

# EMERGENCY LESSON PLAN

## SOLVING TECH PROBLEMS

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### OBJECTIVE

To apply critical thinking skills in a tech theatre context.

### DESCRIPTION

What is an Emergency Lesson Plan? It's a contained exercise that a substitute teacher without any drama experience can take your class through. At the end of the exercise, there is something to hand in so that you can see what work was done during your absence. In this ELP, students problem solve common tech theatre issues.

### MATERIALS

- Substitute Teacher Instruction Sheet
- Tech Theatre Problem Sheet
- Worst Case Scenario Sheet
- Substitute Theatre Feedback Sheet

### CLASS OUTLINE

1. **Journal Prompt:** Students enter and respond to the following question in their journals: "What does the concept of 'the show must go on' mean to you? Use examples to explain your answer." Your sub will take attendance during this time.
2. Students form small groups (3 or 4) and go through the *Tech Theatre Problem Sheet*. If you want to divide students into groups beforehand a group list sheet is provided. Each group receives a set period of time to complete the Sheet.
3. Each group receives the *Worst Case Scenario Sheet* and creates a technical "worst case scenario." The scenario has to be grounded in reality and each group must sign off on the scenario. Your sub will collect these sheets and re-distribute them randomly.
4. Groups problem solve their answer on the *Worst Case Scenario Sheet* that they receive. After a set period of time, your sub will collect these sheets.
5. Each small group joins up with another group to share their answers to the *Tech Theatre Problem Sheet*. What are the similarities? What are the differences?
6. Students receive and complete a *Reflection* and hand this in at the end of class.

# EMERGENCY LESSON PLAN

## SUBSTITUTE INSTRUCTION SHEET

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You have three handouts

- Tech Theatre Problem Sheet
- Worst Case Scenario Sheet
- Reflection

You also have

- Group List Sheet (If I've divided the class into groups for you)
- Group Assessment Sheet (to observe group work)
- Feedback Sheet

At the end of class

- Each group hands in their Tech Theatre Problem Sheet and their Worst Case Scenario Sheet. Students hand in their Reflection

Before the class begins

- Write the journal prompt on the board: "What does the concept of 'the show must go on' mean to you? Use examples to explain your answer."
1. Students respond to the questions in their journals as you take attendance. 3 to 5 minutes.
  2. Divide students into small groups (3 or 4) as identified by the group list sheet. **NOTE: If there's no group list sheet, let students choose their own groups.**
  3. Give each group a *Tech Theatre Problem Sheet*. Groups are to discuss and write down a solution for each problem. Groups have 35 minutes to complete the sheet. As groups work, observe them and fill in the *Group Assessment Sheet*.
  4. Next, each group receives the *Worst Case Scenario Sheet* and creates a technical "worst case scenario." The scenario has to be grounded in reality and each group must sign off on the scenario.
  5. Collect the sheets and re-distribute them randomly. Groups problem solve their answer on the *Worst Case Scenario Sheet* that they receive. Groups are given 10 minutes to complete their answer. Collect the sheets at the end of the designated time.
  6. Each small group joins up with another group to share their answers to the *Tech Theatre Problem Sheet*. What are the similarities? What are the differences? Groups are given 15 minutes for their discussions. Observe any groups who aren't staying on task for this discussion and identify them on the back of your *Group Assessment Sheet*.
  7. Hand out the *Reflection* to all students. Students complete the *Reflection* and hand it in at the end of class. Remind students to put their names on their work.
  8. Place the Group *Tech Theatre Problem Sheets*, the Group *Worst Case Scenario Sheets*, and the individual *Reflections* on three separate piles on my desk.
  9. Please fill in the *Substitute Feedback Sheet* and leave that on my desk along with the *Group Assessment Sheet*. Thank you!

