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**Adapt Now: Adapting Drama Classroom**

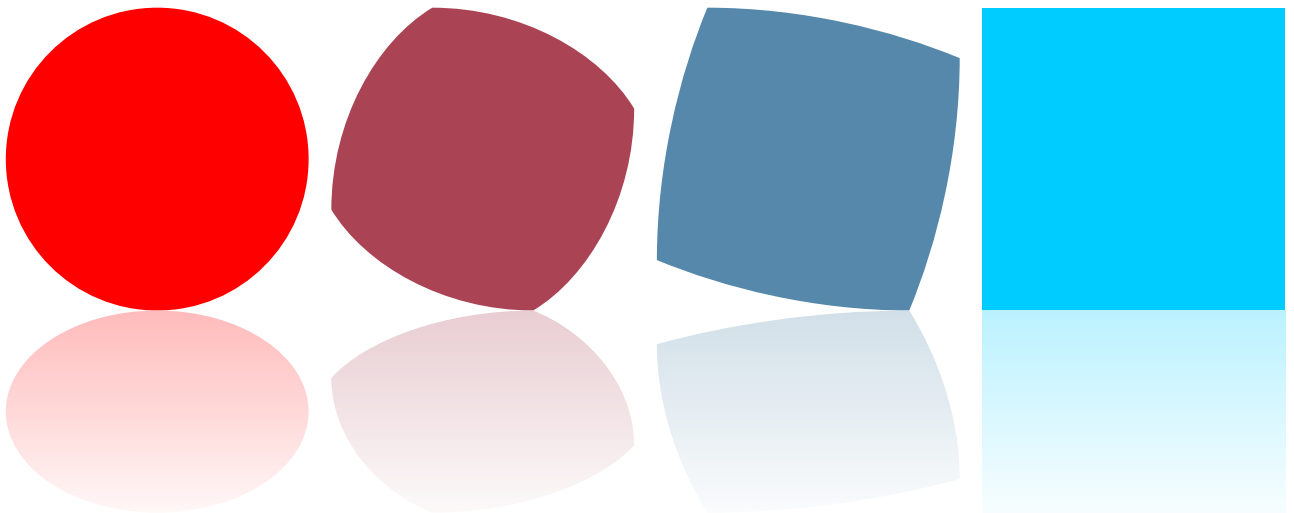
**Materials to Different Distance Environments**

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# ADAPT NOW

## Adapting Drama Classroom Materials to Distance Environments



Theatrefolk®

Lindsay Price, Karen Loftus, Matt Webster

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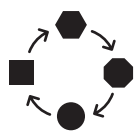
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e-mail: [help@theatrefolk.com](mailto:help@theatrefolk.com)  
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# ADAPT NOW: ADAPTING DRAMA CLASSROOM MATERIALS TO DISTANCE ENVIRONMENTS

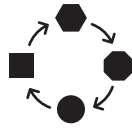
Is your classroom shifting from a traditional in-person environment to a distance learning environment? Are you being asked to submit plans for social distancing? Are most of your students at home without regular access to the Internet or a computer?

It has become clear that the classroom as we know it may have to change. It's impossible to determine how long this will last, or what it will look like. This is unknown territory with no precedent. Some schools may include distance learning as part of their curriculum, some may have blended traditional and virtual classrooms depending on the time of year, and some may have to incorporate social distancing into in-class practices. You may be asked for one set of plans, only to have to change them after the first week.

Given the vastness of this unfamiliar territory, **adaptation will be key.** Regardless of the learning scenario, strive to adapt rather than reinvent or create new material. For each unit or exercise ask yourself:

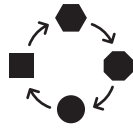
- **How do I shift the focus?** How do I shift the focus to make this unit work for a new environment?
- **What skills can we work on in this new environment?** You know the skills you want your students to learn in a traditional classroom; how do you adapt those skills to your new environment? These may not be the same skills, but there are certainly things that can be worked on in a socially distanced environment or a home environment.

In this resource we will provide a number of adaptation examples for warm-ups, instruction methods, activities and exercises. Our goal is to adapt things that were originally written for traditional classrooms to different environments. You don't have to reinvent the wheel with your curriculum. You can adapt, shift the focus, and continue to work on skills whether your students are virtual or socially distanced.



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# ADAPTING WARM-UPS

A warm-up is an exercise that you use at the beginning of the lesson. It can be an ensemble builder at the beginning of the year. It can be specific to the lesson. It can be an exercise to transition students, if they need to focus or relax in order to work.

