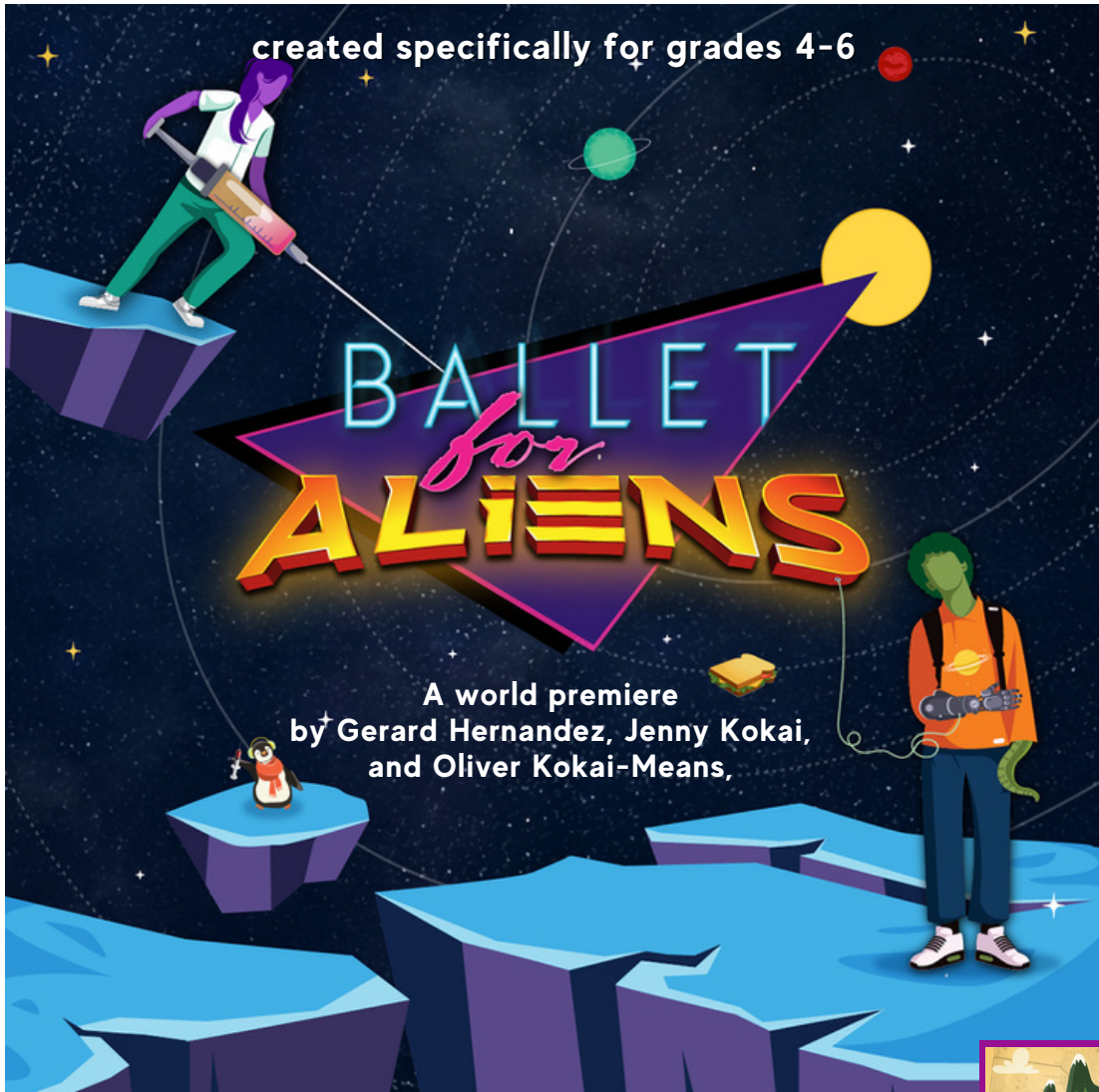




Plan-B Theatre's Tenth Annual Free Elementary School Tour

created specifically for grades 4-6



Study Guide



To bring this free program to your school,
contact Sarah Meservy, Education Coordinator
sarah@planbtheatre.org | [801.297.4200](tel:801.297.4200)

visit planbtheatre.org/education for additional resources

SEPTEMBER 2022 - MAY 2023



Jacob loves ballet, turkey sandwiches, Pokedudes, and his orange blanket. He does not love nurses who can't get the IV in on the first try and living with Crohn's Disease. On the day of his latest infusion, he meets Sophie, a nurse unlike any other (who might be an alien).

A play for grades 4-6 about being a child living with a chronic illness and how imagination can help get you through.

Based on the life and perspective of playwright Gerard Hernandez.

What to Expect

5 min Introduction You'll meet the actors, learn some basic theatre terms, and get ready for the interactive elements of the play.

35 min The Play

5 min Post-Show Discussion Students have the chance to answer questions about the play's themes and characters.

Accessibility

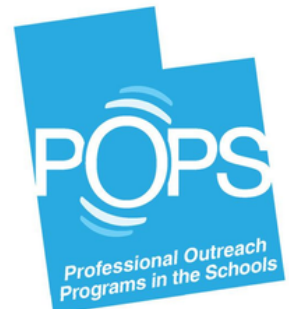
- The full performance is available digitally in two formats: a radio-play podcast and a filmed stage production (with closed captioning). To request digital access, email sharah@planbtheatre.org or call 801.297.4200.
- All actors wear microphones during live performances.
- Public performances feature ASL interpretation.
- A digital version of the script is available on our website and app in 18-point font.
- An audio version of the playbill is available on our website and app.



