**Interpreting and Making Meaning from Script Fragments**

**Part 1:**

1. Working with a partner, create scenes using only your two lines.
2. To prepare for this improvisation, you will need to consider:
   * the order in which the lines will be introduced
   * the setting of the scene (time, location, weather, mood)
   * the relationship between the characters (siblings, lovers, co-workers, strangers)
3. You will have 5 minutes to rehearse; you will then share your mini scenes with another pair.
4. While you are observing the other pair’s scene, notice:
   * the interpretation of the lines (how did they deliver the line *mood/tone*, what words did they emphasize) and
   * the relationship of the characters
   * How did the students communicate the relationship, the setting, with only these two lines?

**Part 2:**

1. Create new groups of four and number yourselves 1 to 5.
2. Each group is given a chair to place in the middle of the group. In the order of the numbers, students move to the chair and deliver their lines. Following the scenes, discuss:
   * the connection of the lines - which lines said one after the other made sense, and which lines would make more sense delivered in a different order?
3. Create scenes by:
   * altering the order of your lines
   * deciding on entrances and exits
   * on their delivery of the lines
   * on their movement and physical positions.
4. Groups will have 10 minutes to rehearse and will then share their scenes with the class.

After each scene, the audience is asked to observe and consider:

1. What choices did the students make in creating the scene?
2. Did anyone in the scene deliver your line? How did their interpretation differ from yours?
3. Did the actors convey “truth” to the scenes?
4. In a word or two, what is the scene really about? How do you know this?