

- **Entry Procedure (or use your own):** Personal materials on shelf, grab Drama binder/ journal, take a seat in the circle, open journal, and work on writing an answer to the prompt: *What does it mean to improvise while acting? What does it mean to make "offers" when improvising? What do you have to do to get an "Exceeds" in offers?*
  - Teacher circulates, passing out Weekly Ensemble Rubrics, and uses this time to quickly take attendance.
- **Opening Warm-Up Game: Point and Name**
  - Students meander around the room.
  - Round 1: Point to an object and say its name.
  - Round 2: Point to an object and say anything that the object is NOT.
- Students return to the circle. Have each person share which round was hardest for them (bonus if they say why!)

## 2. New Information (10-15 minutes)

Acquire new information – declarative and/or procedural.

- **Tell students:**
  - Today, we're going to keep working on accepting and building on our peer's offers. But we're also going to talk about another skill needed in improvisation: **QUICK THINKING.**
  - One way that people often get stuck in improvisation is that they don't trust their own ideas, or they over-think their ideas. Some of you may have run into that problem in our warm-up. Round 2 should be as fast and easy as Round 1, since the possibilities are limitless. But many people take much longer on Round 2 because they over-think their answer instead of just saying the first thing that pops into their head.
  - Today's focus is going to be on **thinking fast.** One of the main reasons actors can think too slowly in improv is because they have an inner "judge" who sits in their brain, judging each idea until they come up with the "best" idea (the most clever, the funniest, etc.). They don't trust their partners to support them or they don't trust that their own ideas will work, no matter how well-thought-out they are.
- Show students the second (QUICK THINKING) row of the Improvisation Rubric on and talk through each level.
- All of the exercises today are designed to get students trusting the first ideas that pop into their head and responding quickly.

## 3. Apply (20-30 minutes)

Apply a thinking skill or use knowledge in a new situation. Opportunity for feedback is provided.

## Activity 1: What Are You Doing?

- **Purpose:** A quick drill game that allows students to practice immediately accepting their peer's ideas while also practicing responding immediately.
- **How To:**
  - Player B starts an action.
  - Player A says, "What are you doing?"
  - Player B responds by saying what they are doing, but it must be something different than what they are actually doing. (e.g. They are bouncing a ball but they say "I'm riding a bike.")
  - Player A then does the action described in Player B's verbal description, in this case riding a bike.
  - Player B asks Player A, "What are YOU doing?" Player A responds with something they are NOT doing. (e.g. They are miming riding a bike, but they can't say that's what they're doing. They need to say they're doing a new activity - "I'm making a pizza.")
  - Player B then models this new activity provided by Player A.
  - They repeat this back and forth.
  - A player is "out" if they take more than three seconds to come up with an activity, if they repeat an activity, if they do an activity and say they are doing that activity (say "I'm riding a bike" and mime riding a bike)
- **Feedback:** Have partners give written/verbal feedback for one member of their group (so everyone gets feedback) using the provided prompt and the Improvisation Rubric. A Feedback Form is included if you want to do this as a written exercise. Students will then add their grade to their partner's hard copy of the Improvisation Rubric by adding a letter for whatever day of the week it is underneath the row for QUICK THINKING.
- **Prompt:** *I would give (student name) a (score on Rubric) for improvisation. This is because (use words from the QUICK THINKING row of the Rubric + specific actions of peer to defend your answer). One suggestion I have for improvement is (clear, specific way to improve).*\_\_

## Activity 2: Mr./Ms. So-and-So Party

- **Purpose:** To practice accepting and building on peer offers while THINKING QUICKLY.
- **How To:**
  - Choose a "host" of the party. Get audience suggestions for the type of party or what's being celebrated.
  - Give the host 15 seconds to "set up the party" (miming).
  - Have the doorbell ring and Player A ready to enter.
  - The host opens door and greets Player A by giving Player A a quirky character endowment (e.g. "Hey, Mr. Always-has-to-pee!" or "Hey, Ms. I-can't-stop-eating!" or "Hey, Mr. Wants-to-touch-everything!" or "Hey, Ms. Hard-of-

hearing!" or "Hey Mr. Can't-find-his-keys!" or "Hey Ms. Slowly-becoming-a-monkey,")

- Player A immediately takes on the trait given to them by the host and the two continue the scene, interacting at the party.
  - In about 15 seconds, the doorbell rings with Player B ready to enter. Player A or the host can answer the door and greet Player B the same way, by giving them a character endowment.
  - Continue until there are about five guests interacting at the party.
  - Challenge the party guests to come up with a reason why all of them need to leave suddenly. Players need to make sure to stay in character while leaving.
- **Feedback:** Have partners give written/verbal feedback for one member of their group (so everyone gets feedback) using the same prompt as the previous activity. A Feedback Form is included if you want to do this as a written exercise. They will then add their grade to their partner's hard copy of the Improvisation Rubric by adding a letter for whatever day of the week it is underneath the row for QUICK THINKING.
  - **Closing Journal Prompt:** *Which improv skill (accepting offers, building on offers, thinking quickly) comes easiest to you? Which is hardest? Give examples from your practice exercises in your groups.*
    - Review journal expectations and have students check that their entry is at the "Meets" or "Exceeds" level.
  - Have students self-assess their participation (SAY YES, BE SAFE) on the Weekly Ensemble Rubric. Students put a letter corresponding with the day of the week (e.g. M for Monday) in the box under their chosen grade column.
  - **Exit Procedure:** Circling or stacking chairs, returning Drama binders to their correct locations neatly, turning in Weekly Ensemble Rubric and improv rubric.

#### 4. Generalize (5 minutes)

Generalize what has been taught. How will the teacher know if students met the measurable objective?

- Students will practice accepting offers, building on offers, and thinking quickly on improvisation exercises. (What Are You Doing? Mr./Ms. So-and-so Party)
- Students will give written and verbal peer feedback using language from the Improvisation Rubric.

## NOTES FROM THE CLASSROOM

- I collect the journals after Day Two to read and grade against the JOURNAL row of the Weekly Ensemble Rubric. I return the journals the next day. Adjust accordingly, based on your schedule.