R. HAROLD BURTON FOUNDATION



Funded by
Utah Legislature
Utah Division of
Arts & Museums



Intended Learning Outcomes

After experiencing BALLET FOR ALIENS, students will:

- develop understanding of chronic illnesses and the challenges they present.
- define empathy and practice empathy with peers, including peers with chronic illnesses.
- practice a variety of stress management techniques, including using imagination to navigate difficult situations.

Alignment with Core Standards

Our education programs are designed to support student learning across multiple content areas. The activities in this study guide align with Utah State Board of Education Core Standards in fine arts, language arts, science and engineering, library media, and health education. [View the BALLET FOR ALIENS study guide Core Standards alignment table here.](#)

Utah State Board of Education's Core Standards for drama are organized into four strands: (1) Create, (2) Perform, (3) Respond, and (4) Connect. Strands 3 and 4 are organically and thoroughly integrated into your students' experience with BALLET FOR ALIENS. To help students meet standards in strands 1 and 2, see our free playwriting curriculum [Playwriting With Young People](#) by Julie Jensen.

A Gift For Your School Library

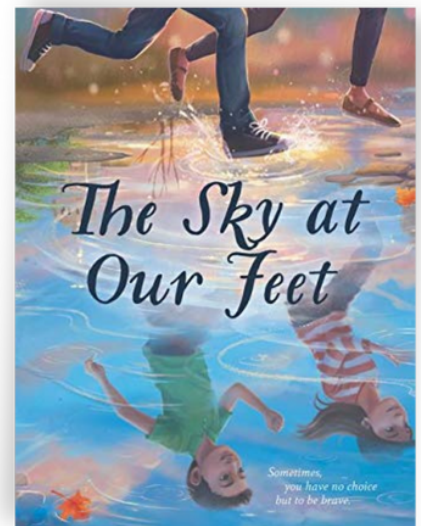
To supplement the themes of the play, we're donating two copies of this book to each school BALLET FOR ALIENS serves in person.

The Sky at Our Feet

by Nadia Hasimi (2018)

Twelve-year-old Jason is on the run searching for his aunt, when an accident lands him in the hospital. There he befriends Max, a witty, confident girl who longs to be seen as "normal" despite her epilepsy. The two escape the hospital together to continue Jason's quest through New York City.

"I have to take a bunch of pills that make me feel like I'm moving in slow motion. My parents don't let me do anything because they're always afraid that I'll have another seizure, and they're right. Of course I will. That's what epileptics do. And people think that's all we do."



VOCABULARY

Vocabulary Worksheet (page 2)

Have students complete the chart on the following worksheet of vocabulary words from the play (use whatever part of the chart is appropriate to your students and grade level).

Frayer Model

The Frayer Model is a graphic organizer that prompts students to explore word meanings in a variety of ways. Provide each student with a set of index cards (one for each vocabulary word). Have students divide each index card into four sections and label the sections according to the example below. Students may then complete the card sections with the help of dictionaries or thesauruses.

Put the word here	Definition in your own words
Picture to help you remember the word	Antonym

Core Standards

(4-6).L.4c

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

(4-6).L.5c

Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).





Name: _____

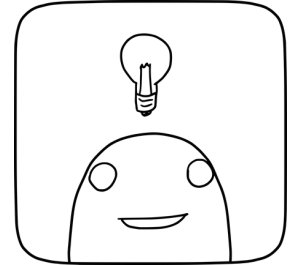
Date: _____

VOCABULARY WORKSHEET

Jacob and Sophie use all of these words in *BALLET FOR ALIENS*.
Do you know what they mean?

Read each word and put a ✓ in the column that best describes
your understanding.

Then use a dictionary to look up the definitions of all the words
you don't know or aren't sure about.



Vocabulary Word	I know this word. I can define it and use it in an example.	I've heard this word. I'm not sure I can define it or use it in an example.	I have never heard this word before.
infusion			
flare			
disease			
Crohn's disease			
theory			
treatment			
simulation			
molecules			
stall (or stalling)			
confident			
numb			



BEFORE THE PLAY

Activate Background Knowledge

Ask your class if they have ever been a patient in a hospital or have you visited a hospital. Allow students time to share some of their experiences and remembrances, including some of the sights and sounds.

BEFORE OR AFTER THE PLAY

Not Your Average Stomach Ache

BALLET FOR ALIENS was inspired by playwright Gerard Hernandez's experiences with Crohn's disease. Use Gerard's slide deck [Not Your Average Stomach Ache](#) to help your class better understand Crohn's disease.

AFTER THE PLAY

Share Your Opinion

Using grade-appropriate methods, have students create opinion pieces about the play.

Share the finished pieces with us via mail, email, or social media.



Plan-B Theatre
138 W 300 S
SLC, UT 84101



sharah@planbtheatre.org



@planbtheatreco



Core Standards

(K-5) Library Media 7.1a:
Use questions to guide reading, listening, and viewing of sources while building connections between prior knowledge and new information.

4.SDP.5: Explain facts about common chronic health conditions and discuss empathy towards individuals living with these conditions.

Standard 5.SDP.4:
Compare and contrast infectious and chronic diseases and recognize when others have a chronic disease or disability and practice methods of treating them respectfully.

(K-5) Writing Standard 1:
Write opinion pieces.

INTRODUCTION TO THEATRE

What is theatre?

Theatre, the imagined and enacted world of human beings, is one of the primary ways children learn about life—about actions and consequences, about customs and beliefs, about others and themselves. [...] children arrive at school with rudimentary skills as playwrights, actors, designers, directors, and audience members; theatre education should build on this solid foundation.

National Standards for Arts Education

How can I use theatre in my classroom?

