



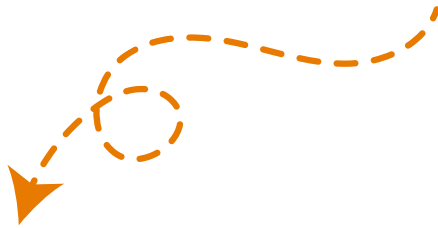
BRILLIANT *Storytellers*

This journal belongs to:

Unit Overview



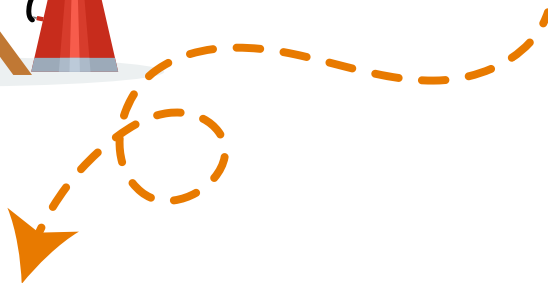
Practice with sample scripts.
Decide on Character Voice & Movement.



Develop your own script.
Plan rehearsals.



Direct and film your script.
Guide rehearsals.



Share your film at the screening.
Watch films.



Apples for the Teacher

Character List:

- Narrator
- Teacher Gorf
- Quinn
- Peyton
- Kai
- Devin



Narrator: Welcome to Wayside School! This school is a little different than your average school--- instead of one story tall with 30 classrooms in a row, it was built 30 stories tall, with a classroom on each floor! And, strangely, it was missing the 19th story. Anyway, our story begins on the 30th floor in Teacher Gorf's classroom.

(The scene opens in a classroom filled with students (or at least 6). Teacher Gorf is a mean-looking teacher standing at the front of the class.)

Teacher Gorf: Bad morning, class. If you don't sit down, be good, and answer all questions correctly, I'll wiggle my ears, stick out my tongue, and turn you into apples!

(They see one single apple on Teacher Gorf's desk. Then they look nervously at each other.)

Quinn *(whispering while erasing)*: I am so nervous. *(Quinn glances over to Peyton.)* I can't add, Peyton. What should I do?

Peyton *(whispering, trying not to be noticed)*: Just copy my answers, Quinn. We don't want to be turned into apples.

Quinn: I guess I don't have a choice. I do not want to BE a snack!

(Quinn starts copying from Peyton's paper.)

Teacher Gorf *(notices Quinn copying)*: Aha! Cheating, are we?

Quinn *(stuttering)*: I...I...I...

(Teacher Gorf wiggles their ears, sticks out their tongue, and turns Quinn into an apple.)

Quinn *(as an apple, quietly)*: Help Meeeeeee!

Teacher Gorf: And Peyton! You let Quinn cheat or were too stupid to notice. I'm keeping my eyes on you!

Peyton: That is not fair! I was just trying to help Quinn! And Quinn was just scared of being wrong!

Teacher Gorf (nodding their head): Hmmmm...does anyone else have an opinion? Anyone?

(Teacher Gorf laughs for a moment, then wiggles their ears, sticks out their tongue, and turns Peyton into an apple.)

Peyton (as an apple, quietly): Help Meeeeeeee!

(Kai starts to shake nervously and drops a pencil.)

Teacher Gorf: How DARE you drop a pencil in my class!

Kai: I...I...I'm sorry! I'm sad my friends are apples! And I am afraid I will be next.

Teacher Gorf (laughs): Well, you are right about that. You see, I do not tolerate pencil carelessness in my classroom. I'm keeping my eye on you!

(The bell rings, and they pick up their books, and walk out of the classroom. Teacher Gorf stays at their desk, proudly looking at the apples.)

Narrator (from the side of the stage, looking shocked): I don't think I can just stand here and narrate this story. This is simply the worst classroom story I have ever narrated! (The narrator approaches the children). Devin and Kai, wait up!

Devin (surprised and skeptical): Hello? Who are you?

Narrator: Well...I am supposed to be narrating your story, and I know this is not normal for a narrator, but I just can't stand by and let you all be turned into apples!

Kai: Well, I would be grateful for any help you could possibly provide!

Narrator: Let's brainstorm some ideas to help your friends.

Devin: Good idea! We could bring a lot of apples to class tomorrow and throw them at Teacher Gorf until they turn all the students back.

Kai: Ooooooh, we could get lasers and point them all over the classroom, so the teacher keeps trying to figure out where they are coming from.

Narrator: Interesting. I have another idea. What if we brought in the most powerful tiny fan, so that whenever Teacher Gorf tried to move towards a student the fan blew them over?

Devin: I love it! Yes. Let's try this fan out tomorrow! I cannot risk another day in Teacher Gorf's classroom.

(The next day in class)

Teacher Gorf: Today, my terrible students, we will be studying the ancient art of stacking papers...

Kai *(looks at Devin)*: It is go time.

Devin *(carrying the all-powerful pocket fan, into the classroom)*: Take this, Teacher Gorf. *(The fan blows the teacher over.)*

Teacher Gorf *(struggling to get up)*: Please. Please. Let me get up!

Devin: Turn all my friends back into students!

Teacher Gorf: Never!

Kai: Then the fan stays on!

Teacher Gorf *(realizing they have no choice)*: Okay—fine.

(Teacher Gorf strains, but still wiggles their ears, sticks out their tongue, and all the apples turn back into children.)

Devin *(puts away the fan)*: Thank you, Teacher Gorf. That was really nice of you.

Teacher Gorf *(laughs)*: But you see, you didn't take away my powers, and now I will simply turn you into an apple. *(The teacher starts to wiggle their ears.)*

(Just then, Devin pulls out a mirror, and when the teacher sticks out their tongue, the teacher turns themselves into an apple.)

(The entire class cheers. The narrator enters the classroom, picks up the apple, and takes a bite. Then, the narrator walks back to the side of the stage.)

Narrator: Delicious!

Students: Ewwwwwwwwww!

Brainstorming with...

CATS



Topic:

C

Combine.

What can be combined? Mixed?

A

Adapt.

Can you make it BIGGER? smaller?
Change it?

T

Transform.

What else could this do?
Could you put something to other uses?

S

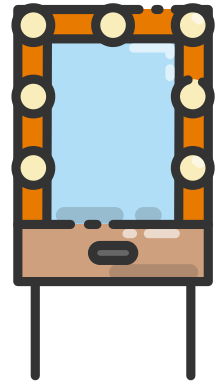
Substitute.

What could you swap?
Perspectives? Places?

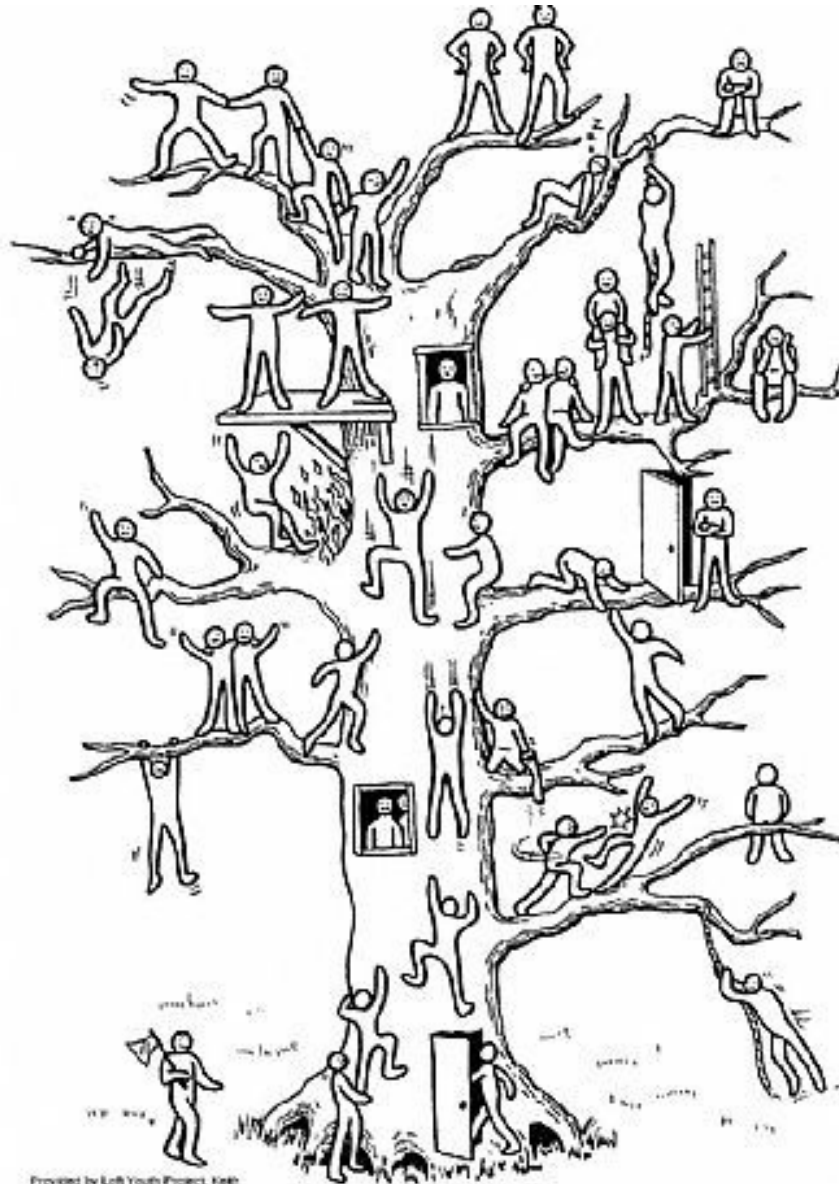


Lesson Reflection

What is one word to describe today?



Circle how you felt during this lesson, and explain.



Provided by Loft Youth Project, Kesh

Story Elements

Story elements are the pieces, or ingredients, that when put together, make up a narrative story.

Identifying and remembering story elements will help you understand a story better.

Story Elements Include:

characters

people/animals
in the story



setting



when/where the
story takes place

problem

the conflict, or
main problem, that
the characters have



solution

how the problem
is solved



Adventure Scene: The Leap of Faith

Setting: A narrow cliff edge, the ruins of an ancient temple barely visible across the gap.

Characters:

- Amani (fearless archaeologist)
- Sawyer (reluctant treasure hunter)

Amani (clutching a weathered map, shouting over the wind):

The map says we have to cross this gap! It's the only way to the temple.

Sawyer (eyes wide, staring at the chasm):

You're kidding, right? There's no bridge, no rope, just... air! And a lot of it.

Amani (grinning, stepping closer to the edge):

That's where the "Leap of Faith" comes in.

Sawyer (backing away):

Faith? No thanks. I prefer solid ground and zero chance of falling to my death.

Amani (rolling her eyes):

You signed up for adventure. This is it! Trust me—this isn't just blind faith. Look.

[Amani crouches and picks up a handful of dirt, tossing it into the misty abyss. The dirt reveals faint, floating stones, forming an invisible bridge.]

Sawyer (staring, stunned):

What... how did you know that would happen?

Amani:

I read the inscriptions on the temple wall. Guess you should've paid attention instead of complaining about bugs.

Sawyer (grumbling):

Great. So it's magic dirt now? I swear, if we fall—

Amani (cutting him off):

We won't. Come on. One step at a time.

[Together, they step onto the invisible bridge. The wind grows fiercer. They struggle to cross, but they make it.]

Amani (tired but proud):

See? Easy.

Sawyer (collapsing onto the stone floor):

Define "easy". Next time, I'm bringing a helicopter.

Fantasy Scene: The Whispering Tree

Setting: Magical forest with glowing trees and soft, twinkling lights. There is a large, ancient tree with silver bark and shimmering, whispering leaves

Characters

- Lila
- Jack
- Tree

Lila (whispering):

This place is amazing. Look at the leaves—they're sparkling like stars!

Jack (pointing to the big tree):

That has to be it—the Whispering Tree. My grandpa told me it grants wishes to anyone who's brave enough to talk to it.

