

## Drama and Role-Play

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| This packet includes...         | “Frozen Tableau” activity adaptable for use with any WANY episode.  |
| This material was created by... | Mark Klarman  |
| He teaches at...                | New Americans Center,<br>YMCA Harlem Outreach Center  |
| Also...                         | The lesson plan also contains a full set of activities for pre- and post-viewing “No Smoking,” designed to teach a wide range of language skills. |

## **FROZEN TABLEAU PROTOCOL**

Mark Klarman, New Americans Welcome Center

**TIME:** 30 minutes

**PURPOSE:** This activity assesses student comprehension of plot and student ability to listen to teacher directions and work in a group. It offers the added benefit of being kinesthetic and can be used with students at any level of English proficiency.

**WHEN TO USE:** After reading or watching a story with multiple characters and a basic plot. Works well as a tool to summarize chapters, scenes or episodes in longer works.

**STEPS:**

1. Prepare by selecting several scenes that lend themselves to being performed silently. Pre-select a scene to model with volunteers at the beginning of the activity. The activity works best when the story contains multiple characters, physical action, and emotions that can easily be conveyed in silence.
2. Tell students they will be performing key scenes (skits) from the story silently, without speaking the characters' lines. They will be re-creating the action of each scene, with the audience (or teacher) "freezing" the action at the most dramatic moment. Tell students this activity works best when actors are very dramatic in their body language and facial expressions.
3. Model this activity with one or two volunteers. Ask a student or two to join you at the front of the room. Tell the class we are going to re-create the moment when... [insert summary of pre-selected scene here]. Lead volunteers in a discussion of the feelings each character probably has at that moment and clarify that the participants know what action is involved. Begin to act out the scene.
4. Practice the scene a couple of times, asking the audience to call out, "Freeze!" when they see the most dramatic moment. Elicit critical reactions from the audience by asking for their "review" of the performance.
5. Continue the activity by asking for other volunteers to come up and perform each of the scenes you have selected. Allow the audience to freeze the scene at the best moment or, if this is cumbersome, the teacher can do so. After each skit, ask the audience what they liked about the performance, encouraging students who are less confident about performing to share a brief "review" of what the actors did well ("How did you like it?" "Was it accurate/the way it happened in the show?").
6. Not all scenes need to be performed, and scenes may be performed once or multiple times, depending on class size, enthusiasm, and their confidence in getting up in front of the class.

# No Smoking: Before, During and After Watching

Mark Klarman, New Americans Welcome Center

The following lesson plan contains the frozen tableau activity (page 4) as a post-viewing activity for use with the episode “No Smoking.” The plan also contains a full set of pre- and post-viewing activities.

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## A. Name of Episode & Lesson: “NO SMOKING”

**B. Developed by:** Mark Klarman  
New Americans Welcome Center/Harlem YMCA

**C. Class Level:** Intermediate

**D. Duration:** 2.5 - 3 hours

**E. Lesson Objectives:** By the end of the lesson, participants will be able to:

- Compare and contrast the uses of should and must
- Explain the use and benefits of the 311 helpline and compare the purposes of 311 and 911
- Identify how people can get help and support from many sources

## F. Materials:

- TV and DVD player
- Newsprint and Markers
- Copies of Screen Capture
- Copies of vocabulary and flashcards, cut up
- Copies of must/should worksheet

## G. Pre-viewing: (30mins):

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1. **See-Think-Wonder/Brainstorm** with screen capture (10-15mins). Distribute screen capture [Electronic Attachment/No Smoking Screen Capture] and ask students what they see. (You may prompt them by asking what people, places and things they see, and what they think the people are doing.) Make thinking visible by writing student ideas on newsprint that will remain posted around the room. Specifically, on one piece of newsprint establish the character of Man #1; on another, Man #2; on a third, A Woman. These will become basic character maps. Distinguish between Man #1 and Man #2 by identifying that Man #1 is wearing medals. (Students should notice this without prompting.) Then ask what they think the story will be about (prediction). Finally, ask students what they wonder about the story we are about to watch.

- 2. Vocabulary activity (15-20mins).** Distribute vocabulary flashcards [Attachment A] to each student. Cards should be cut up in advance if time allows and teacher should already have written a numbered list of the vocabulary on newsprint. Post the list and ask students to work with a partner to put the words in numerical order and number each flashcard according to the posted list. The partners should discuss what they think the words mean, with each partner creating two identical piles: one for words at least one partner knows; the other for words neither partner knows. Once this is done, teacher asks for share-out on all the words so the class has a common understanding of their definitions. Depending on what students offer, teacher should guide the conversation to simple synonyms or simply re-phrased definitions [Attachment B]. Teacher writes synonyms next to the vocabulary words on the newsprint list while students write the synonyms on the back of their flashcards. Students keep the flashcards for further practice and homework.

