YOUNG ST♥RYTELLERS®

Collaborative Script to Stage Group Workbook
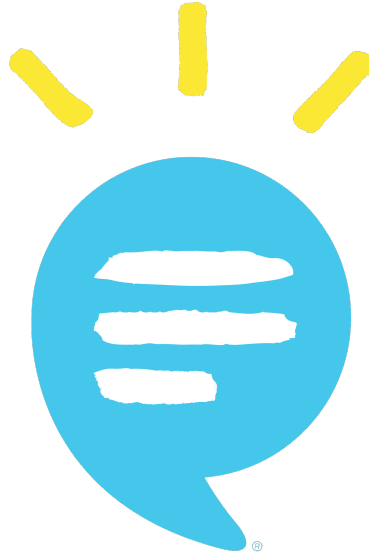
2023-2024

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Weekly Breakdown

Session One

Your group will... talk about yourselves, learn about each other, and create group agreements for collaboration.

Session Two

Your group will... learn story elements and come up with the setting, character/protagonist, goal, obstacle/antagonist, climax, and lesson for your story.

Session Three

Your group will... map out your story in an outline, from the opening scene to the resolution where the protagonist and antagonist learn a lesson.

Session Four

Your group will... write the first part of your script in screenplay format.

Session Five

Your group will... continue writing your script and add details about the setting and characters.

Session Six

Your group will... continue writing your script, up to the climax.

Session Seven

Your group will... finish and / or revise your script, come up with a title and tagline, and write an introduction for the Big Show.

Session Eight

Your group will... meet the actors, introduce your script, and watch your words come to life in a Big Show performance.

Session Nine

Your group will... reflect on the experience and complete surveys on the program.

Session One

Lesson

Class Agreements:
1. **Listen and be respectful** — Be an active listener when someone else is speaking.
2. **No violence** — Violence shouldn't be taught as a solution, so get creative with your script ideas and how to solve problems.
3. **Original ideas only** — We want you to feel full ownership of your script idea. It's okay to be *inspired* by an existing book, video game, movie or TV show, but the characters, setting, goal, and obstacles for your stories should all be unique.
4. **No real names** — These stories will be performed live in front of other students and adults. We don't want to use this story to complain about or make fun of anyone. While some of the story may be inspired by people in our real lives, let's avoid using specific names of people we know in case they see this and feel bad.

Writing Groups

Find Inspiration in Our Own Lives
Let's get to know each other:
1. *What is your favorite movie and why?*
2. *Pick one character from the movie. What words would you use to describe that character?*
3. *Would you describe yourself or anyone in your life with those words too?*

Create Group Agreements
Since we're all collaborating and building on each others' ideas, we have to pay extra special attention to the Agreements to make sure everyone is comfortable sharing and has a voice in the writer's room.

Everyone here wants to have the best experience possible and for others to have fun too. It's okay if we accidentally break an agreement — everyone makes mistakes! — but we should always respect our group and it can help to think about what behavior we want from ourselves and others.

Let's create agreements that can help us to collaborate, build ideas together, and show respect for other people's ideas:

- *What can we agree to do to make sure we are coming up with ideas together?*
- *We agree to...*
    1.

    2.

    3.

- *What do we do if someone breaks an agreement?*

○

○

○

- *If you accidentally break an agreement, how do you want someone else (student or mentor) to address it? (Ex: "I noticed...," "I feel....," "Can we try...," etc.)*
  ○

  ○

  ○

Sharing Out

Let's select one agreement and sentence starter to share out to the class. We can share an example of what we would say if a mentor breaks an agreement (because adults make mistakes too sometimes!).

- *The agreement we will share: We agree to...*

- *The sentence starter example: If we see someone breaking this agreement, we would say "..."*

- *Who is going to share: [mentor or student name]*

Session Two

Class Agreements:
1. **Listen and be respectful**
2. **No violence**
3. **Original ideas only**
4. **No real names**

Setting: Where and when the story takes place.

Character (Protagonist): The main character whose journey we follow in the story.

Goal: What the protagonist wants or hopes to achieve.

Obstacle (Antagonist): The character standing in the way of the protagonist getting their goal.

Climax: The most exciting part of the story, where the protagonist and antagonist face each other.

Resolution: What happens at the end of the story (after the climax).