Lila (nervously):

But... what if it doesn't like our wish?

Jack (confidently):

Only one way to find out. Come on!

(They approach the tree. The leaves rustle as if they're whispering secrets.)

Tree (deep, gentle voice):

Who dares to seek the wisdom of the Whispering Tree?

Jack (gulping):

W-we do! We want to save our village. The river dried up, and everyone is thirsty.

Tree (pausing, then a glowing leaf floats down):

A test of heart, you must pass. Take this leaf to the Crystal Pond, but beware—the path is not as it seems.

Lila (holding the leaf):

What do you mean, not as it seems?

Tree (mysteriously):

Only those who trust themselves will find the way.

(The tree's glow fades, and the forest begins to shift. Pathways appear, twisting and turning. The three friends look at each other.)

Jack (determined):

C'mon, we can do this. Together.

Historical Fiction: A Lantern in the Night

Setting: A small room in a colonial home during the American Revolution. A lantern flickers on the wooden table.

Characters:

Emma: A curious and brave young girl living in the 1770s.

Jacob: Emma's older brother, cautious.

Jacob:

Emma, close the curtain! If anyone sees us, they'll think we're spies.

Emma:

Jacob, I'm just trying to see if the Redcoats are still patrolling. Father said they've been searching homes!

Jacob:

That's exactly why we need to stay quiet. The message we're hiding is too important to lose.

(Emma sits at the table, looking at the lantern.)

Emma:

Do you think the Patriots will win the battle tomorrow?

Jacob:

They will, if the message gets to General Washington. But if they don't—

(A loud knock at the door startles them. Jacob rushes to blow out the lantern.)

Emma:

What do we do? What if it's the soldiers?

Jacob:

Stay calm. Hide the message in the flour jar. Quickly!

Emma (whispering):

Do you think they'll search here?

Jacob:

If they do, we'll say we were asleep. Remember, Emma, no matter what, don't let them find it.

(There is knocking at the door. They both freeze. Then, the sound of footsteps fades away.)

Emma:

They're gone.

Mystery Scene: The Locked Room

Setting: A room filled with old furniture, bookshelves, and a clock ticking loudly.

Characters:

- Detective Morgan (smart investigator)
- Rowan Langley (wealthy but nervous owner of the house)

(Detective Morgan is using her flashlight to look over every inch of the bookshelves.)

Detective Morgan (running her fingers over a layer of dust on the desk):
You say no one's been in here since last night?

Rowan (nervous, near the door):
That's right. The door was locked. Only I have the key.

Detective Morgan (lifting an eyebrow):
Yet the window latch is broken.

Rowan (stammering):
W-Well, that could've happened anytime. The storm, maybe.

(Detective Morgan walks to the window, examining the broken wood. She glances down and notices muddy footprints leading from the sill.)

Detective Morgan (turning to Rowan):
Storm, huh? Did the rain bring the mud in, too?

Rowan (gulping):
I-I swear, I didn't notice that before.

(Detective Morgan kneels and inspects the footprints, pulling out a small penlight. She spots something glinting beside the prints—a single golden earring.)

Detective Morgan (holding it up):
And what about this? Not exactly something the wind would blow in.

Rowan (nervous, wide eyes):
That... that's impossible. I know who that belongs to.

Detective Morgan:
Then it looks like your locked room wasn't so locked after all. Care to share why someone might have a reason to break in here, Rowan?

Rowan:
I... I can explain. But you won't believe me...

Science Fiction: A Space-Time Adventure

Setting: A futuristic spaceship with a control panel and a big screen showing stars and planets outside.

Characters:

Captain Nova: A brave space explorer.

RoboZap: A quirky robot assistant with a sense of humor.

Captain Nova:

RoboZap, we've done it! We've discovered Planet Zog, the farthest planet in the galaxy. But wait... why is the screen flickering?

RoboZap (waddles over):

Uh-oh, Captain! It seems there's a glitch in the Space-Time Stabilizer. We might... accidentally open a wormhole!

Captain Nova:

A wormhole? That could send us anywhere in the universe—or to a different time entirely! Can you fix it?

RoboZap (pulls out a toolkit, beeping as it tinkers.):

Fix it? Of course! I'm a robot genius! But... it might take a minute.

(Suddenly, the ship shakes. The screen shows a swirling vortex.)

Captain Nova:

RoboZap! What's happening?

RoboZap:

Oops! I might've... enhanced the glitch. We're about to jump!

(Lights flash, and the spaceship "lands" with a thud. The screen shows dinosaurs roaming outside.)

Captain Nova:

What in the galaxy? We're in the age of dinosaurs!

RoboZap:

Well, at least the view is... dino-mite! (chuckles)

Captain Nova:

This is no time for jokes, RoboZap. Can you reverse this?

RoboZap:

Sure! Just give me... another minute.

(The ship shakes again as RoboZap tinkers. The screen flashes back to stars and planets.)

Your Vision: Genre

**What genre of play
do you want to
direct?**

- ☐ Adventure
- ☐ Fantasy
- ☐ Historical Fiction
- ☐ Mystery
- ☐ Science Fiction

**What are important features of your
genre?**



Your Vision: Setting

Where and when does your play take place?



