



Workbook Preview



Manitoba – Dramatic Arts Curriculum

Grade 3 – Drama

Learning Area: Making		The learner develops language and practices for making drama/theatre.	
	Recursive Learnings	Pages	
DR-M1	The learner demonstrates an understanding of and a facility with a variety of dramatic forms.	22-24, 48-50, 65-71, 94-100, 106-108, 151-153, 156-162, 180-182, 189-197	
DR-M2		162,	
DR-M3		3-55, 131,	
Learning Area: Creating		for creating drama.	
	Recursive Learnings	Pages	
DR-CR1	The learner generates ideas for creating drama using a variety of sources.	6-9, 27-29, 31-33, 102-103, 117-119, 185-186	
DR-CR2	The learner experiments with, develops, and uses ideas for creating drama.	40-41, 43-46, 48-50, 57-60, 86-91, 102-103, 111-114, 117-119, 129-131, 170-172, 180-182	
DR-CR3	The learner revises, refines, and shares dramatic arts ideas and creative work.	73-76, 165-167	

**Preview of 15 activities
from this unit that
contains 34 activities in
total.**

Manitoba – Dramatic Arts Curriculum

Grade 3 – Drama

Learning Area: Connecting		The learner develops understandings about the significance of the dramatic arts by making connections to various contexts of times, places, social groups, and cultures.
	Recursive Learnings	Pages
DR-C1	The learner experiences and develops an awareness of people and practices from various times, places, social groups, and cultures.	19-20, 27-29, 31-33, 185-186, 189-197
DR-C2	The learner experiences and develops an awareness of a variety of dramatic forms, styles, and traditions.	12-17, 79-84, 86-91, 134-141, 144-148
DR-C3	The learner demonstrates an understanding of the roles, purposes, and meanings of the dramatic arts in the lives of individuals and in communities.	63-64, 79-84

Learning Area: Responding		The learner uses critical reflection to inform dramatic arts learning and to develop agency and identity.
	Recursive Learnings	Pages
DR-R1	The learner generates initial reactions to dramatic arts experiences.	18, 21, 34, 42, 47, 56, 104, 109, 127, 168, 183
DR-R2	The learner observes and describes dramatic arts experiences.	25, 115, 120, 187
DR-R3	The learner analyzes and interprets dramatic arts experiences.	26, 30, 39, 51-52, 61-62, 77, 101, 105, 110, 116, 128, 132-133, 142-143, 149-150, 154-155, 163-164, 169, 173-174, 198-199
DR-R4	The learner constructs meaning and applies new understandings from dramatic arts experiences.	10-11, 72, 77-78, 85, 92-93, 121, 178-179, 184, 188

Activity: Problem-Solving Improv Theatre

Objective

What are we learning more about?

To develop problem-solving skills, improve communication, and stimulate creativity by improvising dialogues between two characters.

Materials

What do we need for our activity?

- ✓ Scenario cards provided
- ✓ Writing utensils (pens/pencils)
- ✓ A hat or bowl for drawing cards.
- ✓ Open space in the classroom or gym for acting.



Instructions

How do we complete the activity?

- 1) Preparation: Cut out the scenario cards and place them in a hat.
- 2) Divide the students into pairs. Each pair will have the opportunity to improvise.
- 3) One pair at a time, one student from the pair will draw a card from the hat or bowl.
- 4) Both students in the pair read the problem on the card and have (1 minute) how they'd like to start, and then begin their improvisation in front of the class. They will act as two characters trying to solve the problem presented on the card.
- 5) Allow each pair about 2-3 minutes to act out their improvised solution. Encourage them to be creative and think outside the box.
- 6) After the skit, the class can give a round of applause, and the next pair gets their turn.

Tips/Strategies

Follow the criteria below to complete this assignment

Criteria	Description
Listen and Respond	Pay attention to your partner's lines and react naturally, keeping the dialogue flowing and relevant to the scenario.
Offer Ideas	Offer original ideas to the dialogue that help solve the problem and keep the scene moving forward.
Use Expressive Language	Use descriptive words and phrases that help explain the problem and solve it clearly.
Stay on Topic	Keep the conversation focused on the problem at hand without getting sidetracked.
Think Creatively	Approach the problem with an open mind, considering multiple solutions or unusual ideas that show creative thinking.

Scenarios

Cut out the scenarios below and put them in a hat

Bike Repair Dilemma: One child's bike has a flat tire, and the other child offers to help fix it but can't find the pump.

Sleepover: One child is scared of the dark and the other tries to help them so they can both sleep comfortably.

Lost Pet: One student loses their pet, and the other student helps to search for it.

Lost Dog: When at the park, two friends find a lost dog. They have to figure out how to keep the dog safe while they look for its owner.

The Great Kite Tangle: Two kids get tangled up in the sky. They must work together to untangle themselves and the kites.

Torn Book Page: A page in a library book is accidentally torn, and the students must figure out how to fix it before returning it.

The Big Fish Story: One child claims to have caught a huge fish on a fishing trip, but the other is skeptical and asks for proof.

Backyard Camping: One child wants to tell ghost stories, but the other is scared and would rather look at the stars. They need to plan their evening activities.

A student accidentally spilled paint on another student's art project.

The Case of the Missing Cookie: One sibling is accused of eating the last cookie, and they have to prove their innocence to the other.

Missing Homework: One student can't find their completed homework, and the other remembers where it might be.

Pencil Shortage: Both students need a pencil for a test, but only one is left, and they must find a fair solution.

Neighbourhood Bike Race: Two friends can't decide on the rules for a bike race. They must create a fair course and set of rules.

Litterbug Mystery: One student notices their friend throwing trash on the schoolyard and confronts them to explain why it's important to use the bin.

The Lemonade Stand: Two kids decide to run a lemonade stand together but they have a disagreement over who should do what job.