Lesson: What the character and audience learn from the story.

A logline is a one sentence summary of a story.

In a [SETTING],

[CHARACTER / PROTAGONIST] wants [GOAL],

but [OBSTACLE / ANTAGONIST] stands in their way,

until [CLIMAX],

learning [LESSON].

Writing Groups

Review
Let's review the Group Agreements section from Session One.

Divide-A-Story

Let's come up with the story elements for our story!

Setting: *Where and when could this story take place?*	**Character (Protagonist):** *Who could be the protagonist of a story? What are they like and what makes them that way?*
Goal: *What could the protagonist want and why? How could they try to get that goal?*	**Obstacle (Antagonist):** *Who or what is trying to stop the protagonist from getting what they want? Why are they doing that?*
Climax / Resolution: *What happens when the protagonist and antagonist go head to head? How does the story end?*	**Lesson:** *What are important lessons that we think the characters in our story or the audience watching our story could learn?*

Logline

Let's simplify the Divide A Story ideas to plug into the Logline so we can easily and quickly remember what our story is about.

A one sentence summary of our story!
Fill in the blanks with the idea we brainstormed in the Divide a Story exercise.

In a _____ , _____
(setting)   (protagonist)

wants _____
(goal)

but _____ stands in their
(obstacle/antagonist)

way, so they _____
(climax)

learning _____ .
(lesson)

Sharing Out

Let's select someone to share the lesson of our story out to the group.

- *Our lesson: The lesson of our story is...*

- *Who is going to share: [mentor or student name]*

Session Three

Lesson

Outline format:

- Opening Setting
- Protagonist
- Big Thing That Happens Right Away
- Goal

- Antagonist
- Obstacle #1 to overcome and how they overcome it
- Obstacle #2 to overcome and how they overcome it

- The Final Biggest Obstacle / the Climax and how they overcome it
- Resolution
- Lesson

A new idea:

The Big Thing that Happens Right Away — This moment is what forces your protagonist into action and kickstarts their adventure. This can be the point at which you introduce your protagonist's goal and motivation.

For example, if Maria wakes up, goes to school, and then turns in her book report, that's not very big and it doesn't happen right away. However, if Maria wakes up and a dragon flies in to steal Maria's book report, forcing her to chase a magical creature to turn in her homework and keep her straight A's, that's a BIG thing that happens RIGHT AWAY!

More on Obstacles

Obstacles - The best obstacles are the ones the protagonist has to creatively solve, not ones that are easy or that the protagonist has an easy solution for.

For example, if Joaquin has to cross a wide river and happens to have magical shoes that can walk on water, that's pretty convenient and not an interesting way to get around an obstacle. Whereas if Joaquin sees a ship full of dancing pirates and has to teach the captain a new move in order to gain passage and cross the river, that's a creative solution for getting around an obstacle and way more fun.

If time: Motivation - When you're writing, make sure you think about why the protagonist wants to achieve their goal and why the antagonist is standing in their way. The protagonist should have a good reason to want their goal and the antagonist should have a good reason to stop the protagonist from getting it.

For example, if Zari wants to visit the moon because she's bored, that's not quite as interesting as if she has to collect moon rocks to feed the Moon Dog she is secretly keeping in her room. And if her brother Darius wants to stop her because he's bored, that's not as interesting as if he knows that feeding a Moon Dog moon rocks turns them into massive Moon Monsters.

Writing Groups

Review

Let's review the Writing Group Agreements from Session One, and the Divide a Story & Logline from Session Two.

Outline

Let's build on our ideas from the Divide a Story to make an Outline.

Opening Setting:

Where does our story start and where does the opening scene take place?

Protagonist:

What is the protagonist doing at the beginning of the story? Who is the protagonist and what are they like?

Goal:

What does the protagonist want and why? What do they do or say to show this?

Big Thing That Happens Right Away:

What happens to spring the protagonist into action?

Antagonist:

How do we introduce the antagonist? What does the Antagonist want and why?

Obstacle #1 to overcome:

What is an obstacle presented to the protagonist? How does the protagonist overcome this obstacle?

Obstacle #2 to overcome:

What is a BIGGER obstacle presented to the protagonist? How does the protagonist overcome this obstacle?

Final Obstacle – THE CLIMAX:

What happens when the protagonist goes face to face with the antagonist and how is this the biggest challenge? How do they overcome this obstacle?