ADVENTURE Settings



SECRET JUNGLE



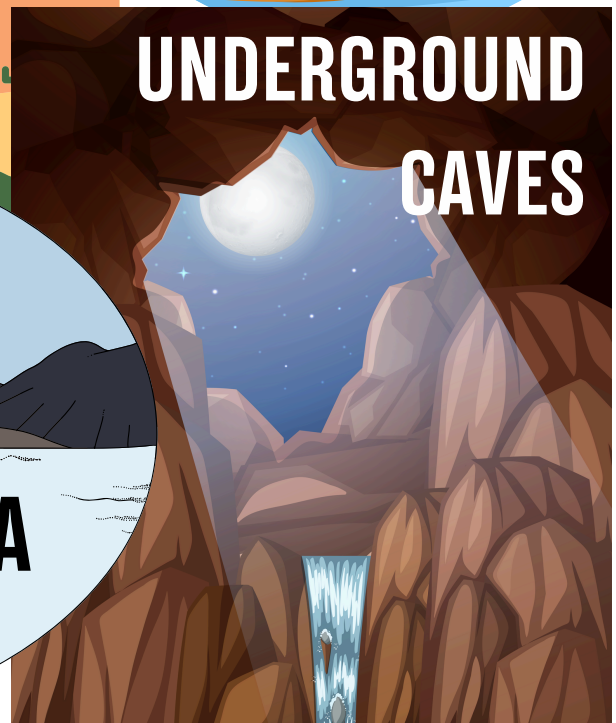
HIGH SEAS



DESSERT WASTELAND



FROZEN TUNDRA

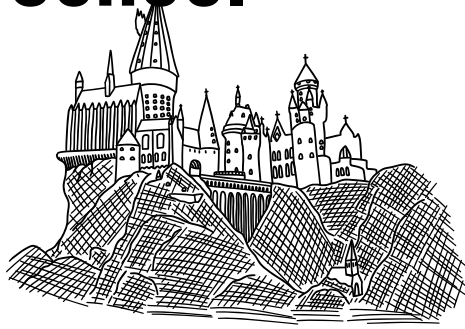


**UNDERGROUND
CAVES**



Fantasy Settings

Magical School



Enchanted Forest



Floating Island



**Secret
Underwater Town**

Castle





HISTORICAL FICTION Settings

Ancient Egypt



World War 2

Italy in the 1400s

Wild West



Jazz Age



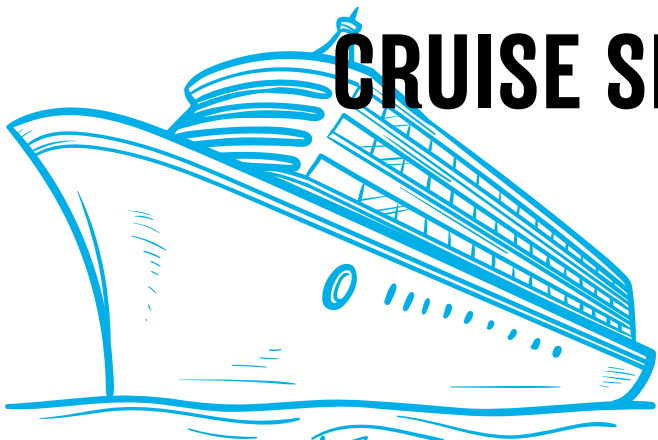
MYSTERY Settings



OLD MANSION



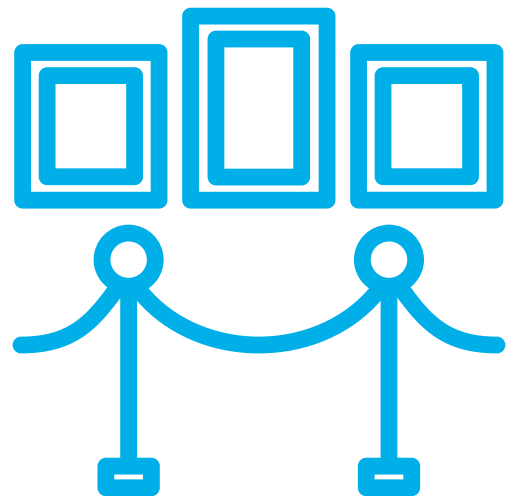
TRAIN



CRUISE SHIP



SCHOOL

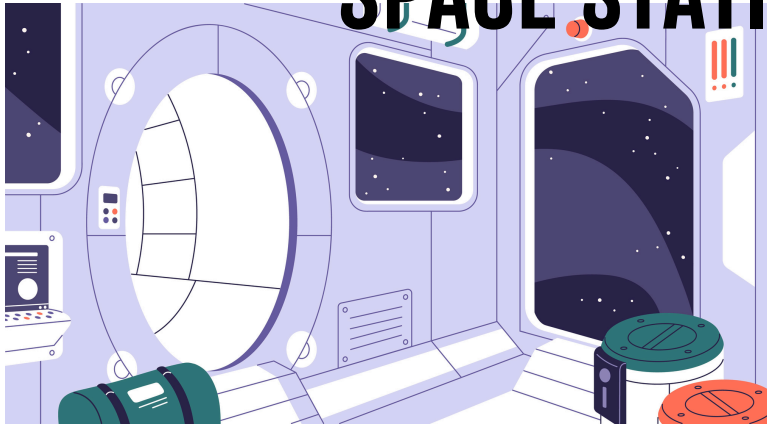


MUSEUM

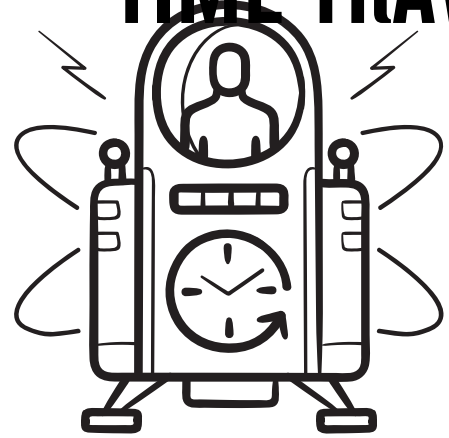


SCIENCE FICTION Settings

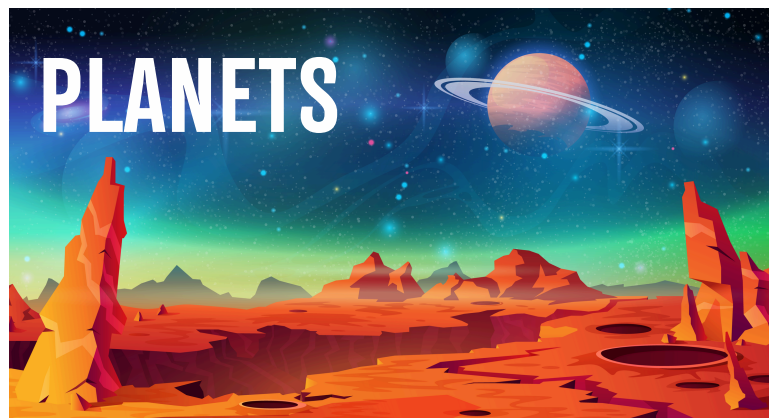
SPACE STATION



TIME TRAVEL



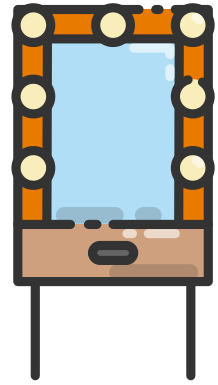
ROCKET



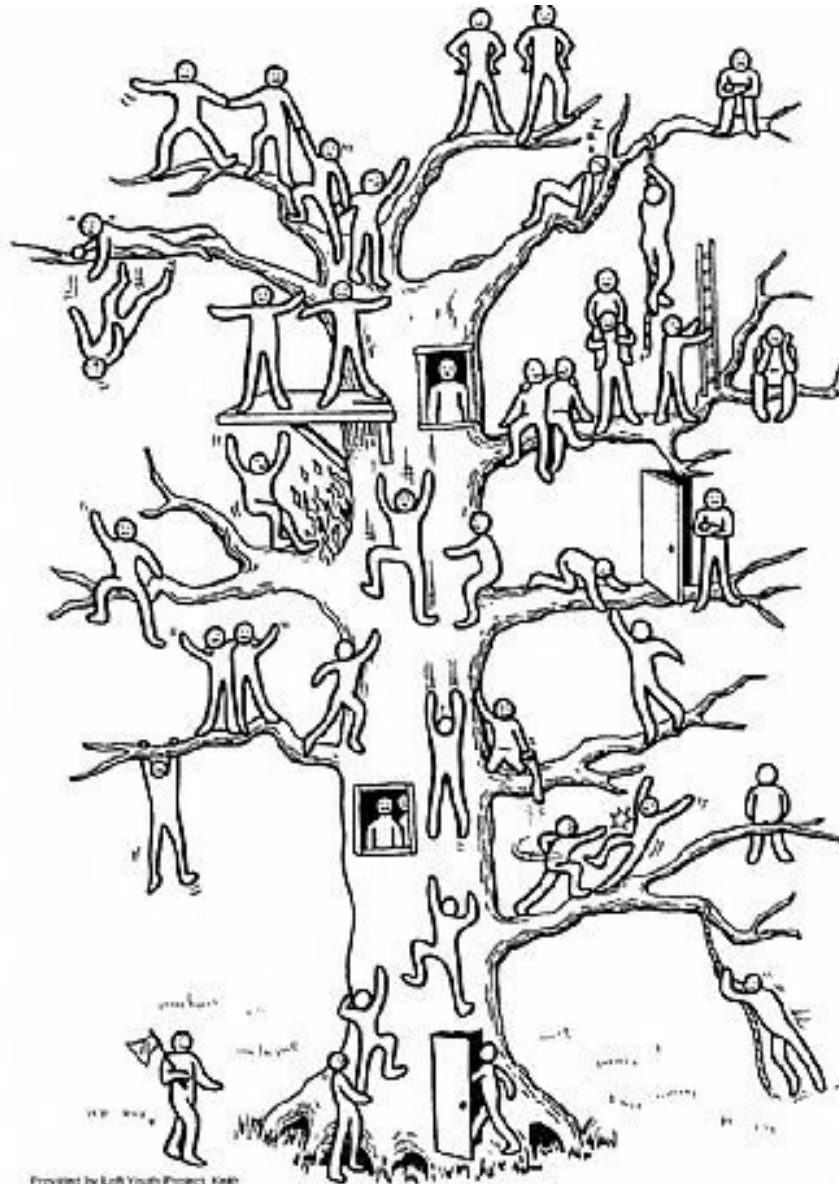
LABORATORY

Lesson Reflection

What is one word to describe today?



Circle how you felt during this lesson, and explain.



Provided by Loft Youth Project, Kesh

REESE & THE FBI

Character List:

- Reese
- Agent Reynolds
- Agent Hart

(Reese arrives at school late, and, sprinting across the stage, trips. Their papers fall everywhere. Reese scrambles to gather everything and rushes to class)

Reese *(out of breath)*: I am so sorry Mrs. Jewels! My alarm did not go off at all! Then, I couldn't find my homework, I missed the bus, so I had to run to school. And then, of course, on the way, I tripped, and everything fell out and...

(Reese trails off, looking around, and realizing they are the only ones in the classroom.)

Reese: Hello? Mrs. Jewels? Quinn? Peyton? Kai?

(There is no sound at all.)

Reese: Maybe they went to visit the kindergarteners on the eighth floor to help them read. I guess I will just get started with my morning work. I bet everyone else is already finished!

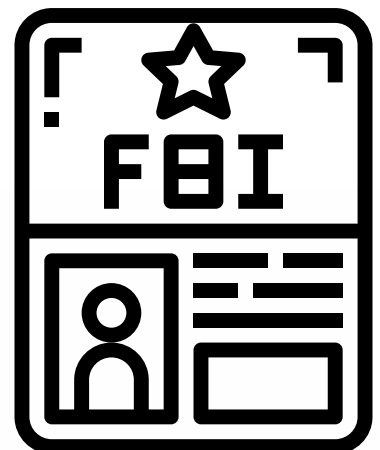
Reese *(Pulls out a book and a notebook.)*: I can't believe this! All our spelling words all have double consonants this week. This is going to be a breeze; I am so happy! H-A-P-P-Y! How fun! Oh wait, *(realizing they could use a double consonant)* I meant, how funny! F-U-N-N-Y!

Suddenly, the door opens, revealing Agent Reynolds, carrying a briefcase, wearing sunglasses, and a black suit jacket. Agent Reynolds pauses in the doorway, looking powerful. Reese hops out of their seat and looks for an escape.)

Agent Reynolds *(sternly)*: Sit back down.

Reese *(sits down immediately)*: Yes [sir/madam].

Agent Reynolds: I need to ask you a few questions, Reese Johnson.



Reese (nervously): Wait, how do you know my name?

Agent Reynolds: We know everyone's name. (Agent Reynolds increases the intensity.)

Agent Reynolds: Let's begin. Where are your classmates?

Reese: They are probably reading to our kindergarten friends.

Agent Reynolds: Hmm. (clearly does not believe Reese) Well, why are you not with them?

Reese: Funny story. Uhhh... *(Then Reese takes a deep breath and speaks really fast.)* My alarm did not go off at all! Then, I couldn't find my homework, I missed the bus, so I had to run to school. And then, of course, on the way, I tripped, and everything fell out and...

Agent Reynolds *(interrupting)*: I am going to stop you right there. Why are you here?

Reese: Wow. That is a really deep questions for this early in the morning. I imagine we are here to take care of each other and the planet, maybe to...

Agent Reynolds *(interrupting again)*: I am going to stop you again. Why are you HERE, at school?

Reese: Oh right. Right. Of course. I am here to learn. I love learning. We are learning to spell words with double consonants, and I just love to spell with double consonants! Right? Basically, it is a whole list of words that are like spelling M-I-S-S-I-S-S-I-P-P-I, which of course is my favorite state to spell, and...

Agent Reynolds *(looking incredulous and interrupting again)*: I am going to stop you once again. So, I am to believe you are here to learn?

Reese: Of course! What else is a school for?

(Just then Agent Hart walks in.)

Agent Hart: It looks like Reese Johnson is the only one.



Reese: The only one? The only one of what? I mean my mom always tells me that I am a unique character, that I am the only who can turn a simple sentence into a novel, the only one who...

Agent Hart (*Interrupting*): Okay, I am going to stop you right there.

Agent Reynolds (*looks at Agent Hart knowingly*): They have been like this the WHOLE time. They claim to believe their whole class is with the kindergartners. (using air quotes) “helping” them to read.

Agent Hart (*looking at Agent Reynolds*): Wow. Do you believe Reese?

Agent Reynolds: When I arrived, Reese was actually practicing spelling words and making themselves laugh.

Reese: Yeah, this week’s words are going to cause a lot of “chatter”, making people “happy”, we will be thinking about these words even as our heads hit the “pillow” Get it? You are not laughing.

Agent Hart and Agent Reynolds (*looking at each other, both say at once*): We get it. It is just not funny.

Reese (*delighted*): “Funny.” Hahahaha! You are totally into this. Funny, get it?

Agent Hart and Agent Reynolds (*looking at each other, both say at once*): We get it. Still not funny.

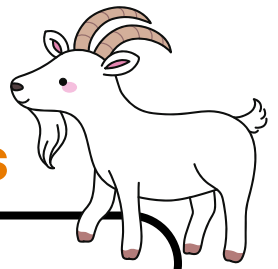
Agent Hart (*to Agent Reynolds*): Reese doesn’t know anything.

Agent Reynolds: Okay, Reese, you are dismissed.

(*Reese stands up, not sure what is happening.*)

Agent Hart: Yeah, just don’t come to school on a Saturday...again.





Character Name:

Goals

What are the character's goals?

G

Obstacles

What is in their way?

O

Tactics

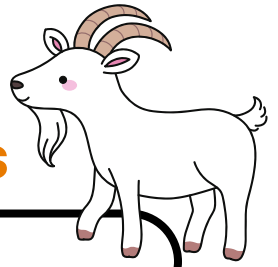
How does the character face the obstacles?

T

Expectations

Why does the character want their goals?

E



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Tactics

How does the character face the obstacles?

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Why does the character want their goals?

E

Your Vision: Characters

**What TWO characters will be in your play?
Write or draw any additional details.**

Character #1 Name:

Character #1 Details:

Character #2 Name:

Character #2 Details:



ADVENTURE Characters

Captain Drake Storm: A swashbuckling pirate ship captain.



Explorer Evelyn Evergreen: A fearless explorer with a passion for uncovering ancient treasure.

Luna Baker: A skilled pilot and daring sky astronaut who visits faraway galaxies.

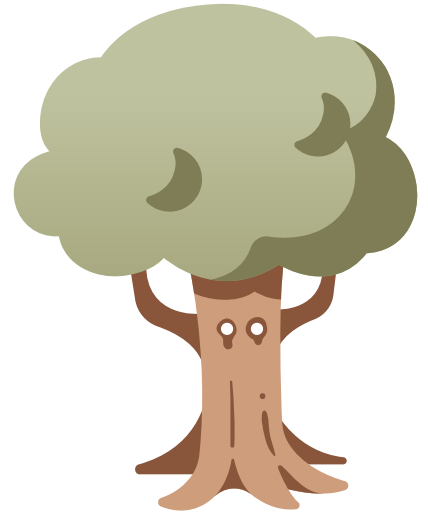




Fantasy Characters



Forest Friend: A wise old tree that gives advice.



Wish-Granting Gnome: A gnome that has the power to grant wishes.

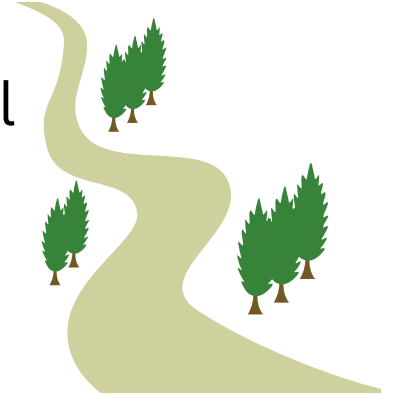
Prince Pablo: A prince who wants to help others.





HISTORICAL FICTION Characters

Eliza Parker: A young girl traveling West on the Oregon Trail.



Alino Kovac: An immigrant from Poland arriving in New York City in 1940.

Samual Johnson: An American Revolution spy.





MYSTERY Characters

Sophia the Sleuth: Sophia Rodriguez is a smart and determined girl who loves solving mysteries in her neighborhood.