Whether your new environment is virtual or socially distanced, include warm-ups. If it was part of your regular routine, make it part of your new routine. It's important to establish, as best you can, a routine.

How do you adapt a traditional classroom warm-up? Let's start with a warm-up in its original form:

## Traditional Classroom Warm-up: Go, Stop, Clap, Jump

The goal of this exercise is to work on listening skills and making choices. There are four commands (Go, Stop, Clap, Jump) and four actions:

- When you hear go - walk around the room
- When you hear stop - stop
- When you hear clap - clap your hands
- When you hear jump - jump

Once everyone has mastered these commands/actions, change the action that goes with each command:

- When you hear go - stop
- When you hear stop - walk around the room
- When you hear clap - jump
- When you hear jump - clap your hands

## Virtual Classroom Adaptations

Adapt the exercise so that students stand in their own spaces, facing the camera. The only change is that will they walk in place, instead of walking around the room:

- When you hear go - walk in place
- When you hear stop - stop
- When you hear clap - clap your hands
- When you hear jump - jump

Then change the action that goes with each command, just as you do in the traditional classroom version. The point of the exercise remains the same - work on listening skills and making choices. The focus of the original exercise is to get students moving (while listening and making choices), which still applies in this virtual adaptation.

But what if students have limited space or can only sit in front of their computers? Adapt the exercise:

- When you hear go - mime walking in place with hands (move hands as if they were feet)
- When you hear stop - stop
- When you hear clap - clap your hands
- When you hear snap - snap your fingers

Students still have to listen and make a choice, even though they're limiting their movement. There are options: students can make their gestures large and dramatic. Perhaps when they stop they have to make an exaggerated shape with their upper body. How silly can they make their claps and snaps? They are still moving and they are still working on their listening skills while making choices.

## Social Distance Classroom Adaptation

In a social distance classroom, in which students must stay apart and stay masked, adapt the exercise by having students stay in a designated space much like the first virtual adaptation, or have them sit at their desks and do the gestures from the second virtual adaptation.

Don't get caught up on "but this isn't the way we do it. This isn't the way it's been done." Shift the focus - in all of these adaptations, the goal of the exercise remains the same.

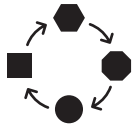
## Warm-ups for At-home Students

What warm-up options can you give to students who are at home with limited access to the Internet or a computer?

- Write out a five-minute warm-up and instruct students to complete the exercises in their home and keep a log.
  - A physical stretch, a physical shake out, a skill that they work on each day and try to improve upon (e.g., a push up or a yoga move)
- Ask students to create their own five-minute warm up and write a description for you. Why did they choose the exercises that they did?

- Give students the instructions for Go, Stop, Jump, Clap, and tell them to adapt the exercise for another at-home student. Or have them adapt it for a social distance situation and then teach the adaptation. Use it as an opportunity to practice problem solving and creative thinking.





# ADAPTING EXISTING LESSONS FOR A VIRTUAL CLASSROOM

## 1. Keep the general structure of a traditional classroom lesson.

If you started every class with a journal prompt and ended every class with an exit slip, keep that structure. If you started every class with a check-in (*How are you feeling?*) and ended every class with a check-out (*What did you learn today?*), this is a routine that students are used to. Keep the routine because it tells students that you think virtual lessons are as important as traditional lessons. You may have to shift how you execute the various elements. For example, instead of an exit slip that you give students to fill out and hand in, you might give students an exit prompt that they will respond to in a journal doc that they submit to you electronically. You may have to identify students by name to verbally respond to a check-in or check-out.

## 2. Remove the pacing expectations of a traditional classroom lesson.

Everything takes longer in a virtual environment. You also may have less time with your students. A unit that takes one week in a traditional classroom may take twice as long online. As you work through virtual tasks, don't get frustrated because they're not working the same way as they did in your classroom. Remove pacing expectations.

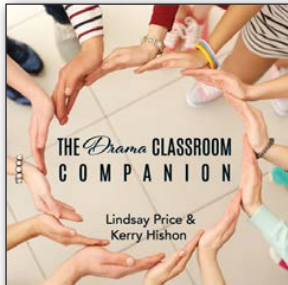
## 3. Create a vocabulary of online tasks.