## **H. Viewing: (45mins):**

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- 1. Transition to viewing** by using student predictions and new vocabulary to offer a brief overview of the episode.
- 2. Remind students about the three pieces of newsprint** containing the words "Man #1," "Man #2," and "A Woman." Tell them we will be learning who these people are and adding information to the posters as we go. (These will serve as the character maps for Sasha, Richi and Anya, respectively.) Begin viewing.
- 3. Viewing segment 1:** Stop after the Coach says, "We need you to be healthy." [end of Scene 1] Ask students, "What have we learned about these characters," and use their responses to develop the character maps. Ask them to summarize what is happening (where we are, why people are swimming in the winter, why Sasha does this), and make sure they specifically describe Sasha's problem. Resume viewing.
- 4. Viewing segment 2:** Stop after Sasha looks at the second-hand smoke poster in the hospital waiting room. [end of Scene 2] Ask students what more we learn about Sasha's problem. Focus on the meaning of "must" as you ask students what they think the word means and what Sasha "must" do to get better. Create a fresh newsprint poster with a t-chart titled "Must" on one-half and "Should" on the other. Record appropriate student responses on the "Must" side, making clear that "must" means a necessary thing about which we have no choice. Ask how 311 might be able to help him. Ask students how Sasha feels about the Doctor's advice and then have them make predictions about what he will do next. Resume viewing.
- 5. Viewing segment 3:** Stop after Rishi says, "You'll feel better soon." [end of Scene 3] Ask students how Rishi is trying to help Sasha and how Sasha feels about his help. Focus on the meaning of "should" as you ask students what they think the word means and what Sasha "should" do to help himself quit. Add appropriate responses to the "Should" side of the t-chart, making clear that "should" means something we ought to do (and over which we have some choice) to get something good to happen. Add other appropriate responses to the character maps (add Rishi's name and the words "Sasha's friend" to the character map you have labeled Man #2). Resume viewing.
- 6. Viewing segment 4:** Stop after Sasha says, "I'm sorry. I didn't know that." [end of Scene 5] Ask students to summarize what has been happening. How are Rishi and Sasha's other friends trying to help him? What have we learned about Rishi and why he is trying so hard to help Sasha quit? Have you ever helped a friend the way Rishi is helping Sasha? Resume viewing.

**7. Viewing segment 5:** Stop after Sasha gets the number to NY-QUITS and lights a match. [end of Scene 6] Ask students to describe Sasha's dream. Why was it bad? What is his wife worried about? Record responses on character maps and add "Anya, Sasha's wife" to the character map labeled "A Woman." Ask students how Sasha uses 311. Take an instant poll by asking for a show of hands on the following questions: Who thinks Sasha will be able to quit smoking? Who thinks he won't? What makes you say that? Resume viewing.

**8. Viewing segment 6:** View until the end of the episode. Ask students how things turned out for Sasha. Was he able to solve his problem? How did his life get better? Ask if they can recall the four ways things got better and record them on his character map: food tastes better; he saved a lot of money (that he will now donate to the children!); his sense of smell has improved; and his kisses taste better to his wife.

9. Transition to a 15-minute **BREAK**. Tell students we will continue our discussion after the Break.

## **I. Post-Viewing and Assessment (60mins):**

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**1. Reaction to Story (15mins).** Ask students how they enjoyed the video. Begin a discussion of who helped Sasha. Ask students to brainstorm who helped him; likely responses: his friends, his wife, his doctor, his coach, 311. Move the focus to questions like, "Why are friends important?," "How do your friends help you?," "How have you helped your friends?" In addition, summarize and clarify how Sasha uses 311: What kinds of information does he get from 311? When would you call 311? 911? Record responses on fresh newsprint if time allows.

**2. Think-pair-share on must/should (20mins).** Direct students' attention to the poster you have created about the use and meaning of must and should. Distribute a copy of the must/should worksheet to each student. Students will work with a partner to choose the best word for each sentence. The sentences summarize the plot but also reinforce comprehension and vocabulary and help students refine their understanding of the differences between the two words. Some sentences have only one correct choice; others require students to choose the better of the two words. Students may disagree about which word is best for the sentence. This should be discussed during the share-out. While working through the sentences together, partners should read them aloud to each other. Re-group as a class and ask volunteers to read the sentences. Discuss student choices, clarifying the distinctions between the two words. During the share-out, add students' ideas and language to the newsprint to help clarify the meaning of must/should. If desired, collect each student's work for assessment.