You might not know it, but you're probably already using theatre in your classroom! Much of teaching is inherently theatrical such as read-alouds and all your tricks to keep students' attention. Here are some more ideas to consider:

- * Teach your students to write plays! Our free curriculum, [*Playwriting With Young People*](#) by Julie Jensen is available through our app and on our website along with teacher training videos and lesson plans. Having students write and perform plays about social studies or science topics is an excellent way to reinforce learning while integrating the arts into your teaching.
- * Use a script from our [online library](#) to stage a play. We have a wide variety of scripts written specifically for K-6 students.
- * Invite a professional! Email us at sharah@planbtheatre.org to arrange for a classroom visit from a theatre artist in-person or on Zoom.

CREATE

Students will conceptualize, generate, develop, and organize artistic ideas and work. They will complete and refine drama works.

PERFORM

Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of drama works.

RESPOND

Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process.

CONNECT

Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

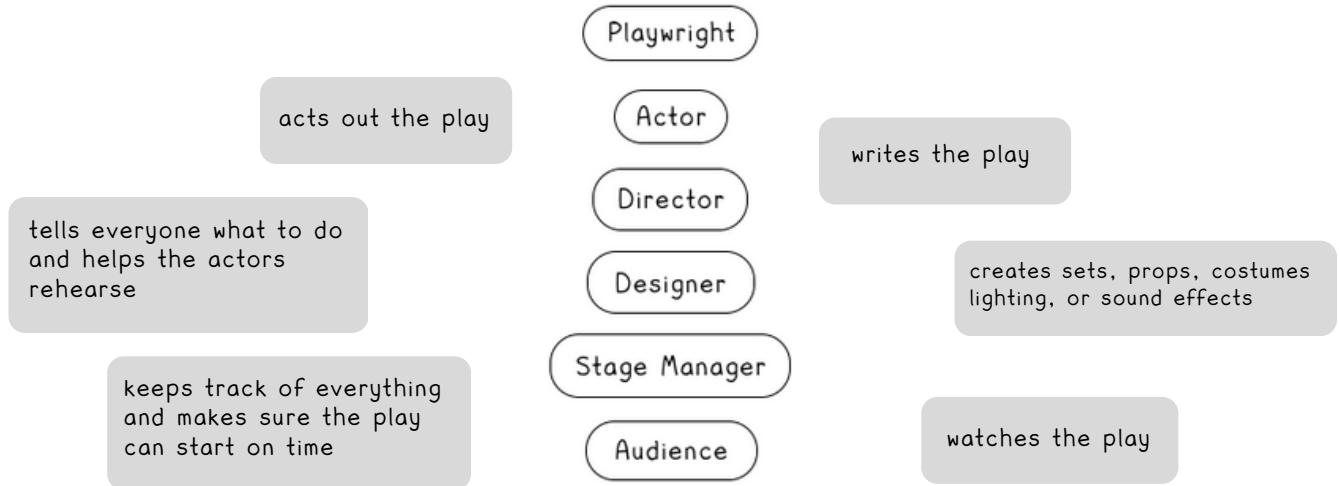


Name: _____

Date: _____

THEATRE JOBS

It takes a lot of people to put on a play! Match the names of theatre jobs to the work that they do.



GLOSSARY

REHEARSE: practice for a play. Actors need to rehearse a lot to memorize their lines and blocking (actions).

COSTUME: clothes an actor wears. Costumes help the audience understand what character an actor is playing.

SET: something that helps an audience understand where the play takes place. A set for a classroom might include desks, chairs and a whiteboard.

PROPS: objects that actors use during a play. A book, a magic wand, or a picnic basket could all be examples of props.



WORDSEARCH

ACTOR
AUDIENCE
COSTUME
DESIGNER
DIRECTOR
PLAYWRIGHT
PROPS
REHEARSE
SET
STAGE MANAGER

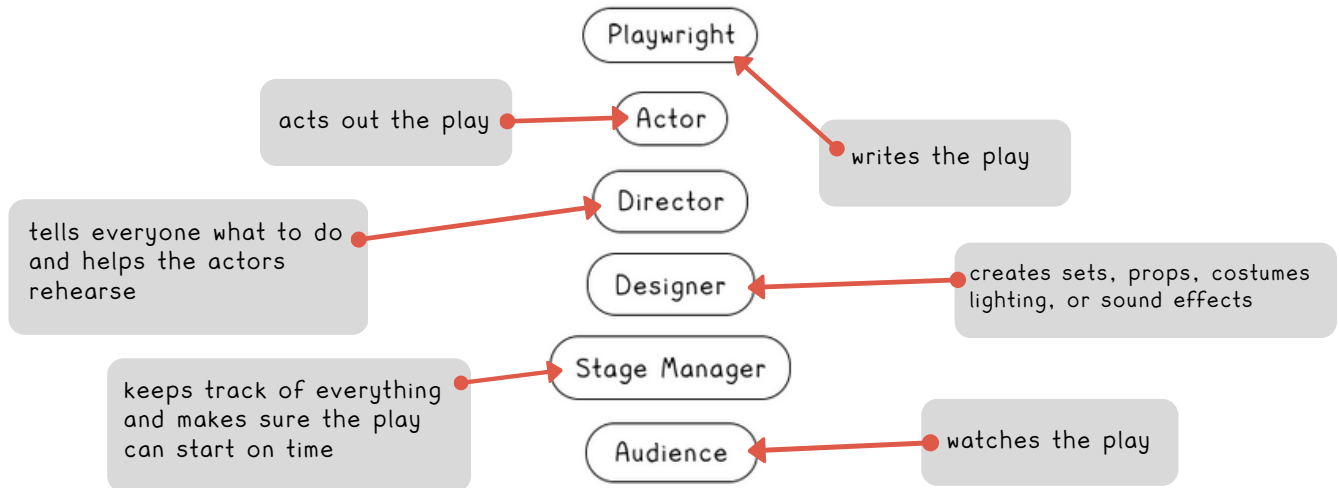
C	Q	T	T	A	T	G	F	X	H	G	O	A	V	D	A	J	U	I	N	A	G	N	E	A
O	J	M	H	S	P	O	R	P	E	I	R	Y	A	I	E	H	I	J	U	K	Q	C	C	R
S	O	I	O	G	R	E	H	E	A	R	S	E	A	K	R	S	K	P	T	H	N	T	S	J
T	E	O	G	V	I	A	W	F	Y	A	V	N	Q	D	O	A	I	O	T	E	O	M	I	V
U	M	X	N	D	G	R	R	D	W	T	K	Q	P	C	T	F	X	G	I	R	S	V	K	H
M	T	G	P	O	U	X	W	I	M	U	V	I	O	T	C	W	W	D	N	L	U	S	N	Y
E	Y	J	H	U	J	O	R	Y	X	O	S	I	V	F	E	W	U	W	L	E	Y	E	T	X
R	E	G	A	N	A	M	E	G	A	T	S	O	I	O	R	A	Y	I	M	P	R	E	T	K
S	U	I	N	B	T	T	V	Q	Q	L	H	O	R	M	I	N	E	I	C	Z	X	X	I	P
E	X	D	X	L	T	Z	S	I	H	Q	P	Z	Z	C	D	C	B	O	O	W	X	Z	J	E

