

Imaginative Ways to Approach the Text

The Lion, the Witch and the Wardrobe – Character Cast Party

Overview

- In this lesson students role play and use dramatic play to familiarize themselves with the characters in the play. By the end of the lesson, students will be able to sustain focus and concentration in role play and collaborate with others to generate ideas within a role play. They will be able to sustain belief in role and use role play to uncover information about character in a drama.

Grade Level	Subject Area	Curriculum Expectations and Learning Outcome			Time Needed	Space	Materials	
4-12	English/ Language Arts	Engage actively in drama exploration and role play;	Demonstrate an understanding of the element of role by selectively using a few other elements of drama;	Demonstrate active listening strategies.	20-30 minutes	Clear, open space	2 or 3 colour-coded sets of character cards with short, point-form biographies	2 or 3 sets of Character Maps (or have students draw/create their own) or brown paper (role on the wall)



The Exercise

Step 1

- Tell students that they will now get a chance to meet the characters of the play at a cast party. Distribute character cards to students randomly and give them a few moments to memorize the information on the card before asking them to put the card away. The character on the card is a 'friend' that they are bringing to the party.

Step 2

- Have the students mingle with the intention of meeting other cast members and introducing their (invisible) friend to others using the information presented on the bio cards. They should improvise and not read the information and circulate to at least three or four other people (circulating to someone else if they meet the same character).

Step 3

- After meeting three or four other characters, form 2 or 3 groups that include all cast members (repeats are allowed). This is easily done if the cards are colour coded to begin with. Have each group form a circle and distribute a set of character maps to each group. Going around the circle, students share information about the character they met (they may embellish the improvisation further if so desired) and a group recorder(s) add the information to the character maps for each character. Details to each character map can be added by all cast members.

Step 4

- Post the character maps in the classroom. (This may also be done "role on the wall" fashion with students drawing outlines of themselves on large sheets of brown paper to post on the walls).

Extension

After the class party, a whole class sharing could take place for characters missed or most interesting characters met. What do we think will happen to these characters during the course of the play, etc?

Direct students to answer the following question as a journal entry: "Choose a character from the play that you met today. Describe how you are like this character. Describe how you are different."

Option to share their journal entry with others after completion.