

Noises Off Character Profiles Post-Show Curriculum		
Length	Grade Level	Content Area
1 class period (45 – 90 minutes)	Middle School & High School	ELA, Theatre
Objective		Materials Needed
Students will collaboratively create a profile and accompanying performance that explores the characters of <i>Noises Off</i> , enhancing understanding through creative expression and critical thinking.		<ul style="list-style-type: none"> • Character descriptions from Alley Re-Sourced • Blank, printed Character Dating Profile (included) • Pencils or pens • Space for performance (classroom or stage area)
Activity Overview		
<p><i>NOTE: This activity has been aligned with TEKS and Universal Design for Learning. 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"> 1. Introduction Who Was That Again? 2. Guided Practice Lloyd Dallas Dating Profile 3. Group Collaboration Character Dating Profiles 4. Performance Profile Pic Tableaus 5. Reflection What Stood Out to You? 		
1. Introduction Who Was That Again?		5-10 minutes
<p><i>Activity Steps</i></p> <ol style="list-style-type: none"> a) Using Alley Re-Sourced, begin with a brief review <i>Noises Off</i> (if needed). b) Review the cast of characters and what information students can find in the “Who’s Who” section. <ul style="list-style-type: none"> - 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. 		<p><i>Notes</i></p> <ul style="list-style-type: none"> • Digital Who's Who on Alley Re-Sourced • A printable version of “Who’s Who” is included in this document.

<p>2. Guided Practice Lloyd Dallas Dating Profile</p>	<p>10 minutes</p>
<p><i>Activity Steps</i></p> <p>a) We're going to use the information from the "Who's Who" section to create a dating profile for each character.</p> <p>b) While farces like <i>Noises Off</i> are situational comedies, how the characters respond to the situation layers on the comedy. Their personalities (specifically their flaws) are the cornerstone of a lot of gags.</p> <p>We'll use this activity to explore the characters in the show. What can we extrapolate from the play to fill in the information we don't know?</p> <p>c) We'll do one together first: the director of the play-within-a-play, Lloyd Dallas. Since there's some information we don't know, we will have to make some creative choices from the character description and the play itself.</p> <p>d) The last element of the dating profile is the profile photo. For this, we will create a tableau (a frozen stage picture).</p> <p>e) Guide 2-4 students in creating a tableau of Lloyd "in his element." One student will be Lloyd, others can be either other people or any object that helps set the scene. Focus on capturing the main vibe of the character.</p>	<p><i>Notes</i></p> <ul style="list-style-type: none"> • You can explore farce in another activity in the Alley Re-Sourced guide for <i>Noises Off</i>. • A Character Dating Profile handout is included in this document. • Feel free to adjust this guided practice to suit your classroom. Some alterations might include: <ul style="list-style-type: none"> ○ The students work in small groups, and you review their answers as a class. ○ The teacher leads the students question by question, taking answers from volunteers. ○ The teacher completes the profile ahead of time as a visual guide.
<p>3. Group Collaboration Character Dating Profiles</p>	<p>15-20 minutes</p>
<p><i>Activity Steps</i></p>	<p><i>Notes</i></p>
<ul style="list-style-type: none"> • Divide students into small groups, assigning each group a character from the play. • Each group completes a dating profile for their character, extrapolating from the traits and descriptions. 	<ul style="list-style-type: none"> • Students can post the profiles on the board or central location, or simply share out one or two of their favorite answers.

<p>Performance Profile Pic Tableaus</p>	<p>5-10 minutes</p>
<p><i>Activity Steps</i></p> <ul style="list-style-type: none"> • Working in their groups, students should complete the dating profile by creating a tableau of the profile pic for their character. • Encourage students to use levels: high, medium, low. • Designate a stage area and have each group present their tableau. • During presentations, use “See / Think / Wonder” to encourage reflection from the rest of the class: <ul style="list-style-type: none"> - What do you see in this tableau? Objectively, without interpretation. Just visual details. - What do you think is happening in this tableau? What do you see that makes you think that? - What do you wonder? What questions come up for you as you look at this stage picture? Use “I wonder” to start your answer. 	<p><i>Notes</i></p> <ul style="list-style-type: none"> • If students are struggling to come up with a stage picture, encourage them to focus on a single trait and capture that trait. It doesn’t have to be a realistic or “good” snapshot. • “I will give you five counts to get into place for your tableau. 5, 4, 3, 2, 1.” • “See / Think / Wonder” is an Artful Thinking routine. You can learn more about it and similar exercises here.
<p>Reflection What Stood Out to You?</p>	<p>5-10 minutes</p>
<p><i>Activity Steps</i></p> <ul style="list-style-type: none"> • What’s one detail that stood out to you about the characters of the play? • Think about what you knew or thought of the characters at the start of this lesson. <ul style="list-style-type: none"> - Fill in the blanks: “I used to think _____. Now I think _____.” 	<p><i>Notes</i></p> <ul style="list-style-type: none"> • Reflections can be written in journals or as exit tickets, or shared in pairs or small groups before shared with the class. <p><u>Additional Reflections</u></p> <ul style="list-style-type: none"> • Which character surprised you the most? Why? • Who was the most like you? Why?

