

Noises Off Exploring Farce   Pre-Show Curriculum		
Length	Grade Level	Content Area
1 class period (45 – 90 minutes)	Middle School & High School	ELA, Theatre
Objective	Materials Needed	
Students will be able to analyze character descriptions from the play <i>Noises Off</i> and identify personal connections or points of interest within these characters.	<ul style="list-style-type: none"> <li>• Character descriptions from Alley Re-Sourced</li> <li>• Pencils or pens</li> <li>• Same Different Connect Engage handout (included)</li> </ul>	
Activity Overview		
<p><i>NOTE: This activity has been aligned with TEKS and <a href="#">Universal Design for Learning</a>. TEKS can be found at the end of this document. Check out the “Notes” section for ideas on how to expand activities or provide additional scaffolding.</i></p> <ol style="list-style-type: none"> <li>1. Introduction   <a href="#">Meet the Characters</a></li> <li>2. Guided Practice   <a href="#">SDCE with Lloyd Dallas</a></li> <li>3. Independent Practice   <a href="#">SDCE with Other Characters</a></li> <li>4. Presentation   <a href="#">Sharing and Feedback</a></li> <li>5. Reflection   <a href="#">What to Keep in Mind at the Show</a></li> </ol>		
1. Introduction   Meet the Characters	10 minutes	
<p><i>Activity Steps</i></p> <ol style="list-style-type: none"> <li>a) Using Alley Re-Sourced, begin with a brief overview of <i>Noises Off</i> (if needed).</li> <li>b) Review the cast of characters and what information students can find in the “Who’s Who” section.                             <ul style="list-style-type: none"> <li>- On the “Who’s Who” section of the Re-Sourced guide, we can see a picture of the actor, the character(s) they play, basic traits of that character, and a summary of what’s going on with them in world of the play.</li> </ul> </li> </ol>	<p><i>Notes</i></p> <ul style="list-style-type: none"> <li>• <a href="#">Digital Who's Who on Alley Re-Sourced</a></li> <li>• A printable version of “Who’s Who” is included in this document.</li> </ul>	

<p><b>2. Guided Practice   SDCE with Lloyd Dallas</b></p>	<p><b>10 minutes</b></p>
<p><i>Activity Steps</i></p> <p>a) We're going to use the information from the "Who's Who" section for a thinking routine called "Same Different Connect Engage."</p> <p>b) We'll use this activity to explore the characters we will meet in the show. What can we <b>extrapolate</b> from the character descriptions to answer the questions?</p> <p>c) We'll do one together first: the director of the play-within-a-play, Lloyd Dallas.</p> <ul style="list-style-type: none"> <li>- Read the character description for Lloyd. Discuss the traits and circumstances connected to the character.</li> <li>- <b>Same</b> In what ways might this person and you be similar?</li> <li>- <b>Different</b> In what ways might the person and you be different?</li> <li>- <b>Connect</b> In what ways might the person and you be connected as human beings?</li> <li>- <b>Engage</b> What would like to ask, say, or do with the person if you had the chance?</li> </ul>	<p><i>Notes</i></p> <ul style="list-style-type: none"> <li>• "Same Different Connect Engage" is an Artful Thinking routine. You can learn more about it and similar exercises <a href="#">here</a>.</li> <li>• A blank handout for this activity is included in this document.</li> <li>• Feel free to adjust this guided practice to suit your classroom. Some alterations might include:             <ul style="list-style-type: none"> <li>○ The students work in small groups, and you review their answers as a class.</li> <li>○ The teacher leads the students question by question, taking answers from volunteers.</li> <li>○ The teacher completes the activity ahead of time as a visual guide.</li> </ul> </li> </ul>
<p><b>3. Independent Practice   SDCE with Other Characters</b></p>	<p><b>15-20 minutes</b></p>
<p><i>Activity Steps</i></p> <p>a) Student should select at least one character to focus on for the activity.</p> <p>b) Collaboration and discussion can be helpful in generating ideas, but students should ultimately do their own activity to deepen the personal reflection.</p>	<p><i>Notes</i></p> <ul style="list-style-type: none"> <li>• If collaborating in groups, group students together who are reviewing the same character.</li> </ul>

