

Bringing Structure to Forensics in the Classroom: As a Beginner Coach

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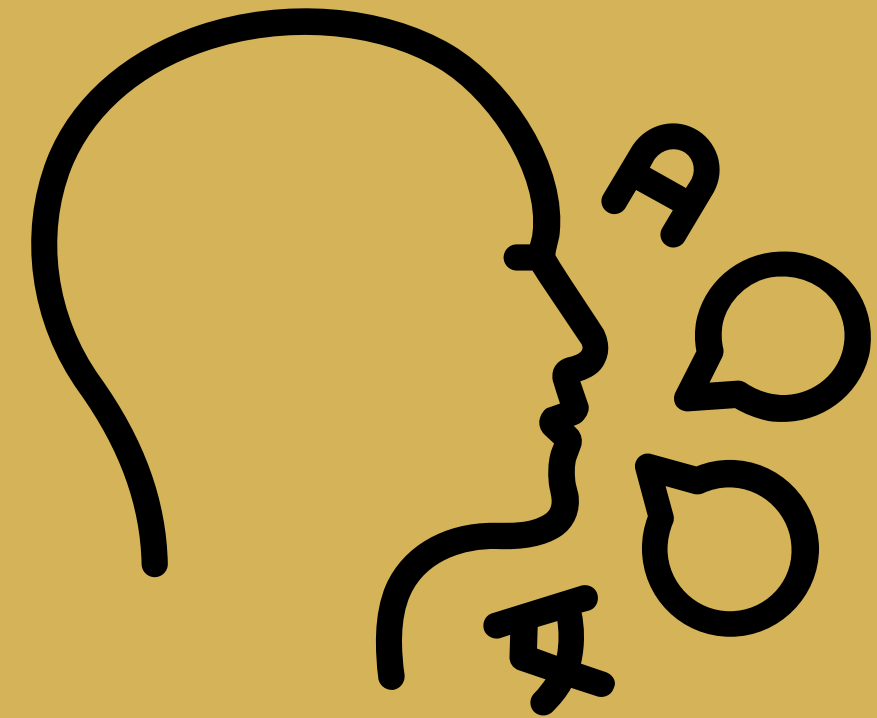
<https://bit.ly/3UwyjR5>

Follow along
and get our
resources!



Things to know before we begin:

- I will give examples of what I do and want to try
- This should look different in your classroom
- What works for me might not work for you
- The goal here is to: hold students accountable, grow their knowledge, help you reach every student (which is hard sometimes), AND give you ideas.



Have a daily briefing at the beginning of class:

- There is a lot of information to give out. (It also helps to post it online for students to view later or give printed hand-outs).
- This time can also be used to do a check-in with your students and where they are at with their pieces.
- Also, if you struggle with time management, this makes sure you get the information out before the bell rings.



**This year, I am Required to give
3 Assessments per Quarter**

**Which sounds quite
boring. So, here is my plan
to make it feel less
standardized, and work
for Forensics:**

Performance Assessment



- Students will perform their pieces in front of the class and fill out a self-reflection:

[https://docs.google.com/document/d/1y6YP73QasI6fYOBR_Dh73nv-_EZnYtVD/edit?](https://docs.google.com/document/d/1y6YP73QasI6fYOBR_Dh73nv-_EZnYtVD/edit?usp=sharing&ouid=110915501978244455583&rtpof=true&sd=true)

- [usp=sharing&ouid=110915501978244455583&rtpof=true&sd=true](https://docs.google.com/document/d/1y6YP73QasI6fYOBR_Dh73nv-_EZnYtVD/edit?usp=sharing&ouid=110915501978244455583&rtpof=true&sd=true)
- Depending on time, and purpose, you can have students perform the first 1–3 minutes of their pieces.
- If students tripple or double, they can rotate their pieces.

Performance Assessment

- Students in the audience will grade them based on this peer-reflection:

[https://docs.google.com/document/d/1iUoKA2_txpXFpps5UnwvirvSLtErwr6jfsbVXFcLE8/edit?usp=drive link](https://docs.google.com/document/d/1iUoKA2_txpXFpps5UnwvirvSLtErwr6jfsbVXFcLE8/edit?usp=drive_link)

Ways you can use Forensics in Academic Content Areas

**Information Provided
by James Anderson
(Career Magnet
Coach)**



Using Forensics in English Class

- In his theatre class he suggests to do whatever Hunter does.
- His goal is to teach English better.
- Forensics is a great way to make English hands on.
- Speech events in general work really well for his English classes.

