

# Body Objects with Story

**Grade Level: K – Adult**

**Essential Question:** *What skills do actors need to act out stories?*

## Students learn about DRAMA

- Name the actor tools: Mind, Body, Voice
- Demonstrate how concentration, imagination, imitation, and collaboration are used in drama.

## INTEGRATION Ideas

## VOCABULARY

Actor tools: Body, Mind, Voice; Imagination, Imitation, Collaboration, Concentration

## MATERIALS

None

## LESSON DIGEST

1. Introduce drama and the three actor tools.
2. Ask the Essential Question.
3. Introduce vocabulary and model beginning activity.
4. Students try out making body objects alone, with a partner, in teams of 5-6.
5. Students select a B.J. character
6. Tell the story of “B.J.’s Journey” as students act it out
7. Ask the Debrief and Learn questions.

**SPACE:** Open for Movement

**TIME:** 20-30 minutes



# Body Objects: *Acting Story*

## Your Personal NOTES

## LESSON

## HINTS AND STRATEGIES

### STARTERS

- Review story elements.
- Discuss/review the three drama tools, indicating that today they will not be using voice until they do some planning or while enacting the story.
- Introduce the words transformation (to change into characters or objects/setting for a drama – the actor’s job) and imitation (to act like you’re doing something without really doing it. (Review any of the other three words: concentration, imagination and collaboration as well.)<sup>1</sup>
- Ask the essential question: What skills and tools do we use to act out a story?
- Give the students an overview of the day, say, “Today you will be doing a quick warm-up showing me you can make solo objects, then partner objects, then a few team objects. If all of that goes well, we will do our first drama, putting that all into a story you will act out. Remember that concentration is the most important skill as we work toward our first drama. If we cannot concentrate, we cannot build toward or do our story. How many people understand? How many are willing to try their best? Good.”

### CONCEPTS & SKILLS

*Three Tools – Mind, Body, Voice;  
Transformation, Story Elements:  
Setting and Character;  
Collaboration and Cooperation,  
Concentration, Imitation,  
Imagination*

Create a visual by putting a list of the drama tools with corresponding skills on the board.

Mind	Concentration Imagination Collaboration
Body	Transformation Imitation
Voice	Transformation Imitation

<sup>1</sup> There are many activities and lessons on One Stop Drama Shop to assist you in going deeper with each of these key vocabulary words. Keep note of which skills need attention and then download materials to assist you in strengthening student abilities.



## ACTIVITIES GUIDE

1. Review the *Body Objects: Skills and Vocabulary* lesson.
  - a) Make sure they remember the protocols for working alone, with a partner and with a team to make objects.
2. Students find their space and participate in a quick warm-up to make solo objects (toothbrush, pillow, pencil)
3. Remind students about:
  - **Collaboration:** to work together to solve problems or make decisions
  - **Cooperation:** to go along with the solutions and decisions of the team
  - **No voice; No facial expression; No bossing of others**
4. Students are assigned a partner to make partner objects like (lamp with shade, ice cream cone, shirt on a hanger).
5. After a few rounds of objects, ask students to respond to the following statements.
  - Raise your hand if either you or your partner forgot and bossed with your body a little bit.
  - Raise your hand if either you or your partner forgot and talked a little. (If many of them forgot, give them more objects to do until you only have one or two people who forgot.)
6. Put partners with two other couples to make groups of 5-6. Give students settings to create. Let them know they can make one large object together as a team to design the setting, or each add solo objects to make up the setting, or have a combination of solo and partner objects to create the setting. Remind them not to make humans or animals in their setting – only OBJECTS.