Name: TEACHER COPY

Date: _____

THEATRE JOBS

It takes a lot of people to put on a play! Match the names of theatre jobs to the work that they do.



GLOSSARY

REHEARSE: practice for a play. Actors need to rehearse a lot to memorize their lines and actions.

COSTUME: clothes an actor wears. Costumes help the audience understand what character an actor is playing.

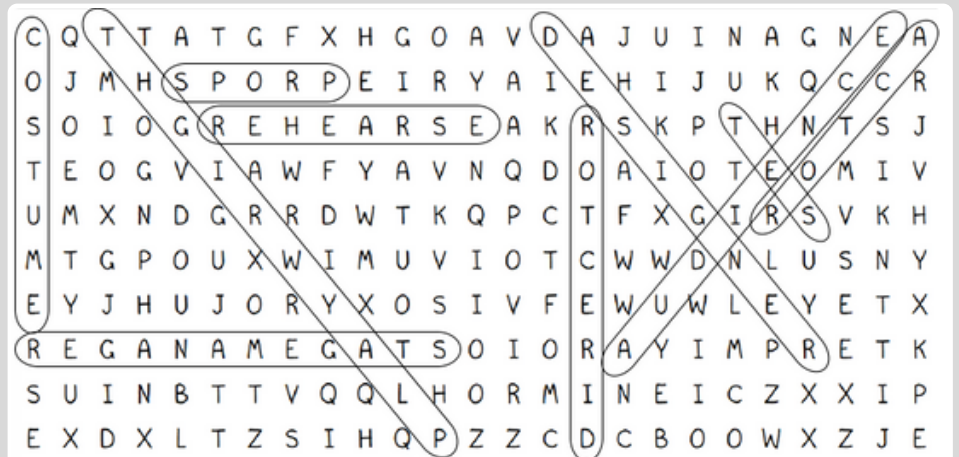
SET: something that helps an audience understand where the play takes place. A set for a classroom might include desks, chairs and a whiteboard.

PROPS: objects that actors use during a play. A book, a magic wand, or a picnic basket could all be examples of props.



WORDSEARCH

ACTOR
AUDIENCE
COSTUME
DESIGNER
DIRECTOR
PLAYWRIGHT
PROPS
REHEARSE
SET
STAGE MANAGER



DANCE RESOURCES FOR UTAH EDUCATORS

Click the links below to explore a wide range of free K-12 resources from Utah organizations.

"Is that why you love ballet, because you don't need words to show how you feel?"

-Sophie, [BALLET FOR ALIENS](#)



[Ballet West](#) is committed to providing quality education programs that allow teachers and students of all ages to experience the joy and magic of live ballet regardless of financial or geographical barriers.



[Ririe-Woodbury Dance Company](#) works to promote the understanding of and appreciation for the art form of dance, in the belief that "Dance is for Everybody!"



[Tanner Dance](#) has been offering high-quality and nationally-recognized arts in education programs since the 1960s. These programs are offered to classrooms and teachers at free or subsidized prices



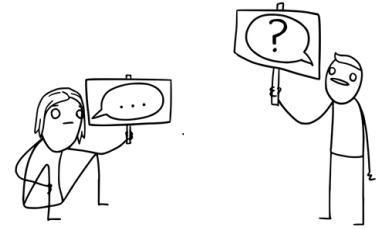
[Repertory Dance Theatre](#) uses dance as a way to help people become more connected, compassionate, aware, inspired, original, focused, courageous, passionate, and human.

Dance, in particular, is an art form that addresses physical health and well-being in an enjoyable, aesthetic, cognitively challenging and non-competitive environment. All students can achieve self-confidence through self-expression in dance.

National Dance Education Organization



DISCUSSION QUESTIONS



- How is watching a play different from watching a movie?

For more about theatre, see page 5.

- BALLET FOR ALIENS was inspired by playwright Gerard Hernandez's experiences with Crohn's disease. If you were going to write a play inspired by something in your life, what story would you want to tell?

For more about playwriting, see page 20.

- What challenges did Jacob face because of his illness?

For more about chronic illness, see page 10.

- How did using imagination help Jacob cope with being in the hospital?
- How could we use our imaginations to help us in difficult situations?
- How did the dancing add to the story? What did it help us understand about Jacob and about how he views his illness?

