

Sample Pages from No See Scenes

Welcome! This is copyrighted material for promotional purposes. It's intended to give you a taste of the resource to see whether or not you it will be useful to your classroom. You can't print this document.

Visit <https://tfolk.me/p395> for pricing and ordering information.

NO SEE SCENES

**Warm-ups, exercises and scene work
for a no camera virtual unit**



Lindsay Price & Karen Loftus

No See Scenes: Warm-ups, exercises and scene work for a no camera virtual unit
Copyright © 2020 Lindsay Price, Karen Loftus & Theatrefolk

CAUTION: This book is fully protected under the copyright laws of Canada and all other countries of the Universal Copyright Convention.

No part of this book covered by the copyrights hereon may be reproduced or used in any form or by any means - graphic, electronic or mechanical - without the prior written permission of the author.

Published by Theatrefolk Inc.

e-mail: help@theatrefolk.com
website: www.theatrefolk.com

Photocopying / Multiple Copies

The sole owner of this book may copy the articles, exercises, and handouts for their class for educational purposes. All other purposes for duplication and/or distribution are prohibited.



NO SEE SCENES:

Warm-ups, exercises and scene work for a no camera virtual unit

This resource is specifically for teachers who work with students who do not feel comfortable turning on their cameras in a virtual classroom. There are many reasons for this from personal to environmental.

This presents a challenge. The drama classroom is all about connection and engagement. How do you connect to students who you can't see? How do you engage these students in your classroom activities when you're not even sure they're listening or paying attention? It will require all your creative and critical thinking skills. Hopefully, this resource will provide some help.

Theatre Educator Karen Loftus has been working with no camera students since Spring 2020 and shares her insight with suggestions to incorporate into your virtual classroom.

Playwright Lindsay Price has put together a collection of warm-ups, exercises, lessons, a unit and written scenes specifically for no camera students.

These are challenging times but there are no better problem solvers than drama teachers. Here's to finding solutions that work for your classroom and your students.



TABLE OF CONTENTS

Distance Learning Engagement	3
Warm-ups & Games	6
Lessons	16
Scenework Unit.....	32
Scenes	47



DISTANCE LEARNING ENGAGEMENT

Many schools have chosen not to require students to keep their cameras on during video conferencing. Sometimes teaching to a group of names or just black boxes can be intimidating and scary. It's almost like being a standup comic bombing at a nightclub.

It's important to keep in mind that engagement via distance learning looks different than it does in the classroom. In the classroom we can look at our students, they can look at us, there's noise, and there's all kinds of body language and signals that let us know if they're paying attention, if they're engaged, and if they're enjoying themselves.

However, there are ways to encourage engagement in distance learning. **The key is to make your lessons as interactive as possible.** Interaction doesn't have to be complicated; it can be as simple as stopping to ask a question. Interaction can be checking in with them at the beginning of class or having them utilize the tools that are already there in Zoom.

Here's a list of ways you can engage your students via distance learning or video conferencing even if their cameras aren't on:

1. Ask your students to make sure that there's a profile picture in place of just their name. Ideas for profile pictures can include: their actual picture, a piece of art they've created, a supportive meme, a meme that relates to something you've done in class, or any other image that somehow ties in to what you're exploring.
2. At the start of each class ask a check-in question. It can be related to the day's lesson or just a "get to know you" question. Allow the students to answer it either with their voice or in the chat and then ask them to pass it on to another person. There's no need to have the entire class answer, preferably just 5-10 students. Be sure to do this every day so they expect it, but also pick different students to answer, maybe ones that haven't been as engaged in previous sessions. Asking these questions is just one way to interact with your students to get to know them.

Examples of check-in questions include:

- On a scale of 1-10 (10 being "GREAT") how are you doing today?
- On a scale of Voldemort to Harry Potter how are you doing today? Ask students to come up with scales of their own to ask the class.
- What type of animal represents the way you're feeling today?
- What type of food represents the way you're feeling today?

You can even make the check-in prompt an assignment and have each student start it each day. Checking in is a great way to let your students know you care and it gives you a chance to see how the room is feeling.

If you don't have a lot of time you can ask them to let you know how they are by using reaction icons or emojis. Check your online platform to see what reactions are available.

3. In addition to having your students use the chat to communicate, have the entire class use the built-in response features of your online platform.

