



**Educational
Theatre
Company**

Changing lives through the arts

Theatre Rocks! Lesson Plan

Instructor: Keegan Cassady

Grades 3-5

Standards Fulfilled by this Lesson based on the National Standards for Theatre Education Grades K-4:

- **Content Standard #1:** *Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature, and history*
 - a) Students collaborate to select interrelated characters, environments, and situations for classroom dramatizations
 - b) Students improvise dialogue to tell stories, and formalize improvisations by writing or recording the dialogue
- **Content Standard #2:** *Acting by assuming roles and interacting in improvisations*
 - a) Students imagine and clearly describe characters, their relationships, and their environments
 - b) Students use variations of locomotor and nonlocomotor movement and vocal pitch, tempo, and tone for different characters
- **Content Standard #4:** *Directing by planning classroom dramatizations*
 - a) Students collaboratively plan and prepare improvisations and demonstrate various ways of staging classroom dramatizations.

National Science Education Standards Fulfilled by this Lesson:

- **Grade 4 ESS1-1:** *Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.*
 - **ESS1.C:** Local, regional, and global patterns of rock formations reveal changes over time due to earth forces, such as earthquakes. The presence and location of certain fossil types indicate the order in which rock layers were formed.

Objectives:

The Learner Will use their whole body to identify the layers of the Earth.

TLW demonstrate comfort with tectonic terminology.

TLW construct scenes based on their understanding of the layers of the Earth.

TLW distinguish different rock types.

Set-Up:

- Room should be as clear as possible, with defined “ends of space” (even if just imaginary walls that the students can picture against a desk, etc.)
- A way to designate a spot for each student (squares on the rug, lines on the floor, something similar) is helpful during warm-ups, but not necessary

Introduction/Warm-Up:

- **Stretches**
 - Teacher will lead students in stretches – making sure they are warming up their bodies safely and carefully
- **Face Stretches**
 - Students will be encouraged to make funny faces, really stretching all of their facial muscles and exploring the ways their faces can move
 - After a few stretches, students should be told to add any vocal noises (not words) that go along with those faces and movements
- **Shake Outs!**
 - Students should be told to shake out their whole body – toes to top of head – to relax their muscles and get ready to move!
- **Pass the Gesture**
 - Students should be able to repeat a gesture and a phrase, one by one in order, in quick succession. Each student should get a chance to make their own gesture and phrase (or sound).
- **Change the Gesture**
 - Students should be able to take a basic gesture and change it little by little - taking a gesture they have seen and changing one thing about it so that it transforms as it loops around the circle.

Instruction:

- **Review Layers of the Earth with Bodies**
 - Students will use growing movement to show the different layers of the Earth, as discussed in a previous lesson
 - Teacher will call out each layer of the Earth, starting at the core, and the type of movement that students should demonstrate
 - Core – tense, low, small movements
 - Outer Core – moving the world to step



- Mantle – moving big and crazy
- Crust – moving nearly human
- **Tectonic Plates Bop!**
 - This is a modification of “Bippity Bippity Bop” using Tectonic Plates Terminology
 - Students should already have been introduced to Bippity Bippity Bop at this point in the class
 - Students stand in a circle, with one student in the middle
 - The student in the middle walks up to various students in the circle saying “Bippity Bippity Bop” – it is the job of the student being approached to say “Bop” before the student in the circle says it
 - If the student on the outside doesn’t say “Bop” in time, that student becomes the middle player
 - The middle student can try to trick other players by just saying “Bop” – if the student they approach falls for it and says “Bop” as well, they switch places!
 - To tie this into the Tectonic Plates theme:
 - The middle student can also point to students and say “Layers of the Earth,” at which point the student pointed to must crouch down to be the lowest Core of the Earth, with the student to their right leaning over to be the Outer Core, and the student to their left creating the Mantle by reaching their hands over both other “layers.”
 - Students who do not create the layers within the count of 3 (often because they’re not paying attention) switch places with the student in the middle of the circle
- **Sedimentary Scenes**
 - Students create scenes with a partner and then present them to the class. Then, the whole class picks elements of each scene and re-rehearses their scenes so that all the scenes have a unifying element.

Wrap-Up:

- **Sharing Letters**
 - Distribute letters to all students with information on the upcoming “Sharing” on the last day of class
 - Encourage students to invite not just their families, but their friends to the Sharing as well!
- **Dismissal**



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Back Pocket Games:

Human Knot: Students form a circle and place their hands into the center of the circle, each hand receiving a different person's hand (two pairs of hands should not be touching, nor should one pair of hands be touching). Then the group moves around each other to get all hands out from the knot and at each student's sides.

Tie this into how the various kinds of rock move through the layers of the earth.

What are you doing? One student starts doing a mimed activity and the student's partner asks 'what are you doing?' the first student has to then say an activity that he or she is NOT doing. The partner then starts doing that action. The process is repeated until one person stumbles or says what they are doing.

This can be themed toward measuring and experimenting with geology.