



High School Drama Maternity Leave Sub Plans, 6 Weeks

Six week binders of high school drama, grades 9 to 12, written work with little or no acting. Every day has individual work and a team task; every task has a "say this" script.

PREVIEW

What is included

- Six week binders (65, 67, 64, 64, 64, 64 pages): 388 pages
- 77 front pages: binder cover, important information, note to the sub, the week plan filled in, schedule, set index, class list, how it went, Monday opener
- 60 solo blocks (30 drama sets, 30 calm blocks) and 30 team tasks for groups of four
- A "say this to the class" script for all 126 tasks: 2 or 3 sentences the sub reads out
- A core task and a ★ challenge in every drama set and team task
- 30 optional games, each on that day's lesson (Day 30: on all six weeks)
- Answer keys for everything; color and ink-saver B&W, US Letter and A4

How it works

1. Leave the six binders out. Each has its own filled-in plan with page numbers.
2. The sub reads the "say this" box out, then runs the day's drama set in every period; students work on their own. Everyone does the core task, early finishers go on to the ★ challenge.
3. The calm block fits any gap, the team task fills a block period or extra time, the game the last 15 minutes.
4. No prep and no tech: print and go.

The 30 days, 30 topics: a drama set, a team task and a game each day

- **Week 1, days 1 to 5. Drama:** The Stage and Theater Vocabulary, Reading a Script, Building a Character, Theater History and Genres, Design and Production. **Team tasks:** Opening Night Countdown, The Spring Show Budget, The Model Box, The Scene Change, Ten Minutes to Places.
- **Week 2, days 6 to 10. Drama:** Improvisation and Yes-And, Monologue Analysis, Stage Directions and Blocking, Greek Theater, Costume Design. **Team tasks:** Improv Game Night Planner, Monologue Audition Panel, Traffic Jam on Stage, Festival Judges, Costume Shop Budget Rush.
- **Week 3, days 11 to 15. Drama:** Voice and Diction, Objectives, Obstacles and Tactics, Playwriting a Short Scene, Shakespeare and the Globe, Lighting Design. **Team tasks:** Radio Drama Studio, Tactic Tournament, Writers Room Relay, Globe Company Casting Call, Light Board Operator Drill.
- **Week 4, days 16 to 20. Drama:** Movement and Mime, Subtext, Comedy and Commedia dell'Arte, Musical Theater, Set Design and Ground Plans. **Team tasks:** Silent Movie Storyboard, Subtext Cafe, Commedia Troupe Tour, Show Pitch Meeting, Shift Crew Challenge.
- **Week 5, days 21 to 25. Drama:** Stanislavski and Acting Methods, Writing a Theater Review, Auditions and Cold Reading, Theater Around the World, Sound Design. **Team tasks:** Acting School Open House, Review Board, Casting Director Desk, World Festival Schedule, Foley Kit Challenge.
- **Week 6, days 26 to 30. Drama:** Directing Basics, Stage Management and the Prompt Book, Adapting a Story into a Scene, Careers in Theater, Big Review of Six Weeks. **Team tasks:** Director's Table Read, Call the Show, Adaptation Pitch Panel, Season Staff Hiring, Six-Week Showcase Planner.

Optional game every day, on that day's drama lesson (Day 30, the big review day: its game reviews all six weeks): Mon

Whiteboard Quiz Game Tue **Paper Password** Wed **Class Feud** Thu **Classroom Millionaire** Fri
Mystery Box

What this preview shows: the note to the substitute, the Week 1 plan, more front pages, one page of every daily part, a full drama set with its answer key, a calm block, a team task, the game types and one ink-saver page. Every product page is watermarked. The full product has 388 pages.

What the sub gets: a note that explains the routine, a "say this" script for every task (126 in all), a sub script for every Monday opener, a "Read this out" box on most games, and every answer in the key.



Note to the Substitute

Grades 9 to 12 · five days · every set runs from the printout alone

Thank you for covering my classes this week

Everything you need is in this binder. The weekly plan is filled in for you; the important information page and the class list are for the teacher (or you) to fill in. After them come the work sets, one per day: **Drama 1** is Monday's set, **Drama 2** is Tuesday's, and so on to **Drama 5** on Friday. Run the day's set in every period you teach that day. Each set is one period (45 to 55 minutes), stands alone, and has its own answer key at the back of the binder, so you never have to make anything up or know the subject. Every task starts with a short **Say this to the class** box under its title: read it out, and the class knows what to do and how to start.

Every student page has a core task first, then a ★ challenge. Every student does the core task. Students who finish early go on to the ★ challenge; it fills a few extra minutes, and nobody has to finish it.

After the subject sets come the shared blocks, one of each per day. The **calm block** is always allowed: for time left at the end, a loud class, or anyone who finishes early. The **team task** fills a period on its own. The **game** is optional: a fun way to end the class, or something for extra time. Fifteen minutes, from the script.

Each day has

- One Drama set (one period, core task + ★ challenge on every page)
- A calm and quiet block: learn 8 drama terms, then a quiet self-test
- A team task for groups of four
- A paper game from the script

If the class is loud

- Set a voice level with a number, 0 to 3, and use it all week (the Day 1 opener explains it).
- Switch to the calm block. Nobody needs to move.
- Every student page has a ★ challenge, so fast finishers always have something.
- If a set is not working, stop it and use the calm block or the team task. Every set starts cold.

At the end of each day

Please fill in that day's line on the "How it went" page. It takes two minutes and I read every word.

For the teacher who bought this kit: if it worked well for your class, leaving a review on TpT helps other teachers find it and gives you credits toward future purchases. Thank you!



