

Creating Characters

Exploring the Link Between Theater
and Social-Emotional Learning



With Kellen Law

What are we doing today?

- Exploring how actors do their jobs
- Collaborating to create characters
- Practicing our Social-Emotional skills
- Having FUN!



How do actors create
believable characters?



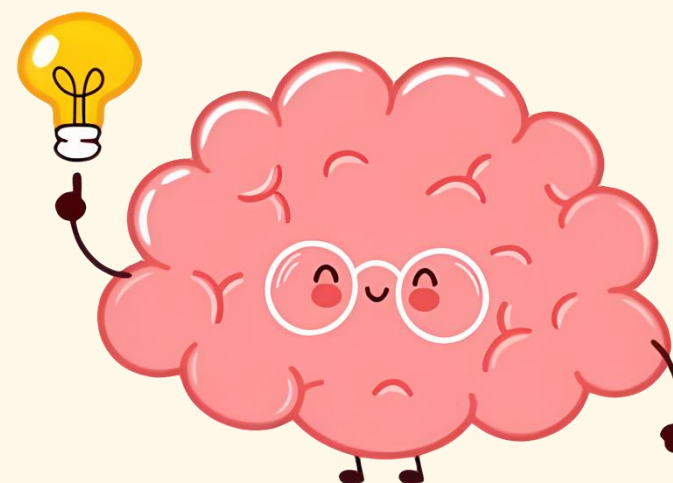
TAKE A QUIET
MOMENT TO
THINK

What tools do
actors use to
do their jobs?

BODY



IMAGINATION



VOICE



“TURN and TALK”

Think about a character from a play, movie or tv show that you like. How would you describe them to a friend?





IMPROVISATION

A form of drama in which the story, characters, dialogue and/or movement are made up right in the moment



MONOLOGUE

Speech spoken by a single character to one or more other characters



"HOLD!" STEPS

1. Each person will contribute a different statement about the character we're creating.
2. We'll repeat the statement and include the information in our improvisation.
3. If someone says something and you don't understand how it connects to the character's story, you can say "HOLD!"*



* In a rehearsal "HOLD!" is used to temporarily stop the action on stage. When actors hear this instruction, they should be silent and remain completely still until they receive the next instruction.

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4. The person who says "HOLD!" will get to explain why they paused the activity. After they've shared, we'll discuss as a group how we want to move forward.
 5. Continue until the leader says "AND SCENE!" which means it's time to say goodbye to this character and create a new one.
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Which skills did we practice during “Hold!”?