Examples of questions to ask (specific to Zoom):

- Raise your virtual hand if...
- True or false questions using the "Yes" or "No" buttons.
- Multiple choice questions using "Yes," "No," "Go Slower," and "Go Faster" instead of a, b, c, and d.
- Ask questions about how they feel about something such as a character, a character's choice, or a game you just played, by asking them to use the thumbs up and thumbs down icons. Be sure to tell them to use the ones at the bottom of the participants list because there is a thumbs up under "reactions."
- Have the class assign another meaning to the "take a break" cup icon and use it for that.
- Leave the "away" icon as the "away" icon. That way you'll know if your student had to use the bathroom or step away for some reason.

You, as the host, will be able to see who is answering as they answer. Be sure to thank those who are answering and encourage those who haven't answered to answer. Wait until you have an answer from everyone. The first few times you do this it will feel like it is taking forever, but follow through so that the students know they have to answer.

4. Go crazy with the white board. Use it for everything!

Examples:

- Brainstorm.
- Answer questions.
- Draw rectangles representing groups on the white board and have groups answer questions or respond to a prompt by writing in their square.
- Play pictictionary and have multiple people draw at the same time on different assigned areas of the board. Use vocabulary from the unit you're working on at the time.
- Have the students use the "stamp" feature to agree with something someone else has written.

5. Annotate images. Share your screen with an image or a graphic you've created that allows students to interact with it via annotation.

Examples:

- The 9 square stage direction chart blank and ask the students to fill it in
 - A picture of the areas of a theatre and ask the students to label them
 - A page of a script and have the students circle character clues, tech info, etc.
6. If you're able to change the settings to allow students to rename themselves, ask them questions or give them a task that requires them to change their name.

Examples:

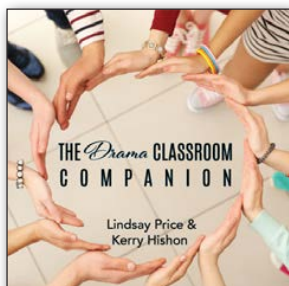
- What character do you relate to?
 - What two colors would work for this character's costume?
 - For improv games they can change their name to a character name of their choice.
7. Use Google Docs to collaborate and share your screen as you work.
 8. In Fall 2020, I'm exploring nearpod.com, which is an interactive web-based program. It allows for a ton of interactivity and you can monitor who's doing what while you're using it. Currently, there's a free version you can use!
 9. Have a check-out activity similar to an exit slip or even in addition to an exit slip.

Examples:

- Sum up the class in one word or phrase.
 - Share a positive thought with the rest of the class.
10. Ask students for ideas on interactivity. They may be able to suggest some great new technologies that could help make the class more interactive and keep the engagement level high.

Teaching Resources

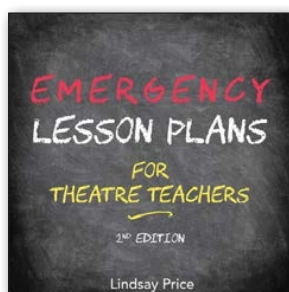
Quality resources to use in your drama classroom



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.

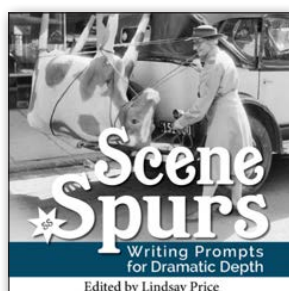
theatrefolk.com/companion



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.

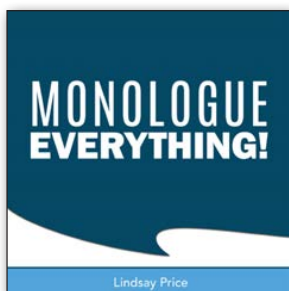
theatrefolk.com/elp



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



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?

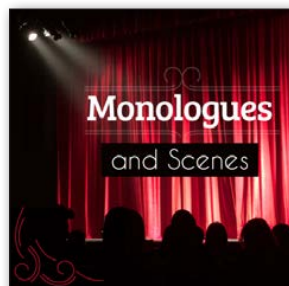
theatrefolk.com/monologue-everything



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

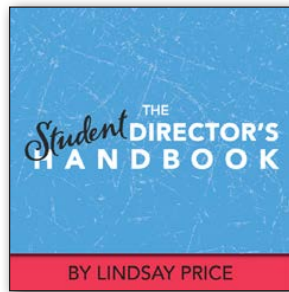


Monologue and Scene Collections

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



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



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



Competition Material

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

theatrefolk.com/competition



www.theatrefolk.com/resources