This Week's Plan

Filled in for you: run the day's set in every period you teach. Keep it as it is, or use the blank schedule on the next page for your own order.

WHEN	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Start of class	Meet Your Sub p. 11 · 15 min, every period	Attendance, voice level	Attendance, voice level	Attendance, voice level	Attendance, voice level
Main work, every period	Drama 1 The Stage and Theater Vocabulary p. 14	Drama 2 Reading a Script p. 22	Drama 3 Building a Character p. 31	Drama 4 Theater History and Genres p. 40	Drama 5 Design and Production p. 49
Early finishers or a loud moment	Learn and Test: Stage Terms p. 17	Learn and Test: Script Terms p. 25	Learn and Test: Acting Terms p. 34	Learn and Test: Genre Terms p. 43	Learn and Test: Design Terms p. 52
Block period or extra time	Opening Night Countdown p. 19	The Spring Show Budget p. 27	The Model Box p. 36	The Scene Change p. 45	Ten Minutes to Places p. 54
Last 15 minutes (optional): a fun way to end the class, or for extra time	Whiteboard Quiz Game p. 20	Paper Password p. 29	Class Feud p. 38	Classroom Millionaire p. 47	Mystery Box p. 56

How to use this plan

- Page numbers point to the first page of each set. Copy one per student.
- The calm block is always allowed: time left at the end, a loud class, or anyone who finishes early.
- On Monday the opener takes the first 15 minutes, so stop the set where the bell falls; finish page 3 as early-finisher work on Tuesday or skip it.
- The game is optional: a fun way to end the class, or something for extra time.

HS DRAMA SUB PLANS WEEK 1

High School Drama, 5 Days of Print and Go Work

Teacher _____
Room _____
Grade and classes _____
Week of _____

Everything a sub needs for five days is in this binder: a filled-in weekly plan, a blank schedule, the class list, and for every day one Drama set, a calm block, a team task and a paper game. Each set is one period, stands alone, and has its own answer key. Nothing needs subject knowledge, a login or a projector.



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HS Drama Sub Plans Week 1: High School Drama, 5 Days of Print and Go Work

Important Information

The page the sub reads first. Fill it in once and keep it current.

People to call

Office _____
Teacher next door _____
Nurse _____
Principal / admin _____
Tech help _____

Emergency procedures

Fire: exit and meeting point _____
Lockdown _____
Severe weather _____
Medical _____
Where the first aid kit is _____

Helpful students

Students who need extra support

Where things are

Attendance / how to take it _____
Paper, pencils, supplies _____
Hall passes _____
Copper, if the sub may use it _____

Class routines

Start of class _____
Bathroom _____
Phones _____
End of class _____

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Important Information

Weekly Schedule (Blank)

Your sub enters: write the set for each period (Monday: Drama 1, Tuesday: Drama 2, and so on) and the class next to each period. Cross out or reserve periods to match the school day.

PERIOD / CLASS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Period 1					
Class					
Period 2					
Class					
Period 3					
Class					
Period 4					
Class					
Period 5					
Class					
Period 6					
Class					
Period 7					
Class					

How to fill it in

- One set per period. Each set runs 45 to 55 minutes. If a period runs longer, the 30 challenges fit a few minutes, or add that day's team task.
- Same subject all day? Write the day's set in every period you teach. Planning, lunch and duty periods: cross them out.
- On Monday the opener (15 minutes) comes first in every period, then the set.
- The game is optional: put it in the last period as a fun way to end the class, or use it for extra time. The calm block goes in any gap.

Set naming

Sets are named by subject and day. Drama 1 is Monday's set. Drama 2 is Tuesday's, and so on to Drama 5 on Friday. The set index lists every set with its minutes and page.

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Weekly schedule, blank

Class List and Dismissal

Names, what a sub must know, and how every student gets home. Copy one per class.

☐ bus (write the number) ☐ walks ☐ picked up (write who) ☐ after-school program ☐ other

★ in the notes, a student who finds the core task essay may start with the challenge.

STUDENT NAME	NOTES (ALLERGIES, NEEDS, HELPFUL, LEAVES EARLY)	HOME	BUS # / PICKED UP BY / PROGRAM
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
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27			
28			
29			
30			

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Class list and dismissal

How it Went

For the substitute. One line per day, ten minutes at the end of each day. Check the boxes and go.

Monday

Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes
Notes / stars of the day: _____

Tuesday

Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes
Notes / stars of the day: _____

Wednesday

Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes
Notes / stars of the day: _____

Thursday

Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes
Notes / stars of the day: _____

Friday

Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes
Notes / stars of the day: _____

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How it went

Meet Your Sub

Key: 15 minutes of the start of every period on Monday, before the set. One sheet to fill in before first period.

15 MIN TO MEET YOUR SUB To everyone, I am covering drama for your teacher this week, and each day you get one printed drama set for this period. I will start with a short introduction and three of your questions, and then we go through the class agreement. Each page has a core task for everyone and a star challenge for when you finish.

Sub script (the same 15 minutes in every class)

- Before first period, fill in the introduction sheet on the next page, once, for the whole day. Keep it short and honest. A high school class needs a sub in about 15 seconds, so give them something real to read.
- Introduce yourself from the sheet in two minutes. They fold up the Ask the Sub list and take three questions from raised hands. There, not here. Say when you are done taking questions.
- Read the class agreement out loud and ask this period to add one line of their own. Write that line on the board for the period. The line they wrote is the one they keep.
- Set the voice level with a number from 0 to 3, using the box at the bottom of the sheet. Say which level today's set needs, and use the same numbers in every class all week.
- Start the set with one sentence. This is today's drama work on paper, everyone does the core task first, the star challenge is for anyone who finishes, and the calm block is always allowed.

