






**USE THIS LESSON TO:** explore character objectives.

 45 minutes


**OBJECTIVES:** Students will...

-  Understand the importance of objectives when writing and performing.
-  Differentiate between given circumstances and actor/director choice.
-  Employ creative and improvisational skills to create new material.
-  Present original, creative content and ideas to peers.


**ADDITIONAL MATERIALS:**

 None

**PREPARATION:**

 Print Challenge Sheet Packets in preparation for Pride Work

**PROVIDED MATERIALS:**

 None

**OPENING RITUAL**  5 minutes

As students enter the room, invite them to gather with their Pride and discuss the following prompts:

- Describe some of the similarities and differences between the auditioning, rehearsal, and performance process.
- Is there anything from last session's Pride Journal that you'd like to share?

**VIDEO:**  10 minutes

- Play video: 9 Objective.
- As they watch the video, invite students to pay attention to an actor's process of identifying and developing character objectives.

## GROUP ACTIVITY: **Gibberish** ⌚ 5 minutes

- Working in pairs, ask your students to determine who will be partner A and who will be partner B.
- Tell each partner A to silently select a character from *The Lion King JR*. Each partner A should imagine their partner B is another character in the story from whom they want something from. (Example: Scar wants Simba to go to the Elephant Graveyard; Nala wants Simba to return to Pride Rock.)
- Next, partner A will try to convince partner B to do what she wants. The catch: both partners may only verbally communicate using gibberish.
- After a few minutes, switch partners and repeat the activity.
- Reflect on the activity with your students. What strategies did they employ to clearly communicate their objectives? What worked? What didn't? Did their partners catch on?

## PRIDE WORK: **Performing Objectives** ⌚ 20 minutes

- Divide your students into their Prides and distribute the Challenge Sheet Packets to one student in each Pride. These students are the Pride Leaders for today's session.
- Distribute the Script Excerpts to Prides A and C, and the Neutral Scene to Pride B.
- Prompt the Pride Leaders to read the Challenge Sheet aloud to their Prides.



### Raising the Stakes

Pride A will explore objective by understanding given circumstances and the concept of raising the stakes. Students will perform a scene from *The Lion King JR*.



### Actor's Choice

Pride B will explore objective by understanding an actor's choice in a role. Students will perform a neutral scene using characters from *The Lion King JR*.



### Physicality

Pride C will explore objective by understanding the importance of physical characterization. Students will perform a scene from *The Lion King JR*. without using any words.

## SHARE: ⌚ 5 minutes

- Select two pairs from each Pride to share their scenes.

## REFLECTION: ⌚ 5 minutes

Use these prompts to facilitate a discussion with your class:

- What is one thing you learned from another Pride's work today?
- Do you prefer developing objectives based on given circumstances or by inventing your own? Why?
- Which Pride's objectives were clearest? Why?

Have your Prides affix their work (challenge sheets, artifacts, etc.) to the Pride Wall.

## PRIDE JOURNAL 8:

Invite your students to complete a journal entry using this prompt:

- Write about a time in your life when you had a strong objective. What did you do to achieve that objective?