Inspector Amir: Amir Khan is a curious boy who is always carrying his trusty backpack full of detective gadgets.

Journalist Jamal: Jamal Thompson is a young journalist who is reporting upon the news and uncovers secrets.



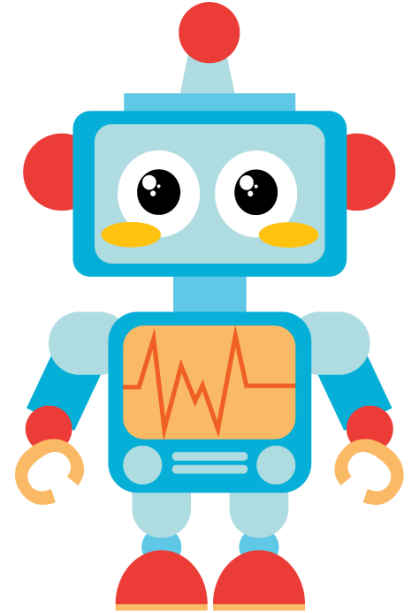
Detective Daisy: Daisy is a clever dog detective with a keen sense of smell.





SCIENCE FICTION Characters

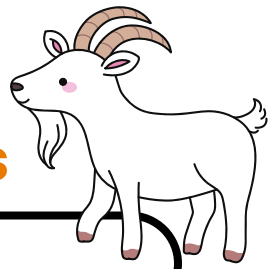
Xander-7: Xander-7 is a friendly robot who travels through space.



Wren Juan: Wren can read minds and feel what others feel.

Dr. Lyra Nova: A super-smart scientist who loves studying stars and galaxies.





Character Name:

Goals

What are the character's goals?

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Obstacles

What is in their way?

O

Tactics

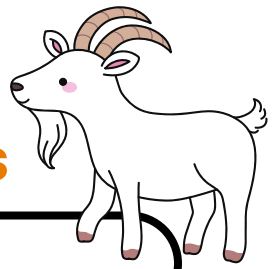
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Transform.

What else could this do?
Could you put something to other uses?

S

Substitute.

What could you swap?
Perspectives? Places?



my final **VISION**

Add as much detail as you want for your director's script.

Genre(s):

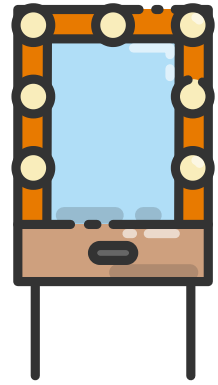
TWO Characters:

Setting(s):

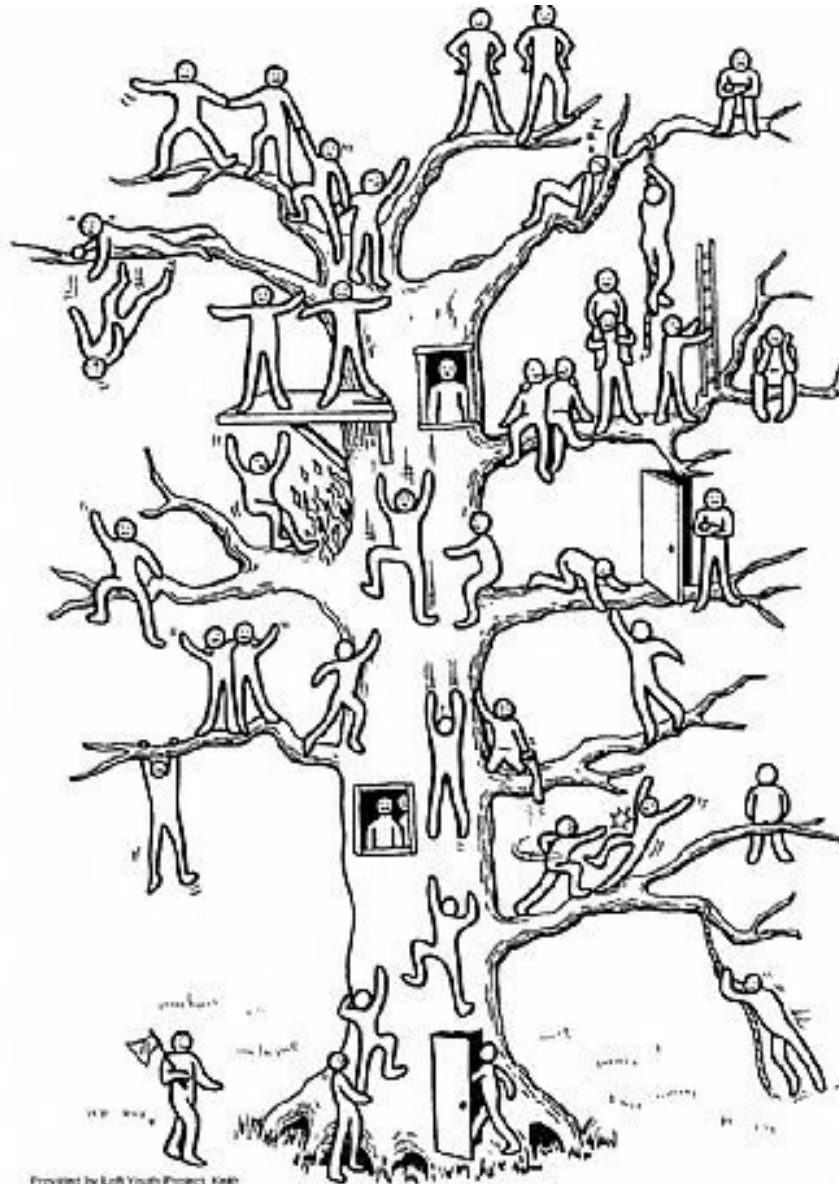
Plot Points (Goals, Obstacles, Tactics, Expectations):

Lesson Reflection

What is one word to describe today?



Circle how you felt during this lesson, and explain.



Provided by Loft Youth Project, Kesh



Tongue Twisters (aka vocal warm-ups)

Super Duper Double Bubble Gum

Train Track Tunnel

Rubber Baby Buggy Bumpers



The tip of the tongue, the roof of the mouth,
the lips and the teeth

A big black bug bit a big black bear and the
big black bear bit back.

Any noise annoys an oyster, but a noisy nose
annoys an oyster most.

Meet Russell!
Scene from Up

Television: Order now, you get the camera you get the printer, 4x optical zoom, Snyder lens, photo printer, sd card...

(Knock on door.)

Russell: Good afternoon. My name is Russell, and I am a wilderness explorer in Tribe 54, Sweat Lodge 12. Are you in need of any assistance today, sir?

Mr. Fredrickson: No.

Russell: I could help you cross the street.

Mr. Fredrickson: No.

Russell: I could help you cross your yard.

Mr. Fredrickson: No.

Russell: I could help you cross your porch.

Mr. Fredrickson: No.

Russell: Well, I gotta help you cross something.

Mr. Fredrickson: No, I'm doing fine.

(Door closes. Then slowly opens again.)

Russell: Good afternoon. My name is Russell, and I am a wilderness explorer in Tribe 54...

Mr. Fredrickson: Slow down.

Russell: Sweat Lodge 12.

Mr. Fredrickson: Kid!



Russell: Are you in need of any assistance today...

Mr. Fredrickson: Thank you, but I don't need any help.
(Slams door on Russell's foot.)

Russell: Ow.

Mr. Fredrickson: Proceed.

Russell: Good afternoon...



Mr. Fredrickson: But skip to the end.

Russell: See these...these are my wilderness explorer badges. You may notice one is missing. It's my assisting the elderly badge. If I get it, I'll become a senior wilderness explorer. The wilderness must be explored. Caw! Caw! Roar! It's gonna be great! There's a big ceremony, and all the dads come, and they pin on our badges.

Mr. Fredrickson: So, you want to assist an old person.

Russell: Yep! Then I'll be a senior wilderness explorer!

Mr. Fredrickson: You ever heard of a snipe?

Russell: A snipe?

Mr. Fredrickson: A bird, beady eyes. Every night it sneaks in my yard and gobbles my poor azaleas. I'm elderly and infirm. I can't catch it. If only someone could help me.

Russell: Me, me, I'll do it!

Mr. Fredrickson: Oh, I don't know it's awfully crafty. You'd have to clap your hands three times to lure it in.

Russell: I'll find it, Mr. Frederickson.

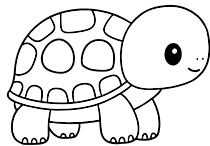
Mr. Fredrickson: I think it's burrows two blocks down.

Russell: Two blocks down. Got it. Snipe. Here snikey snikey...

HOW TO

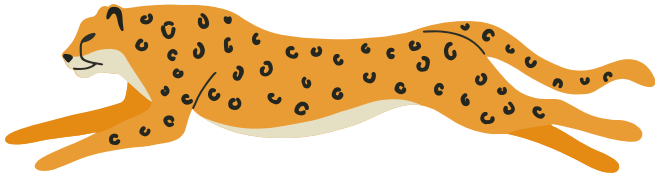
VOICE

YOUR CHARACTER



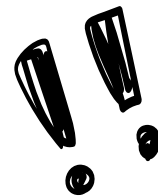
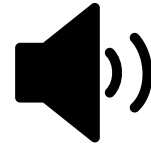
RATE

How fast or slow



VOLUME

How loud or soft



EMPHASIS

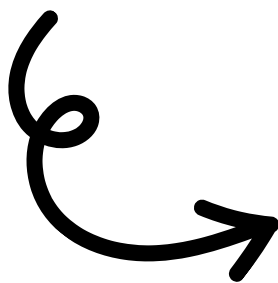
What words are stressed



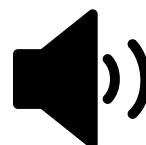
there is a giraffe in the gym



TRY IT!

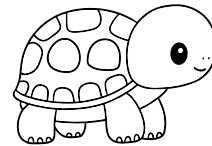
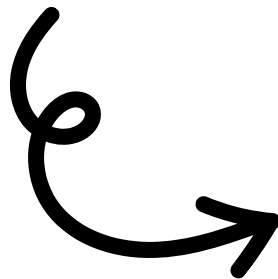


VOLUME
How loud or soft



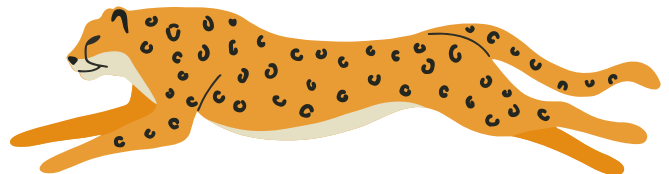
**I can't believe this is actually
happening**

TRY IT!!



RATE

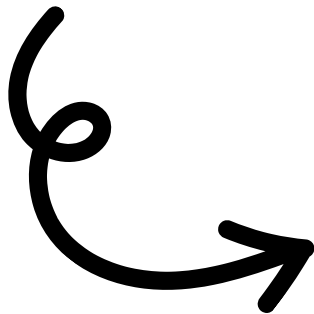
How fast or slow





**I didn't steal treasure
from the pirate**

TRY IT!!



EMPHASIS

What words are stressed

What is in the box?

(Two characters, Alex and Jordan, are standing in an empty room. There is a box in the center of the room. They look at each other before Alex takes a hesitant step forward.)

Alex: You think it's...

Jordan: I'm not sure. Maybe. Should we...

(They both take a step closer to the box.)

Alex: You first

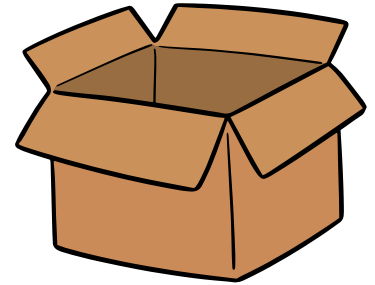
Jordan: No way. Last time, you remember what happened

Alex: Yeah... but what if this time it's different

(Silence. Jordan reaches out but stops just short of touching it.)