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Listen and Respond	Listens but does not respond to partner's ideas.	Listens and sometimes responds to partner's ideas.	Listens and regularly responds to partner's ideas.	Listens actively and responds immediately and thoughtfully.
Offer Ideas	Offers few ideas.	Offers some ideas, but may be hesitant.	Regularly offers ideas that contribute to solving the problem.	Offers many creative ideas that drive the dialogue forward.
Use Expressive Language	Uses simple language with little detail.	Uses some expressive language and details.	Often uses expressive language and details.	Consistently uses expressive, vivid language and details.
Stay on Topic	Often strays off topic during the dialogue.	Sometimes stays on topic.	Usually stays on topic and focuses on the problem.	Always stays on topic and directly addresses the problem.
Think Creatively	Shows little creativity in dialogue and solutions.	Shows some creativity in dialogue and solutions.	Shows creative thinking in applying the problem.	Exhibits high creativity with innovative dialogue and solutions.

Teacher Comments – What Did They Do Well?

Mark

Student Comments – What Could You Do Better?

Activity: Role Swap Day

Objective

What are we learning more about?

To foster understanding, and creativity by placing students in unfamiliar roles and having them respond as if they were in that role.

Materials

What do we need for our activity?

- ✓ Various roles (examples of possible roles provided)
- ✓ Writing utensils (pens, pencils, markers)
- ✓ A hat or bowl for drawing cards.
- ✓ Optional: Basic props like aprons, hats, etc.



Instructions

How do we complete the activity?

- 1) Preparation: Cut out the cards on the next pages. Then have the roles each student will play as well as the problem they will try to solve acting as the role they select.
- 2) Arrange the classroom in a circle or semi-circle so that each student has a comfortable spot.
- 3) Pass the hat or bowl around, and let each student draw a card. After showing their peers, they read the role they've selected.
- 4) The teacher begins by selecting a student to go first. Have the student act out their role and explain their problem. They should then think of a solution to the problem.
- 5) The student then responds in-role, describing what they'd do, the challenges they might face, and any other thoughts they have while considering the scenario.
- 6) This continues until every student has had a chance to respond in-role to their given scenario.

Roles

Cut out the roles/problems below

1. Baker

Your oven isn't working. How can you bake your cookies?

2. Farmer

Some birds are eating your crops. How can you protect them?

3. Librarian

A book is missing from the shelf. How can you find it?

4. Pet Shop Owner

The fish tank is dirty. How can you clean it without scaring the fish?

5. Astronaut

You left your space tool in zero gravity. How do you get it back?

6. Firefighter

Your hose is tangled. How can you quickly get it ready to use?

7. Pizza Chef

You're out of tomato sauce. What can you use for your pizzas now?

8. Toy Store Clerk

A kid wants a toy on the top shelf. How can you safely get it?

9. Mail Carrier

Your mailbag has a hole. How can you deliver the letters without losing any?

10. Doctor

A patient is scared of a check-up. How can you make them feel at ease?

11. Weather Reporter

Your weather chart is mixed up. How can you tell the weather?

12. Plumber

A sink is dripping water. How can you fix it?

13. Pirate

Your ship has a tiny leak. How do you keep the water out?

Roles

Cut out the roles/problems below

14. Bus Driver

There's a fallen tree on the road. How do you make sure the kids get to school safely?

15. Scientist

Your super-goggles are foggy. How can you see to save the

16. Gardener

The caterpillars are eating the plants. How can you keep them away?

17. Detective

Someone's toolbox is missing. How do you find out where it is?

18. Fisherman

Your fishing line is stuck in a tree. How can you get it free?

19. Mechanic

A bike's wheel is wobbly. How can you make it safe to ride?

20. DJ

One of your speakers is broken. How can you get everyone dancing to the music?

21. Zookeeper

The turtles are hiding and scared. How can you make them feel safe?

22. Painter

Your paintbrush is too big for the picture. How can you paint it?

23. Grocery Clerk

Some apples have fallen off the shelves. How can you get them quickly?

24. Electrician

A lamp isn't turning on. How can you make it light up?

25. Dancer

The music stopped in the middle of your dance. How do you finish your performance?

Reflection

Answer the questions below

1) How did you feel when you first saw the role you were given?

2) What challenges did you have to face?

3) How did you decide to solve the problem?

4) Do you think people in this role have problems like this? Explain.

5) Why is it important to be understanding of people in different roles?

PREPARED

Activity: Indigenous Trickster Stories

Objective

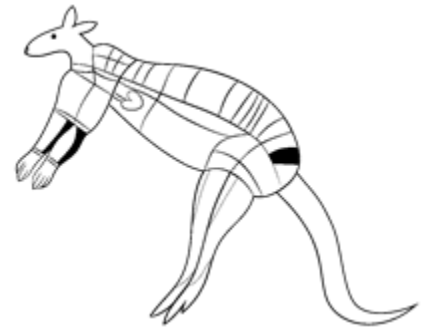
What are we learning more about?

Action

Act out Indigenous trickster stories.

Materials

What do we need for our activity?



- ✓ Indigenous storybooks or printed stories - provided
- ✓ Props made from classroom materials (e.g., paper, markers, craft sticks)
- ✓ Space in the classroom to act out the story
- ✓ Costumes (optional) as simple as scarves, hats, or masks.

Instructions

How do we complete the activity?

- 1) **Preparation:** Begin by discussing the importance of Indigenous stories and their cultural significance. Emphasize the need for respect and understanding when engaging with these narratives.
- 2) **Story Selection:** Choose a trickster story that is suitable for the age group and share it with the class. Read it together and discuss key events, characters, and lessons.
- 3) **Role Allocation:** Divide the students into small groups and assign each group a part of the story to act out. If the class is small, they can perform the entire story together.
- 4) **Rehearsal:** Give students time to rehearse their parts. Encourage them to think about their expressions, movements, and voice. They can use the props and costumes to enhance their roles.
- 5) **Performance:** Have each group perform their part of the story in sequence. The rest of the class can be the audience.
- 6) **Reflection:** After all groups have performed, sit down as a class and discuss the stories, performances, and what everyone has learned.