You probably establish a working task vocabulary in your traditional classroom. For example, if you say "audience seating," students automatically know to sit on the floor in lines simulating an audience. Not only does giving your virtual classroom a vocabulary help with routine, it also equates virtual work with traditional classroom work. The terms and the definitions of those terms are up to you. Teach and practice the execution of whichever terms you chose. Examples:

- **Recall:** Students recall a point from a section of information you've just given.
- **Respond:** Students give their opinion on a topic.
- **Brain break:** Stand and stretch for one minute.
- **Check-in:** Students recall their next task.

# Teaching Resources

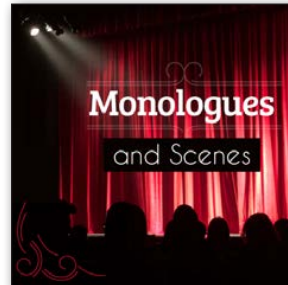
Quality resources to use in your drama classroom



## The Drama Classroom Companion

*The Drama Classroom Companion* is filled with articles and exercises to build the skills needed for theatrical performance as well as real world skills like creative thinking, critical thinking, collaboration, and communication.

[theatrefolk.com/companion](http://theatrefolk.com/companion)

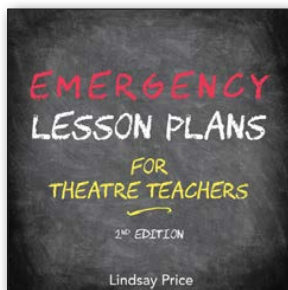


## Monologue and Scene Collections

Whether it's for classwork, competitions or auditions, these collections of student-appropriate monologues and scenes can help you find what you're looking for.

All monologues and scenes come from published plays and include running-times, descriptions, character notes and staging suggestions.

[theatrefolk.com/collections](http://theatrefolk.com/collections)



## Emergency Lesson Plans For Theatre Teachers

*Emergency Lesson Plans For Theatre Teachers, 2nd edition* gives you the tools and resources you need to confidently leave your class in the hands of a substitute teacher. Customize your lesson plans to suit the specific needs of your class when you can't be there.

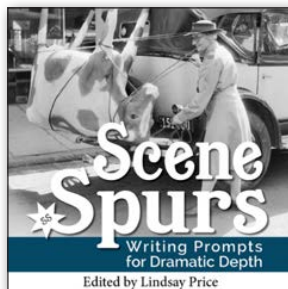
[theatrefolk.com/elp](http://theatrefolk.com/elp)



## The Student Director's Handbook

Help students take their show from first audition to opening night with *The Student Director's Handbook*. This easy-to-use ebook is full of guidelines, tips and templates designed to help students create a vision, circumvent problems and organize rehearsals on their way to a successful production.

[theatrefolk.com/student-director](http://theatrefolk.com/student-director)



## Scene-Spurs: Writing Prompts for Dramatic Depth

*Scene Spurs* is a collection of photo-based writing prompts developed by playwright Lindsay Price. The set includes 35 different Spurs along with an instruction guide to integrate them into your drama classroom.

[theatrefolk.com/spurs](http://theatrefolk.com/spurs)

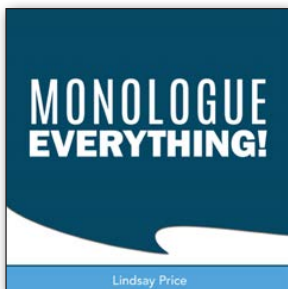


## Write Your Own Vignette Play

Your students want to write and perform an original play. You want to include a playwriting unit in your program. But where to start? What if your students have never written a play before? What if you've never written before?

*Write Your Own Vignette Play* will answer all your questions and more

[theatrefolk.com/write\\_vignette](http://theatrefolk.com/write_vignette)



## The Monologue Everything Program

Want your students to write their own monologues? Have you tried to incorporate monologue units into the classroom with less-than-satisfactory results?

[theatrefolk.com/monologue-everything](http://theatrefolk.com/monologue-everything)



## Competition Material

Plays, monologues, and scenes for drama competitions including royalty information and exemptions.

[theatrefolk.com/competition](http://theatrefolk.com/competition)



## Practical Technical Theater: The Complete Solution for Technical Theater Classrooms

This series of instructional DVDs is perfect for the teacher who feels more at home with a prompt book than a hammer, and would welcome a new, visually oriented teaching tool for their tech classes and production crews.

[theatrefolk.com/ptt](http://theatrefolk.com/ptt)



[www.theatrefolk.com/resources](http://www.theatrefolk.com/resources)