dramallama U

MADE FOR THEATRE TEACHERS

Send one message. Go back to bed.

SUB-PROOF BY DESIGN



The

Go-Back-To-Bed

Theater Sub-Plans

Eleven lessons any sub can run, word for word.
Seated. Scripted. Collected. No theatre experience needed.

1. **Pick a lesson**
   Runs 50 or 90 minutes.
2. **Leave the folder**
   Script and copies inside.
3. **Go back to bed**
   Work's on your desk.

Theatre 1 + Tech · Grades 6–9 · Word · PDF · Slides

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CHAPTER

Start Here

Your first twenty minutes with the kit, and the sub folder that makes every absence easier.

IN THIS CHAPTER

- How this kit works
- S01 Sub Folder Essentials

CHAPTER 0 · START HERE

How this kit works

You're sick, or something came up, and tomorrow a stranger is teaching theatre to students who did not all choose to be in the room. The Go-Back-To-Bed Theater Sub-Plans are built for that night. Eleven lessons a non-theatre sub can run word for word, a ready-made week, a reusable choice board, and a binder for longer leave. Send one message, then go back to bed.

> Your sub has the script. You have permission to go back to bed.

Every lesson has the same shape

SO A SUB CAN FIND THEIR PLACE IN FIVE SECONDS

- **At a glance** · What students will do, the standard, the vocabulary, exactly what to copy, and what to collect.
- **For the sub, if you read nothing else** · The whole day in five lines.
- **Run of show** · The period as one diagram, for a 50-minute class and a 90–100-minute block.
- **The walkthrough** · Numbered steps with times, and shaded boxes the sub reads aloud word for word.
- **When it goes sideways** · The problems that actually happen on sub days, each with its fix.
- **Check for understanding** · Differentiation, look-fors, the exit ticket and a four-level rubric, for you when you come back.
- **Coop's corner + copy for today** · A tip from a working classroom, and every handout, coded and labeled per student, class set, or sub only.

Four promises every lesson keeps

1. **A word-for-word script.** No theatre knowledge needed.
2. **A seated path.** Students work at their desks. No stage, no equipment, no performing alone in front of the class.
3. **A product to collect.** Every lesson ends with work that comes back to you, finished or not.
4. **Two timings.** Every plan runs a 50-minute class or a 90–100-minute block.

LLAMA TIP

Prep two lessons now, on a calm day: copies made, folder labeled. The best sub plan is the one that is already on the shelf when you wake up with a fever.

What's in the kit

File	What it is	Reach for it when
S00 Start Here	This chapter	First
S01 Sub Folder Essentials	Read This First page, schedule, seating chart, Sub Day Report	Once, at the start of the year
L01–L10 Lesson Library	Ten scripted, seated, collected lessons, each with slides	Any single absence
L11 Zero-Copy Day	An emergency lesson that needs no copies at all	You could not get to a copier
S02 One-Week Plan	Five lessons in sequence, with a letter to the sub	Three to five days out
S03 Day-After Protocol	A reset routine, check-in, reflection, repair note	You come back to a bad report
S04 Leave Kit Binder	The handoff for a long-term sub, including productions	Leave of two weeks or more
S05 Leave Planner	Maps every school day of a leave and flags gaps	With the binder
S06 Guided Viewing Sheet	Collected work for any filmed production	You leave a video day
S07 Theatre Choice Board	Eighteen reusable paper projects	Any length, especially weeks 3+ of a leave

The lessons

#	Lesson	Strand	Students make
1	Costume Designer for a Day	Design	A labeled costume design with reasons
2	Read-Aloud Play	Acting	A play response and director's notes
3	Fill-In Scene	Playwriting	A comic scene with stage directions
4	Poster and Pitch	Design	A show poster and a written pitch
5	Set Designer	Tech	A ground plan and a rendering
6	Sound and Light the Storm	Tech	Lighting and sound cue sheets
7	Who Runs the Show?	Tech / careers	A job match and an application letter
8	Script Detectives	Acting	A case file on wants and tactics
9	Playwright's Workshop	Playwriting	An original two-character scene
10	Stage Map	Theatre basics	A stage map, blocking routes, a quiz
11	Zero-Copy Day: The Object Speaks	Playwriting	An object monologue on their own paper

Written for middle school and beginning high school (grades 6–9). Every lesson's teacher page has a high school variation. Lessons 5, 6 and 7 are built for technical theatre: paper only, no shop, no tools.