TEKS			
TEKS – MS ELA	TEKS – HS ELA	TEKS – MS Theatre	TEKS – HS Theatre
<p>Reading/Comprehension of Literary Text/Fiction: 110.5(b)(6)(A): Analyze the elements of plot, character, and setting in literary texts. 110.5(b)(6)(B): Identify the themes and central ideas of literary texts.</p> <p>Writing/Writing Process: 110.5(b)(10)(A): Plan a first draft by selecting a genre appropriate for conveying ideas. 110.5(b)(10)(B): Draft and revise a written work by focusing on the purpose and audience.</p> <p>Listening and Speaking/Listening: 110.5(b)(12)(A): Listen actively to interpret and evaluate information. 110.5(b)(12)(B): Speak clearly and to the point, using appropriate language.</p>	<p>Reading/Comprehension of Literary Text/Fiction: 110.6(b)(6)(A): Analyze how authors use literary elements to create meaning. 110.6(b)(6)(B): Evaluate how different perspectives influence the interpretation of a text.</p> <p>Writing/Writing Process: 110.6(b)(10)(A): Create a draft to develop complex ideas. 110.6(b)(10)(D): Revise drafts for clarity, engaging language, and effective organization.</p> <p>Listening and Speaking/Listening: 110.6(b)(12)(A): Listen to and evaluate a variety of speakers. 110.6(b)(12)(B): Participate in collaborative discussions about literary texts.</p>	<p>Theatre/Foundations: 117.5(b)(1)(A): Demonstrate an understanding of the elements of drama and theatre. 117.5(b)(1)(B): Identify and describe the roles of theatre artists in the production process.</p> <p>Theatre/Creating: 117.5(b)(2)(A): Create original scenes and plays using improvisation and scripted material. 117.5(b)(2)(B): Develop characterizations that reflect an understanding of character motivations.</p>	<p>Theatre/Foundations: 117.6(b)(1)(A): Analyze the elements of theatre production, including acting, directing, and design. 117.6(b)(1)(B): Examine the historical context of theatrical works and their impact on society.</p> <p>Theatre/Creating: 117.6(b)(2)(A): Create and perform original works that explore themes, characters, and settings. 117.6(b)(2)(C): Collaborate effectively in the creative process, demonstrating respect for all participants.</p> <p>Theatre/Responding: 117.6(b)(3)(A): Analyze and critique live performances. 117.6(b)(3)(B): Reflect on personal experiences in theatre and how they relate to other disciplines.</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."

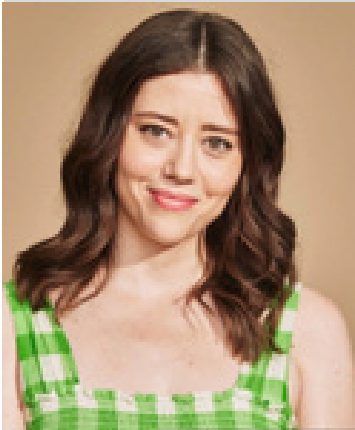
Traits: Anxious, insecure, well-meaning, romantic, often struggles with confidence.

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."

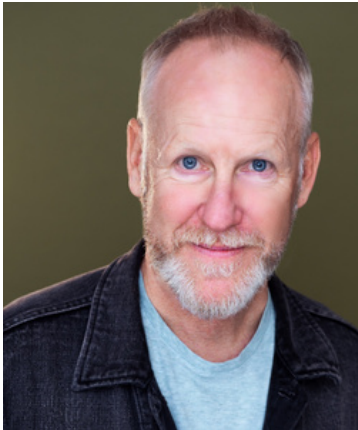
Traits: Supportive, pragmatic, charming, diplomatic, and often acts as the voice of reason.

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.

Character Dating Profile

Learning about a character can take on a lot of forms. We can learn a lot about characters by stepping away from the script and into the world of “What if?” For this exercise, we are asking, “What if they had a profile on a dating app?”

Directions: Fill in the dating profile below for your character. Some answers may come directly from the script or character description, but some of them will be less obvious. Draw on your understanding of the character to fill in the gaps.

NOTE: Characters in plays are often complicated people. This profile will probably be RIDDLED with red flags. Have fun with it. It's not an exact science.

1. **Name/Alias:** What do you go by?
2. **Age:** How old are you?
3. **Gender:** What is your gender identity?
4. **Location:** Where do you live?
5. **Height:** How tall are you?
6. **Occupation:** What do you do for a living?

Personal Details

1. **Relationship Goals:** What are you looking for (e.g., casual dating, long-term relationship)?
2. **Hobbies/Interests:** What do you enjoy doing in your free time?
3. **Favorite Activities:** What are your go-to activities on weekends?
4. **Personality Traits:** How would you describe your personality?
5. **Favorite Music/Movies/Books:** What are your favorite bands, films, or authors?

Relationship Preferences

1. **Ideal First Date:** What would your ideal first date be like?
2. **Dealbreakers:** What is a major red flag for you?

Just-for-Fun Questions

1. **Random Facts:** What's a random fact about you?
2. **Guilty Pleasures:** Do you have any guilty pleasures?

Photos

- **Profile Picture:** At least 1 picture showing a key aspect of your life (e.g., hobbies, travel, pets)
Can be a drawing, a tableau, or a stock photo that captures the vibe of your character.