

## **Sample Pages from Scenes for Classroom Study**

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Visit <https://tfolk.me/p348> for pricing and ordering information.

# SCENES *for* CLASSROOM STUDY

By Lindsay Price



Scenes for Classroom Study  
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# WELCOME TO SCENES FOR CLASSROOM STUDY!

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Use these scenes in your classroom for character study, scene work, substitute teachers, performance, Individual Event competitions, and any other way you can imagine.

Each scene comes from a published play (the complete play can be ordered from [theatrefolk.com](https://theatrefolk.com)). You may print the scenes for your personal classroom use.

But wait there's more! Each scene comes with:

- **Close Reading Questions:** Use each scene as a close reading exercise with these text-dependent questions.
- **Staging Suggestions:** If groups are self-directing, or you have student directors, these notes will help them effectively stage the scenes.
- **Character Development:** This section includes character-specific questions and suggestions for your student actors. If your students perform Individual Events or compete with scenes, they're going to want their characters to be at their best!

Your students will not only have relevant material at their fingertips, you can help them take their work to the next level. Enjoy!



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can't talk to Helen. When she did that to you, it made me so...anyway. That's as far as I got. Thinking about talking.

TAM: I've been thinking about how I could punch Mrs. Rodriguez. This morning she said to me – "he's with the angels now. He's in a better place."

KRYSTA: You know what she said to me when I came here? "Everything happens for a reason."

TAM: (*playing along*) Oh, so there's a reason my dad's dead? Please enlighten me! And then she told me to "be strong." Like I'm a weightlifter.

KRYSTA: Like I can bench press half my weight in sadness.

TAM: (*stands, thinking*) It'll have to be a secret. Helen might swallow her tongue if I sat down at your table.

KRYSTA: Yeah. Sorry.

TAM: No, I get it. We'll need a secret code word or something. A handshake!

KRYSTA: And what would Helen do if she saw us doing a secret handshake?

TAM: Right, right. We'll figure it out.

KRYSTA: Really?

TAM: Really. (*beat*) Thanks.

KRYSTA: For what?

TAM: For seeing we were in the same boat. (*as they exit*) Do you think Helen was bitten by wolves as a small child?

KRYSTA: Maybe. I should ask her.

\*\*\*\*\*



# TWO MEN



## PLAY: SUNDAY LUNCH

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Read the full script: [theatrefolk.com](http://theatrefolk.com) in the collection *Ten Minute Play Series: Be Challenged*.

Characters: Devon (17), Rayden (14).

What you need to know: Devon's dad and Rayden's mom are dating. The scene takes place in the basement of Devon's house.

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### CLOSE READING QUESTIONS

Read the scene through a number of times for deeper comprehension and analysis.

#### First Reading

1. What is your first impression of the scene?
2. What is this scene about?
3. Why does Devon like football?
4. Why does Rayden hate it?
5. What happens at the end of the scene?
6. What's the tone of the scene? Cite the text to support your answer.

#### Second Reading

1. Identify Rayden's language pattern in the scene. What words and phrases does he use? How does Rayden's language reflect his personality? Cite the text to support your answer.
2. Why does Devon's language change when he learns his father is serious about Shauna?
3. Rayden says of his mother "She doesn't listen." Why does Rayden say this specifically? What can you infer about the relationship between Rayden and his mother? Cite the text to support your answer.
4. Highlight mentions of Devon's father in the text. What can you infer about Devon's father from these lines? What can you infer about the relationship between Devon and his father?
5. Compare and contrast how each character feels about their mother. Cite the text to support your answer.
6. What would be the impact of this scene onstage?

## Third Reading

1. What is the theme of this scene? How did you come to this conclusion? Cite the text to support your answer.
2. Why does Rayden tell Devon to lie to his father? Use the text to support your answer.
3. Will Devon lie to his father about Rayden? What's going to happen next? Use the text to support your answer.
4. What is the author trying to say about family in this scene?
5. What is the author trying to say about perception in this scene?
6. How does the author want you to respond to this scene?
7. What is the significance of the title within the context of the scene?