Jordan: What if it's not

(End Scene)



◆

What are your ideas?

What is that sound?



Taylor: Do you hear that

Sam: I've been trying not to

(Silence. The sound grows louder.)

Taylor: We can't just ignore it forever

Sam: What if it stops

(Both characters remain frozen.)

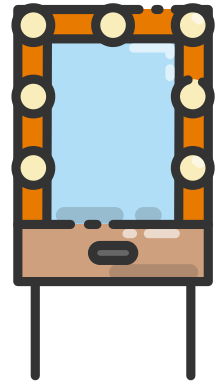
Taylor: Maybe... it's waiting for us to make a move

Sam: Or maybe it already knows what we're going to do

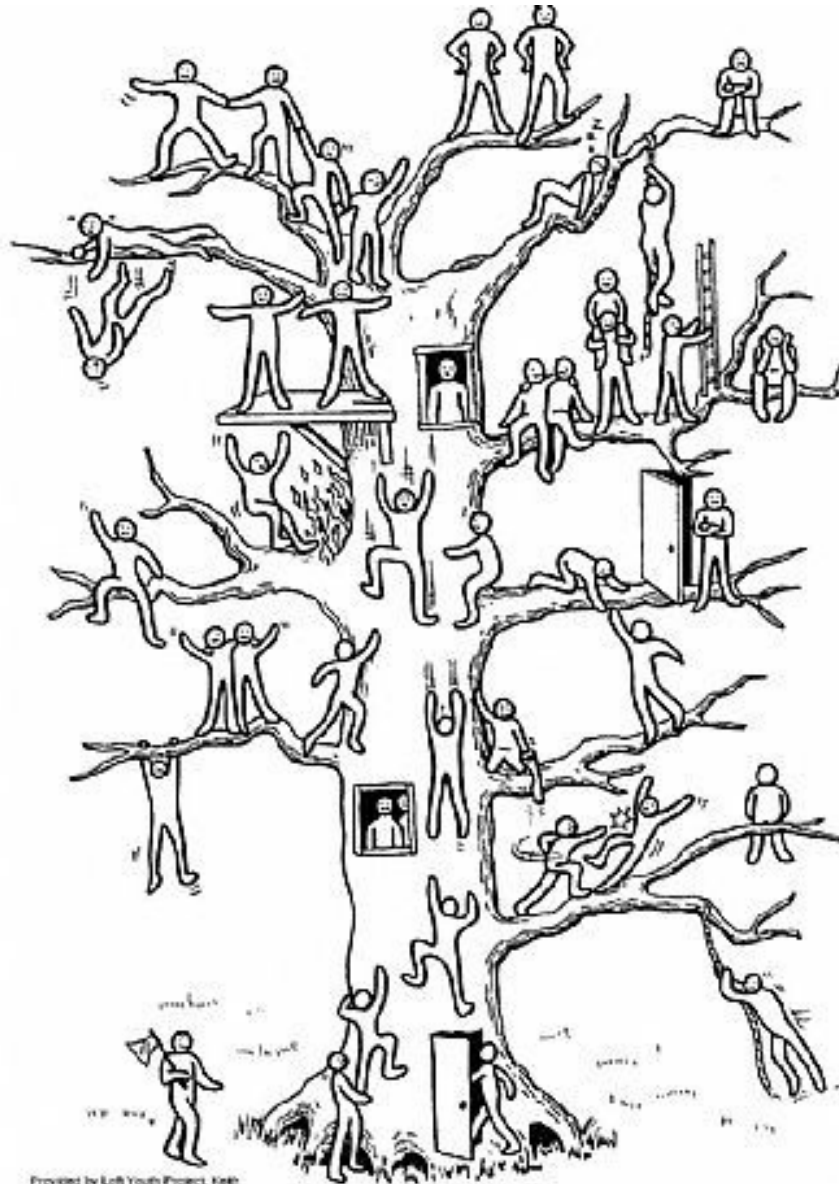
(End Scene)

Lesson Reflection

What is one word to describe today?



Circle how you felt during this lesson, and record on the iPad.



Provided by Left Youth Project, Kesh

The Runaround Lunch

Characters:

Chef: The head chef in the lunchroom.

Helper: The chef's assistant.

Student 1: A student in the classroom.

Student 2: Another student in the classroom.

Scene: Lunchroom on the first floor. Classroom on the 15th floor.

Chef: (cheerfully) Helper, go upstairs and find out what the students want for lunch today!

Helper: You got it, Chef!

[Helper rushes to the classroom on the 15th floor. Students are chatting.]

Helper: (out of breath) Hey! Chef wants to know—what do you want for lunch?

Student 1: Ooh, pizza!

Student 2: Definitely pizza!

Helper: (nodding) Got it!

[Helper rushes downstairs. Back to the lunchroom.]

Helper: (panting) Pizza! They want pizza!

Chef: Good choice! But what toppings?

Helper: (sighs) Oh no. I forgot to ask! Be right back!

[Helper runs off again. Back to the classroom.]

Helper: (gasping) Toppings? What toppings do you want?

Student 1: Pepperoni!

Student 2: And mushrooms!

Helper: (weakly) Sure... sure thing.

[Helper returns to the lunchroom.]

Helper: (collapsing) Pepperoni... and mushrooms...

Chef: Wait! What if someone has a gluten allergy? You better check.

Helper: (groaning) Seriously?!

Chef: It's important!

[Helper trudges upstairs again. This time, visibly exhausted. Back in the classroom.]

Helper: (barely standing) Any... allergies?

Student 1: (shaking head) Nope!

Student 2: We're all good!

Helper: (muttering) Great.

[Helper staggers back down to the lunchroom.]

Helper: (collapsing on the floor) No... allergies...

Chef: (holding up a tray of salads) Took you so long, I made salads instead.

Helper: (groans in defeat)

[Students enter the lunchroom.]

Student 1: (disappointed) Salads? Where's our pizza?

Chef: (shrugging) Maybe next time, the Chef's Helper will report back faster.

Helper: (glaring at the Chef) Maybe next time... you can go and ask yourself!

[Everyone laughs, except the Helper, who faints.]



HOW TO

MOVE

LIKE YOUR CHARACTER



GESTURES

What are they doing with their hands?



Middle!

LEVEL(S) UP!

How high is the action happening?

PACING



How fast is the action happening?

HOW TO

MOVE

LIKE YOUR CHARACTER



GESTURES

What are they doing with their hands?

HOW TO

MOVE

LIKE YOUR CHARACTER



High!



Middle!



Mid-Low!



Low!

LEVEL(S) UP!

How high is the action happening?

HOW TO

MOVE

LIKE YOUR CHARACTER



Slow.



Medium.



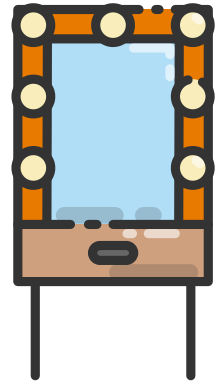
Fast!

PACING

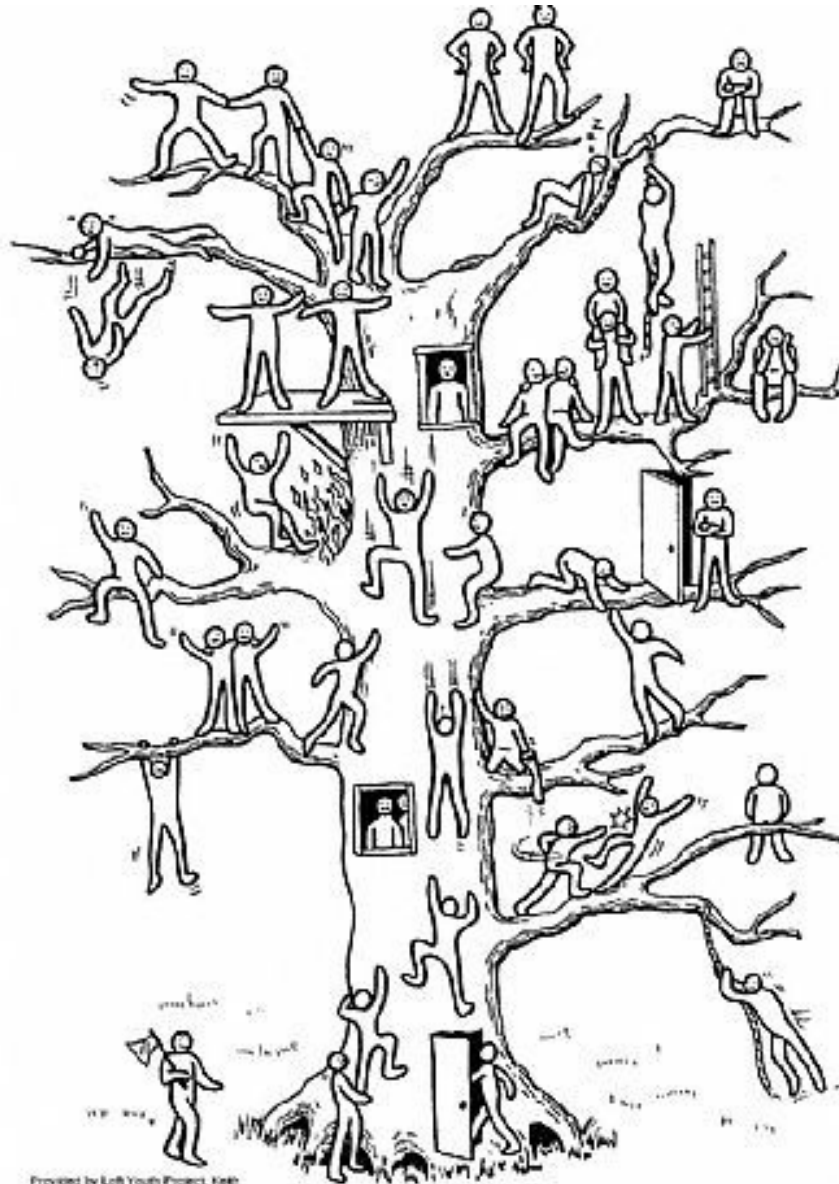
How fast is the action happening?

Lesson Reflection

What is one word to describe today?



Circle how you felt during this lesson, and explain.



Provided by Loft Youth Project, Kesh

Draw a leader.

Lesson #6

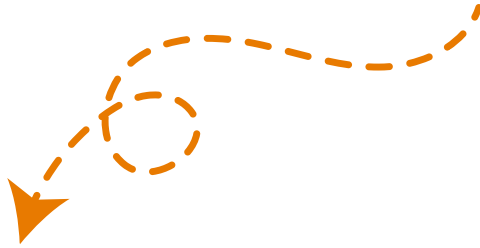
What does a leader look like?

How would you define “leader”?

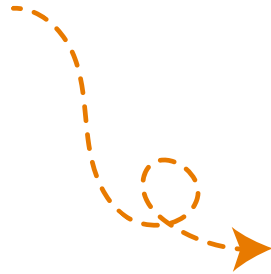
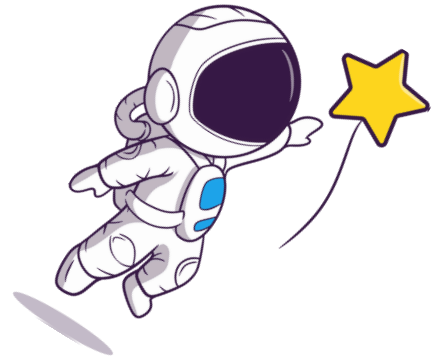
Preparing to Direct



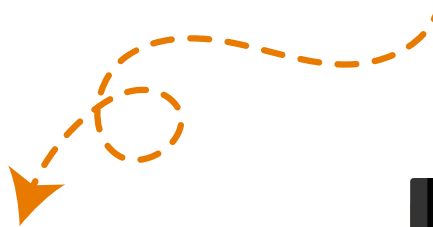
Read the script.



