Lights, Camera, Act!

A Program Plan

Overview

Lights, Camera, Act! Is a program that is aimed to introduce 12–18-year-old young adults to acting and improv games. The program will also include a panel discussion with local actors. Teens will have a chance to perform in their groups, learn acting skills and meet new people. This could turn into a series of workshops, with a final performance within the library at the end of the workshop series, displaying their creativity.

Objective

The objective of the program is to allow young adults a safe space to be creative and find a creative outlet within the library. It encourages feels to be outgoing, silly, and to express themselves. It will allow teens to have an opportunity to learn about other theatre resources within their community and meet other young adults who have common interests within theatre.

Target Audience

The program is developed for around 20 people, it could be developed for more people is space allows. For young adults, ages 12- 18 years old.

Community Partnerships

This program can partner with local theatre groups in a community. The theatre group can come in and present what is it like to be an actor (or teen actor), the differences between stage and TV/ film, as well as tips for learning lines.

Staffing, space, and materials

Around two staff members will be needed for this programming, to assist teens in their have questions and to explain and demonstrate each activity. More staff will be required if the group is larger than 30 people. The preparation and set up for this program will be minimal, but an open room with space to move around will be needed, along with a table and chairs readily available.

For this event, we will need books from the library about theatre, acting, improvisation and bibliographies about actors. As well as informational material about acting, theatre.

Proposed Budget

This program only requires snacks and covering the salary costs for the staff. A budget of 50-75 dollars for 20 young adults would be enough for one night. Snacks would include something that is prewrapped to avoid the spread of germs and could be reused for another programming night if unused. If there is money left in the budget, a healthy snack option like apples or bananas would also be a great option.

Proposed Publicity Methods

Advertising for this program should be on social media such as the libraries twitter and Instagram pages. The program can also be posted on the library website specifically targeted to the teen space on the website. If the library has a blog or podcast for teens, it would be great to advertise the program there. Posters should be placed throughout the library, with emphasis on the teen section of the library. The local theatre group that partners with the library can also place flyers in their space and they can assist with marketing for the event on their social media.

The Search Institute: Developmental Assets Framework

This program will follow the Search Institute developmental assets framework, using some of the external and internal assets for the 40 developmental assets list (Search Institute, 1997).

External Assets

Support- Other adult relationships

With Library staff participating in the activities and games, they will be a positive connection in having fun and learning something new. The teens will be able to build relationships with the library staff.

Boundaries and expectations- Positive Peer Influence

This program will teach teens to be experience themselves in a way that they might not be able to in a school setting. Peers must hold each other accountable to respect what is shared within the space.

Constructive use of Time- Creative Activities

The program is designed to have teens practice acting, quick thinking and improvisation.

Internal Assets

Positive Values- Caring

The program is meant to build confidence; therefore, teens must respect each other and the space.

Social Competencies- Interpersonal Competence

The Teen can positively navigate working in groups, pairs and with people they may not know well.