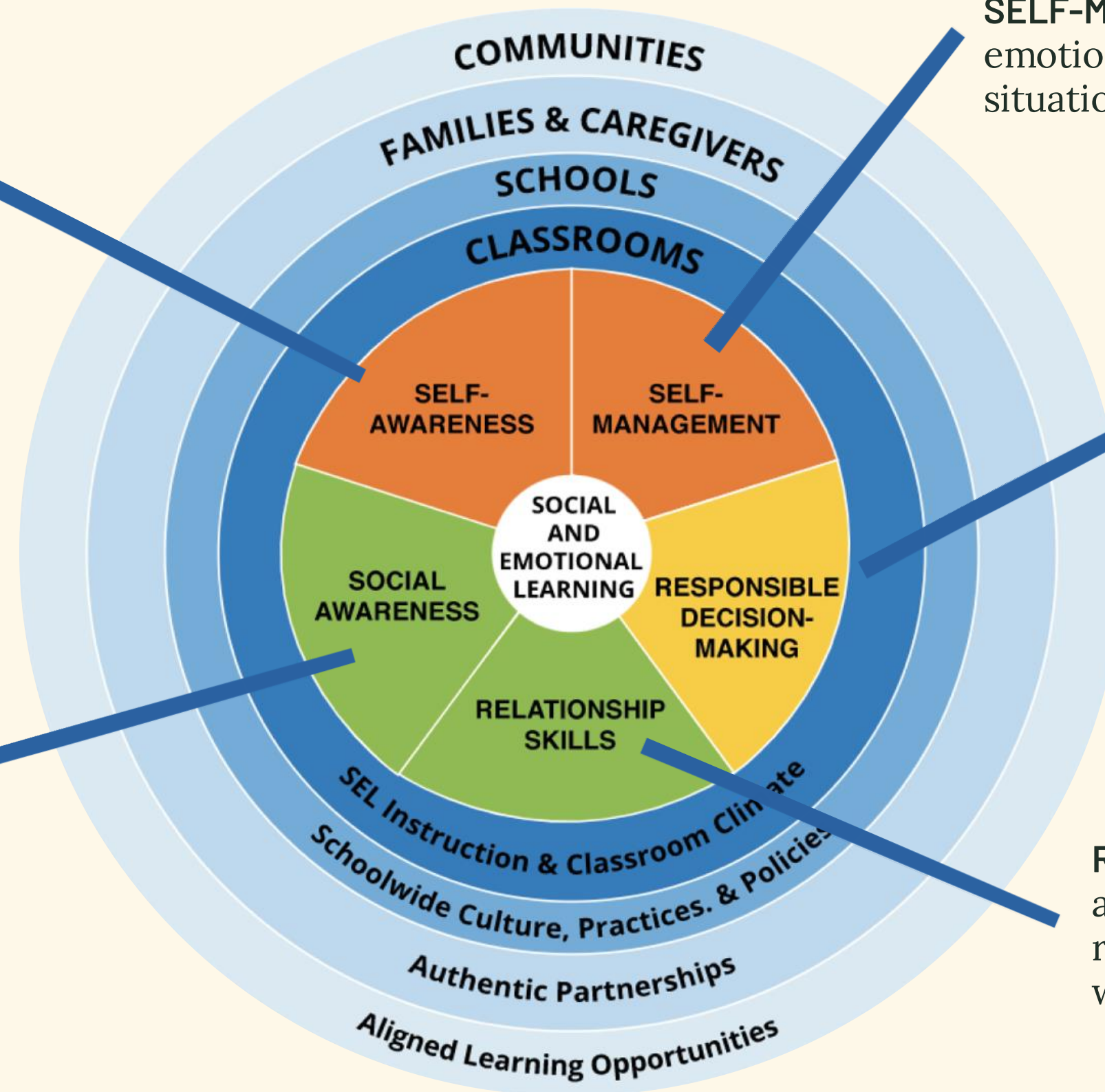
SELF-AWARENESS: Our ability to understand our own emotions, thoughts, and values and how they influence our behavior in different situations.

SELF-MANAGEMENT: Our ability to manage our emotions, thoughts, and behaviors in different situations and in order to achieve our goals.

SOCIAL-AWARENESS: Our ability to understand the perspectives of and empathize with others, including those from different backgrounds, cultures, and environments.

RESPONSIBLE DECISION-MAKING: Our ability to make caring and useful choices about our personal behavior and our interactions with other people in different situations.

RELATIONSHIP SKILLS: Our ability to establish and maintain healthy and supportive relationships and to move through settings with a variety of different people.



“TURN and TALK”

When could you use this activity in your classroom?



"OBJECT MONOLOGUE" STEPS

1. Take a look at this object.
2. As a class, brainstorm answers to the following questions...
 - Where do you think it came from?
 - How old do you think it is?
 - What does this object want?
 - If it could speak, what would it say to us?
3. Come up with at least three sentences.*

*** NOMINATE YOUR TEACHER TO COME UP AND SHARE YOUR LINES WITH US!**



Which skills did we practice as we created our “Object Monologues”?