<p><b>4. Presentation   Sharing and Feedback</b></p>	<p><b>5-10 minutes</b></p>
<p><i>Activity Steps</i></p> <p>a) Have students share their findings to the class.</p> <ul style="list-style-type: none"> <li>- For larger classes or shorter times, here are some options for sharing:             <ul style="list-style-type: none"> <li>o One character at a time, take 1 student presenter for each question</li> <li>o Take student presenters for each question regardless of which character they chose. Depending on student selection, not all characters may be covered.</li> </ul> </li> </ul>	<p><i>Notes</i></p> <ul style="list-style-type: none"> <li>• <b>Multiple Means of Expression:</b> Students can present their findings in various formats (written, oral, artistic), giving them the opportunity to express their understanding in ways that suit their strengths.</li> </ul>
<p><b>5. Reflection   What to Keep in Mind at the Show</b></p>	<p><b>5-10 minutes</b></p>
<p><i>Activity Steps</i></p> <p>a) What’s one detail that stood out to you about the characters of the play?</p> <p>b) Think about what you knew or thought of the characters at the start of this lesson.</p> <ul style="list-style-type: none"> <li>- Fill in the blanks: “I used to think _____. Now I think _____.”</li> </ul>	<p><i>Notes</i></p> <ul style="list-style-type: none"> <li>• Reflections can be written in journals or as exit tickets, or shared in pairs or small groups before shared with the class.</li> </ul> <p><b><u>BONUS – Reflections After the Show</u></b></p> <ul style="list-style-type: none"> <li>• Which character surprised you the most?</li> <li>• Which character was the most like what you expected?</li> </ul>

TEKS			
TEKS – MS ELA	TEKS – HS ELA	TEKS – MS Theatre	TEKS – HS Theatre
<p>Reading/Comprehension of Literary Text/Theme and Genre 110.18(b)(9): Analyze, make inferences, and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts, and provide evidence from the text to support their understanding.</p> <p>Reading/Comprehension of Literary Text/Fiction 110.18(b)(5): Analyze the interactions between characters, including their relationships and the changes they undergo.</p>	<p>Reading/Comprehension of Literary Text 110.31(b)(6): Make complex inferences about text and provide textual evidence to support understanding.</p> <p>Reading/Comprehension of Literary Text/Theme and Genre 110.31(b)(8): Evaluate how different perspectives influence the portrayal of characters, plot, and setting.</p>	<p>Theatre/Foundations: 117.5(b)(1)(A): Demonstrate an understanding of the elements of drama and theatre.</p> <p>117.5(b)(1)(B): Identify and describe the roles of theatre artists in the production process.</p>	<p>Theatre/Foundations: 117.6(b)(1)(A): Analyze the elements of theatre production, including acting, directing, and design.</p> <p>Theatre/Creating: 117.6(b)(2)(C): Collaborate effectively in the creative process, demonstrating respect for all participants.</p> <p>Theatre/Responding: 117.317(c)(5)(A): Reflect on character development and compare personal ideas to interpretations in theatre performances.</p>

## Who's Who

### The Cast and Characters of Alley Theatre's *Noises Off*

Noises Off features all 8 Resident Acting Company members\* of Alley Theatre – a full-time, year-round roster of actors.



**Elizabeth Bunch\***  
Dotty Otley

Role in Play-Within-a-Play: Dotty plays "Mrs. Clackett," the housekeeper in "Nothing On."

Traits: Comedic, dramatic, slightly forgetful, nurturing, and has a flair for the theatrical.

Description: An experienced actress, Dotty is both a source of humor and a guiding force in the play. She often brings warmth to the group, despite her occasional lapses in memory.



**Todd Waite\***  
Lloyd Dallas

Lloyd Dallas is the director of "Nothing On."

Traits: Charismatic, stressed, authoritative, passionate about theatre, good at getting what he needs out of his actors.

Description: The director of the play, Lloyd is under immense pressure to get the production on its feet. He juggles the personalities of the cast while trying to maintain his own sanity.



**Dylan Godwin\***  
Garry Lejeune

Role in Play-Within-a-play: Garry plays "Roger Tramplemain," the romantic lead in "Nothing On."

