



THEATRE

For the Teacher

- Names of chapters in this unit have been modelled as a drama script which is divided into acts and scenes. The same concept has been used to divide chapters and lessons.
Act 1 = Chapter 1
Scene 1 = Lesson 1
Scene 2 = Lesson 2
- *Vidushaka* is a character from traditional Indian theatre. This character is used in Sanskrit theatre, to connect the scenes with humour and antics. This character can assume any form as per the situation and speak about it. Here, it is used as a friend of the children who introduces them to the concepts and ideas in theatre, guiding them with information as they proceed from one activity to another. Important take-aways and lessons for children are spoken by Vidushaka.
- A spacious empty room or playground — free from obstructions or sharp objects that may cause injury — should be provided for children to move around freely.

- The teacher has to demonstrate activities, before asking the children to do them. It is important to let children think and come up with their own ideas or situations. Additional examples and ideas are given in the QR codes to help the teacher in demonstrating the activities.
- The teacher is free to repeat an activity as the class requires.





Have you played
'pretend' with friends?



I know you enjoy creating
different situations.



I'm sure you have
created stories with
your toys!



You must have
imagined going into
a different world ...

If yes, you are already good in theatre!
Theatre is a fun way of making
stories come alive! What you imagine
can happen in front of you! Ideas,
emotions, situations and stories come
to life as you watch them unfold
before you.
Sounds exciting?



Now, imagine being a part of these
stories, situations and emotions ...
living it for a short period before
you return to your real life—isn't
that exciting?

Let us start the journey into this world
of drama. It will make you laugh and cry.
You will also learn many life lessons.

Namaste Vidushaka!

Namaste! My name is Vidushaka. I have been in theatre for many years. I am familiar with every inch and detail of what happens in theatre, and I enjoy every moment being here. I will be taking you on a super-exciting journey to introduce my world to you!



First, let us make a list of things that you think are a part of theatre!

Awesome! Have you missed anything? Your list looks good! But, of all the things you listed, did you remember to write ‘the space around you’ and ‘the space within you’ (mind). These are the most important things you will need. Let us find out more about these ...

Let us **EXPLORE** !

15 EXPLORE

ACT 1 SCENE 1—WALK OF WONDER



0337CH15

ACTIVITY 1 **Speedy Steps**

Learn to explore possibilities and new ways to think as you discover the space you are in, the objects around you, your own body and mind, your connection with others in the team.

Walk in the room or playground randomly. Do not follow the same path or do not go in circles. Do not stop till instructed. Do not touch others or step on their feet. Listen attentively and follow the instructions as you go.

- Teacher will give you constant instructions on the speed of walking.
- Speed '5' is your normal speed of walking. Speed '1' is the slowest. Speed is the '10' fastest (no running).
- START. Walk in the room at '5', walk at '8' and walk at '3' (and so on with a gap of about 20–25 seconds).
- After this is repeated for about 4–5 minutes (or when the teacher senses that the children are in the right rhythm), include 'freeze' and then continue with the speeds.



You Will Learn

Alertness and focus, visualisation, concentration, team work, facial expression, and body language.

ACTIVITY 2 You are in a Situation!



Exploring literally means going from the unknown to the known. It means to search in order to learn new things. So, are you ready to explore the space around you — which is the room you are in, its walls, floor, roof— and the objects around you ... and the space within you — which is your mind, thoughts and ideas?



Teacher's Note

Start with the speed activity as a warm-up. After 4–5 rounds of different speeds, introduce simple changes in the situation. Examples are given already. Teacher can add on more. 8–10 seconds gap can be given for every new instruction.

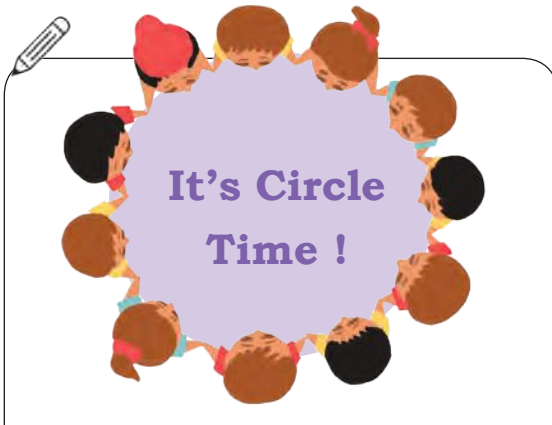
Imagine yourself in a situation

BASIC

“Walk like you are walking on thorns”,
 “Walk as if the floor is slippery due to oil spillage”,
 “Walk like you are on soft cotton” ... and so on.

