

The True Story of the Three Little Pigs

Warm-up Activities or *Substitute Your Own* (10-15 minutes)

- Making a storm
 - “We’re going to get started. In order to do that, I’ll need everyone to pay attention to me. Everyone have a seat in a circle and raise your hand if you’re ready!”
 - Everyone is seated.
 - “It was still and quiet.”
 - Start with rubbing hands together, creating wind.
 - “A gentle breeze was heard.”
 - Tap hand to palm or snap.
 - “A patter of rain was heard.”
 - Stomp feet.
 - “It began to thunder.”
 - Reverse order.
- Playing with Character
 - Identifying characters within the play (script analysis/memory recall)
 - Who were the characters in the play?
 - What kind of animals were they?
 - What other kinds of animals might we find in a forest?
 - Physicality (character development/characterization)
 - Begin with simple stretches—arms, legs, lean to each side
 - Up to tip-toes, reaching for candy bar or favorite food
 - Warming up the face—chewing bubble gum and blowing a bubble, biting apples, happy/sad face, “huffing and puffing and blowing the house down”
 - What are some faces you saw in the play? What did they mean?
 - *Faces help audience see emotion*
 - *Actors in a play can use different parts of their faces to show different emotions*
 - *Faces can help tell parts of a story*
 - Let’s pretend to be some of the animals we saw in the play.
 - How might pigs look? What might a wolf look like?
 - Play with emotions in these faces.
 - Happy
 - Sad
 - Angry
 - Upset
 - Innocent
 - Guilty
 - Angelic
 - Devilish

Group Activities (15-20 minutes)

- Follow the leader.
 - “Great work. Now let’s pretend we are [insert animal from play or another suggestion]. We’re going to follow the leader. Everyone follow what I’m doing.”
 - Demonstrate various types of choices that can be made, exploring various levels and physical choices—avoid vocal choices.
 - Try one to two animals.
 - Transition to letting a student lead, possibly even splitting groups into multiple pods.
 - Change animals, either by suggestion or direction. Provide side-coaching and feedback to continue exploring physicality and geography of the space and how that influences choices.
 - “Excellent. Now let’s bring ourselves back into a circle; leaders help get our groups back together. Now, let’s pick your favorite choices and let’s play with those for a little while.”
- Passing the Motion.
 - “Here’s what we do”
 - Teacher demonstrates one to two examples.
 - Selected student creates a movement based upon previous (or new work) and add a vocal choice—a sound connected to the movement made.
 - They should walk around the entire circle in motion, committed to their characters, at least once.
 - Student chooses another student, makes eye contact, stands in front of the selected student, repeating their motion as the selected student imitates them.
 - They trade places.
 - Continue until everyone has participated.
- Physicalizing Character
 - “Now that we’ve found some of the things we like about certain types of characters, I want for us to explore them just a little more.”
 - Have students close eyes.
 - Imagine their character.
 - Guide breathing.
 - Allow students to walk in character around the space.
 - “Now let’s imagine what a day in the life of your character might be like.”
 - Students can lie down or stand still with their eyes closed.
 - Guide students through waking up, preparing for the day, going to school or work, eating lunch, heading back home.

Independent Practice (Variable)

- Character Biographies

- “Now that we’ve lived a day in the lives of your characters, I want you to record some of that information.”
- Provide students with materials.
- Students can begin recording biographical information. Provide guidance on making those choices.
- Students may also draw their characters.

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