Understand the characters.
(GOTE and vocal decisions)



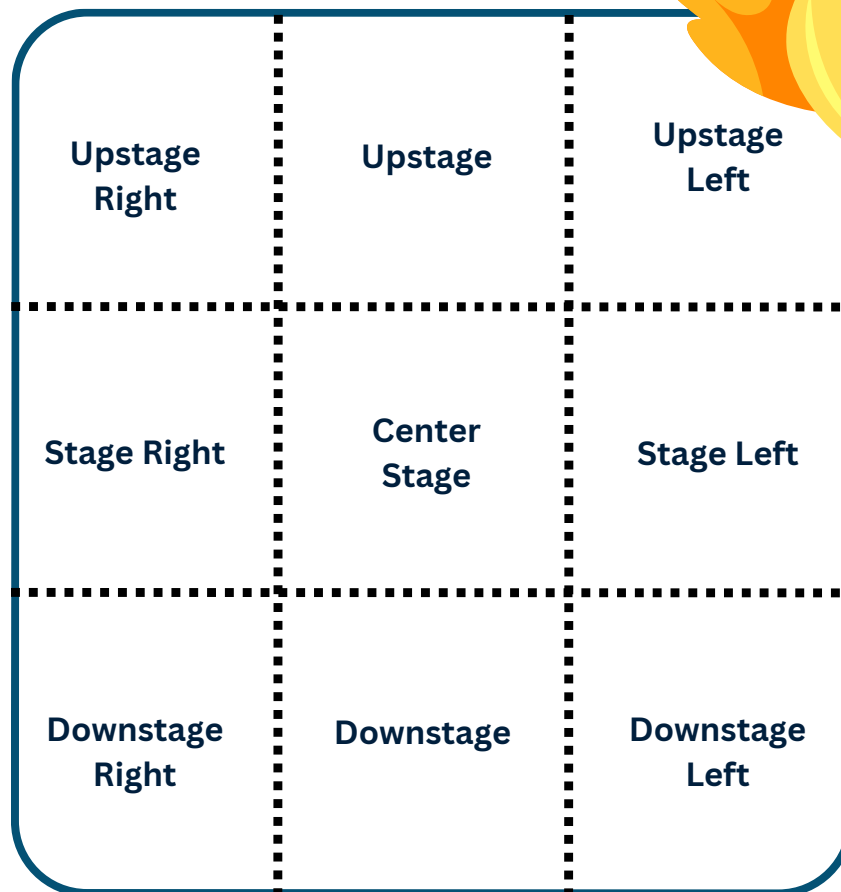
Block the scenes.
(Big and small movements)



Direct your team!
(Be flexible!)



Bird's Eye View of the Stage



Audience

Adventures in Cooking with Andre



--Part 1--

FLYING VEGIES

Chef Andre (Chopping wildly): Watch out, here comes the Andre Express!

(Chef Andre is chopping vegetables with reckless abandon. Vegetables are flying everywhere.)

Restaurant Owner, Mya: Everyone, duck and cover! Andre, you're turning the kitchen into a tornado!

Chef Andre: What can I say! When I am cooking, I turn into a one-man veggie demolition crew! Chop, chop, chopping my way to flavor town!



--Part 2--

FIRE!

(Chef Andre tries to fry a dish but sets his sleeve on fire. He panics and runs around, waving his arms.)

Chef Andre (Screaming): Mayday! Mayday! Somebody, get me a bucket of water!

Mya (Panicking): Stop running around like a chicken! Remember, just stop drop and roll.

Chef Andre: How was I supposed to know? I am not a fire person, And now, I am just a chef, rolling around looking like a spicy meatball!



--Part 3--

DRAGON CUSTOMERS



Chef Andre: Ah, the secret spice blend that adds that extra kick!

(Chef Andre liberally sprinkles the chili powder into the dish, unaware of his mistake. As he stirs the mixture, a pungent aroma fills the air.)

Restaurant Owner, Mya: Andre, what are you doing? That's not the spice blend!

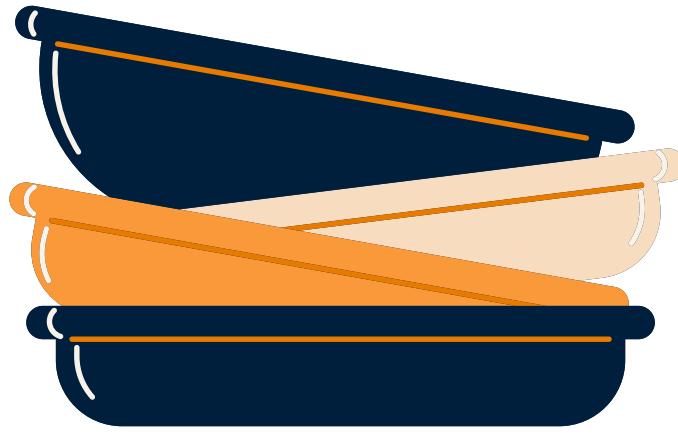
Chef Andre (Confidently): Trust me, Mya, this will take the dish to a whole new level!

[Mya watches with growing concern as Chef Andre continues to cook, the smell of the chili powder becoming overpowering.]

Mya: Andre, I think you've made a mistake. That's chili powder, not the spice blend!

Chef Andre: [Realizing his error, sheepishly] Oh no, not again. Perhaps, they could pretend they are dragons?

Mya: [Exacerbated] Our poor customers are going to be breathing fire...breathing fire right out that door and never coming back!



--Part 4--

GOATS

[Chef Andre accidentally knocks over a tower of plates, causing a loud crash.]

Chef Andre (Sheepish): Whoops-a-daisy! That wasn't supposed to happen. I guess I went crash-boom-bang on that plate tower! Looks like I've just broken the record for the highest tower of plates toppled in one go!

Mya: [Sighing heavily] Andre, we're not in the business of setting records for plate-breaking! What if we tried to break the record for most satisfied customers?

Chef Andre: But Mya, just think! I could be the GOAT of plate toppling!

--Part 5--

ONLY THE NUGGETS

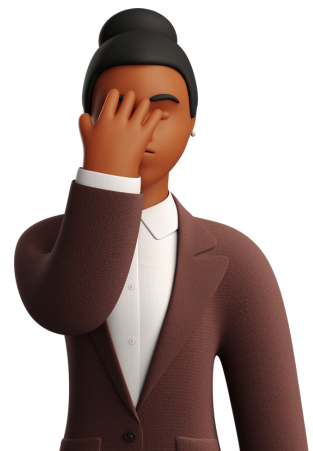
[Chef Andre serves a dish with a flourish, but it's clear that it's not what the customer ordered.]

Customer (Confused): Um, this isn't what I ordered. I can only eat chicken nuggets! I only want chicken nuggets, in fact!

Chef Andre (Smiling): Surprise! I upgraded you to a culinary adventure!

Mya (Facepalming, looking at customer): He actually upgraded you to a refund. Andre just can't help trying to things up like a master of culinary chaos. (Turning to look at Andre) Andre, we're running out of plates, and...customers!

Chef Andre (smiles and shrugs, and the owner sighs): What can I say, mixing it up is my jam. Though mixing up the wrong order may be more like if the jam were a pickle on a PBJ.



--Part 6--

S'MORE PLEASE!

[The power suddenly goes out, plunging the kitchen into darkness.
Mya panics.]

Mya: How will we be able to feed our customers now?

Chef Andre: I know! [He picks up the candle off the table.] Who needs electricity when we have flammable sugary treats! I knew my secret stash of marshmallows would come in handy! (He begins passing the marshmallows out and shouting instructions.) Use your forks to roast your marshmallows over the candles, and I will bring around some of the graham crackers and chocolate from the kitchen! Like my grandma always said, when the electricity goes out, grab a candle, and make s'mores!

Mya: [Grateful] Maybe your disastrous decisions are actually the best in a real disaster!



--Part 2--

(Chef Andre tries to fry a dish but sets his sleeve on fire. He panics and runs around, waving his arms.)

Chef Andre (Screaming): Mayday! Mayday! Somebody, get me a bucket of water!

Restaurant Owner, Mya: (Panicking): Stop running like a chicken! Remember, just stop drop and roll.

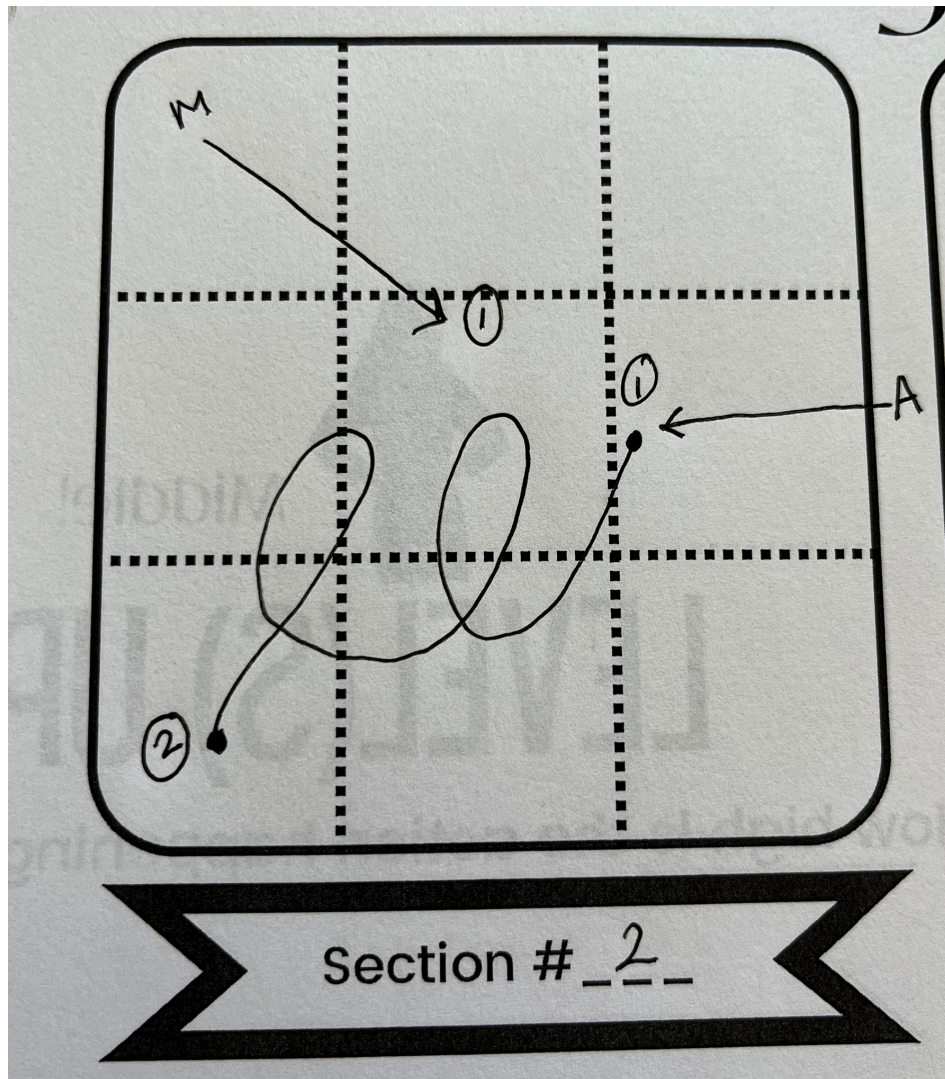
Chef Andre: How was I supposed to know? I am not a fire person, And now, I am just a chef, rolling around looking like a spicy meatball!



Movement Decisions

- Levels: Box with level shaded.
- Speed: Three dashes move fast, three dots is move slow.
- Gestures: Stick figures

What would this look like on stage?



What other ways could you block this scene?