**3. Frozen tableau (25mins).** This activity assesses student understanding of the plot and their ability to listen to teacher directions. Tell students they will be performing several key scenes (skits) from the video silently, without speaking the characters' lines. Volunteers will be re-creating the action of each scene, with the teacher "freezing" the action at the most dramatic moment. Tell students this activity works best when actors are very dramatic in their body language and facial expressions. Model this activity with one or two volunteers, as follows. Ask a student to join you at the front of the room. Tell the class we are going to re-create the moment in the last scene when Anya gives Sasha his "no smoking" medal. Describe the feelings each character probably has at that moment (pride, happiness) and begin to act it out. Sasha might extend his arms out in a victory pose as Anya bestows the medal upon him. Practice the scene a couple times, asking the audience to call out, "Freeze!" when they see the most dramatic moment.

Continue the activity by asking for other volunteers to come up and perform each of the following scenes. After each skit, ask the audience what they liked about the performance, encouraging students who are less confident performing to share a brief "review" of what the actors did well ("How did you like it?" "Was it accurate/the way it happened in the show?")

1. The coach telling Sasha he cannot swim until his cough is cured
2. Sasha at the hospital, telling his wife he will not stop smoking
3. Sasha's friends on the boardwalk refusing to give him a cigarette
4. Sasha calling 311 and getting good information (perhaps add the imagined character of the 311 operator who gives him the information)
5. Sasha showing Anya how much money he saved by quitting smoking

Not all scenes need to be performed, and scenes may be performed once or multiple times, depending on the number of students and their confidence in getting up in front of the class.

### **J. Homework:**

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Students should write a brief paragraph (3-5 sentences) recalling a time when they helped a friend or a friend helped them. Prompt students' thinking by having them think through the "5Ws and H" of their story as they prepare to write. Tell them you will ask for volunteers to share their stories at the beginning of the next class.

### **K. Follow-Up:**

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Next time, ask volunteers to read or re-tell their story.

**ATTACHMENT A**

|                        |                        |
|------------------------|------------------------|
| <b>_____ champion</b>  | <b>_____ cough</b>     |
| <b>_____ concerned</b> | <b>_____ exercise</b>  |
| <b>_____ bad mood</b>  | <b>_____ bad habit</b> |
| <b>_____ medal</b>     | <b>_____ serious</b>   |
| <b>_____ nicotine</b>  | <b>_____ patch</b>     |

## ATTACHMENT B

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|---|---|
| <p><b>champion</b></p> <ul style="list-style-type: none"><li>• a person who is the best; someone who wins first prize</li></ul>           | <p><b>cough</b></p> <ul style="list-style-type: none"><li>• to release air from the lungs with an explosive noise [easier to demonstrate]</li></ul>                                     |
| <p><b>concerned</b></p> <ul style="list-style-type: none"><li>• worried, anxious</li></ul>  | <p><b>exercise</b></p> <ul style="list-style-type: none"><li>• physical activity that is good for your health</li></ul>   |
| <p><b>bad mood</b></p> <ul style="list-style-type: none"><li>• how we feel or act when we are unhappy; a negative frame of mind</li></ul> | <p><b>bad habit</b></p> <ul style="list-style-type: none"><li>• repeated behavior that is harmful to ourselves or others</li></ul>  |
| <p><b>medal</b></p> <ul style="list-style-type: none"><li>• an award or prize we get for winning a race, game, competition</li></ul>      | <p><b>serious</b></p> <ul style="list-style-type: none"><li>• important</li><li>• when used to describe health: a dangerous problem</li></ul>   |
| <p><b>nicotine</b></p> <ul style="list-style-type: none"><li>• the main chemical in cigarettes; very dangerous</li></ul>                  | <p><b>patch</b></p> <ul style="list-style-type: none"><li>• a small piece of material that covers the skin; a nicotine patch contains medicine that helps people stop smoking</li></ul> |



## ATTACHMENT C

Name \_\_\_\_\_

**Circle the word that completes the sentence best.**

1. Sasha's cough must/should stop before the coach will let him swim.
2. Sasha must/should win the race if he wants to win money for the children.
3. To win a medal in this race, Sasha must/should swim in ice cold water.
4. The ocean must/should be very cold in winter.
3. Sasha's friends must/should do all they can to help him break his bad habit.
4. Sasha's wife must/should not like the way his kisses taste before he stops smoking.
5. Sasha must/should save a lot of money after he quits smoking.
6. People must/should see a doctor if they have a serious health problem.
7. No one must/should smoke near children because it can cause asthma.
8. To learn more about programs for our health, New Yorkers must/should call 311.