

## **Materials: What You'll Need to Get Started**

### **Reader's Theatre: Reading the Play**

- copies of script for each student (and yourself)
- highlighters or coloured pencils (for students to underline their own lines)

### **Written Activities:**

- one photocopy per student
- a writing utensil per student
- the answer sheet and glossary of terms (for you)

### **Activity #2:**

- one cue card per group
- a writing utensil

### **Activity #3:**

- a piece of paper per student
- a writing utensil per student



*Consider putting props, script, and all materials in a box or suitcase, because then you can create excitement by saying, "A whole play is in this box"!*



*Consider using minimal props such as dollar-store microphones for Lawrence and Mandy, and a remote control for Jenny. These props will aid the students in speaking loudly as actors and will help the other students to envision the action of the play.*

## **Description: Getting Started**

**(For Coordinator or Teacher):**

1. Give an overview of the basic plot of the play, and basic epilepsy knowledge (*Epilepsy Information is provided on page 4*)
2. Assign the parts, either by:
  - i. using the sheet the night before, or
  - ii. using the sheet to look at the boy/girl ratio in the scenes and putting the students in groups on the spot (ie. “Who wants to be Jenny in this scene?” or “I need 2 girls and 1 boy for this scene”)  
(*The part assignment sheet is pages 11-12*)
3. Have each student should go through the script and underline or highlight the lines that belong to them, including the lines marked “All”.
4. Have the students practice their scenes in groups.  
Narrators practice with their partners (ie. Narrator #1 with Narrator #2, Narrator #3 with Narrator #4, etc.).  
Students may need you to walk around to answer questions about vocabulary words, or the action of certain sections.
5. Call everyone to re-assemble as a group. Explain how the reading of play is going to work.  
**Reminder:** the lines that say “All” are for everyone in the class to shout!
6. Start the reading! Announce the new scene number when it comes up. Otherwise, try not to interrupt unless necessary.
7. Lead discussion and a follow-up activity if desired (*see pages 37-44*).



*When discussing epilepsy with the class, give them a first aid poster for their classroom (you can print the first aid page of this handbook, on page 6)*



*Think of the best way for the play to be read. Are the students going to read from their seats? Take turns going up to the front? This will depend on the classroom and how long the students have been practicing.*



*Give out a certificate to the class for their hard work (located on page 45), and praise the class for being inclusive and supportive of each other and people with epilepsy!*

Dear Teacher,

This play and the accompanying activities are linked to the Ontario curriculum. In order to aid you in your planning and marking, we have provided charts of curriculum elements that are highlighted and emphasized by our program. These charts show program and evaluation criteria for students, divided by grade. If you are outside of Ontario, it may be useful to revise these charts prior to leading the program to be sure you choose the activities that fit your curriculum.

### **Expectations: Grade Four**

<b>Subject</b>	<b>Expectations</b>
<b>Healthy Living:</b> <i>Growth and Development:</i>	-identify the characteristics of healthy relationships (e.g., showing consideration of others' feelings by avoiding negative communication); -identify the challenges (e.g., conflicting opinions) and responsibilities in their relationships with family and friends
<b>Drama and Dance:</b> <i>Knowledge of Elements:</i>  <i>Creative Work:</i>	-demonstrate an understanding of voice and audience by speaking and writing in role as characters in a story  -represent and interpret main characters by speaking, moving, and writing in role -demonstrate control of voice and movement by using appropriate techniques (e.g., projection and enunciation in choral speaking) -demonstrate ability to maintain concentration while in role
<i>Critical Thinking:</i>	-identify their own feelings and reactions in various situations, and compare them with those of a character they have portrayed; -solve problems in drama and dance, individually and in groups, by analyzing the problems

## Expectations: Grade Five

<b>Subject</b>	<b>Expectations</b>
<p><b>Healthy Living:</b> <i>Growth and Development:</i></p> <p><i>Personal Safety and Injury Prevention:</i></p>	<p>-identify strategies to deal positively with stress and pressures that result from relationships with family and friends; -identify factors (e.g., trust, honesty, caring) that enhance healthy relationships with friends, family, and peers;</p> <p>-explain how people’s actions (e.g., bullying, excluding others) can affect the feelings and reactions of others; -apply strategies (e.g., anger management, assertiveness, conflict resolution) to deal with personal-safety and injury-prevention situations (e.g., swarming, threatening, harassment)</p>
<p><b>Drama and Dance:</b> <i>Knowledge of Elements:</i></p> <p><i>Creative Work:</i></p> <p><i>Critical Thinking:</i></p>	<p>-demonstrate awareness of audience when writing in role, and use the appropriate language, tone of voice, gestures, and body movements when speaking as a character in a drama</p> <p>-rehearse and perform small-group drama and dance presentations drawn from novels, poems, stories, plays, and other source materials</p> <p>-describe, orally and in writing, the differences between their own responses to a situation and the responses of a character they have portrayed -solve problems in drama and dance individually and in groups (e.g., negotiate the “best” ending to an improvisation), and evaluate the solutions</p>
<p><b>Science:</b> <i>Life Systems: Human Organ Systems, Understanding Basic Concepts</i></p>	<p>-describe the basic structure and function of the major organs in the respiratory, circulatory, digestive, excretory, and nervous systems</p>

