

Session Three: Make Your Own TV Show

(One 40-minute or Two 20-minute sessions)

Introduction

In this session students are given the opportunity to create and enact a short skit choosing their own characters, plot, dialogue and music. Ideas come from the students and are organized and directed by the teacher who serves as the producer. The recording stimulates excitement and enthusiasm and gives the class different scenarios to help stir their imagination. The chorus of the song is catchy and the class can sing along with it.

Skits are approximately five minutes long. Characters, plot and dialogue can be written on the board by the teacher as they are created. Dialogue should not be too specific; stress the concept and let the actors improvise exact words.

As in all these sessions, it is helpful to listen to the song before the class to familiarize yourself with it so you will be more comfortable and confident leading the class. You may follow along with the lyric sheet or the sheet music provided with this manual.

Skills Focus (Common Core Standards):

- **Text Types and Purposes 1:** Write a skit as a TV show using dialogue and narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. **College and Career Readiness Standards for Writing, with emphasis on CCSS.ELA-Literacy.CCRA.W.3**
- **Production and Distribution of Writing:**
 - Produce clear and coherent TV show scripts in which the development, organization, and style are appropriate to task, purpose, and audience. **College and Career Readiness Standards for Writing. CCSS.ELA-Literacy.CCRA.W.4**
 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. **College and Career Readiness Standards for Writing. CCSS.ELA-Literacy.CCRA.W.5**
 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. **College and Career Readiness Standards for Writing. CCSS.ELA-Literacy.CCRA.W.5**
- **Integration of Knowledge and Ideas:**
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. **College and Career Readiness**

Standards for Writing. CCSS.ELA-Literacy.CCRA.R.7

- **Presentation of Knowledge and Ideas**
 - Present dialogue, characters and actions in a skit where viewers can follow the line of reasoning, organization, development and style appropriate to the task, purpose and audience. **College and Career Readiness Anchor Standards for Speaking and Listening. CCSS.ELA-Literacy.CCRA.SL.4**
 - Adapt words and dialogue in the context of stories, plays and skits using a variety of communicative tasks, demonstrating command of the English language. **College and Career Readiness Anchor Standards for Speaking and Listening. CCSS.ELA-Literacy.CCRA.SL.6**
- **Conventions of Standard English.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **College and Career Readiness Anchor Standards for Language. CCSS.ELA-Literacy.CCRA.L.1**
- **Vocabulary Acquisition and Use.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **College and Career Readiness Anchor Standards for Language. CCSS.ELA-Literacy.CCRA.L.5**

Materials and Setup

- An open area in the classroom to be used as a ‘stage’ for the skit.
- An large erasable board or an easel and marker in plain view. for writing ideas, characters, staging and sequence of action.
- MP3, CD, of ‘Make Your Own TV Show’(provided with course materials) and an MP3 or CD player
- A decent sound system or computer speakers that sound good and are loud enough for everyone to hear and feel the music, and loud enough for everyone to sing along.
- **Setup:** Prepare an area in the classroom as a stage for the skit with a good view of the board. All you will need is your classes attention and a marker for writing on the board. Props or costumes are not necessary as this is an adventure in imagination.
- **Optional:** If you and the class wish to rehearse and polish the skit or skits you create, you may schedule a performance where costumes and props would be appropriate.

Step I: Listening

Play the MP3 or CD as the class listens. The song, “Make Your Own TV Show” provides all the introduction necessary to explain to the class what they will be doing today. Sing along with the chorus and encourage the students to join in on the singing of the Choruses. You may pre-write the choruses on the board for all to see.

Step II: Creating the Scene

Now it is up to you and the students to create the TV show. First, explain that you are the producer and will have the final word on all aspects of the show. As producer, you oversee all the elements of the show and see that they are put together in an organized fashion. The class will participate with ideas and personnel and will suggest the ideas, but you will as producer decide which ones to use.