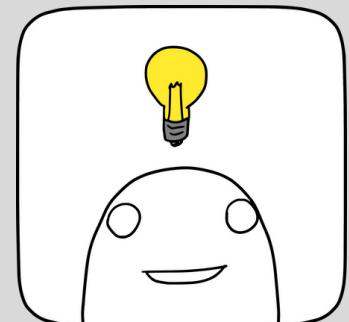
For more about dance, see page 8.

- What is empathy? How does Sophie show empathy to Jacob?
- Jacob develops a relationship of trust with Sophie, his nurse. How do we know if we can trust someone?
- What adults do you trust?

For more about trust, see page 14.

Interested in discussing BALLET WITH ALIENS
with the playwrights, cast, and crew?

Email sharah@planbtheatre.org
to set up a Zoom Q&A for your class.



Chronic Illness

In the play, Jacob has Crohn's disease, a chronic illness. Have students research a non-contagious chronic illness such as Crohn's, diabetes, asthma, or epilepsy. Have students share their findings with the class or in small groups. Discuss how to show empathy towards individuals living with these conditions.

Online Resources

[Not Your Average Stomach Ache](#) A slide deck created by playwright Gerard Hernandez detailing his experience with Crohn's disease.

[Primary Children's Hospital Index of Conditions and Treatments](#) (includes both chronic and nonchronic conditions)

[CDC Healthy Schools, Managing Chronic Health Conditions](#)

Videos

[Crohn's Disease: Kid's Voices](#)

Kids with Crohn's disease share their experiences.

[Coping with Chronic Illness at School, Austin's Story](#)

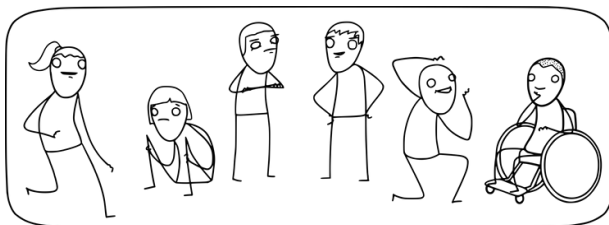
6th grader Austin Daley spends two days a week in the hospital getting treatment for a rare neurological disease. The rest of the week he goes to school where his teacher and classmates work to create an atmosphere of acceptance and caring.

[Dealing With Chronic Illness in School](#)

Interviews with several children and teens with a variety of illnesses.

[Kids Meet a Teen with Chronic Illness](#)

19-year old Julia talks to kids about her many chronic illnesses including mitochondrial disease, Ehlers-Danlos syndrome, POTS, chronic intestinal pseudo-obstruction, and mast cell activation syndrome. (Note: includes discussion of death; Julia is not expected to live past age 25.)



Core Standards

4.SDP.5: Explain facts about common chronic health conditions (for example, asthma, diabetes, allergies, anaphylaxis, seizures) and discuss empathy towards individuals living with these conditions.

Standard 5.SDP.4: Compare and contrast infectious and chronic diseases and recognize when others have a chronic disease or disability and practice methods of treating them respectfully.

(K-5) Library Media 1.1d: Listen to, view, read, and integrate information to build a knowledge base.

(K-5) Library Media 7.1a: Use questions to guide reading, listening, and viewing of sources while building connections between prior knowledge and new information.

(K-5) Library Media 8.2: Present a learning product using a variety of presentation techniques (e.g., writing, speaking, media) to communicate new understandings.



What Makes a Good Scientist? (page 13)

When Sophie is pretending to be an alien, she claims she is experimenting on Jacob in order to learn more about ballet.

SOPHIE: We have heard you say that you do ballet. We do not understand ballet. We want to know how to get good at ballet, and so we will experiment on you.

JACOB: What if instead of making me sick, I just did ballet for you?

SOPHIE: Aliens do not learn from observation, they learn from abducting people and experimenting on them. Everybody knows that.

JACOB: Aliens are bad scientists then.

(From BALLET FOR ALIENS by Gerard Hernandez, Jenny Kokai, and Oliver Kokai-Means)

Why does Jacob say that aliens are bad scientists? What makes a good scientist?

The worksheet on page 13 is adapted from Utah Science with Engineering Education (SEEd) Standards pages 9 (Principles of Scientific Literacy) and 10 (Principles of Science Learning). Read through it together as a class. Have students write definitions in their own words for each of the skills listed at the bottom of the page. Then go over each skill and discuss how they help us be good scientists.

Be An Alien Scientist

Invite your students to imagine they are visiting another planet to learn about life there. Ask them what would they want to learn and how would they go about it. Using what they learned from the activity above, have students design an imaginary research project.

(continued on next page)

Core Standards

Principles of Scientific Literacy and Principles of Science Learning from Utah Science with Engineering Education Standards pg 9-10

SEEd 4.1.1: Construct an explanation from evidence that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. Emphasize how structures support an organism's survival in its environment.

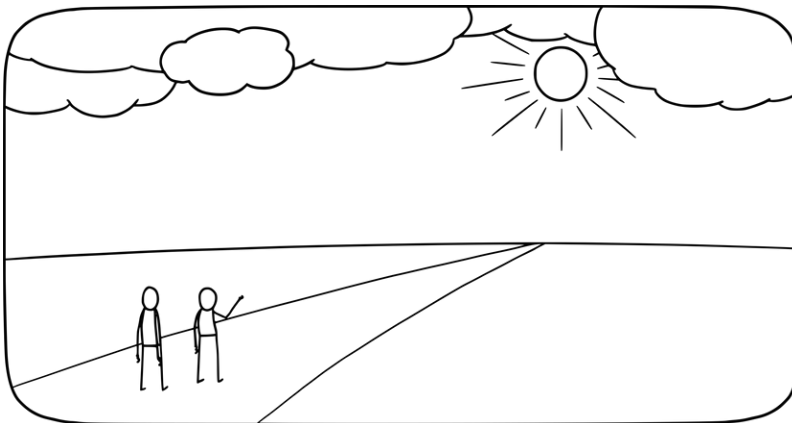
SEEd 5.3.3 Develop and use a model to describe the movement of matter among plants, animals, decomposers, and the environment. Emphasize that matter cycles between the air and soil and among plants, animals, and microbes as these organisms live and die.