If the room is loud

- Skip the questions. Keep the agreement and the voice level, and say the number out loud.
- Start the set sooner. Work on the desk beats a speech about behavior every time.
- Name the level again after four minutes. A number is easier to follow than a lecture.

If there is time left at the end

- If the set ends ten minutes early, run Same Line. Three Wags in groups of four: six minutes of writing, four of reading out.
- Or hand out the day's calm block (learn 8 drama terms, then the self-test) and let the room go quiet early.
- Or have each student write one question they would ask the teacher when they get back.

Monday checklist (before first period)

- Read the Important Information page: office extension, exits, the nurse, the teacher next door.
- Check the class list for allergies, medical needs, early releases and students who carry a pass.
- Find today's set on the weekly schedule and count copies for every period, plus five spares.
- Fill in the About Your Sub sheet once and post it where the back row can read it.
- Write the voice levels 0 to 3 on the board and leave them there all week.
- Keep the answer keys inside the binder, not face up on the desk.

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Day 1: Opener, sub script



Drama Set 3: Plan an Audition

Part 1: An audition for one role on paper. Reading? Read a script. Reading? Read a script. Reading? Read a script.

Drama - Day 3

Part A: Your slate

Write the two sentences you would say before you begin your name and grade. Then the role and side you are reading.

Part B: three choices for my side

MY SIDE 1 WILL BE

MY SIDE 2 WILL BE

What other character voices (objective)

Speed, volume or a pause

Where my eyes go, or one vocal gesture

Part C: My plan for nerves

Nerves are normal, even for professionals. Write two things you could do in the ten minutes before your side to feel calm and ready.

1

2

Part C: reflect

Which side would be the hardest to cold read, and why? Give one reason from its lines.

★ Challenge

Thank you

Write a short, polite thank you note (three or four sentences) to the director, Nadine Orr, after your audition. Thank for one specific thing.

Drama set page 3 + challenge, Week 5 (solo)



Team Task, Day 5: Foley Kit Challenge

(One team per group of 5-6 players)

Team: _____

The "group goal" for the **Foley kit** is a **perforated foil** that **definitely** makes. Once the **safe** aluminum **object** for each sound, runs the effects, then holds a **paper made** of your **Foley tape**. Testing is **sound** is optional, and only if **table** volume.

The job

The school play (showed) in at the **Ranger** members (see the sounds, made) can be used by a **foley one** team. A **perforated** (showed) plan tested **document** objects and scored each one out of **10**. **Each** object can be **hand** if only **one** team. **Find** the plan with the most points in all.

- Making a sound is optional, and only if table volume.
- Nothing is broken, broken, dropped or torn paper effects, use a strip from the recycling bin.
- Objects only on the desk, and every object gets used when it's time.

MOMENT	OBJECT TESTED	SCORE	HOW THE PANEL LOOKED IT
A Bunch crawling through deep snow	Sheet of paper	8	represented every 1 in it a strip
B The cabin door creaking open	Backpack	5	gashed strip pressed in a shoe print
C A fire crackling in the stove	Brickler	6	rip made every 1 inch
D A fire crackling in the stove	Sheet of paper	9	cracked and twisted close to the rest
E A fire crackling in the stove	Plastic bottle	5	cracked and broken
F A fire crackling in the stove	Hammer head	5	grooves formed, but the corners flapped
G Wind blowing around the cabin	Book	2	grooves formed, but the corners flapped
H Wind blowing around the cabin	Blanket	2	nothing shown through the rest
I A kettle lid rattling on the stove	Sheet of paper	3	did not make a hole
J A kettle lid rattling on the stove	Wood table	3	cracked slightly with the paper made
			cup tapped lightly with a finger nail

Our plan

MOMENT	OUR OBJECT	SCORE
A Bunch crawling through deep snow		
B The cabin door creaking open		
C A fire crackling in the stove		
D A fire crackling in the stove		
E A fire crackling in the stove		
F A fire crackling in the stove		
G Wind blowing around the cabin		
H Wind blowing around the cabin		
I A kettle lid rattling on the stove		
J A kettle lid rattling on the stove		

Total points

Challenge

The sheet of paper (is) to be used for two materials, which moment should be left, and how many more points does the whole plan score that way?

Moment: _____

Points: _____

Team task, Week 5 (groups of four)



Game 5: The Boxes

5

Tip: This up, where a team opens a box, cross it off and write the team number on it.