Next, designate a director, at least two cameramen and at least one stage hand to help move invisible props and sets, and actors to their places. A narrator is also a possibility especially in a large class where more roles are needed. Use the board to write down the characters, scene, plot and dialogue as you go through the entire process of creating the show. Writing it down helps clarify and solidify the skit. Writes and re-writes will be common as ideas develop. Eventually, you and the class may wish to write out the script with staging and self-publish on the school’s website or other Internet sites.

Next, elicit ideas from the class. Here are a few categories to consider:

- A commercial. Children always come up with products. Encourage them to make up a new product. Build characters around the use of the product. This scenario is usually quite funny.
- A newscast. Have an anchorman/woman or team, a sportscaster or a weatherman. Have an ‘on the scene’ reporter for a feature and create characters for the on the scene report. They can be doing all kinds of crazy things on the scene of whatever incident you decide upon, perhaps a race, a flood, an earthquake, a pageant or a concert. The reporter can interview the characters.
- A documentary about recess and what really happens out there with an interview and activities going on all around the stage.
- A documentary that takes you on a trip through a particular area of interest like a mountain trail, a desert, or an undersea adventure.
- A movie about sailing in shark infested waters: Characters: Captain, first mate, cabin boy (doing the grungy jobs), passengers (fishermen, adventurers, a family, a mime, a

computer tech, an animal), and don't forget the sharks, or substitute whales, flying fish or seals.

- The Superbowl, the World Series, a Little League game, or any other sport. This can involve an announcer or two, an interview with the team, or a blow by blow narration while the characters mime as players.
- A trip to a strange new planet.
- A school bus ride to _____? (fantasy or reality)

NOTE: Remember the first skit is one scene skit. Other scenes may be added in other classes, building on the original idea, or inventing a collage of independent skits.

Step III: Selecting the Actors

Next, select the students for each of the characters you and the class decide upon. Some of the characters will be created as the actors are chosen for the roles. Some students may wish to be the character they have come up with. If it is a large class, you can have extras to be crowds or groups, and you can always add additional cameramen and stage hands. Put the characters in place with the help of the stage hand(s) and director. Let the whole class participate with ideas and suggestions. Set the cameramen in place and the director in the director's chair (or standing in front). Let the cameramen explore their own angles as well. Have them form a TV screen shape with their hands and tell them that is the scene the camera captures.

Step IV: Rehearsal/Performance

Now it is time to begin the show. This is where you work closely with the director and possibly let the director take over. You and/or the director give the characters the opportunities to come up with action and dialogue. Dialogue can be improvised as you go along or discussed ahead of time and then enacted. Similarly with staging and movement. Staging can be written on the board if you wish. You can also write the sequence of action as a flow chart on the board.

Let ideas flow. Feel out the class for a preferred character. Suggest a scene such as a newscast, a commercial, a family living room, a place in history or a different planet. Suggest ideas from what you may know of their preferences. Suggest a scene you would enjoy. It is important that you are a participant also, and take interest in where the story is going. You and the class will enjoy learning together. Remember, enthusiasm breeds enthusiasm.

There are three main possibilities for Step IV:

1. The TV Show was created as it was happening. You are already done. (20-40 minutes)
2. You spent the class time inventing the show and will 'perform' it in the next class. (two 20-minute classes)
3. The ideas came quick enough to have time to act it out in this class. (Divide a 40-minute class into two 20-minute sections)

Additional Notes:

When you latch on to a working idea for a TV show, you may use the entire time mapping it out and save the acting for the next time. In other cases, the show is created as the students participate. All it takes to begin is one idea, one character, one scene, then filling in the rest. Students will step up to carry out the roles they invent on the spot making up dialogue as they go.

Remember, this is not an attempt to create a full length TV show, it is an active event that exercises the thinking brain and the imaginative brain. It is also a practice in cooperation. The principle is that a child's confidence level increases when they come up with their own ideas and see them come to fruition with their own and their classmates' participation.