How Raven Brought Light to the World

Scene 1: A Village Wrapped in Shadows

In the darkest of forests, there was a little village where the sky was always dark. The trees hid the stars, and the moon only peeked through some holes. The children of the village had never seen bright sunshine or colorful rainbows. They dreamed of what it would be like to feel warm sunlight on their faces. They had only heard stories from their elders of a time when the sun would rise and set, making the sky glow with light. Everyone in the village, from the smallest mouse to the tallest bear, wished for the day to come when the sun would shine.

Scene 2: Raven's Curious Plan

Raven, with feathers as shiny as a starry night, listened to the whispers of the villagers. He was a bird who loved mysteries and secrets. Raven found out about a very old man who owned a special box. Inside this box was the bright Sun itself, locked away. "Why should the Sun be locked in a box?" Raven thought. He loved to solve puzzles and play tricks. So, he decided he would be the one to bring the light back to the sky. Raven was very smart, and he made a clever plan to free the Sun.

Scene 3: The Trick of the Pine Needle

Raven used magic to turn himself into a tiny pine needle. He was so small that no one could see him. He floated down the river just as the old man's daughter, Heta, came to fill her water jug. The girl scooped up the water, not knowing, she also scooped up Raven. Inside her, Raven changed, this time into a human child. As the boy grew, he became very curious about the shiny box his grandfather kept close. Day after day, he asked about it. Finally, the old man chuckled and opened the box a tiny bit to show the boy.

Scene 4: Sunlight Dances Across the Mountains

The boy, who was actually Raven in disguise, saw his chance! He grabbed the box tightly and turned back into a black crow. His wings flapped powerfully as he flew higher and higher, above the mountains, until he was in the sky. With a quick flick of his beak, he opened the box. Woosh! Out came the Sun, shining brightly and filling the sky with brilliant light for the first time. The dark world was gone. The villagers jumped for joy, their hearts filled with happiness. They danced and sang, thanking Raven, who cawed happily from above. Now there was night and day, and the world was full of light and shadows, all thanks to Raven's brave and clever trick.

Activity: Indigenous Trickster Stories

Instructions

Watch three scenes from the performances. Describe the scenes.

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Instructions

Draw three scenes from the performances. Describe the scenes.

1) Which character did you portray?

2) Why do you think trickster stories are important in Indigenous cultures?

3) What were some of the challenges you faced working in a group?

4) What was the main problem in the story?

5) Who was the Trickster? How did they solve the problem?

PREVIEW

Activity: "Mood Music"

Objective

What are we learning more about?

To understand how sound effects and music can influence mood and tension in a drama setting..

Materials

What do we need for our activity?

- ✓ A variety of instruments that can be found in a classroom (e.g., tambourine, maracas, triangle, xylophones)
- ✓ Objects that can create different sounds (e.g., sheets of paper for rustling, boxes filled with beans for rattling, metal slabs for thunder sounds)
- ✓ A device to play pre-recorded music (e.g., a computer or a tablet with speakers)
- ✓ A simple, short play script or story (e.g., a familiar fairy tale or classroom-created story)



Instructions

How do we conduct the activity?

- 1) **Introduce the Activity:** Explain to the class that they will be using sounds to change the mood in a story.
- 2) **Story Selection:** Choose a short play or story that the class is familiar.
- 3) **Group Assignment:** Divide the class into small groups and assign each group a different part of the story.
- 4) **Exploration and Practice:** Allow time for the groups to experiment with different sounds they can make with their instruments and objects. Have them practice creating sounds that could represent different emotions in the story (e.g., tension, surprise, happiness).
- 5) **Planning the Soundscape:** Each group should decide at what points in their part of the story they will add sound effects or music to enhance the mood.
- 6) **Performance:** Have each group perform their part of the story with the sound effects and music they planned. The rest of the class should be the audience.
- 7) **Whole Class Discussion:** After each performance, discuss as a class how the sound effects changed the mood of the story.

The Drum Dance of the Arctic

In the far Arctic, where the Inuit people live, there was a small village. The village was quiet, but full of love. One day, the village elder said, "We need to thank the Sun for the long summer." So, they decided to have a big celebration with a special drum dance.

They took out their big drum, which was round like the Earth. They began to tap, tap, tap on the drum. The sound was like the heartbeat of the Earth. As they danced, they wore bright clothes that swirled around like the northern lights.



The children clapped and stomped their feet. They laughed as the drum told its story. Each beat was a word, and the dance was the story of their thankful hearts.

The Flute of the Bamboo Forest

In the lush green forests of China, there was a panda who loved to listen to music. The birds sang, and the wind whistled, but the panda dreamed of a new sound.

One day, a young boy walked into the forest. He carried a flute made from bamboo, and when he played, the music was soft and sweet. The panda followed the sound until he found the boy.

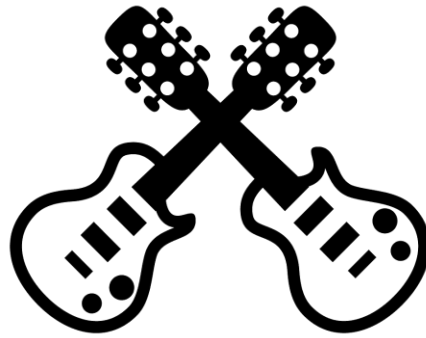
The boy saw the panda and played a happy tune. The panda swayed and danced. Then the boy played a slow, sad song, and the panda sat down, feeling the music with his heart.

The forest was filled with this new, magical sound, and the panda knew that music was a special kind of magic that made the heart dance.

The Guitar of the Mariachi

In the warm land of Mexico, there was a village that loved music. One day, they had a fiesta with lots of food, bright decorations, and, most of all, music played by a Mariachi band.