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<div style="background-color: #fff; border: 2px solid #ccc; border-radius: 15px; width: 100px; height: 100px; margin: 0 auto; display: flex; align-items: center; justify-content: center; font-size: 40px; font-weight: bold;">5</div> <div style="background-color: #fff; border: 1px solid #ccc; padding: 5px; margin-top: 5px;">TEAM</div>	<div style="background-color: #fff; border: 2px solid #ccc; border-radius: 15px; width: 100px; height: 100px; margin: 0 auto; display: flex; align-items: center; justify-content: center; font-size: 40px; font-weight: bold;">6</div> <div style="background-color: #fff; border: 1px solid #ccc; padding: 5px; margin-top: 5px;">TEAM</div>	<div style="background-color: #fff; border: 2px solid #ccc; border-radius: 15px; width: 100px; height: 100px; margin: 0 auto; display: flex; align-items: center; justify-content: center; font-size: 40px; font-weight: bold;">7</div> <div style="background-color: #fff; border: 1px solid #ccc; padding: 5px; margin-top: 5px;">TEAM</div>	<div style="background-color: #fff; border: 2px solid #ccc; border-radius: 15px; width: 100px; height: 100px; margin: 0 auto; display: flex; align-items: center; justify-content: center; font-size: 40px; font-weight: bold;">8</div> <div style="background-color: #fff; border: 1px solid #ccc; padding: 5px; margin-top: 5px;">TEAM</div>
<div style="background-color: #fff; border: 2px solid #ccc; border-radius: 15px; width: 100px; height: 100px; margin: 0 auto; display: flex; align-items: center; justify-content: center; font-size: 40px; font-weight: bold;">9</div> <div style="background-color: #fff; border: 1px solid #ccc; padding: 5px; margin-top: 5px;">TEAM</div>	<div style="background-color: #fff; border: 2px solid #ccc; border-radius: 15px; width: 100px; height: 100px; margin: 0 auto; display: flex; align-items: center; justify-content: center; font-size: 40px; font-weight: bold;">10</div> <div style="background-color: #fff; border: 1px solid #ccc; padding: 5px; margin-top: 5px;">TEAM</div>	<div style="background-color: #fff; border: 2px solid #ccc; border-radius: 15px; width: 100px; height: 100px; margin: 0 auto; display: flex; align-items: center; justify-content: center; font-size: 40px; font-weight: bold;">11</div> <div style="background-color: #fff; border: 1px solid #ccc; padding: 5px; margin-top: 5px;">TEAM</div>	<div style="background-color: #fff; border: 2px solid #ccc; border-radius: 15px; width: 100px; height: 100px; margin: 0 auto; display: flex; align-items: center; justify-content: center; font-size: 40px; font-weight: bold;">12</div> <div style="background-color: #fff; border: 1px solid #ccc; padding: 5px; margin-top: 5px;">TEAM</div>

Scores

Team 1	Team 2	Team 3	
Team 4	Team 5	Team 6	

Game: Mystery Box (whole class)



Drama Set 1: Directing Basics

Read the Remember box, the scene and the concept statement, then answer the evidence questions.

Drama • Day 1

This set reviews: the director's jobs, concept, picturization, focus and composition, reading a stage picture, writing a concept and notes to actors



"Today you work like a director, with a short scene and three stage pictures. Work alone, starting with the Remember box and the scene on page 1."

Remember: what a director does

Concept: the director's big idea: what the play is about and how it should look and feel.

Casting: choosing which actor plays each part.

Blocking: planning where and when the actors move.

Pacing: how quickly or slowly lines, pauses and whole scenes move along.

Notes: feedback after a rehearsal: what to keep, what to change, and why.

Picturization: placing actors so the stage picture tells the story with the sound off.

Focus: where the audience looks; height, a central spot, facing front and the other actors' eyes all pull it.

Composition: how bodies, levels and empty space are arranged in one picture.

The Turtle Float

A cold garage, 9 p.m., the night before the harvest parade. A giant papier-mache turtle sits on a trailer, its head drooping to the floor.

- 1 **TOBIAS** (*kneels by the trailer, ready to catch the turtle's head*) Okay, Sabine. Let go of the rope, slowly.
- 2 **SABINE** lets go. The head sinks to the floor with a soft thump.
- 3 **SABINE** That's the fourth time. The parade starts at ten tomorrow morning.
- 4 **TOBIAS** (*sits back on his heels*) The neck is too heavy for the wire. We need a whole new frame.
- 5 **SABINE** (*pacing*) A new frame takes all night. We could just tape it.
- 6 **TOBIAS** Tape lasts two blocks. The judges sit at the end of the route.
- 7 **WREN** enters with a bag of supplies and a thermos.
- 8 **WREN** I brought cocoa, three rolls of tape and some bad news. The forecast says wind.
- 9 **SABINE** Of course it does.
- 10 **WREN** (*looks at the turtle's head on the floor*) Why is he staring at the ground?
- 11 **TOBIAS** Because his neck gave up. Same as mine.
- 12 **WREN** (*crouches to look the turtle in the eye*) Little kids sit on the curb at parades. He'd be looking right at them.
- 13 **SABINE** stops pacing. She tilts her head to match the turtle's.
- 14 **SABINE** So we stop lifting him. We let him look down and wave.
- 15 **TOBIAS** (*standing up, suddenly awake*) A flipper on a string. I can rig that in an hour.
- 16 **WREN** (*pouring cocoa into three cups*) And the sign on the trailer says: Low and Slow, Here We Go.
- 17 **SABINE** (*raises her cup*) To the only float that bows to its audience.
- 18 The three friends tap their cups together. The work lamp clicks off; one light stays on the turtle's face.

Director's concept statement. This scene is about three tired friends who stop fighting a problem and start using it. The garage is lit by one harsh work lamp, so the space should feel small and late. The turtle is the fourth character: it sits center on the trailer, and its drooping head is the problem everyone circles. The pacing starts slow and heavy, with long pauses after each failure, and speeds up the moment Wren crouches down and sees the turtle the way a child would. From then on, the blocking pulls the three friends together around the head, and whoever holds the new idea should hold the strongest place on stage. The final picture is quiet: three cups raised, the lamp off, and one light on the turtle's face, the only face looking down at the audience.

Part A: prove it

Circle the words that prove the answer.

1. Which words from the concept statement tell the actors when the pace should change?

- (A) "it sits center on the trailer"
(C) "lit by one harsh work lamp"

- (B) "speeds up the moment Wren crouches down"
(D) "three cups raised, the lamp off"

2. Which stage direction shows a body copying the turtle?

- (A) "sits back on his heels"
(C) "She tilts her head to match the turtle's."

