 minutes	Picture Shows, pg. 28-29, Journey Into the Imagination. • Continue working in groups to develop a play. You will be using the puppets you made previously. • Plays will be presented the following session. Guiding the Journey, pg. 16.	
DAY 5		
10 minutes	Warm up with the following: • Sense of Sound, pg. 13, Curtain Call	
20 minutes	• Back in same groups as day four. • Using puppets from previous session, practice the plays group developed on day four.	Card tables turned on the side. One for each group to create a puppet stage.
30 minutes	• Each group takes turns presenting their group play to the entire class. • For discussion and reflection use Journey into the Imagination, Talk Back Questions, pg. 29	
DAY 6		
10 minutes	I'm Going on a Picnic, pg. 11, Curtain Call	
15 minutes	Group Mime Practice: • Review with children that mime involves acting without talking.	

Time Allotment	Activity	Supplies
	<ul style="list-style-type: none"> • Everyone finds a space that is arms-length away from anyone else to practice miming. • Ask children to show you the following: <ul style="list-style-type: none"> ○ Show me happy. Sad. Excited. Mad. Confused. Lost. Found. Hot. Cold. ○ Show me how to tie your shoes (without actually touching your shoes.) ○ Show me how to open a door and walk through it. ○ Show me how to cook an egg. Make a sandwich. Swim. 	
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"> • Repeat again for practice. 	
DAY 7		
10 minutes	Warm up with the following: <ul style="list-style-type: none"> • Who Started the Motion, pg. 14, Curtain Call 	
15 minutes	More Mime activities, pg. 27-28, Curtain Call.	
15 minutes	Small group work: <ul style="list-style-type: none"> • Each group will identify and short children's story or longer-style nursery rhyme they would like to act out. The book, Curtain Call, has a few examples. • The goal is for each small group to put together a 3-5 minute skit by day 10 of the program. These skits also could be pulled together for a special evening drama show for families. • With a small meal served, it can become a dinner theatre. Exciting! 	Access to library or a collection of short children's books, or longer-version nursery rhymes.
20 minutes	Each group works to identify the following: <ul style="list-style-type: none"> • What character are involved the need to be acted out. • If a narrator would be helpful to tell the story. • If any props are needed. • If a single piece of set design would be helpful. • Who is going to work on which part of the play? • Who can bring possible props or prop supplies to the next session. 	
DAY 8		
10 minutes	Warm up with the following: <ul style="list-style-type: none"> • Student led miming. • Each student shares an action for the group to mime. • Allow 30 seconds per student. 	
20 minutes	<ul style="list-style-type: none"> • Work in small groups to practice play parts. 	

Time Allotment	Activity	Supplies
20 minutes	<ul style="list-style-type: none"> • Work in small groups on props and/or set design. 	
10 minutes	<ul style="list-style-type: none"> • Clean up 	
DAY NINE		
60 minutes	<ul style="list-style-type: none"> • Small groups keep practicing their skits. • Small groups put finishing touches on props and set design. 	
DAY TEN		
10 minutes	<ul style="list-style-type: none"> • Each group gets costumes, props, and set ready. 	
45 minutes	<ul style="list-style-type: none"> • Each small group performs their skit for the large class. 	
5 minutes	<ul style="list-style-type: none"> • Clean Up 	

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.

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