



The Young Shakespeareans

WORKSHOP 3 - LESSON PLAN (120 minutes)

HANDOUTS – Poetic Devices, Speaking Shakespearean, Epilogue, Character Monologues, Archetypes+Character Traits,

“HAIL SHAKESPEAREANS”: (1 minute) **FOCUS: Company & Confidence Building**

Call & Repeat - SLOWLY, CLEARLY, LOUDLY, PROUDLY with Big “Royal” Gesture
“Hail Shakespeareans – If I can do Shakespeare, I can do anything!”

“HERE I AM”: (2 minutes) **FOCUS: Self-Respect, Self-Presentation, Physical Readiness**

Check/Adjust each individual student during this exercise.

Posture: Stand with Feet Hip-Width Apart and Parallel,
Knees Slightly Bent; Hips over Feet; C
Chest Up and Open; Neck Straight & Tall (not Craned);
Arms Loosely at Sides (Open not Crossed, No Hands in Pockets);
Head High (Attentive Gaze Straight Ahead).

“YOU ARE YOUR INSTRUMENT”: (10 minutes) – Teachers lead, Students follow

Handout – Tongue Twisters

Physical – (2 minutes) FOCUS: Wake Up and Prepare the Body

Stance, Alignment, Stretches, Twists, Isolation

Breath – (1 minutes) FOCUS: Use Belly & Diaphragm to Project

Ha, ha, ha/Hee, hee, hee/Ho, ho, ho/Whooo

Repeat Easily and Forcefully

Vocal – (7 minutes) FOCUS: Parts of Mouth, Throat, Voicebox

used to Articulate “The lips, the teeth, the tip of the tongue”

SLOWLY, CLEARLY, LOUDLY

Vowels: A(AH)/E(AI)/I(EE)/O(OH)/U(OO)

Opening & Closing Consonants: Bib, Church, Dead, Gag, Kick, Lull, Mam, Nun,
Pop, Roar, Sass, Tot, Wow, Yay

Voice and Unvoiced Consonants: Tuh/Duh, Kuh/Guh, Puh/Buh, Suh/Zuh, Fuh/Vuh

Tongue Twisters: Students Select 1 Tongue Twister to work on

“SIMON SAYETH”: (6 minutes) **FOCUS: Concentration, Sustained Attention**

Leader makes a Physical Motion – Group Follows

Increase Pace and Subtlety of Motion as Game Progresses

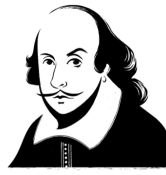
“I AM NOT MY CIRCUMSTANCE”: (2 minutes) **Meditation FOCUS: Relaxation, Self-Control**

Sit with eyes closed/breathe in through the nose, out through the mouth;

Allow air into the body for three counts, Pause at top of breath for three counts;

Let air out of the body for three counts, Pause at bottom of breath for three counts;

Repeat three times.



The Young Shakespearians

“YOU’RE A POET AND YOU KNOW IT”: (20 Minutes) FOCUS: Poetic Devices, Academic Challenge

Handouts: Poetic Devices, Epilogue

Review the Handouts as a Group;

Identify the Poetic Devices in the Epilogue

“SPEAKING SHAKESPEAREAN!”: (15 minutes) FOCUS: SYNTHESIS/APPLICATION OF METHOD

Recite Epilogue with intention on Scansion, Operative Words, Poetic Devices

LOUDLY, CLEARLY, SLOWLY

BREAK – (5 minutes) Bathroom & Water Break

“HOW DO YOU FEEL?”: (20 minutes) FOCUS: Expressing Emotions, Improvisation

Explain **The Four States (from Commedia dell’Arte) - HAPPY, SAD, ANGRY, AFRAID**

Have the Group express each State (broadly and boldly) with:

Facial Expression; Vocal Sound; Physical Gesture; Physical Sound.

Students pairs – challenge each other with events that provoke one of the Four States

“HOW DO YOU FEEL SPEAKING SHAKESPEAREAN?” (20 minutes) FOCUS: SYNTHESIS

Student Pairs recite Epilogue with focus on Scansion, Operative Words, Poetic Devices, Four States

LOUDLY, CLEARLY, SLOWLY

“WHO’S WHO?” (20 minutes) FOCUS: SYNTHESIS, APPLICATION OF METHODS

Handout – Character Monologues

Students review Character Monologues, focusing on Scansion, Operative Words, Poetic Devices,

Four States, and Archetypes+Character Traits

CLOSING: “HAIL SHAKESPEAREANS”– If I can do Shakespeare, I can do anything!” (1 minute)