Blocking Ideas

Section # ___

Section # ___

Section # ___

Section # ___

Blocking Ideas

Section # ___

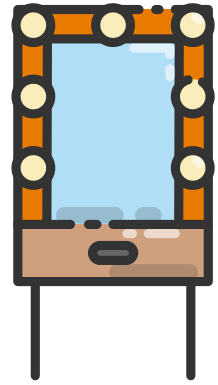
Section # ___

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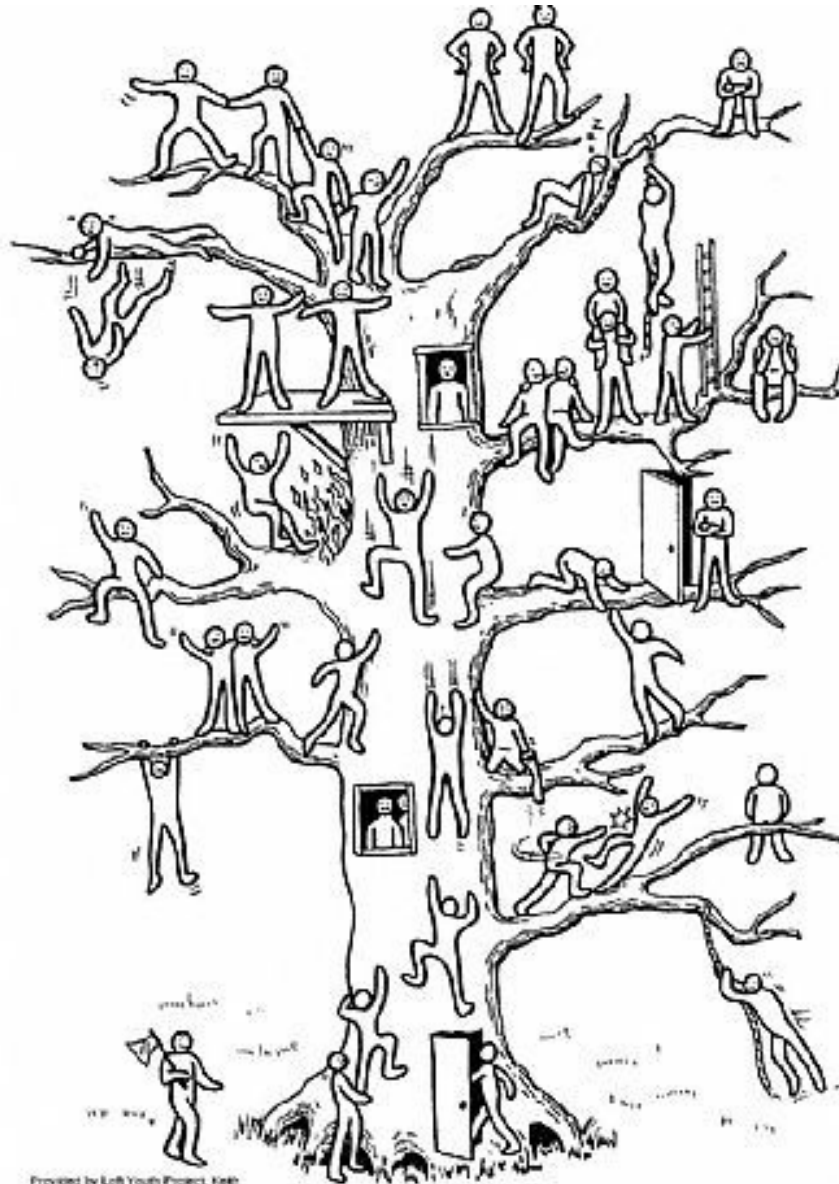
Section # ___

Lesson Reflection

What is one word to describe today?



Circle how you felt during this lesson, and explain.



Provided by Loft Youth Project, Kesh

Leadership Starters



I see...




I like...
because....



I wonder...



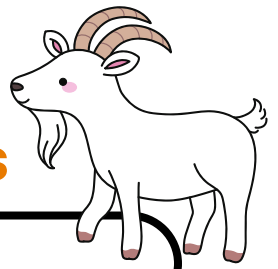
What if...



What did you
think?



I notice...



Character Name:

Goals

What are the character's goals?

G

Obstacles

What is in their way?

O

Tactics

How does the character face the obstacles?

T

Expectations

Why does the character want their goals?

E



Character Name:

Goals

What are the character's goals?

G

Obstacles

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E

Blocking Ideas

Section # ___

Section # ___

Section # ___

Section # ___

Blocking Ideas

Section # ___

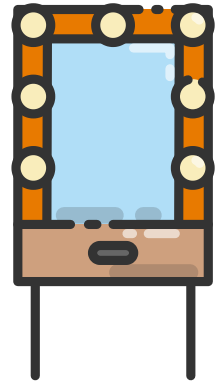
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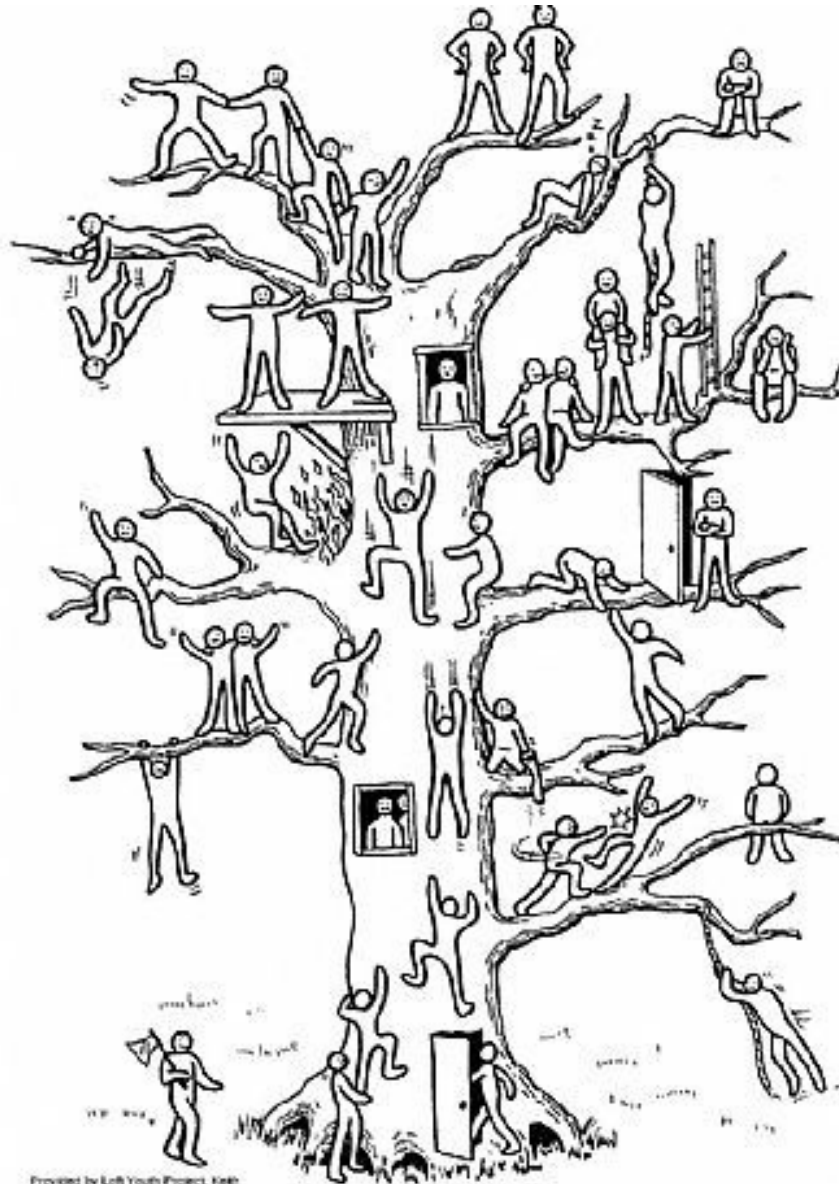
Section # ___

Lesson Reflection

What is one word to describe today?



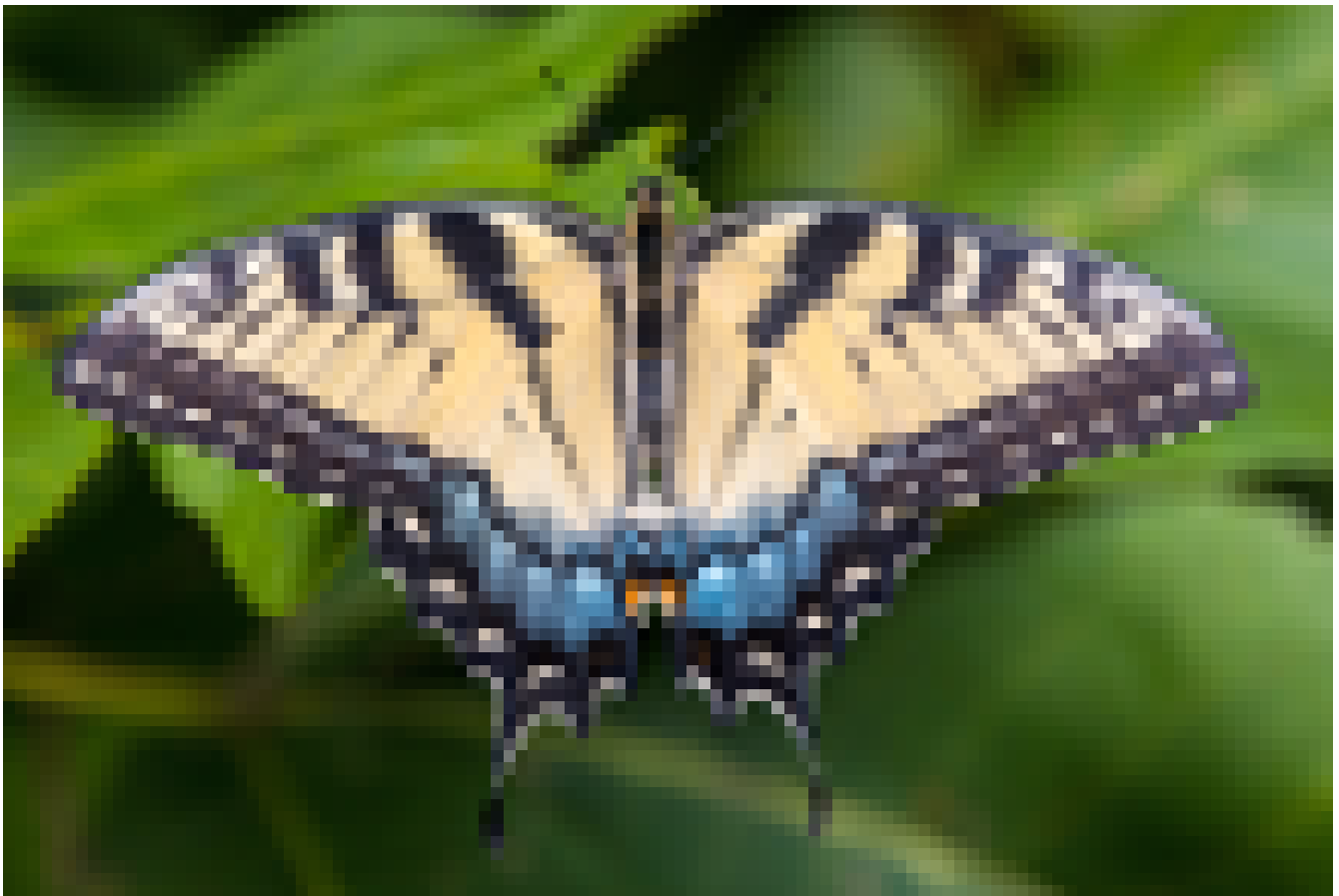
Circle how you felt during this lesson, and explain.

