

USE THIS LESSON TO: explore how many theatrical functions work together to create a whole story.

 45 minutes

OBJECTIVES: Students will...

-  Observe the steps involved in preparing a show for multiple functions in the theater.
-  Develop an understanding of the jobs and corresponding responsibilities in the theater.
-  Learn the importance of communication in the theater.
-  Work collaboratively to explore the sequence of events involved in pre-show preparation.

PROVIDED MATERIALS:

-  Pride Work Answer Key
-  Cue Cards
-  Cue Cards Answer Key

ADDITIONAL MATERIALS:

-  Tape
-  Two Chairs

PREPARATION:

-  Print Pride Work Answer Key and Share Key for your reference.
-  Print and cut out Cue Cards.

OPENING RITUAL:  5 minutes

- Gather students in a large standing circle.
- Distribute djembe drums to this session's Pride Leaders.
- Focus the class and ask students to facilitate their physical and vocal warm-ups, followed by the drum circle activity using the established call-and-response format.

VIDEO:  5 minutes

- Play video: 17 Cue.
- The video will examine how various people in the theater work together to prepare for the start of a show. The video will take students through an activity in which they observe the various tasks that occur leading up to the beginning of a performance.

GROUP ACTIVITY: **Brainstorm**  5 minutes

- Ask your students to share their observations of the video. Write their ideas on the board.
- Brainstorm the various cues that would lead to each task. What triggers the task to happen?
- Ask students to suggest any other events that must take place before a show begins. Add these ideas to your list.

PRIDE WORK: Pre-show Cues ⌚ 5 minutes

- Divide your students into their Prides and distribute a Challenge Sheet to this session's Pride Leaders.
- Prompt the Pride Leaders to read the Challenge Sheet aloud to their Prides.



Actor's Cues

Working from a jumbled list of an actor's duties, Pride A will determine the correct order of events.



Front of House Cues

Working from a jumbled list of front of house duties, Pride B will determine the correct order of events.



Backstage Cues

Working from a jumbled list of backstage duties, Pride C will determine the correct order of events.

SHARE: ⌚ 20 minutes

- Invite each Pride to share its work. Refer to the Pride Work Answer Key and correct any discrepancies.
- Distribute Cue Cards.
- Give one student the job of being the "clock" for the game. Hand them the Clock Cue Cards.
- Choose two students to be the audience members and hand them the Audience Member Cue Cards.
- Distribute the Actors Cue Cards evenly to the students in Pride A.
- Distribute the Front of House Cue Cards evenly to the students in Pride B.
- Distribute the Crew Cue Cards evenly to the students in Pride C.
- Give the students a moment to identify what physical action might go along with the action on their card.
- Ask your students to raise their hands when they hear their cue, and then wait to be called on. When they are called on, they should read their role and their action out loud.
- Let students know that there may be multiple people cued at once. They need to listen closely for their cue!
- Some people have multiple cues on their cards, make sure they are paying attention and that all cues are completed before taking their action.
- Let students know that there will be an occasional action called Clock that will let everyone know the time. In the theater, certain times act as cues as well.

- Begin the activity by having the Clock read his or her first action out loud.
 - Refer to the Cue Cards Answer Key throughout the game to keep your class on track.
- Call on students who raise their hands and invite them to share their cards.
- If your students successfully complete all cues, use the following instructions for round two.
- Identify an area to be on-stage, back stage, the lobby, and the house.
- Place two chairs in the house for your audience members.
- Play the game again, this time directing students to act out their action in the appropriate area of your imagined theater space.

TEACHER TIP: For an added level of difficulty, brainstorm challenges that might occur before a show begins. Create Challenge Cards and see how they affect the cues. You could also try timing the game to see how quickly, or accurately you can execute all the actions.

REFLECTION: ⌚ 5 minutes

Use these prompts to facilitate a discussion with your class:

- What did it take to successfully complete all the cues?
- What other cues happen during a show or after a show?
- What happens if someone misses a cue?

PRIDE JOURNAL 17:

Invite your students to complete a journal entry in response to these prompts:

- Describe your strongest skill. (Examples: organization, communication, etc.)
- Identify which of the jobs in the theater you could apply that skill to. (Examples: stage manager, house manager, actor, stage crew, usher, etc.)
- If you had that job, who else in the theater would you collaborate with to make the show a success?
- What careers outside the theater could you apply your skill to?