- (B) "WREN enters with a bag of supplies and a thermos."
(D) "pouring cocoa into three cups"

★ Challenge Who gets the focus?

Picture X: Wren sits DL, facing front; Sabine stands C, facing front; Tobias stands UR, looks at Sabine.

Picture Y: Wren on a box UC, facing front; Sabine stands DR, looks at Wren; Tobias stands DL, looks at Wren.

Wren speaks in both. In which picture does the audience look at her? Name two things that pull the focus to her.

Picture:

Two things:



Drama Set 1: Reading Stage Pictures

Use the four focus tools to score each actor in each picture. The actor with the most points has the focus.

Drama • Day 1

Four focus tools a director uses them on purpose; on this page they score points

Eye lines: 2 points for every other actor who looks at you.

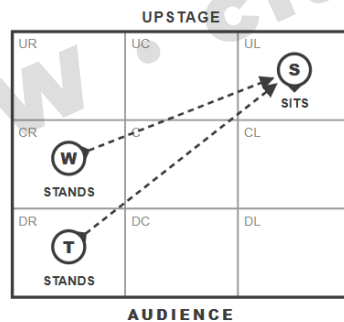
Level: 1 point if you are higher than everyone else (on the box beats standing, standing beats sitting, sitting beats kneeling); a tie for highest scores nobody.

Circle = actor (first letter of the name). The black wedge shows which way the actor faces. A dashed arrow is an eye line: who looks at whom. The word under the circle is the actor's level.

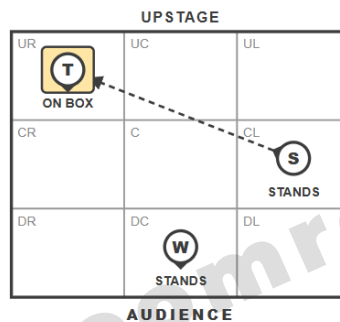
Area: 1 point if you are in the center column (UC, C or DC).

Open body: 1 point if you face the audience full front and are not looking at another actor.

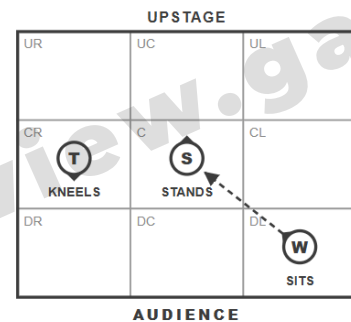
Picture 1



Picture 2



Picture 3

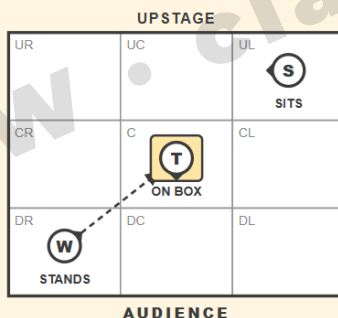


Part B: who has the focus?

PICTURE	POINTS FOR S, T AND W	WHO HAS THE FOCUS	TWO TOOLS THAT GIVE IT
1	S ____ T ____ W ____		
2	S ____ T ____ W ____		
3	S ____ T ____ W ____		
4. In picture 1 the actor with the focus sits upstage, in a weak area. Which tool wins it back for her?			
5. In picture 3 one actor faces full front and one has her back to the audience. Why does the actor with her back to the house (the audience) still win?			

★ Challenge Fix the picture

Picture 4



Sabine says the key line of the scene (line 14), but the audience is looking at someone else. Who has the focus now? Make one or two changes (a level, an area, a direction to face or an eye line) so Sabine wins it.

Focus now: _____

Change 1: _____

Change 2: _____



Drama Set 1: Your Concept and Notes

Write your own concept for The Turtle Float, then the notes you would give after the first rehearsal.

Drama • Day 1

Part C: my concept for The Turtle Float four or five sentences

Answer three questions in your concept: What is the scene really about? How should the place look and feel? Where does the pace change, and why?

Part D: five notes after the first rehearsal

A good note is specific (name the line), playable (say what to try) and kind (about the work, never the person). Give every actor at least one note. Example: Tobias, on line 15, stand up faster, because the idea wakes you up.

TO	LINE	TRY THIS	BECAUSE

Part E: the final picture

Describe the last moment (line 18) as a director: where each actor is, at what level, and who has the focus.

★ Challenge Theater in the round

Your school stages the scene in the round, with the audience on all four sides. Restage the final moment: where is the turtle, where are the three friends, and how do you keep the focus on the turtle's face when no actor can face everyone at once?

Turtle: _____

Friends: _____

Focus: _____



Answer Keys (1 of 6)

Teacher copy. Keep these pages out of the student sets.

Day 1 opener: Director's Notebook, sample notes

1. Crew: add the picnic basket to the shift list and strike it in the change; check the prop table before the office scene starts. **2.** Scene partner: stay level with her or slightly downstage during the speech, so she can talk to you and stay open to the house. **3.** Set crew: move the coat rack upstage, or the letter moment moves to center, so every seat can see the letter. **4.** Neighbor: wait at the door two lines early and knock right on the cue; stage manager, give a standby before that line.

A strong note: 1. It names the person or team the note is for. 2. It gives an action to try, not a feeling to have. 3. It says why: what the audience will see or miss. 4. It talks about the work, never about the person. Accept any note that fixes the problem and passes these four checks. Early finishers: most audiences notice the upstaging or the late entrance first, since the action stops or turns away; any reasoned choice counts. **If the set ends early** (three things a director decides before the first rehearsal): for example the concept, the casting, the ground plan or first blocking, and the rehearsal schedule.