Example:

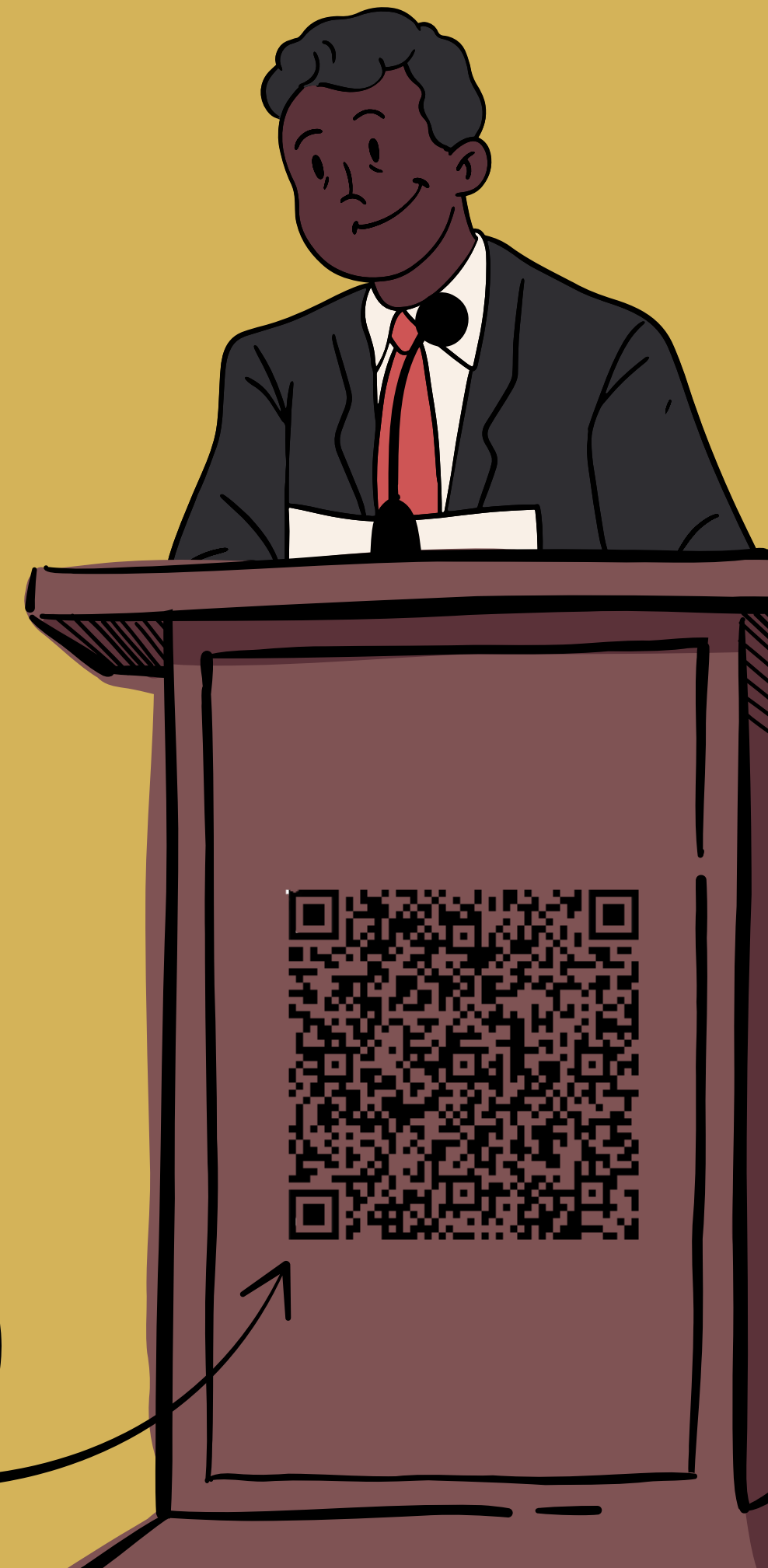
James uses Extemp in his English IV Class to teach:

- Argumentative Writing
- Research
- Informational Text Reading

He does this by putting students into groups and having them do research together. The class as a whole creates a working extemp “judging” outline that is adjusted as the season progresses. Students write their speeches individually. Then, as a group, they decide who has the best speech, and that person presents their speech. As they present, the students in their group will take notes on their performance using the outline created by the class, to give notes like a judge would.

