

***The Actors Lunch Break  
Workshop 45-60 minutes  
by Jimez Alexander***

***K-4th grade***

***Objective:***

The Actors' Lunch Break is an engaging and participatory theatre workshop, intertwining creative expression with health consciousness. Aligned with educational standards such as ELAGSEKSL4, TAK.CR.1, TAK.PR.1, and ELA Standard ELAGSEKSL1, this workshop aims to cultivate imagination, refine theatrical skills, and encourage collaborative exploration.

***Materials Needed:***

- Guitar
- Two soda bottles
- White towel
- Game board with answers

***Educational Standards:***

**ELAGSEKSL4:**

- Workshop aligns with this standard by fostering creativity and a healthy lifestyle through interactive theatre experiences.
- Related Activities: Imagination-building, emotional expression, and exploring the connection between theatre and life experiences.

**ELAGSEKSL1:**

- Participate in Collaborative Conversations: The workshop promotes collaborative conversations with diverse partners about various topics and texts.
- Related Activities: Opening exercises with "What's Your Name" song, sharing thoughts on acting, and engaging in discussions about emotions and healthy living.

**TAK.CR.1:**

- Creating Theatrical Works: The workshop actively engages students in organizing, designing, and refining theatrical elements.
- Related Activities: Collaborative story-building, vocal and emotional exploration, and group activities emphasizing theatrical skills.

**TAK.PR.1:**

- Acting and Communication: Participants are encouraged to act by communicating and sustaining roles in both formal and informal environments.
- Related Activities: Defining acting, embodying characters through imagination, body, and voice, and interactive games promoting role-playing.

### **Opening: What's your name?**

- Activity: Launch with the "What's Your Name" song.
- Objective: Participants stand individually, say their names loudly, followed by an artist singing each name twice. Finishing with singing everybody's name at the same time and discussing differences. This builds confidence and sets a positive, inclusive tone.
- Step-by-Step:
  1. Artist invites participants to stand individually.
  2. Each participant loudly says their name.
  3. Artist sings each participant's name twice, emphasizing individual recognition.
  4. Transition to singing everybody's name at the same time, creating a collective, inclusive atmosphere.
  5. Artist initiates a brief discussion about the experience, highlighting the power of individual voices and the uniqueness of each name.
- Objective: Instill confidence and highlight the importance of attentive listening.
- Educational Focus: ELA Standard ELAGSEKSL1 - Participate in collaborative conversations.

### **Warm-Up: Happy and you know it**

- Activity: Engage participants in the classic song "Happy and You Know It."
- Objective: Participants express happiness, anger, and sadness through physical movements and vocal responses.
- Step-by-Step:
  1. Play the song "Happy and You Know It."
  2. Instruct participants to perform actions associated with happiness during the first verse (e.g., clapping hands).
  3. Shift to actions expressing anger during the second verse (e.g., stomping feet).
  4. Move to actions depicting sadness during the third verse (e.g., patting hearts).
  5. Encourage participants to vocalize their emotions along with the physical movements.
- Objective: Strengthen emotional expression and group cohesion.
- Educational Focus: TAK.PR.1 - Act by communicating and sustaining roles.

### **Define Acting**

- Activity: Engage the audience in defining acting as living realistically under imaginary circumstances.
- Objective: The artist explains the three essential tools: imagination, body, and voice. Demonstrates these tools with three selected participants for interactive learning.
- Step-by-Step:
  1. Prompt the audience to share their thoughts on what acting means to them.
  2. Introduce the concept of acting as living realistically under imaginary circumstances.
  3. Explain the three essential tools: imagination, body, and voice, crucial for effective acting.
  4. Select three participants to actively demonstrate these tools:

- Imagination: Artist engages in a call-and-response with the audience, emphasizing the use of imagination.

- Body: Artist performs a dance, encouraging participants to repeat with bigger and louder movements.

- Voice: Artist showcases singing and invites participants to echo with enthusiasm.

- Objective: Introduce the three essential tools: imagination, body, and voice.

- Educational Focus: TAK.CR.1 - Organize, design, and refine theatrical works.