Resolution:

What happens at the end after the climax? Where do the protagonist and antagonist end up?

Lesson:

What do the characters or audience learn from the story? How do we know they've learned this?

Sharing Out

Let's select someone to share out one of our obstacles to the group.

- *Our obstacle: One of the obstacles in our story is…*

- *Who is going to share: [mentor or student name]*

Session Four

Don Falcon's Pizza

THIS IS A SLUGLINE
It tells us - quickly - where we
are and when. It has three parts:

1.

Inside / Outside   Location   Time of day

INT. DON FALCON'S PIZZAS - DAY

Character description

Character name   ELLA, the head Pizza Chef, makes a pizza. Ella searches for
flour in the cabinet. She accidentally bumps a bowl of
olives. The olives fall on Donald's pizza.

THIS IS AN ACTION LINE
It tells us what the characters are
doing when we see them.

Ella bakes the pizza with olives on it.

5 MINUTES LATER.

Ella carries two pizzas to DONALD'S, the owner, table. She
places the one with olives in front of him.

Ella is about to leave, but Donald notices the olives.

THIS IS DIALOGUE
It is what the characters are saying.

                    DONALD
                (screams)
            Why is there olives on my pizza?! A
            girl shouldn't be a chef!

Ella feels embarrassed.

                    ELLA
                (in a teary voice)
            Sorry. I'll bring another one.

Ella takes the pizza away. She places it on the counter and
goes to--

INT. DON FALCON'S BATHROOM - DAY

Ella cries in the bathroom.

She stops crying and thinks for a moment. She remembers what
he said and has an idea.

INT. DON FALCON'S PIZZAS - DAY

Ella exits the bathroom. She goes up to Donald.

                    DONALD
            Where's my pizza!?

                    ELLA
            I don't think it was fair that you
            said girls shouldn't be chefs. So
            I'm gonna make a pizza commercial
            to prove they can.

Donald looks at Ella like she's crazy. Ella leaves.

Donald pulls out his cell phone and makes a call.

Screenplay format and screenplay elements:

A **Slugline** tells us the setting and it always has 3 parts: whether the scene is inside or outside (INT. / EXT.), where it is, and what time of day it is.

Action tells us what is happening, that is, what the characters are doing and what the audience is seeing; it's also where characters are introduced and described.

When **characters** are first introduced, their name is in all caps and there is usually a short description of the character.

Dialogue is what the characters say.

Parentheticals are a part of dialogue that tells actors HOW that particular line is said; it could be a certain voice, volume, accent, emotion, or even an action done while they say the line.

Madison Paragraph

Twelve-year-old sassy Madison dribbles her basketball in the driveway. Her dad walks outside and says, "Madison, I told you to come inside and eat your lunch!" Madison keeps dribbling and says, "But Dad, I'm practicing!" Her dad scoffs and says, "Your food is going to get cold." Madison stops dribbling and says, "Aww Dad, you never let me have any fun!" as she storms inside the house.

Use this space to rewrite the Madison paragraph into screenplay format!

Writing Groups

Review

Let's review the Writing Group Agreements from Session One, and the Outline from Session Three.

Screenplay Format

As we work to turn the first part of our outline into a screenplay, we should be thinking about these questions:

- *Where is the first scene taking place (INT / EXT, location, time of day)?*
- *Which characters are in the scene and what are they doing or saying?*
- *How do we introduce the protagonist's goal and motivation?*
- *What happens to spring the protagonist into action (the Big Thing that Happens Right Away)?*

Write First Scene

Let's <u>pull up Final Draft</u> and start writing!

If we finish our first scene, we can look ahead to Session Five to see what questions we should be answering when we introduce our obstacles and continue writing!

Sharing Out

Let's select someone to share out a line of dialogue and its parenthetical to the group!
- *A line of dialogue and parenthetical*

- *Who is going to share: [mentor or student name]*

Session Five

Lesson

Details:
During the Big Show, actors will only be acting out what is written on the page because they won't know what else to do.

In order for the actors to bring their vision to life, you need to put in detailed descriptions of how a character moves and speaks. Scripts are meant to be performed and we usually can't hear what a player is thinking so it's important that we can tell what they're thinking by what they SAY and DO.