Drama Set 1: Directing Basics

Part A (evidence): 1. B; 2. C. **Page 1 star challenge:** picture Y: in picture X Sabine has the focus (eye lines (1 actor looks at her), area (center column), open body (full front)); in picture Y Wren has eye lines (2 actors look at her), level (highest), area (center column), open body (full front). Any two of those tools count.

Part B (any two tools count): picture 1: S 5, T 0, W 0, so **Sabine** (eye lines (2 actors look at her), open body (full front)); picture 2: S 0, T 4, W 2, so **Tobias** (eye lines (1 actor looks at him), level (highest), open body (full front)); picture 3: S 4, T 1, W 0, so **Sabine** (eye lines (1 actor looks at her), level (highest), area (center column)). 4. Eye lines: two actors look at her, which beats the weak area. 5. she still scores 4 (eye lines (1 actor looks at her), level (highest), area (center column)); Tobias's open body is worth only 1. **Page 2 star challenge:** now **Tobias** has the focus (eye lines (1 actor looks at him), level (highest), area (center column), open body (full front); Tobias 5, Wren 0, Sabine 0). Sample fix: Tobias turns to look at Sabine, and Wren looks at Sabine too; then Sabine scores 4 and Tobias 2. Accept any change that gives Sabine the most points by the four tools.

Part C: answers vary; check that the concept says what the scene is about (for example, friends turning a failure into an idea), how the garage looks and feels, and where the pace changes (Wren crouching, line 12). **Part D:** five notes, every actor at least once, each naming a line, an action to try and a reason; no note about a person's looks or talent. **Part E:** for example, the three stand (all at the same level) around the turtle's head, cups raised, all looking at its face, which has the only light, so the turtle has the focus. **Page 3 star challenge:** answers vary; for example, the turtle stays in the middle, the friends stand at three corners facing in, and the light and their eye lines (not facing front) give the turtle's face the focus; accept any plan that turns actors so no side of the house sees only backs for long.

Calm block, Day 1: Learn and Test: Directing Terms

Match: 1. spine; 2. vision; 3. balance; 4. interpretation; 5. unity; 6. tableau; 7. rhythm; 8. staging.

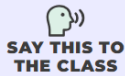
Students check their own test with the upside-down answers at the bottom of page 1 and write a score out of 8. Own sentences: answers vary; accept any sentence that uses the word with its page 1 meaning.



Calm Block, Day 1: Learn 8 Words

Work alone and quietly. Learn 8 acting method terms, then test yourself on page 2.

Calm • Day 1



SAY THIS TO THE CLASS

"This calm block is twenty minutes of quiet work on your own. Study the eight acting method terms on page 1, then turn the page over and match each meaning to its term. When you finish, check your answers against the upside down strip."

How to learn them

- 1 Read the word and its meaning.
- 2 Read the example sentence.
- 3 Cover the word. Say it from the meaning.
- 4 Write it once on the line.

Know all eight? Turn this page face down and take the test on page 2.

WORD	MEANING AND EXAMPLE	WRITE IT
1 truthful ADJECTIVE	honest and real on stage, so the audience believes every moment <i>Her truthful reaction made the whole audience go quiet.</i>	_____
2 listening NOUN	paying full attention to a scene partner's words before replying <i>Good listening made his replies sound brand new every night.</i>	_____
3 imagination NOUN	the power to picture a place, a person or a moment that is not really there <i>Use your imagination to fill the empty stage with a busy market.</i>	_____
4 concentration NOUN	keeping your mind on one task, even with noise all around you <i>Nothing in the wings could break her concentration during the scene.</i>	_____
5 relaxation NOUN	letting go of tension in the body so it can move and breathe freely <i>A minute of relaxation before the scene loosened his tight shoulders.</i>	_____
6 observation NOUN	carefully watching real people to borrow details for a character <i>Her observation of a bus driver gave her character a perfect wave.</i>	_____
7 atmosphere NOUN	the mood that fills a place and changes how everyone in it behaves <i>The heavy atmosphere of the waiting room made everyone whisper.</i>	_____
8 specificity NOUN	choosing exact, detailed actions instead of general ones <i>Thanks to his specificity, we knew exactly which song he was humming.</i>	_____

Check your test here (only after the test) Turn the page upside down to read.

1 specificity 2 truthful 3 listening 4 atmosphere 5 observation 6 concentration 7 imagination 8 relaxation



Team Task, Day 2: Rank and Debate

Rank the five cards, debate the close call, then write your final ranking.

Team • Day 2

Our ranking (most useful first)

1

2

3

4

5

The close call: card A or card D?

Editors often disagree about cards A and D, so debate them. Two members argue that A is more useful to a reader, two argue for D. Each side writes two reasons, then hears the other side out.

Our rule: Talk about the review, never the reviewer. Disagree with a reason, and let each speaker finish.

Card A is more useful because

Card D is more useful because

.....

.....

.....

.....

AFTER THE DEBATE, OUR GROUP PUTS HIGHER: **BECAUSE**

Time plan (40 minutes)

Read all five review cards	8 min
Score each card on the rubric	10 min
Rank the cards	4 min
Debate the close call	12 min
Write the final ranking and reasons	6 min
Total	40 min

★ Challenge Fix the weakest card

Rewrite the lowest-scoring card so it would score at least 4 points. Keep it under 70 words, and do not give away the ending.

.....

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.....



Game, Day 1: The Board

Tape this to the whiteboard or copy it. Cross squares off as they are played.