## EMERGENCY LESSON PLAN

# TECH THEATRE PROBLEM SOLVING SHEET

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*On a separate piece of paper, write out your solutions to the following tech theatre problems.*

1. You are an actor onstage. The lights go up. Your scene partner has had a costume mishap and their costume change is not complete for an extra 30 seconds. What do you do so the audience has no idea there's a problem?
2. You're the Stage Manager. The lighting board loses power during the show and all the lights go out. What do you do so that the show goes on?
3. You're an actor onstage in a musical. You have a wireless mic on. You start to sing and it's clear the mic isn't working. You don't know why. What do you do?
4. You're the Assistant Stage Manager backstage. You realize an actor has left an essential prop on the prop table. What do you do? How do you do it so the audience has no idea there's a problem?
5. You're an actor onstage. A prop bird accidentally falls down and it looks dead through your whole scene. What do you do?
6. You're an actor onstage. The phone is supposed to ring. It doesn't. What do you do so the audience has no idea there's a problem?
7. You're the Stage Manager. It's the middle of a show. Your Assistant Stage Manager says over the headset that an actor has slipped and fallen backstage. You don't know the extent of the issue. What do you do to solve the problem?
8. You're the Lighting Board Operator. The spotlight goes out in the middle of the show. What do you do?
9. You're on the backstage crew. An actor is supposed to do a quick change and can't find the costume piece they need. What do you do?
10. You're the Stage Manager. It's an hour to show time. An actor is crying in the stairwell because of a phone call with extremely bad news. They can't go onstage. What do you do?
11. You're the Stage Manager. An actor trips, falls off a riser and lands on their face. They have a bloody nose. What do you do?
12. You're on the stage crew. You're in charge of moving a big set piece onstage during a blackout. The set piece is stuck on something and won't move. You don't know what. What do you do?

# EMERGENCY LESSON PLAN

## WORST CASE SCENARIO

**Group One:** Create a technical "worst case scenario." It must be different than the ones you've seen so far and it must be grounded in reality.

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All Group One Members sign here:

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**Group Two:** Discuss the above scenario and brainstorm possible solutions on the back of this sheet. Decide on one and write it out below.

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Why did you go with this solution?

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All Group Two Members sign here:

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# **EMERGENCY LESSON PLAN**

## **SUBSTITUTE FEEDBACK SHEET**

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*Thank you for taking my class today. Please let me know how things went, who was helpful and who was disruptive.*

Class:

Assignment for class:

Did the class complete the assignment?

Did you have enough instruction? If not, what was missing?

Who was helpful:

Who was disruptive:

Comments:

# EMERGENCY LESSON PLAN

## GROUP LIST SHEET

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Divide students into the following groups:

Group One	Group Two
Group Three	Group Four
Group Five	Group Six
Group Seven	Group Eight

## EMERGENCY LESSON PLAN

# GROUP ASSESSMENT SHEET

*Circle the numbers that correspond with your observations of each group*

Group One	Yes	No	Group Two	Yes	No
Does the group understand the task?	3	0	Does the group understand the task?	3	0
Are they working together?	3	0	Are they working together?	3	0
Are they discussing the questions?	3	0	Are they discussing the questions?	3	0
Are they listening to each other?	3	0	Are they listening to each other?	3	0
Is everyone contributing answers?	3	0	Is everyone contributing answers?	3	0
<b>TOTAL</b>			<b>TOTAL</b>		

Group Three	Yes	No	Group Four	Yes	No
Does the group understand the task?	3	0	Does the group understand the task?	3	0
Are they working together?	3	0	Are they working together?	3	0
Are they discussing the questions?	3	0	Are they discussing the questions?	3	0
Are they listening to each other?	3	0	Are they listening to each other?	3	0
Is everyone contributing answers?	3	0	Is everyone contributing answers?	3	0
<b>TOTAL</b>			<b>TOTAL</b>		

Group Five	Yes	No	Group Six	Yes	No
Does the group understand the task?	3	0	Does the group understand the task?	3	0
Are they working together?	3	0	Are they working together?	3	0
Are they discussing the questions?	3	0	Are they discussing the questions?	3	0
Are they listening to each other?	3	0	Are they listening to each other?	3	0
Is everyone contributing answers?	3	0	Is everyone contributing answers?	3	0
<b>TOTAL</b>			<b>TOTAL</b>		

Group Seven	Yes	No	Group Eights	Yes	No
Does the group understand the task?	3	0	Does the group understand the task?	3	0
Are they working together?	3	0	Are they working together?	3	0
Are they discussing the questions?	3	0	Are they discussing the questions?	3	0
Are they listening to each other?	3	0	Are they listening to each other?	3	0
Is everyone contributing answers?	3	0	Is everyone contributing answers?	3	0
<b>TOTAL</b>			<b>TOTAL</b>		