You should also be describing the setting and characters so the audience can imagine a really clear picture of what each scene looks and sounds like.

An important phrase:
"If it's not on the page, it's not on the stage!"

Transitions
Another important detail that each scene needs is how the characters get from one scene to the next.

Keep in mind what happens before and after the scenes you are working on (even if it's stuff that happens before or after the story starts / ends) and how that might affect the details of the scene.

For example, if a character had to win a race in the last scene, they might enter the next scene tired and out of breath.

Review

Let's review the Writing Group Agreements from Session One, and the Outline from Session Three.

Screenplay Format

As we continue writing and write our obstacle scenes, we should be thinking about these questions:

Obstacles:
- *What are the obstacles presented to the protagonist?*
- *Where does the protagonist face that obstacle (INT / EXT, location, time of day)?*
- *What do the characters do and say to overcome the obstacles?*

Remember that the Climax is the third and BIGGEST final obstacle, when the protagonist and antagonist go face to face.

Continue Writing

Let's pull up Final Draft and see what we've written so far. Then, we'll continue writing!

If we finish all of our obstacle scenes, we can look ahead to Session 6 to see what questions we should be answering when we wrap up our story and write the resolution!

Sharing Out

Let's select someone to share out one detail from our script to the large group.
- *Detail: One of our details is…*

- *Who is going to share: [mentor or student name]*

Lesson

Don Falcon's Pizza Pictures

- What is going on in the first photo?
- What is going on in the second photo?
- What is different about the two photos?
- These photos show the beginning and end of a story. What do you think happened in the middle?
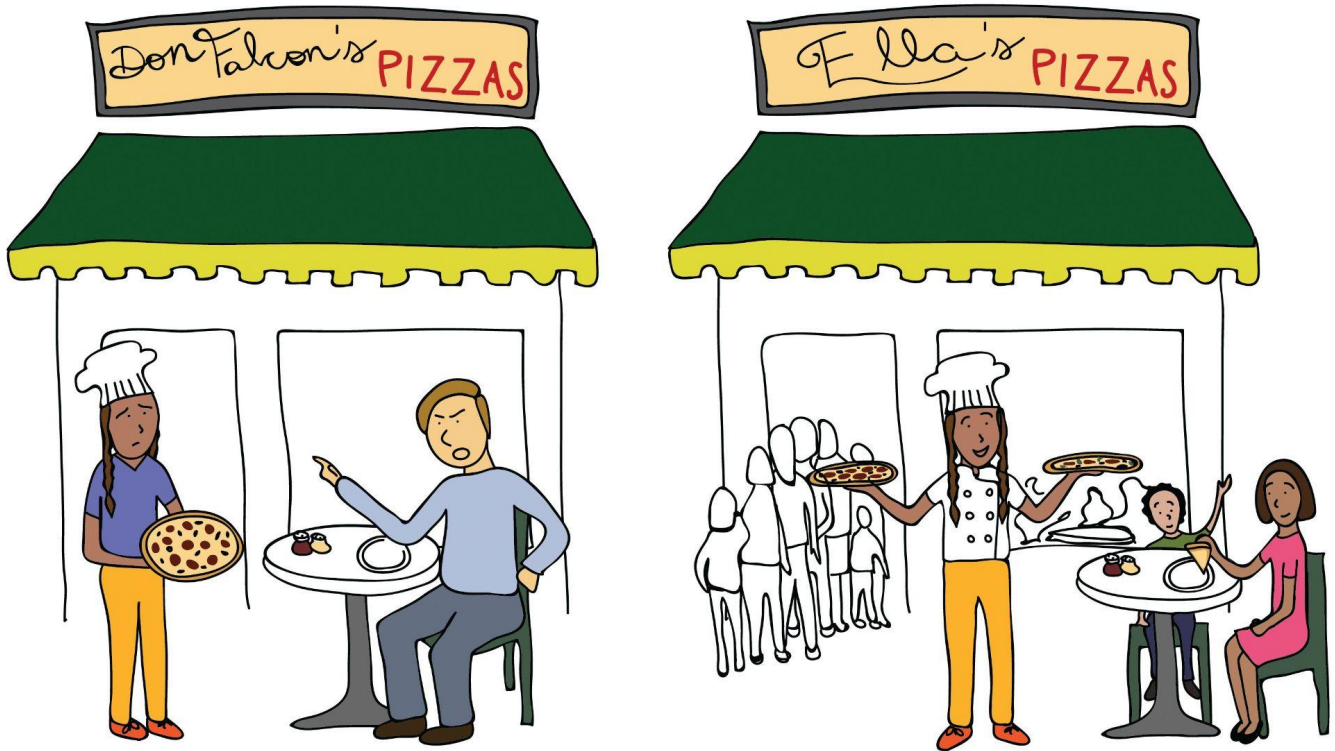
Lesson and Resolution

Lessons give a story meaning. Lessons show the audience what we care about and why it is important to us.