*Note: Notice how the final settings on this list are the settings from the story.*

*Some settings: A beach, a rainforest, shopping mall, church*

*Continue, but now give them settings from the story: drinking fountain in a school hall, desert, well, igloo, South Pole, planet earth.*



7. Let students know that they will now be putting their objects and settings into a story (see the note on the right for selecting a story). Have each group select the major character in the story (BJ for this story). If there are other characters, have students select those next. For the story presented here, there are two characters: BJ and Ms. Lynn. Let the students know you will be playing Ms. Lynn as well as using your voice to narrate the story, and they will get to speak as B.J.
8. Discuss a fair way for student teams to decide who will be BJ. Sometimes I tell them my birthday and each student in the respective groups who has a birthday closest to my date will be the BJ in their team. Remind them that cooperation means they must go along with the outcome. One person will be BJ and the rest of the team will be the settings. <sup>2</sup>
9. Tell the chosen story (in this case *BJ's Journey*. Stop and repeat the name of the setting that you want the teams to create and give them a moment to transform.) The character(s) will move through the settings as indicated by the story. All groups play the story simultaneously in their team space.

***Select stories to begin with that have one character on a journey going from place to place (setting to setting). If you don't like this story there are many more journey stories on the One Stop Drama Shop site that you can choose from:***

**The Dreamer  
The Vision Quest  
The Sacred Scarab**

***These are just a few you can select from.***

***2. Students should be seated to do this piece of planning.***

***All teams will play the story simultaneously.***

***You will play both Ms. Lynn and the narrator. Try your hand at using two different voices for the two characters.***



## **DEBRIEF AND LEARN**

- What is a setting? Why are there settings for a story?
- What tools and skills do we need to create setting? Characters?
- What can you do if your team is given a story with two characters but there are 6 people in your group?
- How did we use imagination today? Transformation? Collaboration?
- How did we collaborate today?
- Who can name someone in their group who collaborated well? Cooperated well? What did they do to show collaboration and cooperation?

### **SOME SAMPLE QUESTIONS YOU MIGHT ASK**

## **ASSESSING STUDENT ACHIEVEMENT**

- Students were focused on the work of their own team, not bothering others.
- Students cooperated with their team from beginning of planning to the end of the story.
- Students were able to use their entire bodies to enact the story.
- Students safely imitated actions or movements as indicated by the story.
- Students were able to concentrate from beginning to end without showing off.

### **LOOK FOR THESE THINGS!**



## B.J.'s Journey

by Karen L. Erickson

B.J. was always getting a drink of water from the drinking **fountain** at school. Ms. Lynn would catch her and say, “B.J are you getting another drink?! One day you’re going to get sucked right down that drain.” B.J. would only laugh and go on drinking.

One day it happened. B.J. was getting a drink at the fountain. Suddenly, there was a great sucking noise and B.J.’s head, shoulders, and hips disappeared down the drain. Her toes were last seen kicking wildly in the air before she vanished from sight.

Down she tumbled for a long distance until she came out right in the middle of a **desert**. She was hot and still thirsty. She wandered around looking for something to drink when she spotted a **well** with a pointed thatched roof, a crank handle, and a large bucket hanging down from a rope. She went to the well and turned the handle lowering the bucket down, down, down. She waited for the splashing sound, but it never came. She leaned way over to see what was happening and fell head first down, down, down into the well.



There was no bottom to this well as it was a **hole** in the middle of **planet earth**. She tumbled through the hole over and over until she landed right in a **snow bank at the South Pole**.

Now she was cold and **STILL** thirsty. But all the water was frozen into **icicles** or **snow drifts**. She had no coat and began to shiver. She needed to find shelter soon. She chopped at the ice, making blocks of snow to build herself an **igloo**. She finished just in time to keep from freezing. She crawled inside the igloo and built a **fire**. In the light of the fire, at the back of the Igloo she saw a tiny **door**. She thought, “I don’t remember making a door.” She opened the door and crawled through.

Why it was a door under the **fountain** at school. What luck!! She remembered she was still thirsty. She stood up, turned on the fountain, and leaned over to get a drink. Just then she heard Ms. Lynn say, “B.J. are you getting another drink of water? One day you’re going to get sucked right down that drain.”

“I know, Ms. Lynn,” gulped B.J. as she leaned down to take another drink, “I know. I know!” Then she went right on drinking.

