

THINGS TO KEEP IN MIND:

- INTEGRATION OF THE SCIENCE OF MICROSCOPY THROUGHOUT THE PRESENTATION
- HUMOUR
- MAKE EVERYTHING DRAMATIC

Start in the classroom in high school, the teacher explains what a microscope is to the class and instructs the students how to use a microscope to investigate a mini ecosystem that the teacher has been working on as a personal project (maybe a mini replication of real world things)

Climax the students didn't listen to the teachers instructions and get trapped within the microscope - they did not use a microscope correctly.

Middle in the Microworld, they attempt to get out through investigating the surroundings. They find a booklet that gives them clues (maybe?). They find the mysterious object (could be anything to do with the ecosystem) and are confused on how they can use it to get out. We are introduced to some of the characteristics of our characters through some plans on how to make it work to get out. Turns out, the mysterious object reveals a secret message through shining a light source through it, reflecting the thing that will help them get out of the Microworld.

We use visual affects to enhance the plans that the students use to try and get the object to work.

End the students find the object to reveal a message that instructs the teacher to press an orange button to get them out. They do, and are able to return to the real world once again, and requested to switch classes from that day on- the teacher is a bit crazy to play such a trick on their students.

(First Draft) Script #1

Characters:

JULIAN: (1) **Teacher** "Microscopy"

The Teacher's role is to teach the audience + students about the science of microscopy and how to properly use a microscope to inspect a miniature ecosystem. They should have an interest in ecosystems and be aggressively passionate about it. They should also have a good loud projecting voice, but also be a bit boring (maybe become the Charlie Brown teacher) so that the students don't pay attention. Also, the teacher will not be in the Microworld and the students are trying to contact them through the lens to help them get out. (Also, they will be a large contributor to dealing with the scenery during the presentation)

THERYN(1) **Student 1** "**microscopy**"

S1's role is to not understand how to use a microscope because they did not listen to the teacher's instruction. As they ask for help from their peers, they collectively press the wrong button and get sucked into the Microworld. S1 should be easily distracted and be able to act confused. In the Microworld, they are the one to discover the mysterious object.

AVA & ARIANE (1 or 2) **Student 2** "**macroscopy**" "**Mickrowscopy**"

S2's responsibility is to help out S1 with their microscope issues and discover clues within the Microworld once they get trapped inside. They will be the "Know it all"/one that contributes less creative ideas to get out of the ecosystem. They will be a little uneasy about this whole thing, and question how they got into the Microworld to begin with.

TEVA (1 or 2) **Student 3** "**Microsohpy**"

S3's role is to be a side character until they get into the Microworld. In the Microworld, they will find the purpose of the mysterious object and also figure out how to use it (with the light source).

Story:

Teacher: [middle of class]... So, in yesterday's class, as you know, you were able to get a deep understanding of the science of Microscopy through a short 67 double sided pages in the textbook that you should have read by today- in addition to the 5,000 word essay that was assigned on Tuesday. (I'll also need your walking field trip forms on my desk by the end of class or you're not going)

Students: [look nervously at each other because no one did the homework]

Teacher: Well, today, we will be working with real microscopes! We will be looking at my biggest accomplishments: my miniature ecosystems. But before we do, let's have a lecture about how to use the microscopes!

Teacher: So, to get started take a look at this diagram. [points]. This will tell you everything you will need to know about microscopes. But, I don't feel like explaining- I don't get paid enough for this. Anyways, so, you figure it out in your groups. Remember, **do not press** the purple button. It just makes life harder for me.

Scenery: [someone brings out 30 mins later sign]

Teacher: now that you know what to do, enjoy! Questions are not encouraged since you should have an understanding by now.

Students: [Grab the microscopes and start fiddling with them]

Student 1: [to student 3] hey.. can you help me? My microscope's purple button is stuck

Student 3: what purple button? I don't think that exists.. let me see! [tries to push it but it doesn't seem to budge]

Student 1: [to the rest of the students] hey guys.. a little help here

Students: [each try and fail]

Student 2: [presses the button to unlock the entrance to the microworld] hey! I got it! High five everyone!

Students: [each students high fives student 2 and collapse to the ground as the set changes to the microworld]

SET CHANGE

Students: [together] where are we? [everyone looks curiously around and interacts with the microworld]

Student 3: I think we're.. inside the ecosystem?

Students: [look around curiously as they talk]

Student 2: but that's impossible! The microscope couldn't have shrunk us and placed us here, right?!

Student 1: Well, who knows... I mean, Mr Julian is kind of mysterious... we don't know what he creates in his free time!

Students: [don't hear him]

Student 3: well, if we are in the ecosystem, it is pretty realistic Mr. Julian has a real talent!- I'm impressed!

Student 1: We should really find a way to get out of here...

Student 2: Hey! Guys! Look what's behind this plant ! It's this contraption! I wonder what it does!!

Student 1: well, it looks like it's some sort of puzzle. Maybe we can use it to get out of here!

Student 3: Yeah! Great idea!

Student 2: I'll make a plan.

Student 3: but I wanted to that! I'm better at puzzles anyways.

Student 2: no! I am.

Student 1: guys, guys, I think I got it!

Student 2: wait- lemme see!

[everyone starts arguing and screaming]

[student 1&2 tug at it, and it 'breaks']

[silence for a moment]

Student 2: Great! Now you've broke it!

Student 1: I broke it? No! You broke it!

Student 3: Now we're really stuck here... forever...

[everyone looks sad and looks away]

Student 2: [looks down at the mysterious object, kicks it a little then looks surprised]

Student 2: [Picks up pieces and examines it] Wait... wait, wait wait.

Student 3: [Looks at student 2] What are you.... Oh! [joins student 2 in looking through the pieces]

Student 2: Eureka! I think I've got it! I can see inside now!

Student 3: Yeah! It's a cog system!

Student 1: And all we have to do is push this lever, right?

Student 2: [attempts to push it] It's too.... Heavy! We need to work together!

Student 3: Right! [helps too]

Student 1: [pauses for a moment, looks stubborn] Alright, fine. Just this once

Student 3: hey check the message! It says "growth mindset" that's weird... right?

Student 1: are you kidding me?

Student 2: that definitely sounds like Mr. Julian's sort of antics

Student 3: back to square 1!

[everyone is sad]

Julian: YOU PUSHED THE PURPLE BUTTON!

[everyone is surprised]

Julian: Were you not listening to my lecture? Delinquents!

Student 1: Fine. We weren't... but how do we get out of here?

Julian: Growth mindset! It was in the mysterious object!

Student 2: He's right guys, don't give up! I bet we can work together to figure it out!

Student 3: If we have a growth mindset, and be able to use our resources I bet we can figure it out!

Student 2: yeah!

[everyone high fives]

[they all push together]

[SET CHANGE back to classroom]

Students: [all asleep on the floor]

Teacher: HELLO?! Wake up kids.. this is not nap time!

Student 1: wait.. was this a dream?-

Student 2: no.. it couldn't have been.. but- what?

Student 2: This doesn't make sense

Teacher: I was concerned.. thought you had all died or something, even called the janitor over and everything.

Student 3: [looks at the microscope] wait! There is no purple button!

Teacher: what purple button? That doesn't exist.. we can only afford basic light and dark field microscopes.. we don't have the budget for fancy purple microscopes!

Student 3: button, not microscope.

Teacher: Whatever..

[bell rings]

Teacher: class dismissed! A full lab report minimum 1,000 words using the scientific method on my desk by tomorrow! I hope you inspected those ecosystems, because we will also have a quiz.

END