

CHARACTERS ALWAYS WANT SOMETHING

THOUGHT TRACKING – A PRE-IMPROVISATION EXERCISE

GRADES K-6

TH:Cr2.1
TH:Cr3.1
TH:Pr4.1

Lesson by
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DURATION: 10 - 20 min. depending on age

21st CENTURY SKILLS:

- | | | |
|---|---|--|
| <input type="checkbox"/> Critical thinking | <input type="checkbox"/> Information literacy | <input type="checkbox"/> Leadership |
| <input checked="" type="checkbox"/> Creativity | <input type="checkbox"/> Media literacy | <input checked="" type="checkbox"/> Initiative |
| <input type="checkbox"/> Collaboration | <input type="checkbox"/> Technology literacy | <input type="checkbox"/> Productivity |
| <input checked="" type="checkbox"/> Communication | <input type="checkbox"/> Flexibility | <input type="checkbox"/> Social skills |

BACKGROUND

A tableau is created when students act out a scene of a given story or a given picture, and they freeze at a point as instructed. This still or "frozen" scene is usually at the most exciting moment (e.g. the height of tension, the funniest moment, the most dangerous moment etc.) Tableaux can be used to help children explore a concept or theme associated with the story or, to explore different possible outcomes for a situation which can lead to a deeper discussion of the characters and story. For an effective tableau, teachers should ensure that the child gets into character. Students should use their bodies and faces to help express emotions.

Thought tracking or Conscious Tracking occurs when the student speaks the thoughts and feelings of the characters they are portraying in the tableau.

DIRECTIONS

1. Once students are in a tableau the teacher can walk about the room and tap on the shoulder of the child. The character comes to life and speaks out his or her inner thoughts. This helps to build on pupils' speaking skills.
2. Initially, children might give very simple responses. However, as they become more confident in expressing themselves, they will give lengthier and more creative responses.
3. Thought tracking allows for teachers to understand what the child is thinking about and which aspect of the story that the child might need more help in.
4. Teachers can also use cues and questions for the Thought Tracking.
 - What are you doing?
 - How are you feeling?
 - What will you do next?

It is important to note that there are no wrong responses in a Drama lesson. Allow for students to explore and be creative in their responses.

MATERIALS:

- a bit of open space is preferred - (front of classroom, library kiva, auditorium - but this activity can be done at desks.

REFLECTION:

- How did it feel to step into the character's shoes?
- What new ideas did you get from being in the tableau?
- What do you think happened before this scene?
- What could happen after this scene?