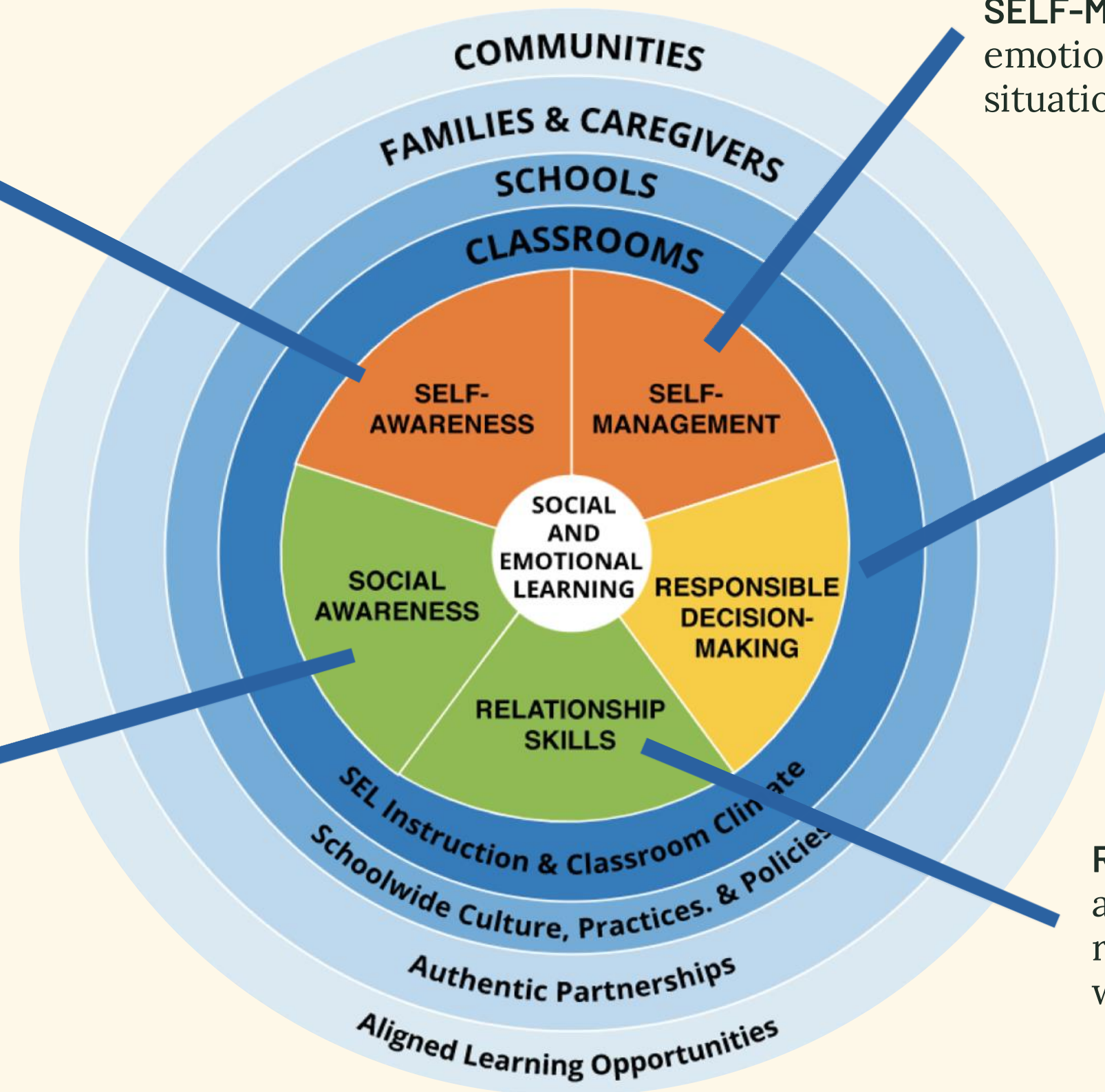
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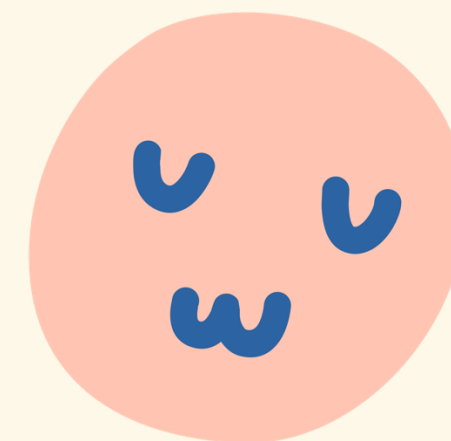
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THANK YOU FOR PLAYING
WITH ME!



“TURN and TALK”

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IMPROVISATION

THINGS TO KEEP IN MIND!



Say “Yes!, and...”



Be detailed and specific



Commit to your choice



Try to stay focused on the present instead of the past



Listen and pay attention to what your partner is offering



Embrace making mistakes

"GO, STOP, DROP, MELT" STEPS

1. Listen for me to say one of these words.
2. When I do, it's your turn to respond with the corresponding movement.

YOU ADD ONE!