The Resolution is the final lasting image or scene the audience sees, so make it spectacular. We like to think of it as the happily-ever-after (or not) moment that tells us where the protagonist and our main characters end up and how they are different.

Writing Groups

Review

Let's review the Writing Group Agreements from Session One, and the Outline from Session Three.

Screenplay Format

As we wrap up our story with the climax and resolution, we should be thinking about these questions:

Obstacles:
- *What obstacles are presented to the protagonist?*
- *Where does the protagonist face that obstacle (INT / EXT, location, time of day)?*
- *What do the characters do and say to overcome the obstacles?*

Climax:
- *What is the biggest obstacle the protagonist has to overcome?*
- *What do the characters do and say when they go face to face with the antagonist?*
- *How do they overcome this obstacle?*

Resolution:
- *What happens after the climax?*
- *Where do the protagonist and antagonist end up?*
- *What do the characters or audience learn from the story?*
- *What do they have to say about everything that has happened?*

Continue Writing

Let's pull up Final Draft and see what we've written so far. Then we'll continue writing and finish our script!

Sharing Out

Let's select someone to share one line of dialogue to the group.
- *Line of dialogue: One of our lines of dialogue is, "…"*

- *Who is going to share: [mentor or student name]*

Session Seven

Lesson

Taglines

A tagline is a short "hook" to get people excited about a movie.

It's like a sneak peek into the story!

Writing Groups

Review
Let's review the Writing Group Agreements from Session 1, and the Outline from Session 3.

Title & Tagline
Let's come up with a Title and Tagline for our story!
What could the name of our script be?
- **TITLE:**

What could the tagline for this story be, a short phrase that gives us a clue of what our story is about without telling everyone what happens?
- **TAGLINE:**

Screenplay Format
As we wrap up our story with the climax and resolution, we should be thinking about these questions:
Climax:
- *What is the biggest obstacle the protagonist has to overcome?*
- *What do the characters do and say when they go face to face with the antagonist?*
- *How do they overcome this obstacle?*

Resolution:
- *What happens after the climax?*
- *Where do the protagonist and antagonist end up?*
- *What do the characters or audience learn from the story?*
- *What do they have to say about everything that has happened?*

Continue Writing

Let's <u>pull up Final Draft</u> and see what we've written so far. Then we'll continue writing and finish our script! After that, we'll be writing a script for **us** to introduce our script to an audience.

If we don't fully finish, that's okay! We can work on writing our climax and at the most exciting moment, end our script with "To be continued…" — this is called a *cliffhanger*.

Big Show Introduction

We won't be sharing out to the group this week because next week we'll be sharing our whole script with the help of some actors! We'll find out more about this in the large group. But we will also be introducing this script to the audience before the actors act it out. Let's write that script and decide who is going to share each sentence!

- **[NAME]**: Our story is about [Protagonist(s) + description]…

- **[NAME]**: They want [Goal] ….

- **[NAME]**: However, [Antagonist / obstacle] stands in their way…

- **[NAME]**: What inspired us to write this is…

- **[NAME]**: The title of our script is [title] and the tagline is [tagline].

Session Eight

Review
Let's review the Big Show intro we worked on in Session Seven.

Casting
Write down which actor you want to play each character below:

Character	Actor

Roses & Thorns

For the Big Show:
- *What were your favorite parts of the Big Show?*

- *What could have gone better about the Big Show?*

For the Program:
- *What were your favorite parts of the program?*

- *What could have gone better about the program?*

Surveys

If completing surveys during the session, make sure each student pulls up the survey on a device and completes it. Mentors can answer or clarify any questions *without making any comments on student answers*. Writers should be completely honest about their responses.

Remember to click **submit**!