SEEd 6.4.2 Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. Emphasize consistent interactions in different environments such as competition, predation, and mutualism.



You may want to allow your students free range to choose their topics or you might assign them a topic that ties in with what you are studying this year. Some suggestions:

- What internal and external structures do living things on this planet have to help them survive in their environment?
- What ecosystems exist on this planet and what do their food chains look like? How will you find out?
- What weather conditions exist on this planet? How do the weather patterns and climate differ from earth's? How will you find out?
- Does this planet have a natural greenhouse effect like Earth does? How will you find out?

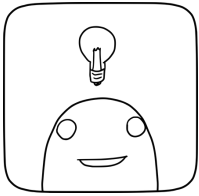


Core Standards

SEEd 6.3.2 Investigate the interactions between air masses that cause changes in weather conditions. Collect and analyze weather data to provide evidence for how air masses flow from regions of high pressure to low pressure causing a change in weather. Examples of data collection could include field observations, laboratory experiments, weather maps, or diagrams.

SEEd 6.3.4 Construct an explanation supported by evidence for the role of the natural greenhouse effect in Earth's energy balance, and how it enables life to exist on Earth. Examples could include comparisons between Earth and other planets such as Venus or Mars.





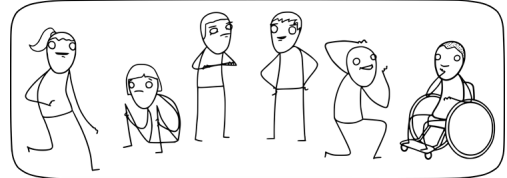
WHAT IS SCIENCE?

Science is a process for understanding the natural world. It includes asking questions, testing ideas, and then improving your ideas based on evidence.

Who is science for?

Science is for everyone! It is a shared way of knowing and doing. Science allows us to make predictions, improve our world, and deal with challenges. Science

is not just a tool to be used by engineers or lab scientists, but also by every citizen, every artist, and every other human who shares an appreciation for the world in which we live.

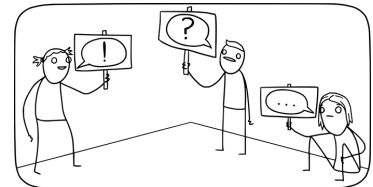


How do we learn science?

The best way to learn science is by doing it! This means gathering information through observations, reasoning, and communicating with others. We develop tools for understanding as we look for patterns, develop explanations, and communicate with others.

What skills help us be good scientists?

Working together in a group, find a definition of each of the skills listed below. Then discuss how these skills help us be good scientists.



Collaborating

Precision

Questioning

Reasoning

Thinking Critically

Trust (page 15)

Jacob develops a special relationship with Sophie, his nurse. Research shows that even one meaningful relationship with an adult can make all the difference for youth. Facilitate a discussion with the class about trusted adults in their lives. How do we know if we can trust someone?

List the characteristics of a trusting relationship on the board or on a poster. Have students evaluate which behaviors are exhibited by the adult in the play, in order to gain Jacob's trust. Students can use this list to determine adults to place in their circles of safety—the individuals who exhibit several of these behaviors. Relate the list to how we generally earn trust with one another.

Complete the worksheet on page 15 together and have students keep a copy in their notebooks and take one home with them.

Ways to Build Trust

Be honest.

Do what you say you will.

Keep your promises.

Be polite.

Be dependable.

Be consistent.

Show people you care about them.

Make good choices.

Apologize when you're wrong.

Be a good friend.

Core Standards

4.HD.3: List multiple trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) to talk with if feeling uncomfortable, afraid, or unsafe about an interaction or other harmful situations. Explain the need to talk with more than one adult if the issue is not resolved.

5.HF.4:
Demonstrate ways to express gratitude and treat others with dignity and respect.

5.HD.6:
Discuss how to clearly say no, leave a situation or interaction, and identify and talk with a trusted adult when feeling uncomfortable, afraid, or unsafe.





Name: _____

Date: _____

YOUR CIRCLE OF SAFETY

Think of some adults in your life who...

- Make you feel safe and respected
- Listen to your feelings

List 2 or 3 of these adults below. They will be part of your Circle of Safety—someone you can go to when you need someone.

Adult #1 _____

Adult #2 _____

Adult #3 _____



Emotions, Self-Awareness, and Empathy

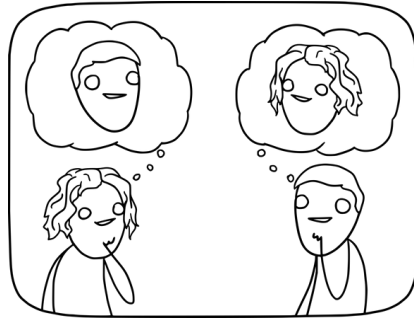
Do you think it is a good idea to know what emotions you are feeling? Why or why not? Discuss this question as a class. Explain that being able to identify your emotions is self-awareness.

What emotions do you think Jacob has about having Crohn's disease? How does Jacob deal with his emotions?

Explain that empathy is the ability to understand and share the feelings of another. How does Sophie show empathy to Jacob?

Give students one minute to list as many emotions as possible. Have students share and create a classroom master list.

Consider instituting a classroom routine where students identify an emotion that they are feeling and write and/or share about it. You might find the Mood Meter on page 17 helpful.



