



# The Young Shakespeareans

## WORKSHOP 2- LESSON PLAN (120 minutes)

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**HANDOUTS** – Speaking Shakespearean, Epilogue, Archetypes+Character Traits

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**“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(AY)/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.

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*“If I Can Do Shakespeare, I Can Do Anything!”*

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## *The Young Shakespeareans*

### **“SPEAKING SHAKESPEAREAN!”: (45 minutes) FOCUS: Vocabulary, Operative Words, Comprehension**

*Handouts* – *Speaking Shakespearean, Epilogue*

Dramatic Reading from beginning to end of piece; Line-by-Line:

Teacher/Students – Call & Repeat;

Students Identify/Define New Vocabulary Words (using Glossary in “No Fear Shakespeare”);

Teacher asks Students “What is being said?” (overall meaning);

Students Identify 2 to 3 Operative Words (most important words that give the Line meaning);

Teacher reads Line aloud emphasizing Students’ different choices of Operative Words;

Students Vote on Operative Words on which to settle and Underline (in Pencil);

Students recite entire Epilogue as a group, emphasizing chosen Operative Words.

### **BREAK – (5 minutes) Bathroom & Water Break**

### **“ON STAGE!”: (20 minutes) FOCUS: Self-Presentation – LOUD & PROUD!**

Teacher strikes Pose, States name, Bows/Curtsies, Releases Pose (DO IT BADLY eg. Slouch, Look Down, Mumble);

Solicit Students’ (KIND) Critique;

Teacher repeats according to Students’ corrections (DO IT WELL!);

Students Repeat one-by-one – (Stress Respect – All attentive to Actor “on stage”)

### **“YOU’RE SUCH A CHARACTER!” (30 Minutes) FOCUS: Character Analysis, Archetypes, Physicalization**

*Handout:* “*Archetypes, Characters and Main Traits*”

Discuss Archetypes: a typical character that is easy to identify due to its Character Traits;

Review each Character’s Main Personality Traits;

Students impersonate each Character (broadly and boldly): Posture, Gesture, Expression, Vocalized Sound

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