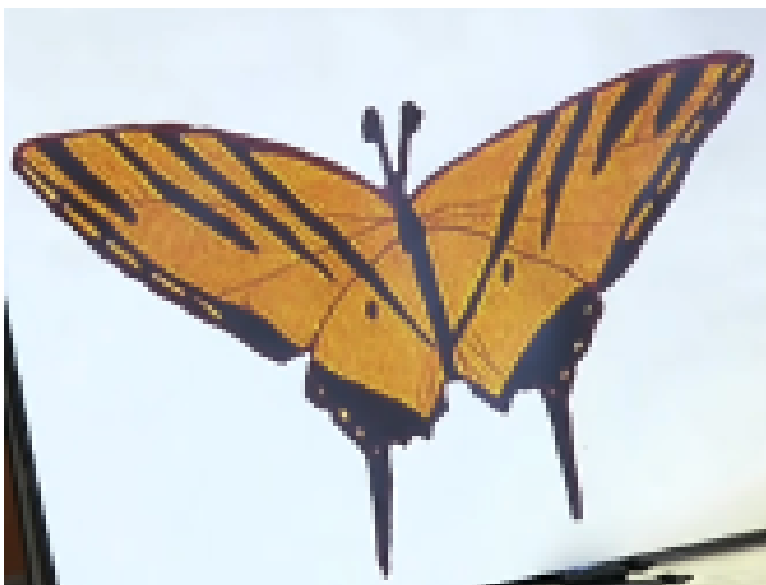
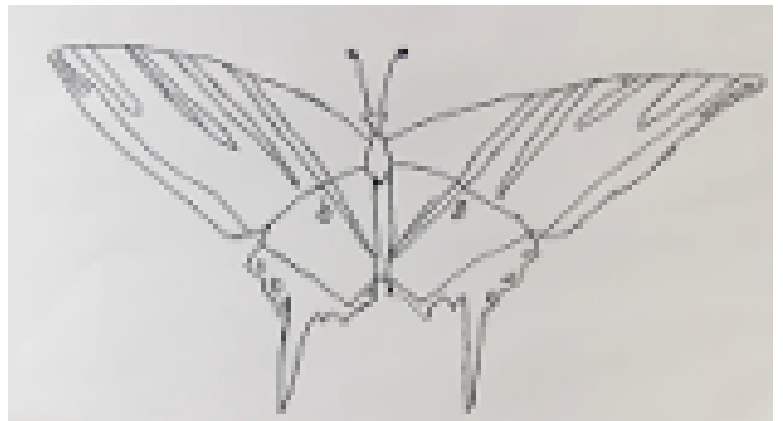
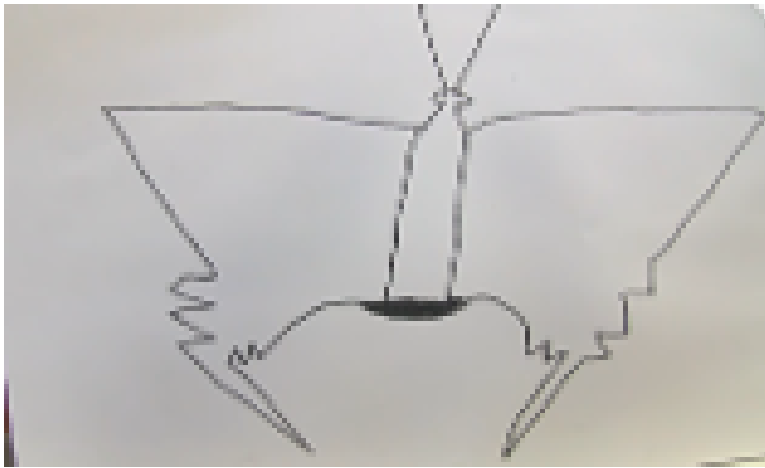


Provided by Loft Youth Project, Kesh

Lesson #8

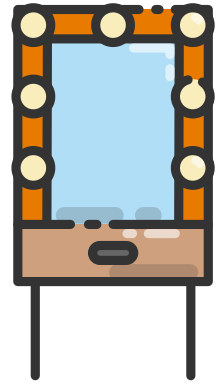




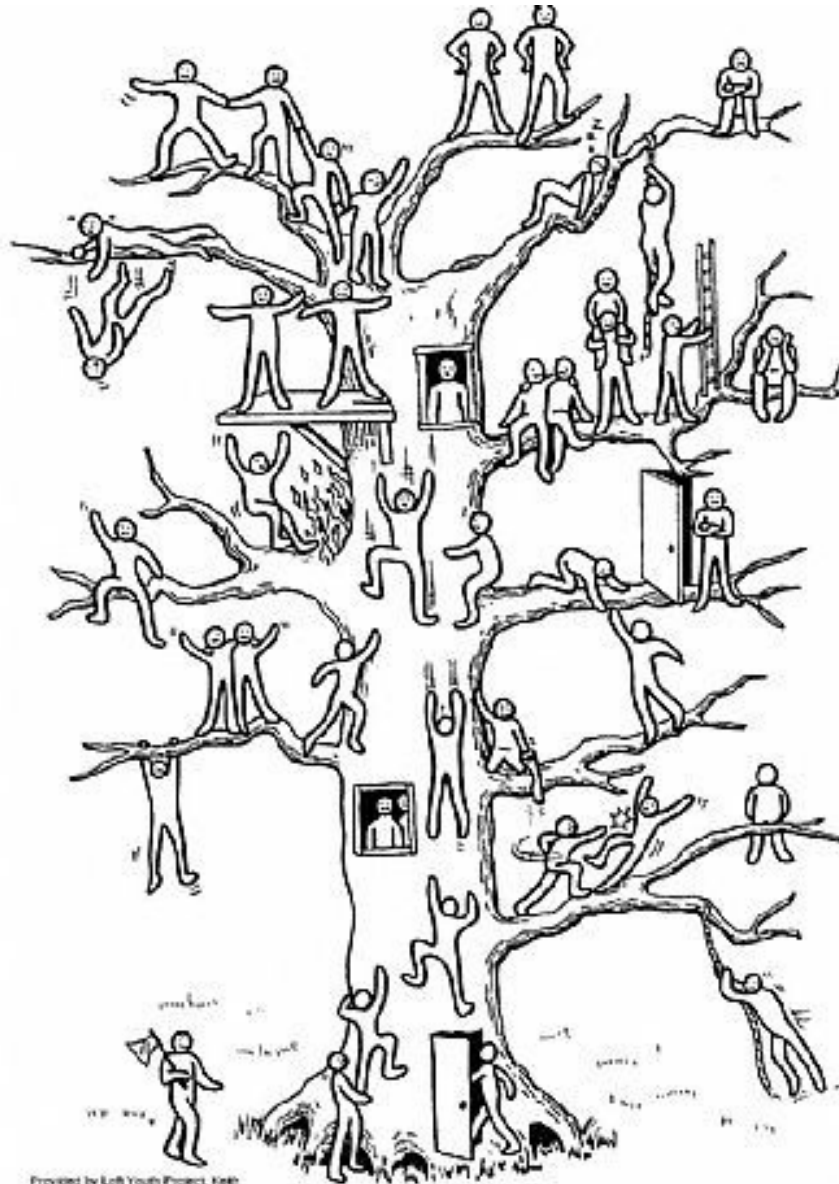


Lesson Reflection

What is one word to describe today?



Circle how you felt during this lesson, and explain.



Provided by Loft Youth Project, Kesh

Who are you?

	Character		Situation
	Wizard		Wins an award
	Time Traveler		Accomplishes an incredible feat
	Pirate		Makes a discovery
	Robot		Is granted a wish
	Someone who talks to animals		Finds a magical item
	Superhero		Becomes friends with creature
	Alien		Travels to a new land
	Ghost		Wakes up in an unusual place
	Detective		Helps a neighbor
	Athlete		Makes a big mistake
	Inventor		Gets stuck somewhere
	Artist		Loses a competition
	Scientist		Faces a hurricane or snow storm
	Fashion Designer		Discovers a secret
	Firefighter		Meets an old friend
	Musician		Helps the president
	Explorer		Finds buried treasure

Interview Questions

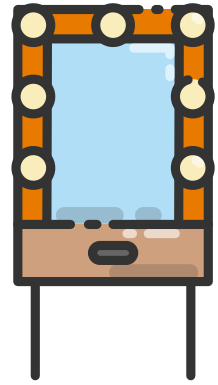
Here are a few to get you started:

- What do you wish people knew about you?
- What advice would you give to others?
- What inspires you?
- What are your future plans?
- Who is your best friend? Why?
- If you could change one thing, what would it be?

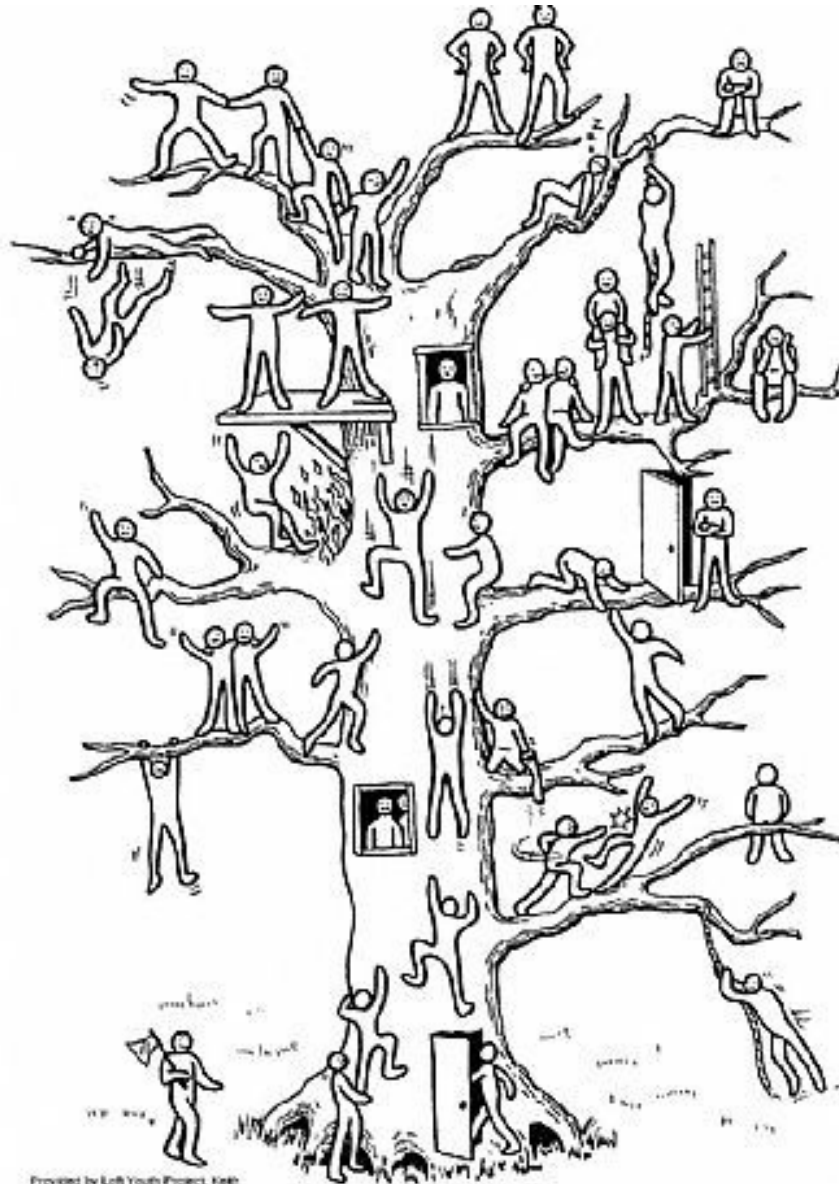
What are some additional questions you might ask?

Lesson Reflection

What is one word to describe today?



Circle how you felt during this lesson, and explain.



Provided by Loft Youth Project, Kesh

Directing your Team



Checklist

- ___Assign roles.
- ___Table read.
- ___Discuss vocal decisions.
- ___Practice blocking.
- ___Provide feedback.
- ___Record a practice scene.
- ___Watch the scene.
- ___Make improvements.
- ___Record the actual scene.