Positive Identity- Self-Esteem

The program is built of building confidence and self-esteem of teens. A positive "I can do this" mentality.
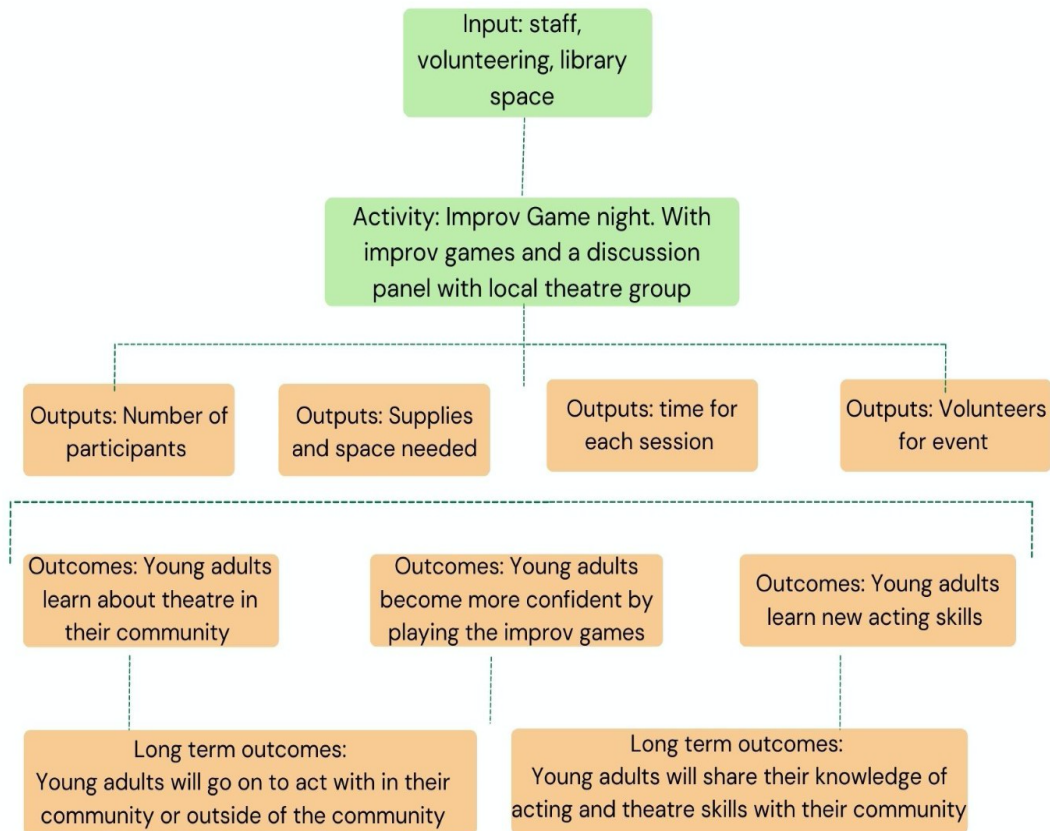
Timeline for Program

A list of three improv games have been selected, there are many others to choose from if this is an ongoing event. Lengths of activities may vary depending on the size of the group.

Activity	Time allotment- total 120 minutes	Description
Welcome	5 minutes	A chance for everyone to introduce themselves and learn more about what will happen during this program.
Improv game-Two truths and a lie	20 minutes	Teens are in a circle, each for around introducing themselves. They must provide three facts but two of them are truths, and the other is a lie. The aim of this is to maintain a calm expression and not give away the lie. Teens will learn to think on their feet, and the teens who are listening and watching trying to catch the one lie (Robinson, 2022).
Improv game- Excuses	20 minutes	In pairs or small groups, participants will create stories that let their imaginations run wild. The first participate will ask a simple question, such as "why did you not complete your chores?" and the second participate or the rest of the group must produce an excuse on the spot. The point of the game is to have participants this on the spot (Robinson, 2022).
Break	15 minutes	Snack break

Panel Discussions	30 minutes	A panel discussion on what it is like to be an actor within their community. Discussion around stage and screen acting. The groups experiences within acting.
Improv game- Yes and!	20 minutes	A fun improvisation game, designed to build conversation, incorporate the ideas of the other group members, and think on your feet. This game can be played in pairs or in a group. Group members take turns saying a sentence, making eye contact with another member who will then say "yes, and…" adding more details to what have previously said. This continues until someone calls cut (Robinson, 2022).
Library resources/ closing thoughts/ feedback	10 minutes	A time for the librarians to share resources for theatre related books and other content for young adults. Participates can also provide written or verbal feedback at this time- what they liked, disliked and what they would have changed.

Evaluation

A Logic Model of evaluation for the programming night.

Input: staff, volunteering, library space

Activity: Improv Game night. With improv games and a discussion panel with local theatre group

Outputs: Number of participants

Outputs: Supplies and space needed

Outputs: time for each session

Outputs: Volunteers for event

Outcomes: Young adults learn about theatre in their community

Outcomes: Young adults become more confident by playing the improv games

Outcomes: Young adults learn new acting skills

Long term outcomes: Young adults will go on to act with in their community or outside of the community

Long term outcomes: Young adults will share their knowledge of acting and theatre skills with their community

References

Robinson, A. (2022, November 30). *15 Improv Games, exercises & activities for adults in 2023*. teambuilding.com. Retrieved March 25, 2023, from https://teambuilding.com/blog/improv-games

The Developmental Assets Framework. (1997). Search Institute. Retrieved March 21, 2023, from https://www.search-institute.org/our-research/development-assets/developmental-assets-framework