1. Use your imagination to come up with a short series of movements. 2-3 at most!
2. Give it a name.
3. Teach it to us!

ENVIRONMENTS

1. Respond to what I'm saying using your imagination and body.

GO
STOP

DROP
MELT

REVERSE
REWIND

**YOU ADD
ONE!**

Which skills did we practice during “Go, Stop, Drop, Melt”?

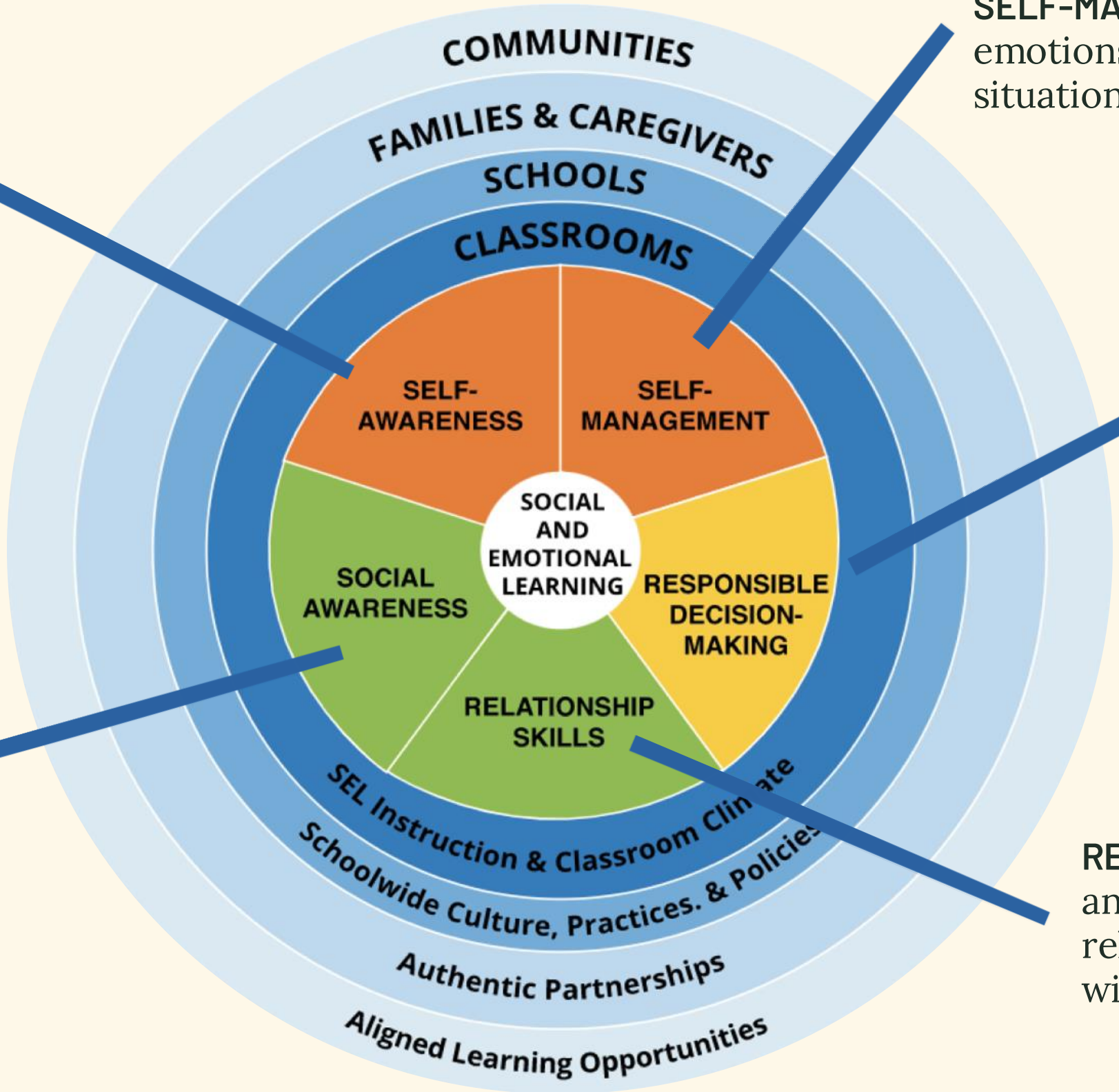
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Social-Emotional Learning Skills

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