**Juniors Lesson 4**

**Sept 26, 2016**

OBJECTIVE Interp lesson helps kids experience spontaneity and creativity; platform lesson is further practice with brainstorming and speaking your 3 points.

2 mins Handshake exercise. Give feedback on how to have a better handshake!

10 mins **Review: Interpretation- review interp lesson from last week.**

What did we practice last week? Breathing, warm up exercises, PROJECTION

What is projection?

Why is it important? Conveys confidence, pleasant to hear

What is the benefit of doing an interp speech? It entertains people, IT MAKES YOU GET OVER YOURSELF!!!, you have to go outside of yourself to make it good

What were some of the warm up exercises we did last week?

**Choose 1-2 warm ups to do.**

1. chew an imaginary ball of toffee (that’s getting bigger)

2. stretch the tongue out (pointed & flat) and waggle it from side to side

3. whistle “Happy Birthday”

(breathing exercises)

1. have everyone lie down on the floor on their backs.

2. take a deep breath in – remind them that they should use their diaphragm – that their chest/stomach should go out as they fill up, not their shoulders hunch up. Hold the breath for a few seconds then let it go. Repeat 3-4 times.

3. Next, ask them to take a deep breath in again but ask them to **expel it in a different way** as below. Repeat each of these exercises at least a few times until you feel the group is making the most of them:

* **HA!** – expel all the air out of your lungs in one “pop” by saying “ha!”. This should get louder as it’s repeated and whenever anyone is talking too quietly in the future, remember how loud they got with this!
* **Hiss it out** – hiss for as long as possible, until you’re all out of air
* **Ahhh** – a variation on the hiss, again held until you’re out of air. This is usually faster than the hiss.
* **Count it out** – a steady count as a group for as long as people can on just one breath. Make sure the numbers are strongly projected to use a good amount of air each time.

2 mins **Review: platform lesson Brainstorming**

What is brainstorming? Process to generate ideas

What is the process? State the topic/question; generate as many ideas as you can; suspend all criticism; use ideas as springboard for additional ideas

30 mins **Exercise: Brainstorming again**

Break the group into smaller groups of 3-4. You need to have a range of ages in each group—one who is old enough to write down everyone’s ideas per group would be ideal. Interns can help with this too, but you have more groups than interns.

Give each group a separate question:

1. What are some ways to be kind on a daily basis?

2. What are some impacts of having pets?

3. What are reasons we should exercise?

4. What are things a person should NOT do during a speech?

5. What are ways a young person can serve others?

6. Why should a person keep their room clean?

7. What are the best dinners to have?

Give a piece of butcher paper to each group and marker. Have each group brainstorm their topic.

Help each group come up with at least 10-15 ideas. Have each individual choose his/her 3 points.

Let each student get up in front of the room to present.

Make sure each student states the topic, and presents their 3 main points. If they want to go further giving a speech using those 3 points that is fine.

Encourage students to project well since we did all those breathing exercises!

Give feedback using the sandwich method. You can ask the class to contribute to the sandwich method feedback if you can manage making sure the feedback is positive.

15 mins SNACK and clean up; water and bathroom break.

20-30 mins **Exercise: Looking at your characters**

Have each student get the book that they brought.

How many characters does the story have? Or how many MAIN characters does the story have? (let kids look through their books to count them). Let kids raise their hands to tell you how many.

We want to look closely at the main character in your story—focus on one. Ask these questions about one of the main characters of the story— (all of the questions may not apply to every character; if a question isn’t relevant for the character, tell student to skip it)

What is the name/age of him/her/it?

What does he/she/it look like?

What is the character’s personality? (kind, bossy, happy, mad, etc)

Does the character have money? Education? Certain interests?

Where does the character live? What kind of home?

How does the character view other characters?

How do other characters view him/her/it?

What is the character’s main thing he wants through the story?

In response to these questions, ask the kids to all get up and pose like what they think that character would stand like; talk like the character would talk; sound like they would sound; act like that character would act.

Let each student go to the front and act out that character; have other students describe what they think the character was like—if the acting students need to change things to represent the character better, then help them make those changes.

10-20 mins **Activity: Children’s Story Time** (taken from Art of Interpretation)

Have 5-10 students stand at the front of the room and face the audience.

One of the interns should read one of the books that the kids brought. Students at the front act out the scenes that unfold as they happen. Be creative! If someone is talking in the story, the students should pretend to be that character and mouth the words. If some action occurs or an item is described, then act it out. The goal is to be as animated as possible and breathe life into the literature by adding gestures and movement. After 3 minutes, have the students who are watching switch with those performing. Make sure all the students get a turn to perform.