The Mariachi band had violins, trumpets, and big guitars called guitarrones. But the smallest guitar, called the vihuela, had a special job. It kept the rhythm and made the music sound happy.



One day, a little boy named Carlos was given a vihuela. He practiced day and night, strumming the strings to make cheerful sounds. He imagined the strings were like the strings of a heart, and he played with love.

When the fiesta came, Carlos joined the Mariachi band. As he played, everyone clapped and danced. The village was filled with joy, and Carlos's heart was as happy as the music.

Each of these stories from different cultures shows how music is a universal language that can tell stories, share emotions, and bring people together, no matter where they live.

Name: _____

Question

Describe your experience of this activity below

PREPARED

Activity: Emotion Hat Challenge

Objective What are we learning more about?

Students explore the concept of symbolism by creating hats that visually represent various emotions, fostering an understanding of how abstract concepts can be expressed through creative design.

Materials What do we need for our activity?

- ✓ Emotion cards (cards with emotions written on them, e.g., happy, sad, scared)
- ✓ Construction paper (various colours)
- ✓ Glue sticks
- ✓ Decorative materials (stickers, markers)



Instructions How do we complete the activity?

- 1) **Introduction to Symbolism:** Start with a brief discussion about symbolism and how objects can represent feelings or abstract ideas.
- 2) **Drawing Emotion Cards:** Have each student draw a card from a deck that has different emotions written on them. Ensure they keep their emotion a secret.
- 3) **Hat Creation:** Provide students with construction paper and decorative materials. Each student creates a hat that symbolizes the emotion on their card. Encourage creativity—use of colour, emoji/drawing, and symbols like teardrops for sadness or sun rays for happiness.
- 4) **Emotion Guessing Game:** Once all hats are completed, students take turns walking around the class while wearing their hats. The rest of the class then guesses the emotion represented by each hat. The student wearing the hat reveals whether the guesses are correct and explains their design choices.
- 5) **Group Discussion:** Discuss what symbols were effective and why certain designs conveyed the emotions clearly.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Representation of Emotion	The hat must visually represent the assigned emotion using colours, shapes, and added symbols.
Creativity in Design	The hat should show creativity in its design, encouraging the use of different materials and ideas.
Use of Symbols and Elements	Symbols that relate directly to the emotion (like smiles, tears, or hearts) should be incorporated.
Clarity of Symbolism	The symbolism should be clear enough that classmates can accurately guess the intended emotion.
Explanation of Choice	Students must clearly explain why they chose specific materials to represent the emotion.

Planning

Answer the questions below.

- 1) What emotion did you pick from the list?
- 2) What colours do you think best represent your emotion?
- 3) Can you think of any symbols that remind you of your emotion?
- 4) How can you make your hat stand out so others can guess your emotion?

Emotion Cards

Cut out these emotions and place them in a hat.



Instructions

How to Make a Hat

Hat # 1:

Materials:

Large piece of construction paper (A3 size works best), Scissors, Tape or glue, Markers or crayons, String or elastic (optional, to secure the hat)

Instructions:

- 1) **Roll the Paper:** Take a large piece of construction paper and roll one corner towards the other, forming a cone shape.
- 2) **Adjust the Cone:** Adjust the size of the cone so that the bottom (the open part) fits your head. You can make the cone tighter or looser depending on the size you need.
- 3) **Secure the Cone:** Once you have the cone the way you like, use tape or glue to secure the overlapping edges so that it holds its shape.
- 4) **Trim the Edge:** If the edge of the cone is uneven, use scissors to trim it to make a flat, even edge so it sits comfortably on your head.
- 5) **Optional:** Add a String. Cut two small holes on opposite sides near the bottom of the cone and tie a piece of string or elastic through both holes so the hat can be secured under your chin.
- 6) **Decorate:** Use markers, crayons, or other materials to decorate your hat however you like.

Hat # 2:

Materials:

Long piece of construction paper (cut from the width of a full sheet), Scissors, Tape or glue, Markers or crayons (for decoration)

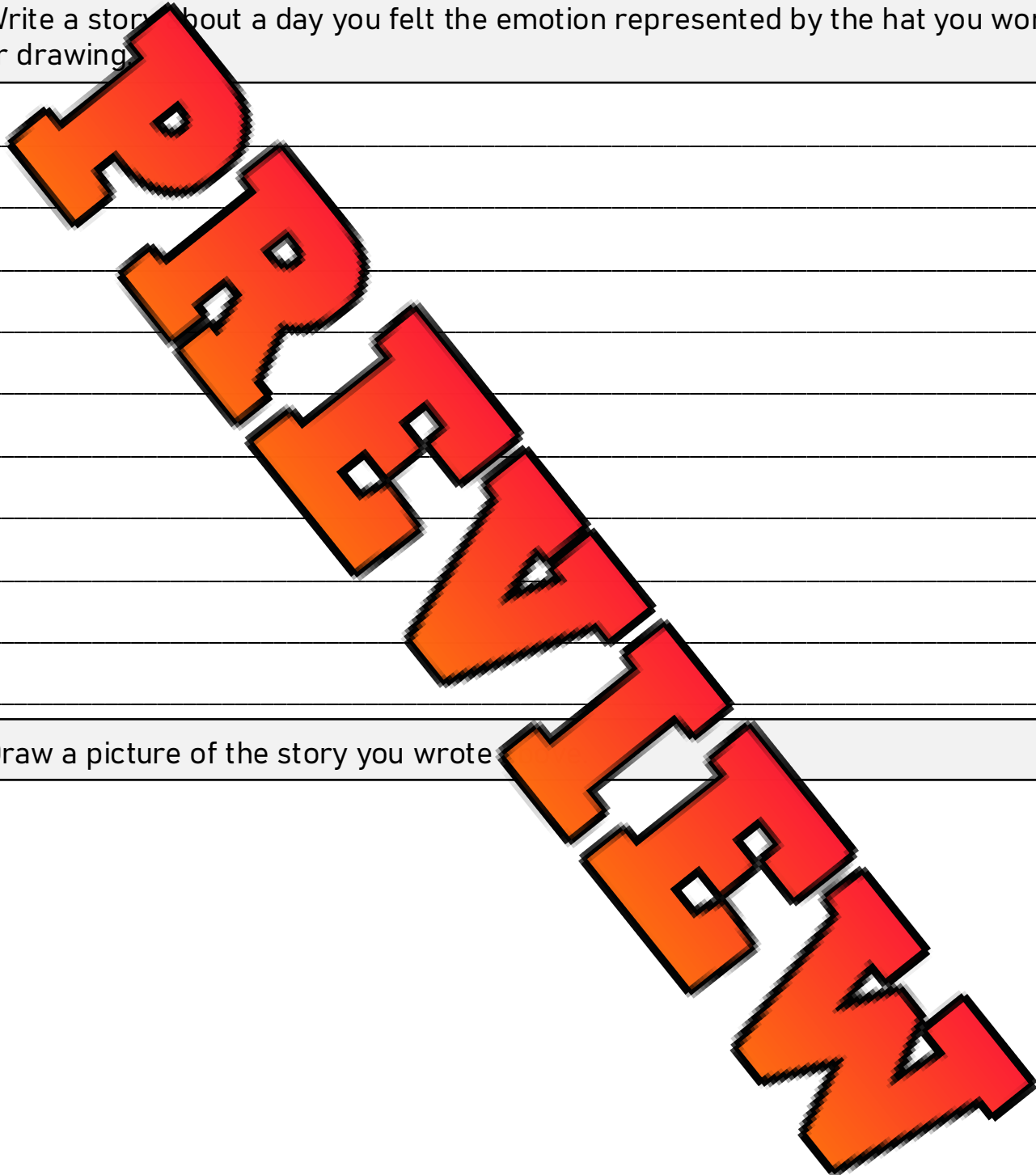
Instructions:

