

STORY 2 STAGE

PROGRAM OUTLINE

***WELCOME
YOUNG
STORY
TELLERS!***

LESSON 1: IDEA SEED

Teachers and students will become acquainted with each other. There will be a basic introduction of the Story2Stage residency and the expectations/goals of the program. Students will be inspired to think about the kinds of stories they like and why. By the end of the class, students will be able to identify the elements that draw them to a story.

- Essential Question: What is a story?
- Vocabulary: imagery, themes, story
- Main Discussion: What is a story? Class brainstorms to reach a definition.
- Activity: Analyze a specific story. (Watch "Sweet Potato Pie" and unpack the story together.)
- Reflection: Pick a story you know/love and write about why you love it.

LESSON 2: SHARE A STORY & MAKE A STANDARD

Students will work collectively to find what "makes a story" and focus on stories of their own lived experiences. Story standards will be anchored by exploring different genres, and they will start a personal story sketch of the idea that interests them the most.

- Essential Question: What "makes" a story?
- Vocabulary: genre, plot, ideation, adjective
- Main Discussion: Different types of genre, how stories work in each genre, ways stories are told, stories from lived experiences
- Activity: Genre Ideation Cloud
- Reflection: Story sketch/collage or specific story idea

LESSON 3: CREATING CHARACTER

Students will learn about different types of characters. They will define who their storytellers are and create character croquis and social media profiles.

- Essential Question: Who are the storytellers?
- Vocabulary: character, archetype vs. stereotype, identity, protagonist, antagonist
- Main Discussion: Students are introduced to different character types they might use in their stories.
- Activity: Students create croquis and social media profiles of their characters.
- Reflection: Write a journal entry from the protagonist's point of view.

LESSON 4: PLOT AND CONFLICT

Students will explore their story by understanding plot and conflict through physical embodiment exercises. The story arc will also be introduced, and students will determine how to tell their story. By the end of class, students will choose what happens to their characters by way of organizing each event in their story arc and begin to write their story.

- Essential Question: What happens to the character?
- Vocabulary: conflict, plot, sequence, climax, story arc
- Main Discussion: Different types of conflict, how stories actively build conflict, how stories are told in different ways to help create conflict
- Activity: Students will create a storyboard of their story, selecting major events.
- Students will explore different ways to tell their story before settling on their final order of events.
- Reflection: Students will write their story in 1-2 pages, covering major events with specificity and including necessary dialogue. It should read like a short story.

LESSON 5: ADAPTING TO THE STAGE

This lesson will focus on how students can use elements from a story to transform it into a play. The class will work together on an adaptation map and discuss the importance of playwriting elements and why they are needed for the stage. Students will adapt their current story to a play by using the adaptation map and creating their guiding focus statement.

- Essential Question: What makes a play?
- Vocabulary: adaptation, guiding focus statement, elements of playwriting (*given circumstances, stage directions, dialogue, monologues, soliloquies, etc.*)
- Main Discussion: Differences between a play and a story, introduction into how plays are written, elements found in a script
- Activity: Venn Diagram/Adaptation Map, Guiding Focus Statement.
- Reflection: Write the first scene of your play (**1-2 pages**) using the adaption map and your written short story from Lesson 4.

LESSON 6: WRITING & RESOLVING

This lesson explores the endless possibilities of a play's resolution. Students will learn how to write the best resolution that gives justice to their play and creates a "new normal" for their characters.

- Essential Question: How do we establish the "New Norm"?
- Vocabulary: resolution
- Main Discussion: Personal methods of resolving conflict, the key to a satisfying resolution, different ways to resolve conflicts
- Activity: Exploring endings and improvising different scenarios
- Reflection: Write the rest of your play.

LESSON 7: PEER REVIEW & PRODUCTION

Students will take time to review their peers' plays, as well as determine what plays will be read for the final performance. Once plays are chosen, there will be a brief introduction to production elements, and the creative team and casts will be selected by students. Students will continue to edit their plays into a final draft.

- Essential Question: What other elements can help activate your story?
- Vocabulary: theatrical elements (*lighting, costume, sound, props, scenic, projections*), creative team (*director, stage manager, designer*)
- Main Discussion: How design helps enhance the storytelling
- Activity: Play reading and peer review, begin producing the staged readings (*including design*)
- Reflection: Continue to edit your play using feedback from peer reviews.

LESSON 8: REHEARSALS

Students will take turns rehearsing their play on stage and add final elements for the final performance. By the end of class, students will submit their final plays.

- Essential Question: How do we bring a play to life?
- Vocabulary/Main Discussion: Dominique Morisseau's Rules of Engagement, audience
- Activity: Rehearse plays for the final staged reading performance. Students act as directors, designers, actors, stage managers. Students will also take time to refine their plays into a final draft, turned in at the end of class.
- Reflection: Review your staging before the final performance.

LESSON 9: PERFORMANCE

Students will apply everything they have learned in one final performance.

- Activity: Final Staged Reading Performance
- Reflection: Complete Course Evaluation, Personal Reflection Letters

THANK YOU

If you are in the state of Missouri but outside of our immediate region, please use these videos as a reference in your play wrighting journey. For more information please contact bwalkermerritte@repstl.org.