## Teacher Role Assignment and Evaluation Sheet

Although the number of lines is given for each character, this is a totally flexible system. A student can play more than one part if you have a small group, and the scenes can be further divided if there is a surplus of students (ie. more than 30).

Also, please note that although a character may seem to have only a few lines, this list does not account for line length.

For best results, assign the best readers the largest parts. There are enough medium-sized parts that no one should feel insulted! Those students who show little or no interest in acting might make wonderful narrators. And remember, the genders are not very important for characters like Dad, Lawrence, and Mandy; you might need to make alterations, such as changing "Dad" to "Mom".

### ***Scene One: Dad tucks Jenny into bed, her dream begins***

<b>Character</b>	<b># Of Lines</b>	<b>Student's Name</b>	<b>Evaluation/Comments</b>
Jenny	9		
Dad	4		
Narrator #1	6		
Narrator #2	6		
Lawrence	7		
Mandy	5		
Narrator #3	5		
Narrator #4	5		

### ***Scene Two: Jenny and Andrew work on project (flashback)***

<b>Character</b>	<b># Of Lines</b>	<b>Student's Name</b>	<b>Mark/Comments</b>
Andrew	9		
Jenny	8		
Narrator #3	1		
Narrator #4	1		

### ***Scene Three: Jenny's seizure and seizure explanation***

<b>Character</b>	<b># Of Lines</b>	<b>Student's Name</b>	<b>Mark/Comments</b>
Lawrence	3		
Mandy	3		
Jenny	2		
Narrator #5	7		
Narrator #6	7		

***Scene Four: Jenny and Natasha walk home from school (flashback)***

<b>Character</b>	<b># Of Lines</b>	<b>Student's Name</b>	<b>Mark/Comments</b>
Jenny	10		
Natasha	10		
Narrator #7	1		
Narrator #8	1		

***Scene Five: Hosts and Jenny discuss Natasha***

<b>Character</b>	<b># Of Lines</b>	<b>Student's Name</b>	<b>Mark/Comments</b>
Jenny	5		
Lawrence	5		
Mandy	5		
Narrator #7	1		
Narrator #8	1		

***Scene Six: Samantha bullies Jenny***

<b>Character</b>	<b># Of Lines</b>	<b>Student's Name</b>	<b>Mark/Comments</b>
Samantha	6		
Natasha	11		
Jenny	7		
Narrator #7	2		
Narrator #8	2		

***Scene Seven: Jenny takes charge, wakes up***

<b>Character</b>	<b># Of Lines</b>	<b>Student's Name</b>	<b>Mark/Comments</b>
Mandy	3		
Lawrence	4		
Jenny	10		
Dad	4		
Narrator #7	4		
Narrator #8	4		
Narrator #1	1		
Narrator #2	1		
Narrator #3	2		
Narrator #4	2		

Perfection:  
A Reader's Theatre Production

**A Note To The Actors:**

**This is the page where you read about your character.**

**Are you playing someone mean or nice?**

**Young or old?**

**Loud or quiet?**

**Make sure that you know what your character is like so that you can say the lines the way that your character would say them!**

**Jenny:** A smart and friendly girl with epilepsy who is 11 years old.

**Dad:** Jenny's caring and encouraging Father. He is very supportive to his daughter and tries to help her make good decisions.

**Lawrence and Mandy:** Two very fake and exaggerated TV show hosts. They think that they are giving good advice, but they are very pushy and care too much about appearances. They are loud and bossy.

**Andrew:** A funny, helpful boy in Jenny's class. They joke around together while they are working on a school project.

**Natasha:** A very loyal friend. She and Jenny have been friends for a long time, and they know each other very well.

**Samantha:** Another girl in Jenny's class. She is bossy and mean, and she teases other kids. She always wants to get her way.

**Narrators:** These roles are very important. You are not a character in the story, but your job is to tell everyone what is happening. Make sure that you use a loud, clear voice!