- 1) **Cut the Paper Strip:** Cut a long strip of construction paper (about 1/2 inch wide) from the length of the sheet. You may need to tape two strips together for larger head sizes.
- 2) **Create the Crown Points:** Along one edge of the strip, cut a series of pointed or curved shapes to form the points of the crown. You can make the points sharp or rounded, depending on the style you want.
- 3) **Measure and Fit:** Wrap the strip around your head to measure the correct fit. Once you have the correct fit, use tape or glue to secure the ends of the strip together, forming a circular crown.
- 4) **Decorate the Crown:** Decorate your crown using markers, stickers, or add-ons like glitter. You can also glue on small pieces of paper to add jewels or other designs.
- 5) **Optional:** Add 3D Elements: You can tape or glue extra pieces of construction paper to the points of the crown for added dimension or texture, like a flag or extra layers.

Reflection

Follow the instructions below.

1) Write a story about a day you felt the emotion represented by the hat you wore in your drawing.



2) Draw a picture of the story you wrote.



Rubric

How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Representation of Emotion	The hat has minimal emotional features.	The hat shows some emotional features.	The hat clearly shows the assigned emotion.	The hat vividly and creatively represents the emotion.
Creativity in Design	Basic creativity with minimal use of materials.	Basic creativity with better use of materials.	Creative design enhancing the hat's appeal.	Highly creative and original design.
Use of Symbolic Elements	Symbols are unclear and hard to interpret.	Symbols are clear and easy to interpret.	Clear symbols related to the emotion.	Excellent use of symbols enhancing emotion understanding.
Clarity of Symbolism	Symbols are unclear and hard to interpret.	Symbols are clear and easy to interpret.	Symbols are clear and easy to interpret.	Symbols are very clear and effectively communicate the emotion.
Explanation of Choices	Explanations are minimal or unclear.	Basic explanations for design choices.	Detailed explanations for design choices.	Detailed and insightful explanations of all design choices.

Teacher Comments – What Did They Do Well?**Mark****Student Comments – What Could You Do Better?**

Dramatic Arts in Our Lives and Communities

What Is Drama?

Drama is when people act out stories using their bodies, voices, and emotions. This can be in plays, skits, or even puppet shows. People use dramatic arts in their lives and communities for different reasons.



Why Do People Use Drama?

People use dramatic arts for many reasons:

- **Teach:** Dramatic arts help teach lessons or show important messages. For example, plays may teach about being kind or working together.
- **Celebrate:** In many communities, dramatic arts are used during special events, like festivals, to celebrate traditions or holidays.
- **Share Feelings:** Acting in plays or skits helps people express how they feel. It can show happiness, sadness, or anger.

Roles of Dramatic Arts in Communities

In communities, dramatic arts play a big role. People perform for others during events or shows. These performances bring people together and create a sense of belonging. Here are some key roles dramatic arts have in communities:

- 1) Bringing people together through performances.
- 2) Sharing traditions and stories.
- 3) Helping people express emotions in a safe way.
- 4) Teaching lessons in a fun and creative manner.

True or False

Is the statement true or false?

1) Dramatic arts do not bring people together.	True	False
2) People never use emotions through dramatic arts.	True	False
3) Dramatic arts have no role in teaching people.	True	False
4) People use dramatic arts to express excitement and joy.	True	False
5) Only adults can participate in dramatic performances.	True	False

Drawing

Draw characters from your favourite play/movie

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Writing

Write the 3 roles of dramatic arts that you think are important

1	
2	
3	

Activity: Choral Voices

Objective What are we learning more about?

Students will work in small groups to practice choral speech. They will learn how to speak in unison, focusing on rhythm, volume, and expression while performing a short poem or story.

Materials What do we need for our activity?

- ✓ Printed copies of short poems or stories with clear rhythm (example: "The Little Star" or "The Windy Day")
- ✓ Open space for groups to stand together and rehearse



Instructions How do we complete this activity?