Integrating Forensics into Theatre Classes

Hunter Graybeal,
Science Hill High School
<https://bit.ly/3UwyjR5>



Follow along and get our resources!

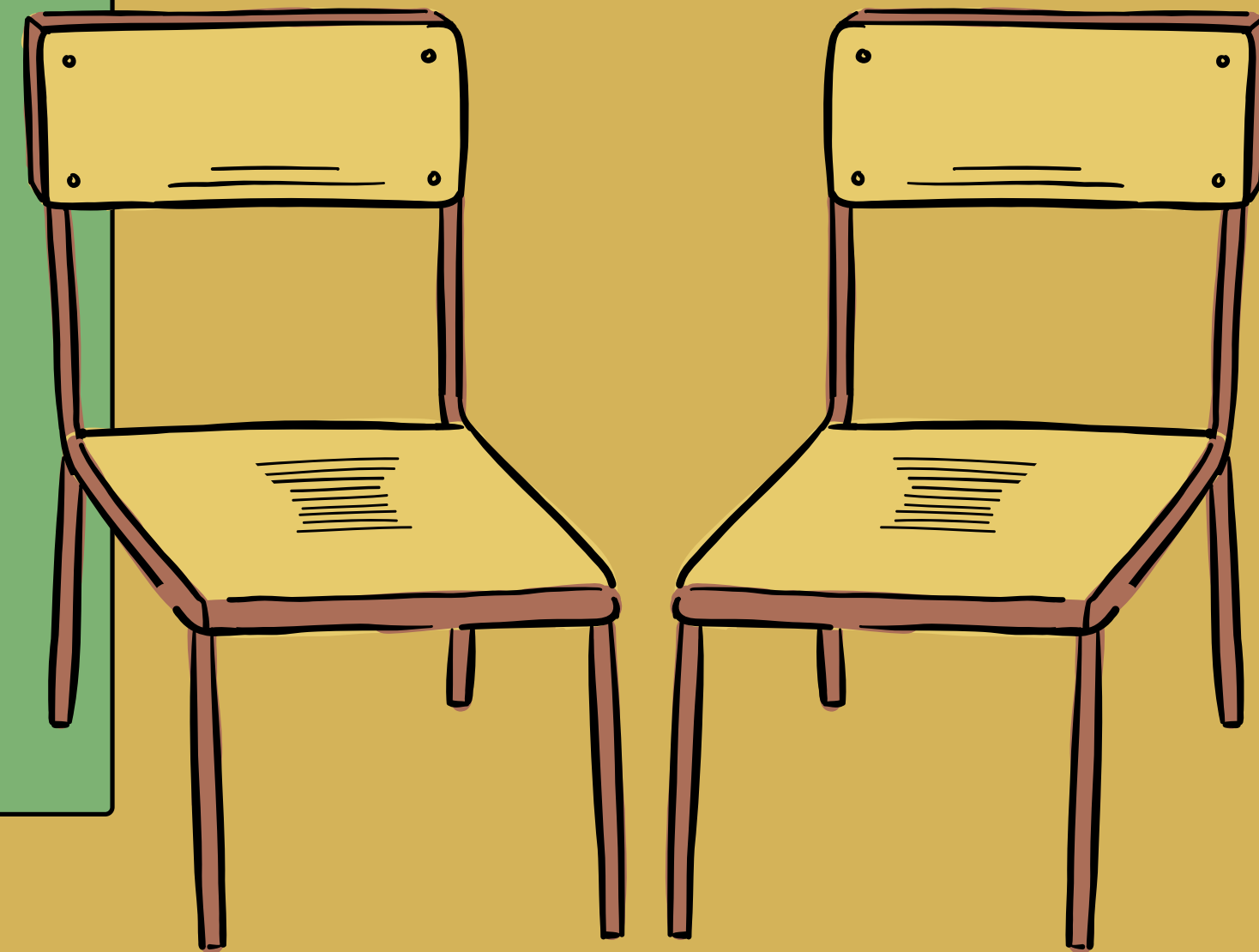


Performance Projects

- Improv
- Pantomime (Solo or Paired)
- Duo Interpretation
- Interpreter's Theatre
- Forensics Unit
 - Prose, Poetry, Story, OO/ADS
- Duet Acting