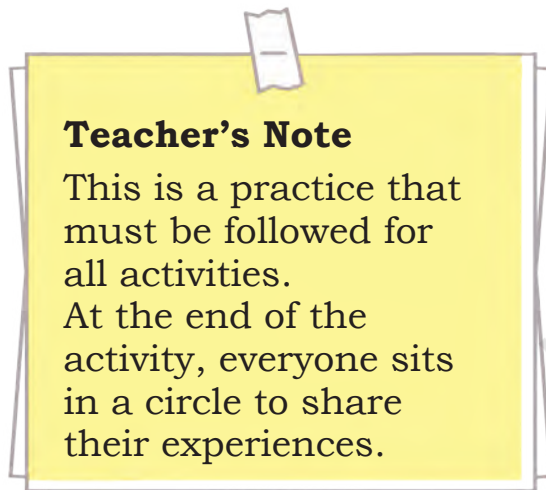
ADVANCED

“Walk like you are barefoot on ice ... now there is cold wind blowing ... you don't have warm clothes except a muffler ... the strong wind blows it away.”



It's Circle Time !

Circle Time Notes



Teacher's Note

This is a practice that must be followed for all activities. At the end of the activity, everyone sits in a circle to share their experiences.

Discussion and Feedback

- Which part of the activity did you enjoy the most? Why?
- What was more difficult or not so interesting part? Why?
- What were the new things you noticed during the observation?
- What was one new thing that you learnt about yourself? If given a chance, what situation would you create?
- Can you associate any situation with a real-life incident that you have experienced?

That must have been a lot of fun! You can play this whenever you have some free time. How? One of you can give instructions and the rest will follow. This is important because apart from all the fun you are having, it is also making you ALERT. Since you have to respond to instructions immediately, you must FOCUS.

Staying alert and focused is very important in theatre, when a show is going on. Even a few seconds of delay can spoil the entire show.



ACTIVITY 3 Sit — Turn — Jump

Start with the speed activity as a warm up. Be careful! Do not touch others or land on your friend's feet after jumping.

Follow the instructions from your teacher — start walking. Sit when you are asked to SIT, then continue to walk. Turn around when the teacher calls out TURN, and then continue to walk. Just hop in your place and continue to walk, when the teacher calls JUMP. This will change the speed and order of instructions. So, BE ALERT!

BASIC

Interchange the actions! Now, Sit means TURN, Turn means JUMP and Jump means SIT (change pace and order).



ADVANCED

Substitute SIT, TURN and JUMP with other words. For example — *IDLI* is to Sit, *VADA* is to Stand and *SAMBHAR* is to Jump. The teacher can build a story and hide these words in it. For example, yesterday, my friend had brought *Vada* in her lunch box. She shared a piece with me, but there was no *Sambhar*.

Now let's play another game that requires you to be more alert and focused than the previous one. Are you ready?

Discussion and Feedback

- Which part of the activity did you enjoy the most? Why?
- Did inter-changing the meanings of the commands make it more challenging?
- What would you use to replace *IDLI*, *VADA*, and *SAMBHAR*?



Circle Time Notes

You have played well. You are ready for the next level! But I'm sure you have realised that you need more practice. Whenever you find some free time, play these games. Not only will you have fun, but also improve your skills. Want to know what we are doing next?



SCENE 2—COMMUNICATE WITHOUT TALKING

COMMUNICATION is one of the most important parts of our life. What is communication? It is the sharing of ideas, thoughts or feelings between two or more people.

Can you imagine a day without talking with your family members and friends?



But wait. Is communication only about talking? Can we stop talking but still communicate? Are we not communicating a lot of things even when we don't say it in speech?

Do you know some of us talk in sign language with hand gestures?

Let's see if it is possible. It could be more enjoyable than talking itself!