- 1) **Warm-Up:** Begin with a whole-class warm-up. Have students practice repeating simple sounds (like "la-la-la") together. They will speak in different volumes (quiet, medium, loud) and speeds (slow, fast) as a whole group.
- 2) **Group Formation:** Split the class into small groups of 4-5 students. Give each group a printed copy of the same poem or story. They will all work together to perform it using choral speech.
- 3) **Practice in Sections:** In their groups, students read and discuss the story. They should focus on understanding the emotions and events in the narrative.
- 4) **Add Volume and Expression:** Ask the groups to decide which parts of the poem should be loud, soft, slow, or fast. They can add expression by changing the volume and speed of their voices to match the mood of the poem.
- 5) **Group Performances:** After rehearsing, each group will perform their version of the poem for the class. Encourage them to focus on speaking together, staying in rhythm, and using their voices to express emotions in the poem.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Speak Together	Make sure your group speaks at the same time, staying in rhythm.
Use Your Voice	Use your voice to show emotion, like being happy, sad, or excited.
Control Your Volume	Speak at the right volume—sometimes loud, sometimes soft—depending on the poem.
Stay Focused	Pay attention to your group and follow the flow of the poem/story.
Work as a Team	Listen to your group members and support each other.

Planning

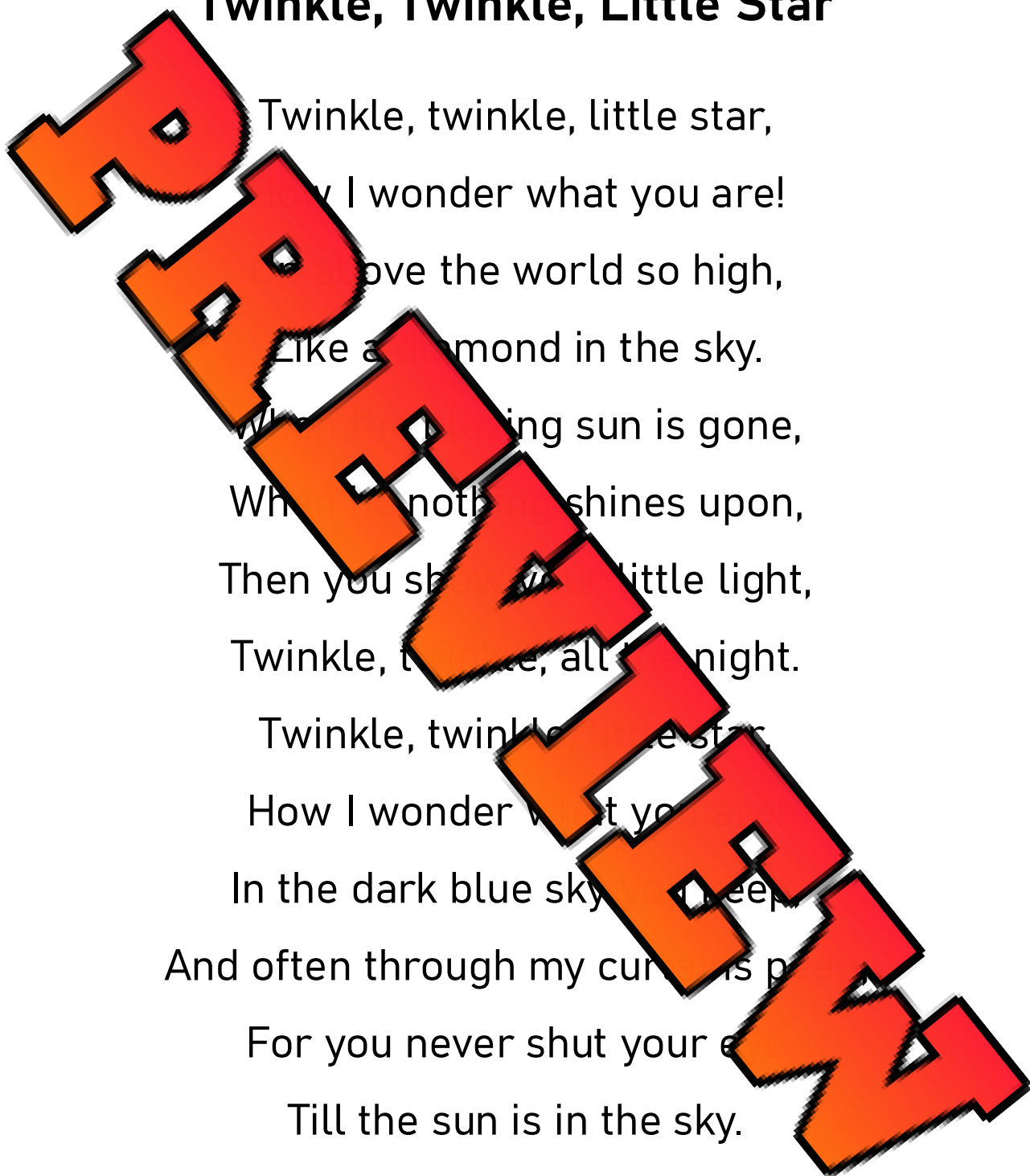
Answer the questions below.

1) What can you do to stay in rhythm when you read?

2) How can you read the poem/story so that it is interesting to the audience?

3) What can you do to help each other while practicing to ensure good teamwork?

Twinkle, Twinkle, Little Star



Twinkle, twinkle, little star,
How I wonder what you are!
Up above the world so high,
Like a diamond in the sky.
When the morning sun is gone,
When no other shines upon,
Then you shine as a little light,
Twinkle, twinkle, all the night.
Twinkle, twinkle, little star,
How I wonder what you are!
In the dark blue sky so deep,
And often through my curtains peep,
For you never shut your eyes
Till the sun is in the sky.
Twinkle, twinkle, little star,
How I wonder what you are!

The Itsy Bitsy Spider

The itsy bitsy spider climbed up the water spout,
Down came the rain and washed the spider out.

