

Pass the Word Take Two

Big idea: To get students thinking about intention, expression and communication in context of the show.

At the end of this lesson students will be able to:

- Interpret how body language and physical expression can affect your intention
- Understand the differences in meaning what we say and saying what we mean

Materials: *Meet Cute* scene excerpt

Curriculum Connections

Drama

A1.3 use role play to explore the possibilities of different scenarios, situations, and characters

B3.2 identify problem-solving techniques they have learned through drama activities, and explain how they can be applied in work and other social contexts

English

1.1 identify the purpose of several different listening tasks and set goals for specific tasks

1.2 identify and use several different active listening strategies when participating in a variety of classroom interactions

2.2 demonstrate an understanding of several different interpersonal speaking strategies and adapt them to suit the purpose, situation, and audience, exhibiting sensitivity to cultural differences

2.6 identify several different non-verbal cues and use them, with sensitivity to audience needs, to help convey their meaning

Health and Physical Education

C2.5 describe factors that influence sexual decision making, and demonstrate an understanding of how to use decision-making and communication skills effectively to support choices related to responsible and healthy sexuality

C1.3 demonstrate an understanding of how relationships develop through various stages, and describe the skills and strategies needed to maintain a satisfactory relationship as the relationship evolves (*e.g., communication and interpersonal skills, adaptive and coping skills, conflict resolution strategies*)

Minds On

After seeing the play, discuss how tone, body language and facial expression change the intention behind the words that John and Jane use in the play? Did their body language match the intention in their voice? How could they have made it more clear that they were uncomfortable with what the other was doing/saying?

Action

Using the scenes from the play, divide students into pairs and have them go through the scene 3 times. The first time they go through the scene, the student playing Jane will explore different emotions or feelings to communicate a pushing or coercive tone. Encourage students to explore the different ways in which body language, proximity and facial expression change the meaning of what the character is saying. Then they will switch and the character of John will be the more dominating one in the scene. The third time they do the scene there will a neutral, honest exchange of dialogue.

Connect/Consolidate/Discuss

Ask a few groups to present. Discuss how the same lines of dialogue can be manipulated into different meanings. Lead a discussion, based on the discoveries students made towards the idea of communication. How was the exercise they just participated in reflective of the play Meet Cute? How is the script written, so that it is open to interpretation? Why is it easy for a miscommunication to happen between the two characters?

Script Excerpt “Meet Cute”

JOHN

I...um...I probably shouldn't tell you this, but I've kind of been wanting to meet you for a while.

JANE

What?

JOHN

I mean, like, I've seen you, before. I noticed you for the first time about two months ago. We were on the bus, it was crowded, and I was standing behind you. I couldn't see your face, but I could hear the music coming from your earbuds, and you were singing along, quietly.

JANE

Really?

JOHN

It was endearing. You have a nice voice. And your hair smelled good. Oh man, that sounded so creepy....anyway, the bus lurched at a stop and you fell forward. You grabbed onto my arm, and stepped on my foot.

JANE

It was chilly that day - you were wearing this vintage army jacket. I remember because I noticed you'd replaced one of the buttons on your sleeve with a Radiohead concert button.

JOHN

Yes.

JANE

You smelled like discount body spray.

JOHN

You apologized, but you didn't look at me.

JANE

I'm sorry.

JOHN

I started looking every day to see if you were on the same bus; we almost always were. Last week you wore your blue cardigan twice.

JANE

Two weeks ago, I found your Instagram feed, through a friend of a friend and I accidentally double tapped that pic of you at your birthday party. I freaked out. I almost DM'd you, but I didn't think you'd know who I was. I'd seen you on the bus, too.

JOHN

You were always so into whatever game you were playing on your phone or music you were listening to.

JANE

You were always sketching...

JOHN

...but I would keep looking up from it to steal a look at you.

JANE

So how come our eyes never met?

JOHN

Maybe they weren't supposed to until now.

JANE

I can't believe this is happening.