- Digging the ground
- Pulling the rope

ACTIVITY 4 Freeze and Justify

Walk randomly till you hear a clap from the teacher. When your teacher claps, you freeze to become a statue. The teacher will select one of you. The others will guess the meaning of the action of that child. Again everyone walks randomly till you hear a clap. And it continues.

Make your guesses as creative, funny and interesting as possible as there are no correct or wrong answers!



- Drinking water
- Calling out someone



It's Circle Time !

Discussion and Feedback

- Which part of the activity did you enjoy the most?
- Were all the actions easy to recognise? Why?
- What are the new actions you learnt today?
- What new element would you add to this activity?

Circle Time Notes

BASIC — Some Gestures

Assume different gestures and freeze when the teacher claps. For example — hand on chin (thinking), asking ‘what?’ using only hands.

ADVANCED — Some Postures

Assume different postures depicting an action and freeze when the teacher claps. For example — farming, painting, sawing wood, etc.

Wonderful! That was fun! Whenever you see people in different postures, at home, on the street or anywhere you go, try to give it an interesting meaning. In your mind, of course! Trust me it will be a lot of fun! This ability to give new meanings builds your creativity. CREATIVITY is the ability to produce something new, original and sometimes unusual. They are ideas that help in communication, solving problems or to just have fun. This ability to think creatively will help you as you grow older also.

In theatre, you can use this to create different scenes and visuals. Speaking of creating new visuals and scenes, the next activity is just that!



- Carrying a basket
- Winning



ACTIVITY 5 Group Structures



Praying for a safe shelter

Instructions: You are given a keyword. You can discuss and plan in your group for 3 mins. All in the group take different positions to depict the scene. Do not take difficult positions that might hurt you. Remember, everyone's position is equally important to depict the whole theme. No talking is allowed while acting or depicting.

BASIC

'Watching TV', 'Cricket', 'Bus', etc., can be given. The students need to assume the positions to show as many details as possible.

ADVANCED

'Market', 'Farming', 'Marriage', etc., increase in complexity. Pay attention to details.

Teacher's Note

Divide children into groups of 5–6 depending on the strength of the class.

Guess what these structures mean





Discussion and Feedback

- Which part of the activity did you enjoy the most? Why?
- Which structure was the most difficult one to create?
- Which structure you would like to create?
- What is the one new thing you learnt about yourself?

Circle Time Notes



Did you see how creativity can help you in making or innovating new things! It requires a lot of creativity to present an idea without speech. You have done it well! Since you have used only your body to communicate, this is called BODY LANGUAGE. You are using your hands, legs, head and torso as words in a language. That is creativity!


Discuss with your friends about creativity in each group. Observe how 'thinking differently' from everyone else is so wonderful. Share such instances from your home or other situations you have experienced.



ACTIVITY 6 Magic Pit (Object)



Instructions — Let us sit in a circle. We will now take a headcount. The teacher calls a random number. When your number is called out, you go to the centre of the circle, where the invisible magic pit is present. You pick one object from there and enact it as though you are using the object taken from the invisible pit. The other children will guess your object.

 **Tip:** Not just your action (body language), but your expression also helps people understand better.



Is she holding a ball or carrying a heavy rock? (In action, both are possible, but in expression, it may vary). What do you think?

BASIC

Pen, book, coffee mug, etc. (actions to suggest using the object). For example, Pen – writing, book – turn the page and read, coffee mug – drink from it and react like it is hot.

ADVANCED

Hammer and nail, vegetable and knife, toothbrush and paste (students show how the two objects are used together).

She is trying to show a battlefield with a bow and arrow in her hand. What do you think can be changed in the picture?



Discussion and Feedback

- How many object-actions were you able to guess?
- Which object-action was the most difficult to create?
- What are the objects you would like to get from the invisible pit?
- Share one new thing you learnt from this activity.

Circle Time Notes



So, apart from your actions (body language) what is equally important? Your **EXPRESSION**. What is on your face becomes very important while acting. When you put together body language and expression, what are you doing? You are communicating. This is very important for creativity. If you cannot communicate your idea to others, even the best idea could go waste!

Theatre is about creating stories and telling them to an audience. Right? So, if you are good with creative ideas, you will also be able to learn how to communicate.

So being involved in theatre regularly will not only help you grow creatively, but also improve your communication skills. If you can express better you are better understood.

We will now take this creativity and communication to the next level.