Out came the sun and dried up all the rain,
And the itsy bitsy spider climbed up the spout again.

Then a great big spider came up the spout so wide,
Along came the rain and slid him down the slide!

But when the sun came out to dry the ground once more,
The great big spider hurried to the spout once more.

Next came a tiny spider, climbing up the spout,
When the rain came, she jumped and spun about.
She danced in the raindrops, twirled through the sunny
sky,

And when the storm was over, climbed right up on high!

The More We Get Together

The more we get together, together, together,
The more we get together, the happier we'll be.

For your friends are my friends,
And my friends are your friends.

The more we get together, the happier we'll be!

The more we sing together, together, together,
The more we sing together, the happier we'll be.

For your songs are my songs,

And my songs are your songs.

The more we sing together, the happier we'll be!

The more we learn together, together, together,
The more we learn together, the smarter we'll be.

For your skills are my skills,

And my skills are your skills,

The more we learn together, the smarter we'll be!

The Wind

Who has seen the wind?

Neither I nor you:

The leaves hang trembling,
The wind is passing through.

Who has seen the wind?

Neither I nor I:

But when the trees bow down their heads,
The wind is passing by.

The wind blows loud, it ruffles the clouds,
It shakes the tall trees, it rumbles a loud.

We feel it in the breeze too,
And watch it ripple through the r.

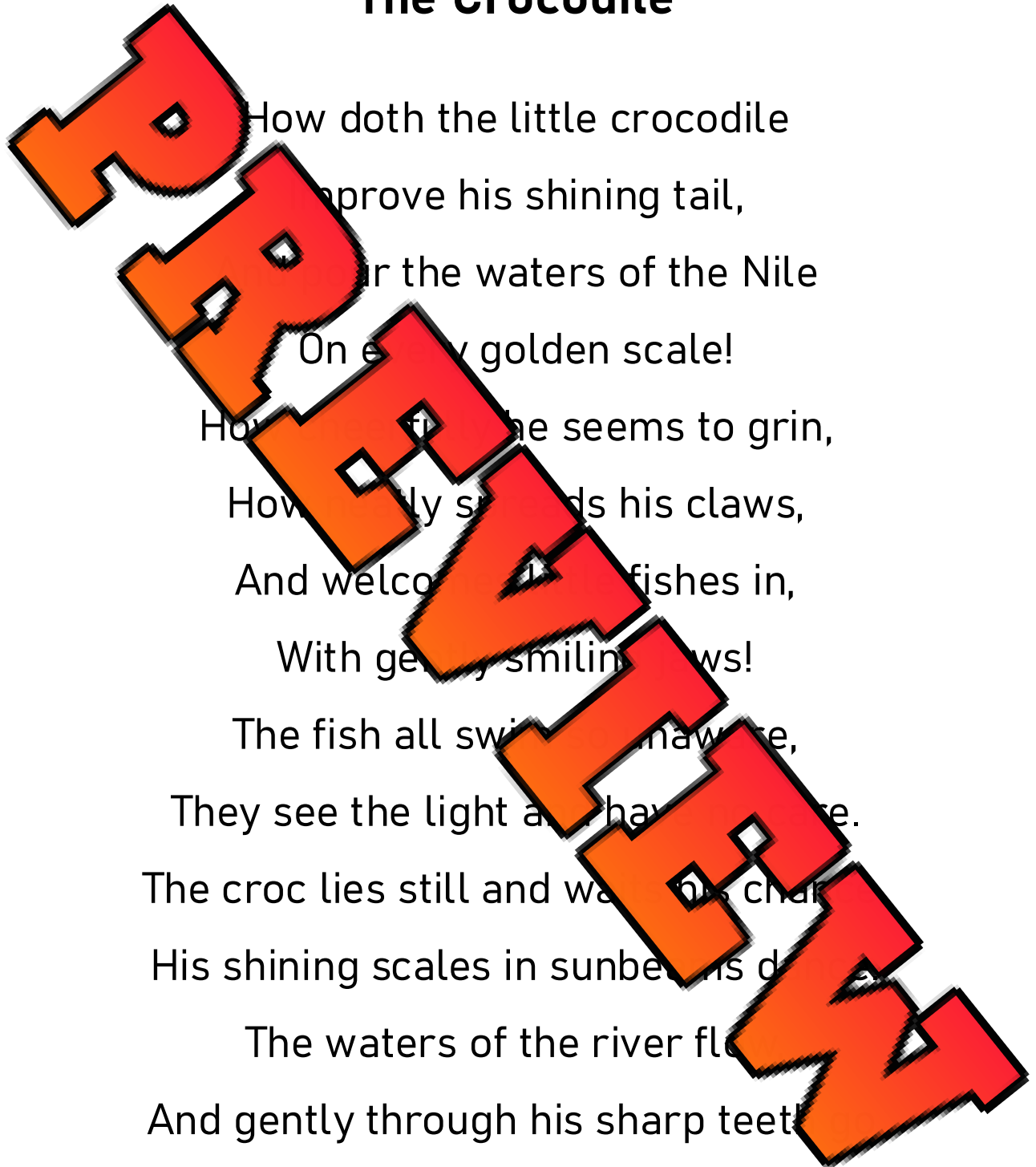
Though we may never see it

We know it's there in fields of gra

The wind, so swift, both near and far,

It's seen in everything we are.

The Crocodile



How doth the little crocodile
Improve his shining tail,
And for the waters of the Nile
Appear on every golden scale!
How gracefully he seems to grin,
How easily shows his claws,
And welcomes fishes in,
With gently smiling jaws!
The fish all swim in awe,
They see the light and have no fear.
The croc lies still and waits his chance,
His shining scales in sunbeams dance.
The waters of the river flow
And gently through his sharp teeth
And though his smile is broad and bright,
Beware his bite, for it's not light!