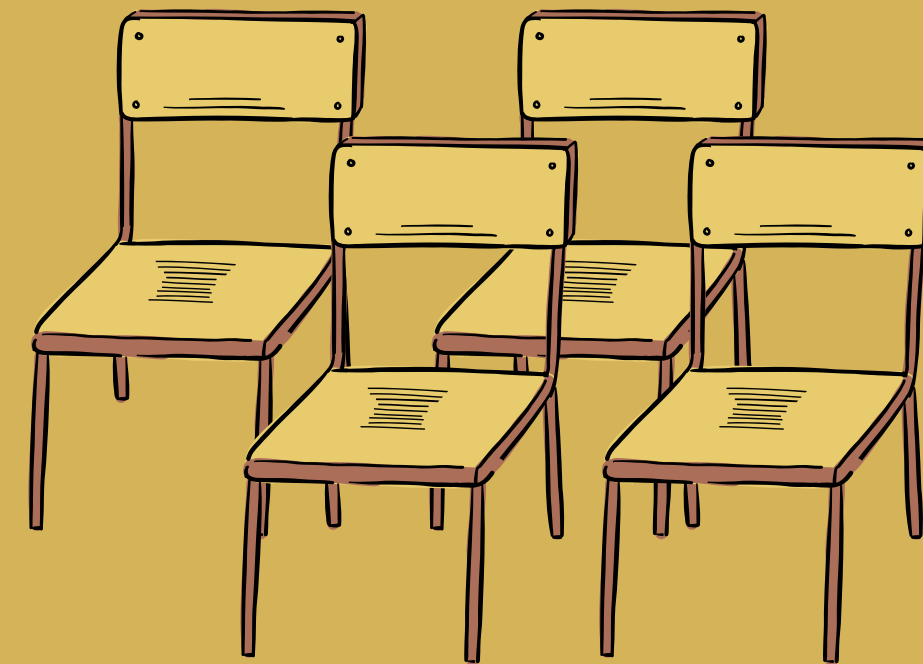
1. Improv Acting

- Introduce with simple improv warm-up games
- Explain rules of good improv ("Yes, and," etc.)
- Spend a few days introducing and playing games
 - Hunter's list of improv games
- Grading: Evaluate if they are playing the games, yes-anding, staying in character.
- Optional: Can get them to try our partnered, competitive scene games (3-words, props, etc.)
- 3-5 days



2. Pantomime

- Introduce with simple concepts (credit to Doug James) – space object, tension, location, character
- Continue with group silent prompts, other students guess the scene prompt
- Move onto simple solo prompt scenarios
- Project: Write your own 2-5 minute pantomime scene.
- Spend days rehearsing then perform and critique
- 5-8 days



3. Duo Interp

- Pre-requisite: Character analysis work
- Adaptation: Just use duet scenes on-book, but with duo rules.
- Include a character analysis as part of the project
- Rehearse, allow peers to give feedback, use logs
- Use a tally sheet during performance days so that students can give feedback
- Bonus: Let students rank and rate their top 6! (Not for a grade, but for fun)
- 5-6 days



4. Interp Theatre

- Lots of options--I use a short, class-written play that uses characters and an upstage chorus.
- You can use an existing short play, have AI write a short play, or have the class write a play (extra time).
- Pre-requisite: Audition process (Cold reading)
- Use 6-12 actors; actors in chorus upstage when not in character downstage
- Have 2-3 casts if you have bigger classes.
- 7 days incl. Read, Audition, Blocking, Rehearsal, Show



Click this link to view resources for all events below, and copy any you like!

5. Forensics Unit w/ Sweeps

1. Forensics Overview

Overall vision/purpose, famous alumni, THSSDL / NSDA event descriptions/unit overview