Your first twenty minutes

1. Fill in **S01 Sub Folder Essentials** and put it in your sub folder.
2. Choose two lessons. Copy exactly what each “Copy for today” list says. **Class set** pages are collected and reused all day, so you print one set, not one per period.
3. Put each lesson in its own folder: plan on top, copies sorted by period, a blank Sub Day Report behind.
4. Print **L11 Zero-Copy Day** and tape it inside the front cover. It is your plan for the day nothing else is ready.
5. Tell a neighbor teacher or your office where the folder lives.

Opening and customizing the files

- Text in [square brackets] is yours to replace, such as [School Name] or [School-Approved Contact].
- Every document comes as an editable Word file and a print-ready PDF. The Word files are designed in Poppins and Nunito, which are free Google fonts. Google Docs has both built in. In Microsoft Word, install them from Google Fonts for the intended look; otherwise Word substitutes similar fonts.
- Slides are PowerPoint files that also open in Google Slides and Keynote. They are optional: every lesson runs without them.
- The Leave Planner is an Excel file that also opens in Google Sheets.

Student privacy

Keep student health information, accommodation details, family contacts and grades where your school requires them. The forms in this guide point the sub to that information instead of repeating it, and the Sub Day Report asks for first names and last initials only.

WHAT THIS KIT IS NOT

A classroom resource, not a policy. It does not replace your school’s rules on substitutes, discipline, safety, video, grading or leave, and no plan can promise a perfect sub day. Where a decision belongs to your school, the files leave a marked space for it.

S01 · FILL IN ONCE, KEEP IN YOUR SUB FOLDER ALL YEAR

Sub Folder Essentials

The pages a guest teacher needs before they read a single lesson plan.

How to use this file (for you, the teacher)

- Fill in pages 2 and 3 now, on a calm day, and put them in the front of a folder or binder labeled **SUB FOLDER** where your school asks you to keep it.
- Add a seating chart for each class (page 4). A sub who can say a student's name has far fewer behavior problems than one who cannot.
- Print five or six copies of the Sub Day Report (page 5) and leave them in the folder. One per class period.
- Behind these pages, keep two or three printed lessons from the Lesson Library with copies already made. Then an emergency day costs you one text message, not an evening of planning.
- **Privacy:** keep student health information, accommodation details, and contact numbers wherever your school requires. This folder should point the sub to that information (for example, "Ask the front office for the medical alert list"), not repeat it, unless your school tells you otherwise.

What a sub folder should contain

- [ ] Read This First page (page 2), filled in
- [ ] Daily schedule and procedures (page 3), filled in
- [ ] Seating chart for every class
- [ ] Blank Sub Day Reports
- [ ] Two or three lessons from the Lesson Library, printed, with student copies ready
- [ ] Where the school keeps attendance, emergency procedures, and student support information
- [ ] The Day-After Protocol (S03), for you, in case the day goes badly

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CHAPTER

The Lesson Library

Eleven scripted, seated, collected lessons. Each runs 50 minutes or a 90–100-minute block.

IN THIS CHAPTER

- Lessons 1–10: design, acting, playwriting, tech
- Lesson 11: Zero-Copy Day

LESSON 1 OF 11 · DESIGN · GRADES 6–9 · 50 OR 90–100 MINUTES

Costume Designer for a Day

Students read four short character files and design a costume on paper for one of them, then explain their choices in writing. You don't need a theatre background, and you definitely don't need to be able to draw (stick figures are officially welcome). Your job: read the shaded boxes aloud, keep time, and collect the work.

> Read a character, then dress them so the audience knows who they are before they say a word.

Today students can…	**1** I can find clues about a character in a written description. **2** I can explain how a costume's color, fit, and condition tell the audience who a character is.
Standard	NCAS Anchor 1 *"Generate and conceptualize artistic ideas and work."*
Key vocabulary	costume designer · character · color · fit · condition · accessory
Copy for today	1.1 Character Files - class set of 30, reuse all day (1 page) 1.2 Costume Design Sheet - 1 per student (2 pages, front and back) 1.F Quick-Change Challenge - about 10 per class (1 page)
Collect at the end	1.2 from every student, finished or not. Names on top. Stack by class period and leave on the teacher's desk.
Movement	Seated. No movement required.
Technology	None required. Optional slides: L01_Slides.pptx

