“Creative Theatre Project”
Session 1
Tuesday, 4-5:30pm

Welcome (5 minutes)

* Welcome students and share a goal for this class: to create a play together in two sessions and to share something with our families and friends who will come to see us. Share names.

Entering community (15 minutes – we’ll keep this fast)

* Walking around the space to practice interacting in live ways, which is what theatre is all about. We will also get to know each other a little. Inviting participants to “fill the space,” walking without stopping. Give the following directions:
 - Walk, stop, jump, touch the floor, etc.
 - Get in groups of three, in groups of four, in groups of five, etc.
 - Get in groups of people who have similar shoes, height, eye color

 - If time allows, quick conversations about a topic: Who plays an instrument? Who has started school? Who has performed in a play before?

* Game: “Pass the snap”
A leader snaps their fingers, pointing at someone who now has the energy and passes it on to someone else. Prompt participants to pass it with certain emotions/directions: “fast, slow, excited, nervous, you don’t want the snap, you want the snap.”

Entering the work (15 minutes)

* Questions
Share two questions I have always had. Invite participants to think of theirs. They will just think about them for now and we will share them later. Participants walk around the space (like before) and when prompted, pause to share with someone else a gesture of what it looks like to ask that question (without voicing it). Repeat this a couple times. Then, ask participants to share their question with someone else, using the movement. Repeat this a couple times. They can also repeat someone else’s question. Prompt them to make their voices loud, soft, urgent, dramatic, curious, etc. to add different kinds of energy to the question-asking.
* In a circle, invite participants to share great questions that they have or heard. Write these down on post-it notes as they share them.
* Participants form groups around questions they would like to explore.

Scenework (20 minutes)

* Participants for each question create two still images in response to their questions: first, an image that “captures the question, expresses what the question is about,” (give an example if necessary), second, an image that “helps us understand something about the question.”
* Participants rehearse for 4 minutes (if needed, give more time).
* Participants perform. In between each showing, ask the audience, “What’s going on? How can we tell?” (This provides brief opportunities for acting coaching) and “Who’s story is this? How can we tell?” Check in with the group to see their intent.

Scenework Round 2 (20 minutes)

* Participants work with *another group’s* scene (in rotation so that everyone has a different story.) Give students with the following prompts:
- Create a continuous scene adding as many as ten lines of dialogue.

- Create a scene that shows someone else as the main character.

* Participants perform their scenes.
* Reflection: Ask participants, “What stood out to you? What surprised you?

Looking forward to performance (15 minutes)

* Give participants a moment to think about their work today: Are there any topics, themes, or ideas that would be important to share with audiences on Friday that we haven’t covered? Encourage participants to think about this. Are there scenes that we created that we for sure want to see be part of the performance on Friday? Discussion follows.
* If time allows, play a charades-like game: Choosing one of the themes or questions that were just voiced, participant volunteers create a still image (which might include words) around one question/theme at a time. These might be used to inform work on Thursday.
* Closing: Everyone shares a word or a phrase (no longer than three words! ☺) about what’s on their mind as they look forward to Thursday’s session.