Embarrassment (page 18)

Embarrassment is an emotion that we all feel from time to time. Jacob feels embarrassed because he has a disease that draws attention to him. What causes you embarrassment? How do you deal with this embarrassment? Discuss as a class and then have the students fill out the worksheet on page 18. Stress that feeling embarrassed is normal and something that everyone experiences. Sometimes, talking about our embarrassment—acknowledging it—helps us process and move on from it.

Link the concept of embarrassment to empathy—we have all felt this way, so perhaps we can think about how someone might feel when they do something that others laugh at or think is strange. Discuss as a class what to do if we see someone do something that we think is funny, different, or confusing. How could we help others feel less embarrassed around us?

Core Standards

4.MEH.1: Identify healthy ways to manage and reduce stress (for example, exercise, hobbies, mindfulness, time management, organization).

4.MEH.2: Practice strategies to manage inappropriate or harmful comments and behaviors from others.

4.MEH.3: Define empathy and practice demonstrating empathy with peers.

5.HF.4: Demonstrate ways to express gratitude and treat others with dignity and respect.

5.MEH.1: Practice a variety of stress management techniques.

5.MEH.2: Demonstrate how to obtain and offer assistance to enhance the health of self and others in harmful situations.

5.HD.6: Discuss how to clearly say no, leave a situation or interaction, and identify and talk with a trusted adult when feeling uncomfortable, afraid, or unsafe.

6.MEH.2: Explore various options for managing stress by creating a personal stress management plan and adopting effective stress-reduction behaviors.



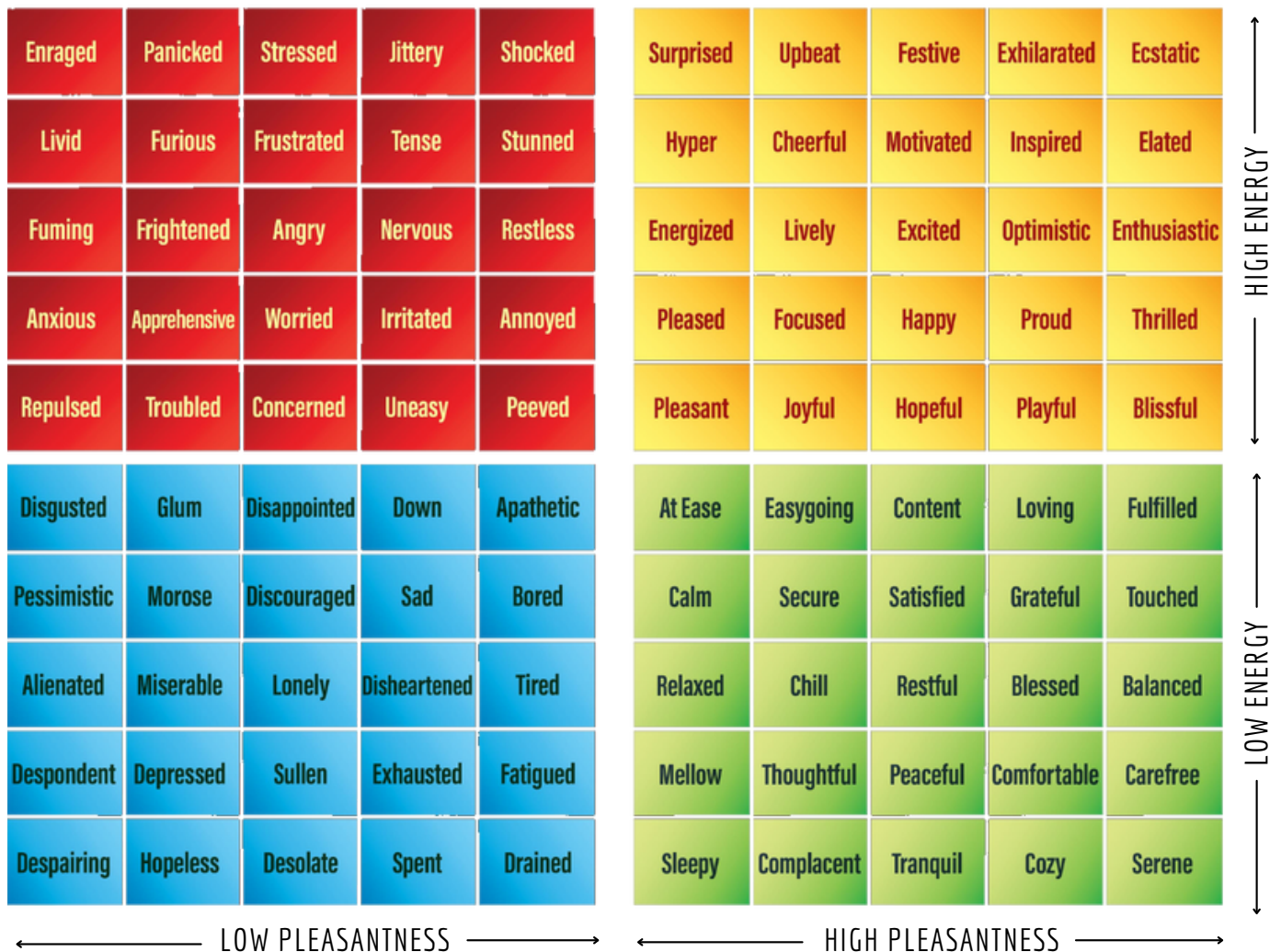
MOOD METER

How are you feeling?

There is so much more to feeling than what we often credit. Research has found that when asked to list emotions that they can recognize, most people struggle to list more than three. The Mood Meter is a tool recommended by Marc Brackett in his book *Permission to Feel* (2020) that helps individuals, adults and youth, identify their emotions more easily. We have reproduced it here to help you guide your students' discussion.