### **Imagination**

Activity: Volunteers create a story, passing a soda bottle, emphasizing active listening and contribution. Later, volunteers from the audience act out the story.

•Step-by-Step:

1. Invite 8-10 volunteers to stand in a line.

2. Hand the first person a soda bottle.

3. Prompt each participant to contribute to the story, shaking the soda bottle after speaking.

4. Volunteers from the audience act out the created story.

5. Reinforce the importance of imagination, listening, and collaborative storytelling.

- Objective: Emphasize listening, contribution, and imagination in storytelling.

- Educational Focus: TAK.CR.1, TAK.PR.1 - Organize, design, refine, and sustain theatrical works.

### **Voice:**

- Activity: Explore vocal dynamics with pitch and tempo variations.

- Objective: Enhance understanding of how characters sound.

•Step-by-Step:

1. Begin by discussing posture and vocal variations.

2. Choose 3-5 volunteers to say "spaghetti" in character voices (e.g., squirrel, turtle).

3. Explore how pitch and tempo contribute to character portrayal.

4. Encourage facial expressions to convey the character's emotions.

- \*Educational Focus:\* TAK.PR.1 - Act by communicating and sustaining roles.

### **Body:**

Activity: Emphasize the importance of holistic well-being for actors.

•Step-by-Step:

1. Review the definition of acting: living realistically under imaginary circumstances.

2. Ask questions about various body types, emphasizing that everyone has a place in acting.

3. Highlight the significance of taking care of one's body for effective performance.

- \*Objective:\* Acknowledge diversity and inclusion in acting.

- \*Educational Focus:\* TAK.CR.1, TAK.PR.1 - Organize, design, refine, and sustain theatrical works.

### **Emotional Fishbowl:**

Activity: Volunteers act out emotions using body language.

•Step-by-Step:

1. Ask volunteers to draw an emotion from a fishbowl.
2. Give each volunteer 20 seconds to express the emotion through body language.
3. Audience guesses the emotion conveyed.
4. Discuss the power of non-verbal communication in acting.

- Objective: Cultivate non-verbal communication skills and emotional intelligence.
- Educational Focus: TAK.PR.1 - Act by communicating and sustaining roles.

### **Closing Game:**

Activity: Interactive game on healthy foods. Discuss the importance of a healthy lifestyle for actors. Students guess the top 10 healthy foods in three rounds.

•Step-by-Step:

1. Conduct a game with three rounds where students guess the top 10 healthy foods.
2. Encourage discussion on the significance of a healthy lifestyle for actors.

-Objective: Foster nutrition awareness and reinforce the connection between a healthy lifestyle and acting.

- Educational Focus: ELAGSEKSL4 - Foster creativity and a healthy lifestyle.

### **It's Fun to Be Silly:**

Activity: Hokey pokey with a shaken soda twist.

•Step-by-Step:

1. Call one volunteer to the stage for the hokey pokey.
2. Provide the volunteer with a shaken soda during the dance.
3. Instruct the entire audience to participate in the hokey pokey.
4. Shake the soda at the end of the dance, showcasing the potential for mess.
5. Connect the metaphor to managing emotions and waiting to prevent unfavorable

outcomes.

-Objective: Volunteers do the hokey pokey with a shaken soda, emphasizing how waiting and managing emotions prevent messes.

- Educational Focus: TAK.PR.1 - Act by communicating and sustaining roles.

### **Reflection and Square Breathing:**

Activity: Reflect on the workshop's lessons and guide a square breathing exercise.

•Step-by-Step:

1. Initiate a reflective discussion on the workshop's key lessons.
2. Introduce the concept of square breathing for stress management.
3. Guide participants through the square breathing exercise.
4. Explain the metaphor of the towel and shaken soda, relating it to managing emotions and maintaining a healthy balance.

- Objective: Discuss the importance of managing emotions, relating it to the shaken soda and a towel representing a day.

- Educational Focus: ELA Standard ELAGSEKSL1 - Participate in collaborative conversations.

***Program Cost***

\$500 1 hour workshop

\$250 for additional workshop same day