


**USE THIS LESSON TO:** explore how the use of space impacts theatrical storytelling, both through staging and design.

 45 minutes

**OBJECTIVES:** Students will...

- Review the parts of the stage and blocking vocabulary.
- Explore how space affects power and relationship.
- Develop directorial skills by creating blocking.
- Create a scenic design.
- Present original, creative content and ideas to peers.

**PROVIDED MATERIALS:**

- None

**ADDITIONAL MATERIALS:**

- Shoebox, tape, scissors, rulers, glue, and cardstock (for Pride B)
- Three chairs

**PREPARATION:**

- Pre-set supplies for each Pride in separate areas of the room.
- Print Challenge Sheet Packets in preparation for Pride Work.

**OPENING RITUAL**  5 minutes

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

- Thinking back to the Pride Work from the previous session, what was your favorite idea for how Young Simba would transition into grown Simba?
- Is there anything from last session's Pride Journal that you'd like to share?

**VIDEO:**  2 minutes

- Play video: 14 Space.
- As they watch the video, invite students to pay attention to how space conveys a certain meaning.

**TEACHER TIP:** Optional: Pause the video at 1:53, complete the Group Activity, and then finish watching the video before beginning Pride Work.

## GROUP ACTIVITY: Who Has the Power? ⌚ 5 minutes

- Have your class form a standing semicircle facing an open playing space.
- Place three chairs into the playing space.
- Tell your students that they are to enter the playing space one at a time, and using only a chair and/or their bodies, command the most power in the room.
- Pause the activity when a new student enters the space to discuss the stage picture with the class.
- Once a student enters the space and takes their position, they must remain frozen in place as part of the ever-growing stage picture.

**TEACHER TIP:** Before you begin, take a few volunteers for a practice round to ensure everyone understands the exercise. As the activity progresses, coach the class with open-ended questions.

## PRIDE WORK: Exploring Space ⌚ 23 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.
- Prompt the Pride Leaders to read the Challenge Sheet aloud to their Prides.



### Scene Changes

Pride A will determine how the scene changes will work for the scene. They will use the story, set, and characters to inform their use of space.



### Set Design

Pride B will create a set model for the scene. They will use the story and characters to inform their use of space.



### Blocking

Pride C will create blocking for the scene. They will use the story and characters to inform their use of space.

## SHARE: ⌚ 5 minutes

- Invite each Pride to share its work and process. Challenge the Prides to explain why they made the choices they did.

## 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?
- How does the use of space help us to tell the story?
- How do the director and set designer work together to ensure they are telling the same story?
- How does the use of space affect the stage crew and actors?

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

## PRIDE JOURNAL 14:

Invite your students to complete a journal entry in response to this prompt:

- Pick an environment that you encounter every day (park, kitchen, classroom, etc.). Sketch a ground plan as if that space was a set for a play. Remember to think about the following questions while designing your space:
  - Where does the audience sit?
  - How do actors move about the space?
  - How can you make adjustments so that the audience can always see the actors' faces and understand concepts of power and relationship?