

**Sample Pages from**  
**Emergency Lesson Plans for Theatre Teachers**

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EMERGENCY  
LESSON PLANS  
FOR  
THEATRE TEACHERS  
—  
2<sup>ND</sup> EDITION

Lindsay Price



Emergency Lesson Plans for Theatre Teachers 2nd Edition  
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# EMERGENCY LESSON PLANS

Our original collection of Emergency Lesson Plans is one of our most popular resource books. But in the past five years we have learned a lot about what teachers need when they leave an Emergency Lesson Plan in the hands of a substitute teacher, and we want to address those needs.

In this second edition every lesson plan has been updated. The plans include instructions for substitutes, and there are also 10 brand new Lesson plans.

Many of the lesson offer simplifications, and suggestions if you need to print less paper. And if you want to “raise the stakes” we have some suggestions to make the basic lessons more challenging.

For all lesson plans we provide a blank space for any mention of time. This way you can indicate for your sub how long you think your students should take with an activity.

The first thing you’ll find in this collection is a Blank Substitute Teacher Instruction Sheet. Every class is different and you may find yourself saying - *I’d love to use this lesson plan except I don’t journal with my students. Or, this lesson plan has too many instructions! Or, I need separate instructions for my ELL learners.* Use the Blank form to adapt the instructions to your needs.

The next two things you’ll find in this collection are a Substitute Teacher Feedback Sheet and a My Class Info Sheet. Make multiple copies of these sheets so that you can include them with every Emergency Lesson Plan.

**ENJOY!**

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# Substitute Teacher Instruction Sheet

You have \_\_\_\_\_ handout(s)

- 
- 
- 

You also have

- 
- 
- 

At the end of class

- 

Before the class begins

- 

Instructions

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

# Substitute Teacher Feedback Sheet

---

*Thank you for taking my class today. Please let me know how things went, who was helpful and who was disruptive.*

Class:

Assignment for class:

Did the class complete the assignment?

Did you have enough instruction? If not, what was missing?

Who was helpful?

Who was disruptive?

Comments:

# My Class Info Sheet

Here is some information about this particular class.

GRADE: \_\_\_\_\_

Can this class pick their own groups?	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Can this class use their cellphones for research?	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Does this class work well independently in groups?	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Does this class work well independently on individual work?	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Does this class normally stay on task?	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Do students in this class respect each other?	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Are students aware that there will be a sub today?	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Have students been prepared for today's assignments?	<input type="checkbox"/> YES	<input type="checkbox"/> NO

Students who can be relied upon to run errands:

Students who may need extra help:

Additional Info: (e.g.: Where can students find pen/paper? Are they using a specific text?)



# 1. What is a Playwright?

## Objective

Students will express personal views and opinions on the role of playwright's role in the theatre.

## Description

This lesson plan works well at the beginning of a playwriting unit. Students respond to questions and form personal objectives for their own writing. You can use the questions in this lesson as a discussion starter when you return to class.

## Materials

- Substitute Teacher Instruction Sheet
- My Class Info Sheet (fill this in for your sub)
- Substitute Teacher Feedback Sheet
- What is a Playwright? Question Sheet (handout)
- Participation Mark Chart (will need a class list)
- Paper and Pens
- Drama Journals

## Class Outline

1. **Journal Prompt:**
  - a. Students enter and respond to the following question in their journals: What are three main differences between a movie and a play? Explain your answer.
  - b. **Decide** how long students have to respond and indicate this on the Substitute Teacher Instruction Sheet. Your substitute will take attendance during the writing time. At the end, the sub asks for everyone to display their work. Your sub is not reading the journals, just checking for completion and giving a check mark in the "Journal" column on the Participation Mark Chart. **You will need** to provide a class list. In addition, you'll want to **fill out** the My Class Info Sheet for your sub.
2. **Activity:**
  - a. Students are given the What is a Playwright? Question Sheet.
  - b. Students have 11 questions to answer. They must fully explain their answers.
  - c. Your sub will ask students to display their work at certain points in the class for a check mark on the Participation Mark Chart. **Decide** on this time and indicate it on the Substitute Teacher Instruction Sheet.
3. **Hand In:**
  - a. Students hand in their responses at the end of class.
4. **Assessment:**
  - a. Decide the amount of the participation mark to be given to students who stayed on task during class time. You can also use these questions as a jumping-off point for discussion and observe the details in their answers.

..... What is a Playwright?

**Need to simplify?**

- Omit the journal question.
- Omit the Participation Mark Chart and related instruction.
- Reduce the number of questions on the What is a Playwright Sheet. Do the first 6 questions or the last 5 questions.

**Need to raise the stakes?**

- Have students research the elements that a playwright would have to include in a submission packet for a publisher. What does a publisher want to see in a cover letter? How many pages of a play should a playwright send? Does the criteria differ depending on the publisher? Then have students prepare a mock cover letter and play sample for a specific publisher. With the research and application components this could easily be a multi day lesson. This activity requires students to have access to the internet.

# Substitute Teacher Instruction Sheet

## ..... What is a Playwright?

### You have one handout

- What is a Playwright? Question Sheet

### You also have

- My Class Info Sheet (if possible, read this before class)
- Substitute Teacher Feedback Sheet
- Participation Mark Chart

### At the end of class

- Students hand in their individual responses for the What is a Playwright? Question Sheet.

