I. Warm-ups/games
   A. Circle up and Pass- *This is an easy way to get started and very adaptable.* Students pass words, imaginary objects and sounds around the circle. If they focus on repeating the sounds/gestures **EXACTLY** as they hear/see them, they will stay focused on details rather than feel self-conscious. 
      Add multiple objects or sounds to make it harder and more fun!
      1. A ball *(red ball, disco ball, etc)*
      2. A sound and gesture *(Woop, No way, etc)*
      3. Short phrases from the songs the class is learning/memorizing *(i.e. Pure imagination)*
   B. Move in the Space- *Moving independently in the classroom space gives students a chance to spread out and do their own thing before improvising and singing in front of one another.*
      1. Change emotion *(tempo)*
      2. Sigh/solfege/song *(warm-up, pitch-matching, note-learning)*
      3. Stand like a statue *(physical connection to any character and levels)*
   C. Reshape the River- *This allows students to explore levels and prep for scene improv [see below]*

II. Writing
   A. Lists- setting, characters, scenes
   B. Interviews- *A great way to get started AND to fill in the blanks in the script - also a great tool to assess how much kids are following what’s going on!* Later in the process, it’s an interesting way to explore “inner monologues” or SEL concepts like “perspective.”
      1. Move in the space as a specific character
      2. Freeze as a statue of that character and answer interview questions
      3. Teacher records and transcribes into script, or students sit and write a monologue
   C. Reshape the River- *A fun way to demonstrate writing in the script format*
      1. Students “strike a pose” to create a tableau, or mold volunteers into “statues”
      2. Come alive! Students in the tableau start talking
      3. The dialogue is transcribed into a script or is a starting point for small group writing
   D. Dialogue Worksheet- *Small group work that teacher can pre-populate or allow students to fill-in, depending on time and skill level [Example on back]*

III. Music → When our emotions get big, we add music!
   Remember- *This is where you get to bring up the music you’ve been learning, or the music you’d like the kids to learn.* Students get to think about where it might fit into the story, which is yet another opportunity to assess how much they are following the process and story concepts.
Example Dialogue Worksheet

**Setting:** Party at the Capulet’s house

**Characters:** Romeo, Server, Juliet, Tybalt (Juliet’s cousin), Lord Capulet (Juliet’s dad)

**Scene description:** From across the room, Romeo sees Juliet, and asks a server who she is. The server does not know. Romeo is transfixed. Moving through the room, Tybalt hears and recognizes Romeo’s voice. Realizing that there is a Montague present, Tybalt gets mad. Capulet overhears Tybalt and reprimands him, telling him that the youth will not be harmed at his feast. As Capulet moves on, Tybalt vows that he will not let this indignity pass. (*adapted from SparkNotes*)