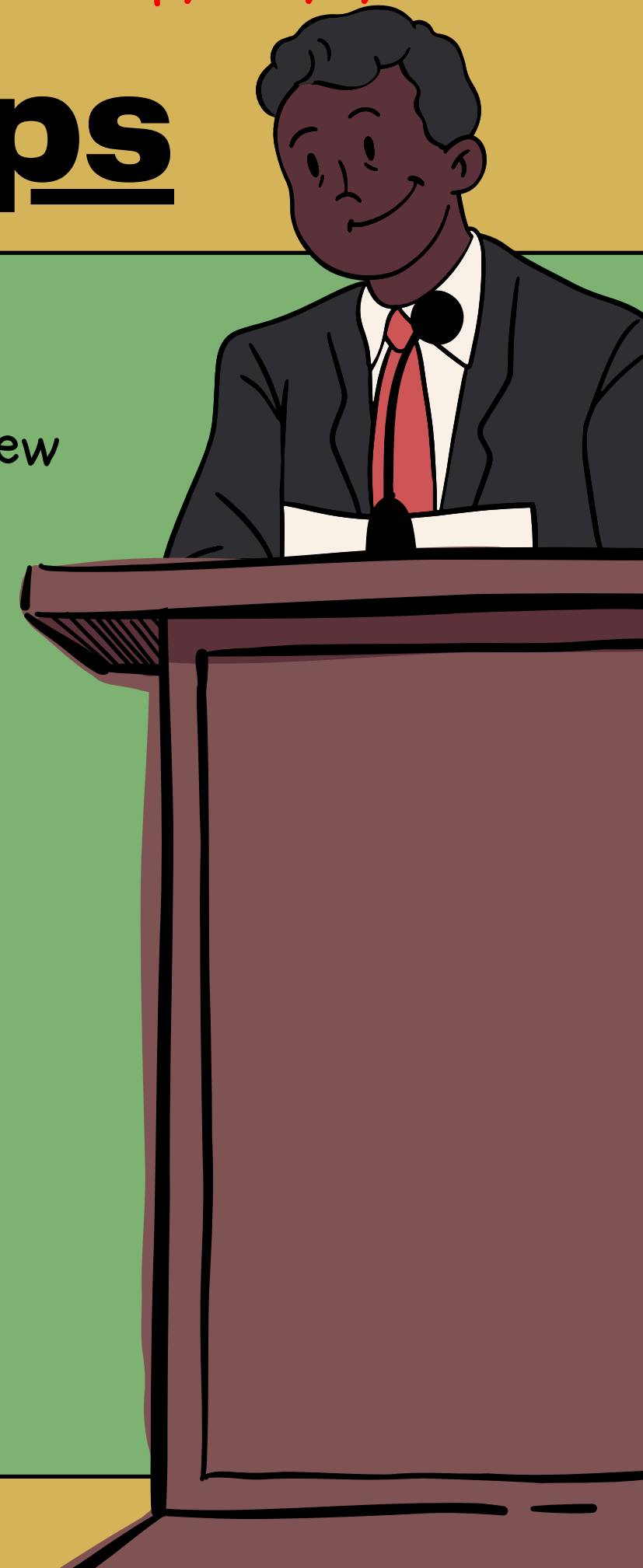
2. Prose Interpretation

3. Poetry Interpretation

4. Storytelling

5. Original Oratory/After-Dinner Speaking

6. Sweeps



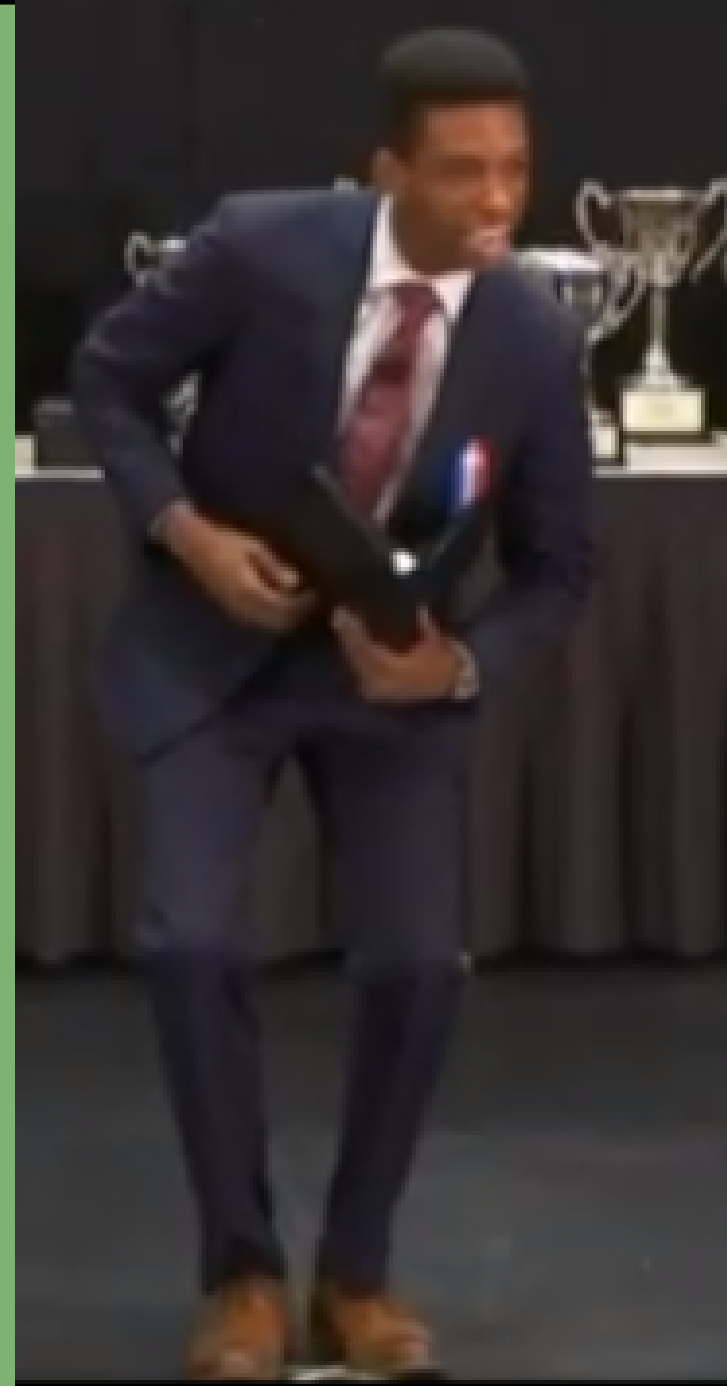
1st – Prose Interpretation

- Intro/Example/Let students select pieces
- Time/cut pieces and read through
- Teach how to write intro (I use a formula)
- Allow them to load up a mini-binder (I use my classroom \$ for these, but you can charge class fees if needed)
- Rehearse, Time, Peer Feedback
- Performances w/ feedback, rank, score
- If you have access, let them watch, rank, give feedback on NSDA Final Round, compare results
- 7-9 days



2nd – Poetry Interpretation

- Intro/Example/Let students select poems
- Cut/arrange poems (I use 10-min time limit)
- Teach how to write intro (I use a formula)
- Allow them to load up a mini-binder
- Rehearse, Time, Peer Feedback
- Performances w/ feedback, rank, score
- If you have access, let them watch, rank, give feedback on NSDA Final Round, compare results
- 6-8 days



3rd – Storytelling

- Intro/Example/Let students select stories (3-8 min)
- IMPORTANT: Story they already know. (Saves time.)
- I give a limited menu of kids' stories to choose.
- Let them write their own version of the story
- Spend a day on characters (voices, poses, pops, etc.)
- No text in-hand (20% off if using text onstage)
- Rehearse, Time, Peer Feedback
- Performances w/ feedback, rank, score
- If you have access, let them watch, rank, give feedback on NSDA Final Round, compare results
- 7-9 days



4th – Orig. Oratory/ADS

- Intro/Examples (Can they tell which is which?)
- Teach how to structure speech
- Let them evaluate several speeches to discern tone
- Allow students option of OO or ADS
- Planning Sheet before they write speech
- Allow a few days for speech--I use Graphic Organizer form with signal statements
- Rehearse, but not as much as previous events
- Performances on-book w/ feedback, rank, score
- 8-10 days



Sweeps

- Give sweeps points to top 6 of each event
- Top 3 highest point totals at end of unit = have award plaques made and presented
- Keep running total visible in classroom
- Changes a lot--these events are very different!
- Tab and announce top 6 after every event
- Make-ups:
 - If someone misses, they can make up on one day at end of unit. Only one event can be made up, and in front of class.
 - No make-ups = class party!



6. Duet Acting

- Final project – ground plan, blocking, costumes, props, memorization, character analysis
- Daily memory checks
 - Set a baseline on day 1; progress further off-book each day
- Stage rotations
- Don't need to follow all event rules
- Partner evaluations – 10% of grade
- Perform, critique – Can be a final exam



**Choose and use anything
you find useful! Have fun!**

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