Game • Day 1

JOB	FOCUS	THE FLOAT	TERMS	NOTES
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

Scores

Team 1

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Team 2

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Team 3

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Team 4

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Team 5

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Team 6

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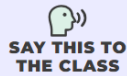
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Game, Day 2: Paper Password

Sub script and drama word list. 15 minutes at the end of the period, or for extra time. Optional.

Game • Day 2



"To finish the class, we can play Paper Password in pairs, just for fun and only if there is time. Every secret word comes from today's work on theater reviews, and the fewer clues you need, the more points you score."

Set up (2 minutes)

- Before class, cut each card page into its four round cards. Hand each pair **ONLY** the current round's card; pairs keep used cards for the totals.
- Partner A is the clue giver in rounds 1 and 3, Partner B in rounds 2 and 4. The guesser never sees the card.
- Each round lasts 2 minutes. The clue giver says **ONE** word. The guesser gets **ONE** guess. Wrong: give another one-word clue.
- After five clues without a right guess, the word scores 0 and the pair moves on. Say "Go" and "Stop" for each round.

Read this out

"Your clue is one word only. You may not say the secret word or any part of it. If the word is snowman, you cannot say snow or man. No gestures, no spelling, no rhymes. Break a rule and that word scores zero."

Scoring: guessed on clue 1 = 5 points, clue 2 = 4, clue 3 = 3, clue 4 = 2, clue 5 = 1. The clue giver circles the number on the card. After round 4, pairs add their four round totals. Highest total wins; ask pairs to call out totals over 60.

Items marked (calm) or (team) come from today's calm block or team task: skip them if the class did not do that block.

Referee calls

Two words glued together ("hotdog") count as one clue only if they make a real single word. Plurals and "-ing" forms of the secret word are not allowed. If a pair disagrees about a clue, the word scores zero and they move on. Each example clue below is allowed, and a good first clue.

Timing (15 minutes)

0:00

Set up, rules

2:00

Round 1, Partner A

4:30

Round 2, Partner B

7:00

Round 3, Partner A

9:30

Round 4, Partner B

12:00

Add totals, winners

Round 1: Partner A gives clues

HOOK example clue: opening
HEADLINE (calm) example clue: title
KITE example clue: string
RUBRIC (team) example clue: scoring
SPOILER (calm) example clue: ending

Round 3: Partner A gives clues

CLAIM example clue: judgment
RATING (calm) example clue: stars
LIGHTING example clue: lamps
SCORES (team) example clue: points
PRAISE example clue: compliment

Round 2: Partner B gives clues

EVIDENCE example clue: proof
BYLINE (calm) example clue: author
GRANDPA example clue: elderly
EDITOR (team) example clue: newspaper
PACING (calm) example clue: speed

Round 4: Partner B gives clues

FACTS example clue: checkable
VERDICT (calm) example clue: decision
WEAKNESS example clue: flaw
RANKING (team) example clue: order
CRITIQUE (calm) example clue: review



Game, Day 4: Classroom Millionaire

Sub script and the 12 questions. 15 minutes at the end of the period, or for extra time. Optional.

Game • Day 4



"If there is time, we can play optional Classroom Millionaire on today's careers lesson. The whole class is one contestant, and a new student takes the hot seat for each question."

How it works

1. Tape up the ladder sheet. The whole class is one player. Pick a student for the hot seat (a new student for every question).
2. Read the question and the four options, then read the options again. The hot seat may listen to quiet advice, then says "final answer" and a letter.
3. Right: the class climbs one rung. Before hearing the next question, the class may vote to walk away and keep what it has.
4. Wrong: the climb ends. Rungs 4 and 8 are safe: the class keeps the last safe amount it passed.
5. Time left over? Play the questions again as a team quiz.

Three lifelines (one use each)

Ask the class: everyone shows 1, 2, 3 or 4 fingers at once for A, B, C or D. The hot seat looks, then decides.

50/50: read out the two wrong options listed under the question. Cross them off.

Phone a friend: the hot seat picks one classmate, who has 30 seconds to say what they think out loud.

"Only the hot seat's final answer counts. Shout an answer and the class loses a lifeline."

Items marked (calm) or (team) come from today's calm block or team task: skip them if the class did not do that block.

Rungs 1 to 4, rung 4 is safe

1. **\$100** Who finds the money for a show?
A. Usher B. Producer C. Prop master D. Actor
Answer: B. Producer (50/50 removes A and D)
2. **\$250** A close-up photo of a performer's face? (calm)
A. Headshot B. Portfolio C. Contract D. Ticket
Answer: A. Headshot (50/50 removes C and D)
3. **\$500** Who calls every cue during performances?
A. Usher B. Dramaturg C. Stage manager D. Actor
Answer: C. Stage manager (50/50 removes A and B)
4. **\$1,000** Many employers, one job at a time? (calm)
A. Union B. Freelance C. Mentor D. Intern
Answer: B. Freelance (50/50 removes A and C)

Rungs 9 to 12

9. **\$50,000** When was Actors' Equity founded?
A. 1893 B. 1913 C. 1965 D. 1929
Answer: B. 1913 (50/50 removes A and D)
10. **\$100,000** Hiring task: most shows per person? (team)
A. 1 B. 2 C. 3 D. 4
Answer: B. 2 (50/50 removes C and D)
11. **\$500,000** Which year is theater in education traced to?
A. 1893 B. 1913 C. 1965 D. 1999
Answer: C. 1965 (50/50 removes A and B)
12. **\$1 MILLION** Cost of the one staffing that fits? (team)
A. \$2,080 B. \$2,130 C. \$2,150 D. \$2,250
Answer: B. \$2,130 (50/50 removes A and D)