FOR THE SUB · IF YOU READ NOTHING ELSE

1. **Read the shaded boxes aloud. That is the whole script.**
2. **Students pick one character and design a costume on paper.**
3. **Everyone stays seated. No drawing skill needed.**
4. **Collect 1.2 from everyone, finished or not.**
5. **1.1 is a class set: collect it and reuse it next period.**

Run of show

THE PERIOD, START TO FINISH · 50-MINUTE CLASS

Welcome and attendance 0–5 min › The hook: what clothes say 5–11 min › Work time 11–43 min › Wrap up and collect 43–50 min

50 min	Block	Segment	What happens
0–5	0–5	**Welcome and attendance**	Take attendance using the school's normal process.
5–11	5–13	**The hook: what clothes say**	Read this aloud slowly. Pause where it says (pause).
11–16	13–20	**Explain the job**	Pass out 1.1 and 1.2.
16–31	20–40	**Part A: choose and sketch**	Set a timer. Walk the room. If a student says they can't draw, say: 'Labels count more than drawing. Draw a shape and label it.'
31–43	40–60	**Part B: explain your choices**	Announce the switch to the back of 1.2.
—	60–75	**Pass and praise (block schedule)**	Students stay seated. Have each student pass their 1.2 to the person on their right. They read it and write one specific compliment in the Pass and Praise box using the sentence starter.
—	75–93	**Part C: Quick-Change Challenge (block schedule)**	Hand out the Quick-Change Challenge page to everyone (use the extra copies, or plain paper if you run out).
43–50	93–100	**Wrap up and collect**	Collect 1.2 (and the Quick-Change page if used) from every student, finished or not. Check that names are on top.

90–100-MINUTE BLOCK

On a block day, run every step with the longer timing, and add: **Pass and praise (block schedule)** (15 min); **Part C: Quick-Change Challenge (block schedule)** (18 min). On a 90-minute block, trim ten minutes from the longest block-only step.

Shorter period? If your class is 40–45 minutes, cut the last work step short and still collect. Collected work counts, finished or not.

The walkthrough: steps + what to say

READ THE SHADED BOXES ALOUD, WORD FOR WORD

1 Welcome and attendance

0–5 MIN · BLOCK 0–5

1. Take attendance using the school's normal process.
2. Write on the board: TODAY: Costume Designer for a Day. All work is collected at the end.

SAY IT · READ ALOUD

Good morning. I'm your guest teacher today, and your teacher left you a real design job. Fair warning: everything you make today gets collected and goes back to your teacher, so treat it like work that counts, because it does.

2 The hook: what clothes say

5–11 MIN · BLOCK 5–13

1. Read this aloud slowly. Pause where it says (pause).

SAY IT · READ ALOUD

Imagine the lights come up on a stage. Nobody has spoken yet. A person walks on wearing a wrinkled suit that is too big for them, one shoe untied, carrying a briefcase held together with tape. (pause) Raise your hand if you already have a guess about this person.

Take two or three guesses from volunteers. Any answer is fine.

That is what a costume designer does. Before an actor says a single word, the costume tells the audience who this person is: their age, their job, their money, their mood, even what kind of day they are having. Today you are the costume designer.

3 Explain the job

11–16 MIN · BLOCK 13–20

1. Pass out 1.1 and 1.2.
2. Hold up 1.2 and point to each section as you read.

SAY IT · READ ALOUD

1.1 has four character files. Read all four, then choose ONE character to design for. You are not drawing a fashion model. You are drawing a costume that tells a story.

On 1.2, you will sketch your costume in the big box. Stick figures are completely fine. Labels matter more than drawing skill. Then you will answer the questions about color, fit, condition, and one special item. Those written answers are the most important part.

4 Part A: choose and sketch

16–31 MIN · BLOCK 20–40

1. Set a timer. Walk the room. If a student says they can't draw, say: 'Labels count more than drawing. Draw a shape and label it.'
2. At the halfway point, announce the time left.

SAY IT · READ ALOUD

You have this time to read the files, choose your character, and sketch the costume. Label at least five pieces of clothing or accessories with arrows. Work silently on your own. Go ahead.

