

Teacher's Guide

Les Cliques 6th Grade Play

SYNOPSIS

André is the new kid at school. He would like to be accepted and make friends at his new school. He meets Claudine, and they quickly become friends. She informs him that to fit in, he needs to belong to a clique. André isn't sure what clique he fits into. He decides to try to be a jock (in part because the 'Barbie' clique likes the jocks). Claudine is jealous. When André comments on the fact that she doesn't have a clique, she tries to force herself to conform to several different cliques that don't suit her at all. André and Claudine finally admit that they don't belong to any clique, and that they like each other just the way they are.

PRE-ACTIVITY

***** IMPORTANT *****

During the play, the audience will need to respond to certain cues. Every time they hear the cue, they must do and say certain things.

Audience Participation:

The audience will be divided into 4 groups. All the groups, except the Barbies', can be made up of boys and girls.

Les sportifs (the jocks): They respond to the word "sportif" by yelling:
« **Aie! Ici. Lance la balle! Ici!** » (Hey! Over here! Throw the ball! Here!)

Les 'geeks': They respond to the word "geek" by saying: « **X égal A moins B divisé par C** » (X equals A minus B divided by C.)

Les rebels: They respond to the word "rebel" by looking very bored, sighing and saying: « **Je m'en fous.** » (Who cares?)

Les barbies: They respond to the word "barbies" by yelling: « **Oh lala! Trouves-tu que je suis belle?** » (Oh, lala! Do you think I'm pretty?)

Cliques

Have the students find pictures or drawings that represent the four cliques from the play. Have them identify the different cliques using the terms: sportif, geek, rebel, and

barbie. Once you've identified the different cliques, discuss the stereotypes associated with these cliques.

Photos

Now, discuss the photos and images themselves. What messages are being sent in body language? If they were from a foreign country, would they understand this body language the same way? Have a few students come up and imitate the attitudes and stances from the pictures.

Divide the class into four groups representing each clique. Each group sets up three "photos" that represents their clique. For example, the jocks can create three shots of three different sports; the geeks can explore their different interests or forms of intelligence (like math, science, or computers); the barbies can model or show off their attitudes towards others; the rebels can show three different activities that sets them apart!

Have each group perform their clique photos for the class. As the teacher, you can clap your hands to signal the start of each photo. « Un » (the group sets up shot #1), «Deux» (the group sets up shot #2) etc.

Voice

Show the class the dialogues for each clique. Ask the students what kind of tone of voice and inflection should be used for the dialogues. Ask for examples of how each clique should sound. Is the voice low or high? Is it nasal or neutral? Ask certain students to perform these with the intonation and voice quality they think works best for this type of character.

Assigning Roles

You can decide how you would like to assign your students to a clique. You can assign the roles by chance (which will give you a certain number of male barbies, which could be funny, if you think your classroom is mature enough to deal well with that). You could also ask students to choose their own clique. It's not important that the cliques be equal in size but it is important that all the cliques be represented.

Have the cliques practice their lines. You can play a kind of "Simon Says" using the different cliques. Encourage your students to exaggerate and make their characters funny.

ACTIVITY

Before the show, the actors will repeat the "Simon Says" game with the different cliques.

Once the play begins, the students will need to listen closely for their cues. When they hear their cue, they must respond with the appropriate lines and postures.

The students must try to understand the play without understanding all the French words. They need to listen to tones of voice, watch the action, and be aware of all the emotional clues that the actors are sending.

POST-ACTIVITY

Questions

- Do you belong to a clique?
- What do you most like about your clique?
- Why did André and Claudine have difficulty fitting in?
- Why does Claudine think it's important to be in a clique? Do you think it's important? Why?
- Do you think André has a crush on Claudine? If so, what did you see or hear that makes you think that?
- Do you think Claudine has a crush on André? If so, what did you see or hear that makes you think that?
- What do you think will happen now that neither is in a clique?

Costumes

Have the students bring in clothing or accessories that they consider appropriate for one clique or another. Pick an item at random, name it and ask the class to vote as to which clique it fits best. (Accessories such as sunglasses, purses, calculators or jewelry could also be voted on.)

** You might want to ask your students to bring these items on show day and allow them to dress up for their characters in the play.*

Fashion Show

Have the students dress up like their characters and have them walk the "runway". Describe what they are wearing. Example: Denise porte un jean bleu avec des lunettes rouges. (Denise is wearing blue jeans and red sunglasses.) Each model must point to the piece of clothing or accessory that you are mentioning. Encourage them to let go and act crazy. Have fun with it.