Rungs 5 to 8, rung 8 is safe

5. **\$2,500** When does most design work happen?
A. After closing B. At breaks C. On tour D. Before opening
Answer: D. Before opening (50/50 removes A and C)
6. **\$5,000** Jobs to fill in the summer season? (team)
A. 3 B. 6 C. 9 D. 12
Answer: C. 9 (50/50 removes A and D)
7. **\$10,000** Who researches a play's history and language?
A. Dramaturg B. Usher C. Carpenter D. Producer
Answer: A. Dramaturg (50/50 removes B and C)
8. **\$25,000** In a BFA degree, what does the F stand for?
A. Film B. Fine C. Floor D. Free
Answer: B. Fine (50/50 removes A and C)

If the class misses

- | | |
|------------------------|-----------------------------|
| Wrong on rung 1 to 4 | class keeps \$0 |
| Wrong on rung 5 to 8 | class keeps \$1,000 |
| Wrong on rung 9 to 12 | class keeps \$25,000 |
| Walk away after rung n | class keeps rung n |



Drama Set 2: Stage Management and the Prompt Book

Drama • Day 2

Read the Remember box and the prompt book page, then answer the evidence question.

This set reviews: stage manager duties, the prompt book, calling standby and GO, the rehearsal report, prop tables and the sign-in sheet



"Today you work as a stage manager, with a page from a prompt book and a rehearsal report. Work alone, starting with the Remember box and the prompt book page."

Remember: the stage manager's tools

Prompt book: the stage manager's master copy of the script, with every move, cue and note written in.

Calling cues: telling the light and sound operators, over headset, exactly when to run each cue.

Warn: an early heads-up that a cue is coming soon.

Standby: said shortly before a cue: get ready, finger on the button, do not run it yet.

GO: the one word that tells an operator to run the cue right now.

Rehearsal report: the stage manager's notes after each rehearsal, sent to the director and every department.

Spike tape: small marks of colored tape on the floor showing exactly where furniture and actors go.

Sign-in sheet: the list every company member initials on arrival, so the stage manager knows who is in the building.

Prompt book: Open House at the Observatory

A school rooftop observatory on the night of its open house. Selma is the student guide, Tova is her cousin, and Yusuf runs the astronomy club. In the margin: LX = lighting cue, SQ = sound cue, X = crosses, SL and SR = stage left and right, D = down, U = up, C = center.

CUES	#	SCRIPT	BLOCKING
LX 1 GO	1	Lights rise on a rooftop at dusk. A telescope stands center. SELMA stands beside it, holding a clipboard.	Preset: telescope C, stool DR
	2	SELMA (into her phone) Forty guests on the stairs, and not one star in the sky.	
SQ A GO	3	Wind gusts across the roof.	
	4	TOVA (enters with a pair of binoculars) Grandma says the clouds move if you stop staring at them.	Enters SL, X to DL
LX 2 GO	5	SELMA Grandma is not running this open house. The sky gets darker every minute.	
	6	YUSUF (enters with a box of red flashlights) Red lights for everyone, so our eyes stay used to the dark.	Enters SR, X to stool DR, sits
SQ B GO	7	A murmur of voices drifts up from the stairwell.	
	8	SELMA They're coming up. What do I show forty people, a cloud?	X to C, beside the telescope
	9	TOVA (lifting her binoculars) Wait. Look east. There's a gap.	X to UL
LX 3 GO	10	The clouds slide apart. Moonlight floods the roof. The voices on the stairs go quiet.	
SQ C GO			
	11	YUSUF Somebody tell them to hurry before it closes again.	Stands
	12	SELMA (bending to the telescope) Got it. The whole moon, edge to edge.	
	13	TOVA Told you. Stop staring and they move.	X to C
LX 4 GO	14	SELMA (waving toward the stairs) Line up, everyone. One look each.	

LX 1: lights rise: rooftop at dusk; SQ A: wind gusts; LX 2: the sky darkens; SQ B: crowd murmur from the stairwell; LX 3: moonlight floods the roof; SQ C: the murmur fades out; LX 4: a slow fade to darkness.

Evidence question Circle the words that prove the answer.

1. Which stage direction gives the light board a reason for a big change?

- (A) "into her phone" (B) "lifting her binoculars"
(C) "bending to the telescope" (D) "Moonlight floods the roof."

The calling rules

- Call each standby at the start of the line BEFORE the cue's GO line. For a cue on line 1, call the standby before the scene starts.
- Call GO on the cue's own line. Write it like this: **LX 1 GO**. A standby looks like this: **Standby LX 1**.
- Cues that GO on the same line share one standby call and one GO call: **Standby LX 9 and SQ Z**, then **LX 9 and SQ Z GO**.



Challenge

Use calling rule 3. How many times does the stage manager say GO for this prompt book page?

GO calls:

In the full product

Six weeks of high school drama, planned and ready to print.

388 pages in color and ink-saver
B&W, US Letter and A4

30 days, each with a drama set, a
calm block, a team task and an
optional game

126 "say this" scripts: one for
every task, read out by the
sub

60 + 30 solo blocks
(drama sets and
calm blocks) +
team tasks for
groups of four

Use it your way

- A maternity leave: six full weeks of high school drama, a strong start for the first weeks of your leave.
- Grades 9 to 12: written drama work any sub can run, with little or no acting; every drama set has a core task and a ★ challenge for fast finishers.
- Your sub tub: print it once and keep it all year.
- Any sub: a script to read out for every task and every answer in the key, so no drama background is needed.

Thank you! If this works for your class, a quick review helps other teachers find it, and earns you TpT credits.



Classroom
REVIEW GAMES