How do you identify where you are on the meter?

What strategies help you move from one mood to another?



Name: _____

Date: _____

EMBARRASSMENT

What makes you feel embarrassed?



Draw a picture.

What makes you feel embarrassed?



Write about it.

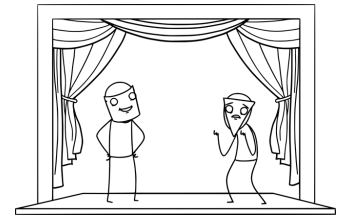
What do you do when you feel embarrassed?



Circle what applies to you. Add more ideas.

I run away. I laugh it off. I cry. I get defensive.

My face turns red. I talk to someone I trust.



Plan-B Theatre's K-6 Curriculum Playwriting With Young People

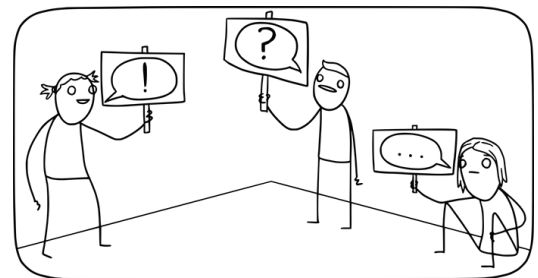
This one-of-a-kind tool strengthens students' writing skills and helps them create and perform their own work. The curriculum is easily adaptable to support any other subject or class project.

Written Material	Description
Playwriting With Young People	Curriculum booklet in English written by Julie Jensen and illustrated by Andrew Livingston
Escribiendo Obras Con Los Jóvenes	Librete del plan de estudios en español escrito por Julie Jensen, ilustrado por Andrew Livingston y traducción por Isabella Reeder
Lesson Plans	Eight Lesson Plans in English, Including "Role on the Wall" and "Origami Finger Puppets" Worksheets
Planes de Lecciones	Ocho planes de lecciones en español, que incluyen las hojas de trabajo "Role on the Wall" and "Títeres de Origami"
Utah Core Standards for Drama (grades K-6)	Quick reference table outlining Utah's Fine Arts Core Standards for Drama for grades K through 6
Pacing Guide	Outline of how the curriculum ties into core standards to help teachers integrate playwriting into their teaching

Teacher Training Videos

To demonstrate what the lesson plans (see above) look like in action, we've filmed [these classroom videos](#) of teachers Penny Caywood and Sharah Meservy working with students at Wasatch Elementary.

Note: to turn on captions for any video, look for the CC button in the video window.



Videos for Students

- [At-Home Video 1: Getting Started](#)
- [At-Home Video 2: Characters Always Want Something](#)
- [At-Home Video 3: Characters Have Personalities](#)
- [At-Home Video 4: Characters Are in Conflict](#)
- [At-Home Video 5: Characters Use Tactics To Get What They Want](#)
- [At-Home Video 6: What Characters Do](#)
- [At-Home Video 7: Writing It Down](#)

Videos en español para estudiantes:

- [Video en la Casa 1: Emecemos](#)
- [Video en la Casa 2: Los Personajes Siempre Quieren Algo](#)
- [Video en la Casa 3: Los Personajes Tienen Personalidades Diferentes](#)
- [Video en la Casa 4: Personajes Están en Conflicto](#)
- [Video en la Casa 5: Los Personajes Utilizan Tácticas Para Salirse con la Suya](#)
- [Video en la Casa 6: Lo Que los Personajes Hacen](#)
- [Video en la Casa 7: Escribirlo](#)

Audio Version of *Playwriting With Young People*

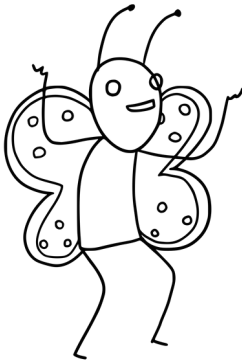
by Julie Jensen, read by Kallie Filanda

1. [Why We Do Theatre \(for Students\)](#)
2. [Why We Do Theatre \(for Teachers\)](#)
3. [Little Red Riding Hood](#)
4. [Introduction to Improvisation](#)
5. [Setting Up An Improvisation](#)
6. [Characters Always Want Something](#)
7. [Characters Are in Conflict](#)
8. [How Characters Get What They Want](#)
9. [Characters All Have Personalities](#)
10. [Characters Don't Have to be People](#)
11. [What Characters Say and How They Say It](#)
12. [Where the Characters Are](#)
13. [What Characters Do](#)
14. [Something About Endings](#)



Versión de audio de *Escribiendo Obras Con Los Jóvenes*
por Julie Jensen, traducido y leído por Isabella Reeder

1. [Porque es Importante el Teatro \(Estudiantes\)](#)
2. [Caperucita Roja](#)
3. [Porque es Importante El Teatro \(Maestro\)](#)
4. [Introducción a la Improvisación](#)
5. [Preparando la Improvisación](#)
6. [Los Personajes Siempre Quieren Algo](#)
7. [Los Personajes Están en Conflicto](#)
8. [Como los Personajes Obtienen lo que Desean](#)
9. [Todos los Personajes Tienen Diferentes Personalidades](#)
10. [Los Personajes No Tienen Que Ser Gente](#)
11. [Qué es lo Que Personajes Dicen y Como lo Dicen](#)
12. [Donde los Personajes Están](#)
13. [Qué es lo Que lo Personajes Hacen](#)
14. [El Final de los Finales](#)



BONUS MATERIALS



[Classroom Poster](#)

A poster illustrating the key concepts of playwriting



[Cartel de Aula](#)

Un cartel que ilustra los fundamentos de la escritura de obras



[Feedback Survey: Please tell us about your experience using this curriculum.](#)