5 Part B: explain your choices

31–43 MIN · BLOCK 40–60

1. Announce the switch to the back of 1.2.
2. Give a 2-minute warning before the end of this step.

SAY IT · READ ALOUD

Turn to the back of 1.2. Now you explain your thinking like a real designer would to a director. Answer every question in full sentences. Point back to a clue in the character file for each answer. For example: 'I chose faded colors because the file says she has worn the same coat for ten years.'

6 Pass and praise (block schedule)

BLOCK ONLY · 15 MIN

1. Students stay seated. Have each student pass their 1.2 to the person on their right. They read it and write one specific compliment in the Pass and Praise box using the sentence starter.
2. Repeat the pass twice, so each sheet gets three compliments. Then return sheets to their owners.

SAY IT · READ ALOUD

We are going to pass designs, not people. Pass your design sheet to the right. Read it, then write one compliment in the Pass and Praise box at the bottom. Use the starter: 'The costume shows the character is ___ because ___.' Kind and specific only. We will pass three times.

7 Part C: Quick-Change Challenge (block schedule)

BLOCK ONLY · 18 MIN

1. Hand out the Quick-Change Challenge page to everyone (use the extra copies, or plain paper if you run out).

SAY IT · READ ALOUD

Something has happened to your character. Read the Quick-Change Challenge and redesign just three pieces of the costume to show what changed. Same character, new moment. Sketch and explain on the challenge page.

8 Wrap up and collect

43–50 MIN · BLOCK 93–100

1. Collect 1.2 (and the Quick-Change page if used) from every student, finished or not. Check that names are on top.
2. Stack by period on the teacher's desk.
3. Collect the 1.1 Character Files so the next class can use them.

SAY IT · READ ALOUD

Pencils down. Make sure your name is at the top of your design sheet. Even if you are not finished, everything gets turned in today. Your teacher will see exactly how far you got.

Before you go: raise your hand if your character's costume tells us something we would know before they speak. That is costume design. Thank you for working with me today.

When you finish: stack the collected work by period on the teacher's desk and fill in the Sub Day Report (S01) so your teacher knows what happened and who helped.

OPTIONAL · NEVER REQUIRED

Only if your sub is comfortable and the class is calm: at the end, invite volunteers (never required) to hold up their sketch and read their exit ticket sentence aloud from their seat.

Watch for: when it goes sideways

It happened	Do this
A student says 'I can't draw.'	Say: 'Labels count more than drawing. Draw a simple shape, add arrows, and write what each piece is.' The written answers are graded most.
A student finishes early.	Hand them the Quick-Change Challenge. If they finish that too, they can design for a second character on the back of the Quick-Change page.
A student refuses to start.	Quietly offer a choice: 'You can start with the sketch or start with the written questions. Which one?' Note the name on the Sub Day Report. Do not argue in front of the class.
The room gets loud.	Stop, wait for quiet, and say: 'This is silent work time. I will be writing down names of people who help today for your teacher.' Then actually note helpful students on the Sub Day Report.

There are no colored pencils.	Pencil is fine. Students write the color names on their labels (for example: 'faded navy coat').
Students want phones or Chromebooks to look up clothes.	Devices stay away. Everything they need is in the character files and their own imagination.

FOR THE RETURNING TEACHER

Check for understanding

Differentiation

Learner	Support
Multilingual learners	Write on the board: color, fit, condition, old, new, too big, too small. Students may label the sketch in any language first, then add English labels from the board. Point them to the starter: 'I chose ___ because the file says ___.'
IEP / 504	Follow each student's plan exactly as the school provides it to you. Supports that fit this lesson, when the plan allows: read the character file aloud to the student, accept labels or short phrases instead of full sentences, or have them answer three of the five questions.
Physical access	Everything is seated and on paper. A student who finds drawing difficult can describe the costume as a labeled list instead of a sketch.
Experienced students	Ask for a fabric and a reason for every piece, or have them design the Quick-Change Challenge (1.F) for a second character.

Look-fors

CHECK WHEN YOU SEE IT IN THE COLLECTED WORK

- [ ] At least five labeled pieces, most with a color
- [ ] Each written answer points to a clue from the character file
- [ ] The choices work together to tell one story about the character
- [ ] The exit ticket names one costume choice and its effect on the audience

Exit ticket: When the audience first sees your character, what is the one thing you want them to think, and which costume choice makes them think it?