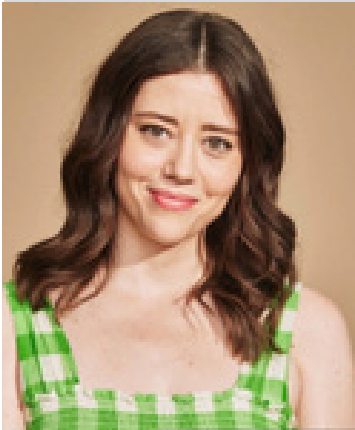
Traits: Anxious, insecure, well-meaning, romantic, often struggles with confidence.

Description: Garry is a young actor trying to prove himself. His nerves often get the best of him, especially when it comes to his romantic interest in Brooke.

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**Nicole Rodenburg**  
Brooke Ashton

Role in Play-Within-a-play: Brooke plays "Vicki," the female lead in "Nothing On."

Traits: Ambitious, flirtatious, self-absorbed, energetic, and occasionally naive.

Description: The leading lady of the production, Brooke is ambitious and has her sights set on stardom. Her charm and confidence can sometimes overshadow her awareness of others' feelings.



**Christopher Salazar\***  
Frederick Fellowes

Role in Play-Within-a-Play: Fred Plays "Philip," the other romantic lead in "Nothing On."

Traits: Sensitive, romantic, somewhat oblivious, easily flustered, and has a tendency for melodrama.

Description: An actor with a flair for the dramatic, Frederick often overreacts to situations, leading to humorous misunderstandings.



**Michelle Elaine\***  
Belinda Blair

Role in Play-Within-a-play: Belinda plays "Flavia," a character in "Nothing On."

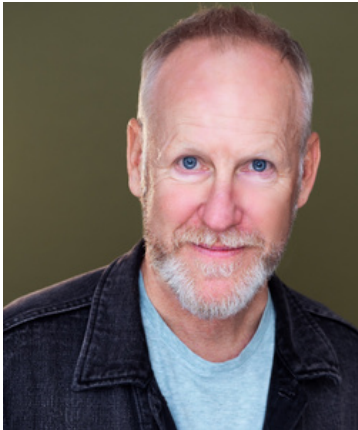
Traits: Supportive, pragmatic, charming, diplomatic, and often acts as the voice of reason.

Description: Belinda is a calming presence in the rehearsal. She attempts to mediate conflicts and keep the cast focused on their shared goal.

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**Chris Hutchison\***  
Tim Allgood

Tim Allgood is the stage manager of "Nothing On."

Traits: Overwhelmed, hardworking, good-natured, loyal, and often plays the peacemaker.

Description: The stage manager, Tim is often caught in the middle of the chaos. He is dedicated to the production and works tirelessly to keep things running smoothly.



**Melissa Molano\***  
Poppy Norton-Taylor

Poppy Norton-Taylor is the assistant stage manager of "Nothing On."

Traits: Enthusiastic, optimistic, slightly inexperienced, eager to please, and adaptable.

Description: The assistant stage manager, Poppy is enthusiastic and willing to learn, bringing an optimistic energy to the group despite her lack of experience.



**David Rainey\***  
Selsdon Mowbray

Role in Play-Within-a-Play: Selsdon plays "The Burglar" a character in "Nothing On."

Traits: Eccentric, forgetful, humorous, has a penchant for mischief, and provides comic relief.

Description: The aging actor, Selsdon is known for his quirky antics and often forgets his lines, adding to the comedic chaos of the play.

# Same Different Connect Engage

*A routine to nurture empathetic perspective taking and bridge building.*

**Same** In what ways might this person and you be similar?

**Different** In what ways might the person and you be different?

**Connect** In what ways might the person and you be connected as human beings?

**Engage** What would you like to ask, say, or do with the person if you had the chance?

Share your experience with this thinking routine on social media using the hashtags **#PZThinkingRoutines** and **#SameDifferentConnectEngage**.



This thinking routine was developed as part of the ID Global, Reimagining Migration project at Project Zero, Harvard Graduate School of Education.

Explore more Thinking Routines at [pz.harvard.edu/thinking-routines](https://pz.harvard.edu/thinking-routines)



# Same Different Connect Engage

## Different

In what ways might the person and you be different?

## Engage

What would you like to ask, say, or do with the person if you had the chance?

## Same

In what ways might this person and you be similar?

## Connect

In what ways might the person and you be connected as human beings?

Share your experience with this thinking routine on social media using the hashtags [#PZThinkingRoutines](#) and [#SameDifferentConnectEngage](#).