## STAGING SUGGESTIONS

*Things to think about as you stage the scene.*

This scene takes place in a basement where Devon is watching Sunday afternoon football. This scene can easily be staged with two cubes, but beware – you don't want the two actors sitting there staring out for the whole scene.

Think about what each character wants in the scene and how they can physicalize that want. For example, Rayden is a little awkward. Is there a nervous gesture that he can repeat? Can he start sitting at the far end of the "couch" and move closer as he gets more comfortable? What if Devon stands every time he shouts at the TV?

Devon is a relaxed character except when he learns that his dad might be getting serious with Rayden's mom – how can he physically change here? Does he have a nervous gesture? Does he start to pace?

Think about how you can use space to demonstrate the relationship between these two characters. What is the distance between them at the beginning of the scene? What is the distance between them at the end of the scene? Visualize the change.

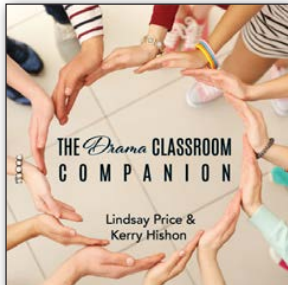
## CHARACTER DEVELOPMENT

*Important questions for three-dimensional characterization.*

1. What's the most important line in the scene for each character? Why?
2. Rayden and Devon have met before – improvise their first meeting.
3. Devon is pretty casual, except when it comes to his dad possibly getting serious with another woman. Why does this bother him?
4. Rayden has been down this road before. Write out another time Rayden has been to a Sunday lunch. What happened?
5. What is school like for both characters?
6. Describe what it was like between Devon and his mom when they would watch football together.
7. Create a visual for both Devon's dad and Rayden's mom. These two characters should know exactly what each parent looks like, sounds like, and acts like.
8. Why does Rayden tell Devon to lie to his father? What does Rayden think of Devon?
9. Describe the bedroom of each character. Keep in mind each character's relationship with their parent – what influence would the parent have over their room?
10. Create a character profile for each character: full name, description of family life, favourite food, least favourite food, childhood memory, pet peeve, secret.

# Teaching Resources

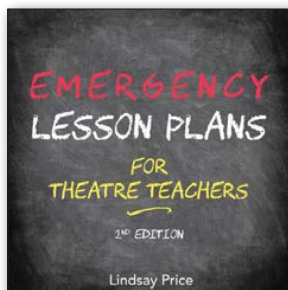
Quality resources to use in your drama classroom



## 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.

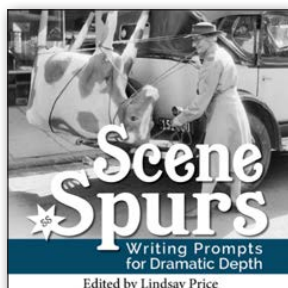
[theatrefolk.com/companion](http://theatrefolk.com/companion)



## 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.

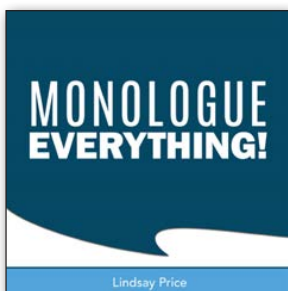
[theatrefolk.com/elp](http://theatrefolk.com/elp)



## 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)



## 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?

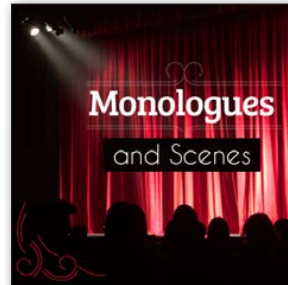
[theatrefolk.com/monologue-everything](http://theatrefolk.com/monologue-everything)



## 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)



## 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)



## 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)



## 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)



## Competition Material

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

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



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