Rubric

Criterion	4 · Strong	3 · Solid	2 · Developing	1 · Beginning
Uses evidence from the character file	Every choice is tied to a specific clue from the file.	Most choices are tied to a clue.	One or two choices are tied to a clue.	Choices are not connected to the file.
Sketch and labels	Five or more clear labels with colors; the costume is complete head to toe.	Five labels; most include color.	Fewer than five labels or missing colors.	Sketch is missing or unlabeled.
Written explanation	All five questions answered in full sentences with clear reasons.	Four or five answered with reasons.	Two or three answered, or reasons are thin.	Little or no written explanation.

Design thinking	Choices work together to tell one clear story about the character.	Most choices support the same idea.	Some choices conflict or seem random.	No clear idea behind the design.

Grading tip: Grade the back page first: the written explanations show the learning. The sketch is evidence, not an art grade.

High school variation: High school: require a fabric and color justification for every piece, and add a second scene where the same character's costume must change to show time passing or a change in status.

COOP'S CORNER

Pin a few design sheets up the day you're back. The student who swore they couldn't draw will spot their stick figure on the wall and suddenly want to talk about fabric.

Brian "Coop" Cooper, Director of Education

Copy for today

1.1	1.1: Character Files 1 page	**CLASS SET · REUSE ALL DAY**
1.2	1.2: Costume Design Sheet 2 pages	**PER STUDENT**
1.F	Finished Early? Quick-Change Challenge 1 page	**PER STUDENT**

1.1 1.1: Character Files

LESSON 1 · COSTUME DESIGNER FOR A DAY

Class set · collect and reuse

Read all four files. Choose ONE character to design a costume for. Please don't write on this page: it gets reused by the next class. Keep the clues in your head, or jot them on your design sheet.

File 1: Mrs. Ortega, the Lighthouse Keeper

Age 68. She has lived alone at the lighthouse for forty years. She climbs 120 stairs every night to check the light, in every kind of weather. She is proud, practical, and keeps a whistle on a cord for emergencies. Her late husband's wool sweater is her favorite thing she owns.

File 2: Dex, the New Kid Who Wants to Be Noticed

Age 13. Dex just moved to town and is starting at a new school today. Dex wants everyone to think they are confident and cool, but is secretly nervous. They spent an hour choosing this outfit. Something about it is a little too much.

File 3: General Brightmoor, Villain of the Kingdom

Age unknown. The General has taken over the castle and wants everyone to fear them. They love medals, even ones they did not earn. They never get their hands dirty and always look perfect. Their one weakness: they are terrified of being laughed at.

File 4: Pip, the Traveling Fruit Seller

Age 25. Pip walks from village to village selling fruit from a basket. Pip is cheerful, chatty, and has very little money. Everything Pip owns has been patched or repaired. Pip has been walking in the rain all morning.

1.2 1.2: Costume Design Sheet

LESSON 1 · COSTUME DESIGNER FOR A DAY

Name _____ Period _____ Date _____

Character I chose: _____

SKETCH: Draw your character's full costume. Stick figures are fine. Use arrows to label at least FIVE pieces (clothing, shoes, hat, accessories). Write the color on each label.

In one sentence, who is this character? (Use a clue from the file.)

Explain Your Choices

1. COLOR: What main colors did you choose, and what do they tell the audience about the character? Use a clue from the file.

2. FIT: Is the costume tight, loose, too big, too small, or just right? Why does that fit this character?

3. CONDITION: Is the costume brand new, worn out, patched, wet, dirty, or perfect? Explain why.

4. SPECIAL ITEM: Choose one accessory or prop. What does it reveal about the character?

Exit ticket: When the audience first sees your character, what is the one thing you want them to think, and which costume choice makes them think it?

Pass and Praise: 'The costume shows the character is ___ because ___.'	Initials

1.F Finished Early? Quick-Change Challenge

LESSON 1 · COSTUME DESIGNER FOR A DAY

Name _____ Period _____ Date _____

Something has happened to your character. Find your character below. Change only THREE pieces of the costume to show the new moment. Sketch the new version and explain each change.

- Mrs. Ortega: A ship has crashed on the rocks and she is running out to help in a storm.
- Dex: It is the last day of school, and Dex finally has real friends and feels like themself.
- General Brightmoor: The General has just lost the kingdom and is escaping in disguise.
- Pip: Pip has suddenly become rich after a stranger buys all the fruit.

SKETCH the changed costume. Circle the three pieces you changed.

Piece I changed	What it was before	What it is now, and why