

- A. Title of activity
- Physicality
- B. Context of the activity
- This activity will be for students in an elementary drama class/workshop.
- C. Concepts to be covered
- Students will learn how to connect their bodies to their imaginary worlds.
- D. Lesson Objectives
- Students will be able to use their imaginations to create a circumstance. They will be able to then connect their bodies to this imaginary world. They will be able to understand how to manipulate their bodies to embody the physicality of given circumstances.
- E. National Standards
- TH:Cr1.1.5a- Identify physical qualities that might reveal a character's inner traits in the imagined world of a drama/theatre work.
 - TH: Cr3.1.5b- Use physical and vocal exploration for character development in an improvised or scripted drama/theatre work.
 - TH: Pr4.1.5b- Use physical choices to create meaning in a drama/theatre work.
- F. Materials needed
- For this lesson, I will only need an acting classroom with a large space for movement.
- G. Procedure
- **Introduction (5 minutes)** – To begin this lesson, I will have the students stand in a circle and stretch a bit. This will be our warm-up.
 - **Implementation of Lesson (35 minutes)** – For this exercise, I will have the students find their own space and close their eyes. I will give them an imaginary circumstance to envision. I will then ask them to let their bodies react, open their eyes, and explore this feeling. The first idea will be flying. I will guide them through the air and have them fall on a cloud. Secondly will be jumping into a pool that is freezing cold. Third will be walking in a giant tub of Jello-O and getting stuck. They will have to imagine walking through and pulling their feet out of Jell-O. It is important that each time they find a neutral before beginning. Then, I will have them “step in” to the world they have imagined before beginning that specific situation. This helps younger students differentiate between the real and the imaginary.
 - **Wrap-up (5 minutes)** – After the exercise is completed, we will form a circle and talk about which imaginary circumstances were more difficult to envision and which felt easier. This will give me a chance to see how the students felt about their minds and bodies and whether they understood the points.

H. Modifications for students with special needs

- I will make sure every student is relaxed before beginning. This will give the students a chance to focus and get into the world so their minds will be less likely to wander. Since it is an individual activity, each student can move at their own pace, and I can walk around the room to assist any student that needs extra attention.

I. What could go wrong?

- Students may be over-enthusiastic and hard to keep under control. Exploring their bodies may get exciting and they may want to run crazy with the imaginary circumstances. Again, I will have to make sure the students find a relaxing center to return to in between each situation. This will be the biggest difficulty with this activity.

J. Assessing learning

- My assessment will come from watching the students while they engage in the physical world of the imaginary circumstances. It will be primarily about ensuring that they are grasping how to connect their bodies to the imaginary worlds.