### Before the class begins

- Write the journal question on the board: "What are three main differences between a movie and a play? Explain your answer."
1. **Students** enter and **respond** to the question in their journals as you take attendance.  
*Time: \_\_\_\_\_ minutes.*
  2. At the end, ask students to **display** their work. **Give** those who have completed their journal entry a check mark in the "Journal" column of the Participation Mark Chart.
  3. **Give** students the What is a Playwright? Question Sheet to students. **Read** aloud the instructions and the 11 questions on the sheet.
  4. Students have the class period to answer the questions.
  5. At the \_\_\_\_\_ minute mark, ask students to **display** their work. Give each student a check mark in the "First Check" column on the Participation Mark Chart.
  6. At the \_\_\_\_\_ minute mark ask students to **display** their work. Give each student a check mark in the "Second Check" column on the Participation Mark Chart.
  7. Students **hand in** their responses at the end of class. Remind students to put their name on their work. **Leave** the sheets in a pile on my desk.
  8. Please **fill in** the Substitute Teacher Feedback Sheet and leave that on my desk as well. Thank you!

# What is a Playwright? Question Sheet

---

*Answer the following questions on a separate sheet. Fully explain each answer. Aim for a minimum of five sentences per answer.*

1. Why do people go to the theatre?
2. Do you like theatre? Why or why not?
3. What is a playwright?
4. How does a playwright earn a living?
5. What makes a good play? Identify five elements and explain why you chose them.
6. In the process of producing a play, how important is the playwright? Explain your answer.
7. How do you feel about your ability to write a play? Explain your answer.
8. Do you need talent to write a play? Why or why not?
9. What do you dread about writing a play? Explain your answer.
10. What are you looking forward to about writing a play?
11. What are your goals for this unit? How will you achieve them?



# Teaching Resources

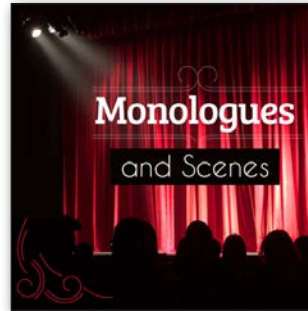
Quality resources to use in your drama classroom



## The Drama Classroom Companion

*The Drama Classroom Companion* is filled with articles and exercises to build the skills needed for theatrical performance as well as real world skills like creative thinking, critical thinking, collaboration, and communication.

[theatrefolk.com/companion](http://theatrefolk.com/companion)

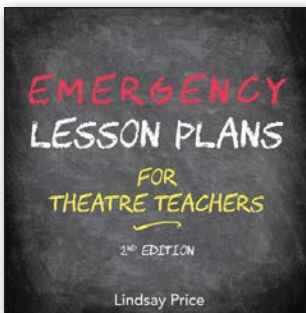


## Monologue and Scene Collections

Whether it's for classwork, competitions or auditions, these collections of student-appropriate monologues and scenes can help you find what you're looking for.

All monologues and scenes come from published plays and include running-times, descriptions, character notes and staging suggestions.

[theatrefolk.com/collections](http://theatrefolk.com/collections)



## Emergency Lesson Plans For Theatre Teachers

*Emergency Lesson Plans For Theatre Teachers, 2nd edition* gives you the tools and resources you need to confidently leave your class in the hands of a substitute teacher. Customize your lesson plans to suit the specific needs of your class when you can't be there.

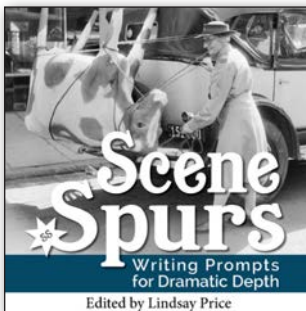
[theatrefolk.com/elp](http://theatrefolk.com/elp)



## The Student Director's Handbook

Help students take their show from first audition to opening night with *The Student Director's Handbook*. This easy-to-use ebook is full of guidelines, tips and templates designed to help students create a vision, circumvent problems and organize rehearsals on their way to a successful production.

[theatrefolk.com/student-director](http://theatrefolk.com/student-director)



## Scene-Spurs: Writing Prompts for Dramatic Depth

*Scene Spurs* is a collection of photo-based writing prompts developed by playwright Lindsay Price. The set includes 35 different Spurs along with an instruction guide to integrate them into your drama classroom.

[theatrefolk.com/spurs](http://theatrefolk.com/spurs)

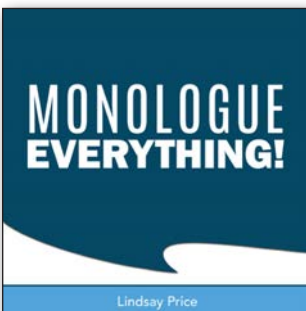


## Write Your Own Vignette Play

Your students want to write and perform an original play. You want to include a playwriting unit in your program. But where to start? What if your students have never written a play before? What if you've never written before?

*Write Your Own Vignette Play* will answer all your questions and more

[theatrefolk.com/write\\_vignette](http://theatrefolk.com/write_vignette)



## The Monologue Everything Program

Want your students to write their own monologues? Have you tried to incorporate monologue units into the classroom with less-than-satisfactory results?

[theatrefolk.com/monologue-everything](http://theatrefolk.com/monologue-everything)



## Competition Material

Plays, monologues, and scenes for drama competitions including royalty information and exemptions.

[theatrefolk.com/competition](http://theatrefolk.com/competition)



## Practical Technical Theater: The Complete Solution for Technical Theater Classrooms

This series of instructional DVDs is perfect for the teacher who feels more at home with a prompt book than a hammer, and would welcome a new, visually oriented teaching tool for their tech classes and production crews.

[theatrefolk.com/ptt](http://theatrefolk.com/ptt)



[www.theatrefolk.com/resources](http://www.theatrefolk.com/resources)