This is an on the spot happening to be enjoyed for the experience. Each time you do this session, you can create something new and different. Like any instruction, it gets better with practice and will be well worth doing several times in a school year.

This, like all the sessions in the Transparent Waffles series, helps to sharpen the mind, build self-confidence, encourage teamwork and inspire enthusiasm all of which improve a child's learning abilities and experiences in all facets of school work.

Make Your Own TV Show Lyric Sheet

Make Your Own TV Show copyright 2005 © William G. Webb BMI All Rights Reserved

Verse 1

What this? Do you see it? Can you feel it? Can you touch it? Can you dream it?
Wake it up, shake it up, make it up, take it up...

It's a TV show... With you starring in it
Adventure and excitement happening every minute for you

Chorus 1

Take a trip down a waterslide
 What a ride, what a ride, feel the glide
 A bungle in the jungle or an elephant ride
 Now go...
 and make your own TV show, and make your own TV show,
 "Make your own TV show."

Verse 2

No more sittin'! No more mopin'! When you could be a cowboy ropin'!
 No more, "I'm bored there's nothing to do" Make it up!
 Make up a TV show...with you starring in it
 Close your eyes and imagine anything you want

Chorus 2

Take a trip down a waterslide
 What a ride, what a ride, feel the glide
 A bungle in the jungle or an elephant ride
 Now go...
 and make your own TV show, and make your own TV show, and make your own TV show,
 "Make your own TV show."

Dialogue #1

"O I think today I will imagine that I am a mountain climber, and I'm headed to the top of the highest peak. I'm going through the snow; climbing the cliffs. My team is with me. With our pickaxes and hooks and ropes we claw our way up the icy slope. As we get higher and higher the bitter cold is brushing against my face. But as I look down I can see the mountain range below, and above I can see the peak. I'm almost there. Up through the clouds, through the clouds and I climb and I'm up on top of the peak and the sun is shining. And I can see the WHOLE WORLD!!!"

Chorus 3

Take a trip down a waterslide
 What a ride, what a ride, feel the glide
 A bungle in the jungle or an elephant ride
 Now go...
 and make your own TV show, and make your own TV show, and make your own TV show,
 "Make your own TV show."

Dialogue #2

"I think that today I will pretend that my friends and I are fireman. Yes. Firemen and we're at the fire station and the alarm goes off and, guess what there's a big fire coming and we have to get

out of our beds 'cause...we've been taking a nap... and slide down our poles, to get to our fire trucks. And we get into our fire trucks and come screaming out of the fire station with the sirens blaring, wrrreeeee... . We get up to the fire and there's smoke billowing everywhere. It's a three story house. There's children up there screaming, "Aah! Help! Help me!" So I jump out of the truck and the hose men get there hoses and they start spraying the house and they spray me. And I run into the house - run up the stairs with the hoses spraying.

There's flames everywhere and it's hot. Fast and furious the flames are blowing. But I hear the voices of the children and I run up, and I grab them all, carry them down and save them!

YES I SAAAVE THE DAAAY!!!"

Chorus 4

Take a trip down a waterslide

What a ride, what a ride, feel the glide

A bungle in the jungle or an elephant ride

Now go...

and make your own TV show, and make your own TV show, and make your own TV show,

"OK, now it's your turn boys and girls."

Dialogue #3

"What can you imagine today. What would you like to be. Can you get your friends involved.

Can you see that there's any possibility you can think of and this can be *your* TV show. So le-le-le-let's ge-ge-ge-ge-get to it, to it, to it, to it!!

And make our own TV Show! Make your show today!"

Chorus 5

Yes today is an adventure! There's always something new!

The world is waiting for your command

So Jump up, jump up jump up/high and see where you land.

"Now go and make your own TV show!"

Chorus 6

Take a trip down a waterslide

What a ride, what a ride, feel the glide

A bungle in the jungle or an elephant ride

Now go... Yes you got go... Use your imagination,

And make your own TV show, oh!

Make your own TV show.