

READY!
Warm-ups

Materials Needed:

- Cards with the names of emotions on them or a list of emotions written on a blackboard or flipchart

Setup:

- Audience
- Stage with one chair

Number of Participants:

- Three or more

Steps:

1. Actor #1 picks a card or chooses an emotion from the list and sits in a chair center stage.
2. Actor #2 goes to the sound proof booth, so he or she can make an entrance.
3. Actor #1 thinks about what makes him feel the emotion chosen, and then conveys the emotion through facial expression and body language. The facilitator and the audience judge whether the actor is conveying the emotion realistically.
4. Then the audience says, "Walk in" and Actor #2 enters and walks on stage. He/she observes the facial and body expression of Actor #1. He/she might want to walk around Actor #1 to get a complete picture of the emotion conveyed.
5. Actor #2 then verbalizes what he/she observes, identifies the emotion and asks, "Why are you feeling _____?" If the emotion identified is not correct, Actor #1 will try to recreate more accurately.
6. Actor # 1 says why he or she is feeling the chosen emotion.

Sample Dialogue:

(Actor #1 picks the emotion card "anger." He thinks about what makes him/her feel angry. Then he/she portrays anger by wrinkling the brow, clenching the fists, tightening the jaw.)

Audience: Walk in!

(Actor #2 walks in and around Actor #1, observing face, hands and body posture.)

Actor #2: Your fists are clenched and you're hunched over. You look angry. Why are you angry?

Actor #1: You're right. I am angry.

Actor #1: We had to cancel our trip to New York because my brother is sick, and I really wanted to see the Statue of Liberty.

PRACTICE!
Rehearsing Skills

Materials Needed:

- Topic or object picture cards

Setup:

- Chairs placed in a circle so players will be facing out

Number of Participants:

- Four or more

Steps:

1. The first leader stands in front of the room or on the stage. Everyone else stands near a chair. The leader begins to sing or hum a real or made up song, and the players circle the chairs in the spirit of the musical selection.
2. They continue until the music stops. Everyone finds a chair to sit in and immediately pays a FEE to focus on the leader.
3. The leader picks a topic card and talks about it in a personal way.
4. The first audience member who can relate to the topic uses NESS, stands up, and expresses his/her connection to the topic while others remain silent. That player high fives the leader and now becomes the new leader.
5. After the new leader has taken the stage, everyone stands and the new leader starts the music again. When the music stops, he/she picks a new topic card.
6. Continue playing until everyone has the chance to be the leader.

Sample Dialogue:

(The leader's music starts and players move around the circle of chairs. The leader stops vocalizing the music randomly and everyone sits in the chair closest to him/her and uses NESS to focus on the leader. The leader picks a topic card.)

Leader #1 Doug: (selects a picture card of a vegetable garden) My mother made mashed cauliflower last night and put a lot of olive oil on it. I love it.

Shannon: (stands) Oh, I love cauliflower too.

(Shannon high fives or fist bumps Doug, and then she becomes the new leader. Doug joins the group. Shannon begins to sing. When she stops singing, all the players sit.)

Leader #2 Shannon: (selects a picture card of a bicycle) I love to ride my bicycle in the rain.

Jill: (stands) I rode my bike last week in the rain, and was soaking wet.

(Jill crosses to the stage and high fives Shannon. Jill is the new leader. She begins to sing)

Note: Play continues until all have had a chance to be the leader.

NOW!
Stage Work

Materials Needed:

- White paper
- Markers or crayons

Setup:

- Seated so everyone has enough space to draw

Number of Participants:

- Three or more

Steps:

1. Director asks “artists” to create a piece of artwork, abstract or realistic that may elicit feelings.
2. Allow two to five minutes for artists to complete their artwork.
3. Ask each artist to write the title of the artwork on the back of the paper, so the “art critics” can not see it.
4. Artists sit in the audience and play the role as critics until their art is displayed.
5. Director displays the first piece of artwork on the wall, and the artist stands next to his/her work. The Director then steps off stage.
6. The first critic stands next to the painting and makes observations. The Director uses prompts, which can be written on the board:
 - This makes me feel _____.
 - This reminds me of _____.
 - I would title this piece of art _____.
7. The critic tells the audience how the art makes him/her feel, what it reminds him/her of, and their title. The Artist thanks them. Then he/she sits back down in the audience.
8. Continue until each critic has had an opportunity to comment on the artwork.
9. The artist thanks all for their thoughts, and then provides the title he/she originally chose.
10. The director steps on stage to introduce the next piece of art.
11. Continue until each artist has displayed his/her work.

Sample Dialogue:

(First piece of art is taped on the board. The artist stands next to their work and listens while the critics speak. Each critic will go to the stage when commenting on art and then sit back in audience after speaking.)

Director: Come on up, Jillian, and stand next to your art. Critics, look at Jillian's work.

Critic #1: (Comes on stage) I see a yellow sun. I see starfish. I like the bright colors. It makes me feel happy. I would call this "Sun Time Festival." (Exits stage to find Audience)

Critic #2: (Comes on stage) I see the beach and sand castles. This makes me feel sad because summer is over. I would call this "Boo Hoo Fall." (Exits stage to find Audience)

Critic #3: (Comes on stage) I see fire, dragons, and cactus. It makes me feel excited. I would call this "Cactus the Fire Breather." (Exits stage to find Audience)

Artist Jillian: Thank you for all your ideas. The title I chose was "Sun and Water Forever! "