Rubric

How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Stay Together	Group is not staying in unison.	Some of the group speaks together.	Group mostly speaks together.	Group speaks in perfect unison.
Use Expression	Voices show little or no expression.	Some expression, but not consistent.	Voices show good emotion.	Voices show strong, clear emotion.
Control Volume	Volume is too low or too soft.	Volume is appropriate but not clear.	Volume is mostly controlled well.	Volume changes perfectly with the poem.
Stay Focused	Often distracted and off track.	Sometimes loses focus.	Stays focused most of the time.	Always focused and follows the poem.
Work as a Team	Group doesn't work well together.	Group sometimes works as a team.	Group works well together.	Group works together perfectly.

Teacher Comments – What Did They Do Well?

Mark

Student Comments – What Could You Do Better?

Activity: Polish Your Performance!

Objective What are we learning more about?

Students will refine, and rehearse their drama work in response to peer and teacher feedback. They will focus on clear communication with their audience and use feedback to improve their performance.

Materials What do we need for our activity?

- ✓ Simple props, paper, paper plates, or small handheld mirrors
- ✓ Short scene prompts (provided by teacher)
- ✓ Paper and pencils for feedback



Instructions How do we complete this activity?

- 1) **Introduction:** Explain to the students the importance of feedback in drama. Discuss how actors improve their performances by listening to feedback from peers and directors.
- 2) **Initial Rehearsal:** Divide the students into small groups. Provide each group with a different prompt for a short scene. Give groups time to quickly discuss their scene and come up with a simple performance. They can use simple props and decide on roles within the group.
- 3) **Perform for the Class:** Each group will perform their initial scene for the whole class. After the performance, use the discussion prompts to have a classroom discussion where students provide feedback to each group.
- 4) **Revise and Refine:** After receiving feedback, groups will return to their scenes and work on refining their performance. They should focus on incorporating the feedback, making their scene clearer and more engaging for the audience.
- 5) **Final Performance:** Groups will perform their revised scenes for the class again, showing how they improved based on the feedback they received.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Listen to Feedback	Make sure you listen carefully to your classmates' and teacher's feedback to understand how to improve.
Make Changes Based on Feedback	Use the suggestions you received to adjust your acting, voice, gestures, or teamwork during the performance.
Speak Clearly to the Audience	Make sure your voice is loud and clear so that everyone in the audience can understand your words.
Use More Expressions and Gestures	Add more expressions and body movements to make your performance more engaging for the audience.
Work Well with Your Group	Collaborate with your group by discussing ideas, making decisions together, and helping each other improve.

Planning

Answer the questions.

1) What is your scene about?

2) What props or actions will you use?

3) How do you think feedback will help your performance? Explain.

Scenarios

Perform the following scenarios to your class.

Scenario	Detailed Description
A group of friends finds an old, mysterious treasure map hidden in an attic. They decide to follow the map and go on an exciting adventure to find the hidden treasure.	
Friends planning a surprise birthday party. They must decide on a theme, decorations, and how to keep it a surprise until the big day.	
A team preparing for a big sports game. They need to practice hard, encourage each other, and play as a team.	
A group of astronauts landing on a new planet	A group full of astronauts lands on a strange new planet they have never seen before. They explore the new world, searching for clues about what might live there.
A family on a camping trip that goes wrong	A family goes on a camping trip, but things start to go wrong. They get lost in the woods, it starts to rain, and they have to find a way to get back safely.
Kids trying to solve a mystery at school	Some kids discover something is missing at school, and they decide to solve the mystery. They look for clues, ask questions, and try to figure out what happened.
A group of animals preparing for winter	A group of forest animals is getting ready for winter. They gather food, build shelters, and help each other stay warm as the weather gets colder.
A team of superheroes saving the day	A team of superheroes must work together to save the town from danger. They each use their special powers to help everyone and make the town safe again.
Friends building a fort on a snowy day	Some friends decide to build a snow fort on a very winter day. They gather snow, find the best spot, and make a strong fort to play in before the sun sets.
A group of explorers lost in the jungle	A group of explorers is lost in a dense jungle. They have to find their way back by using a map, following animal tracks, and staying together as a team.

Discussion Questions

Use the discussion questions below to provide feedback

Discussion Question

Did the actors use facial expressions that matched the emotions of the scene?

How did the body language of the actors help show what they were feeling or thinking?

Were the voices of the actors loud enough for everyone to hear clearly?

Did the actors use their voices to show different emotions?

Did the actors stay in character throughout the scene?

Did the actors use the space effectively to show the setting of the scene?

What did the actors do well to make the scene believable and engaging?

What could the actors improve to make the scene more realistic or effective?

How creative was the choice of scenario and the way it was acted out?

Did the storyline make sense and was it easy to follow?

How engaging was the scene—did it keep your attention the whole time?

Were there any surprising or unique elements in the story that made it stand out?

Two Stars And A Wish

Write 2 stars (positive feedbacks) your group heard and 1 wish (thing that your group could do better) below.

★	
★	
★	

Checklist

Check whether your second performance incorporates the feedback your group received.

Checklist for Feedback Incorporation	X
Did your group make changes based on the feedback?	
Did you speak more clearly or loudly after feedback?	
Did you add more expression or movement?	
Did your group work better as a team after feedback?	
Did your final performance improve from the first one?	

Rubric

How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Listen Feedback	Didn't listen Feedback.	Listened but didn't make changes.	Listened and made some changes.	Listened and made clear changes.
Make Changes		Made a few changes.	Made helpful changes.	Made important improvement.
Speak Clearly	Could not hear or understand.	Sometimes clear or too quiet.	Mostly clear and loud enough.	Very clear and easy to hear.
Use Expression/ Gestures	Little or no expression/ gestures.	Some expression/ gestures.	Good expression/ge stures at times.	Strong expression and gestures.
Teamwork	Group did not work together well	Group sometimes worked together	Group mostly worked well together	Group worked very well together

Teacher Comments – What Did They Do Well?

Mark

Student Comments – What Could You Do Better?

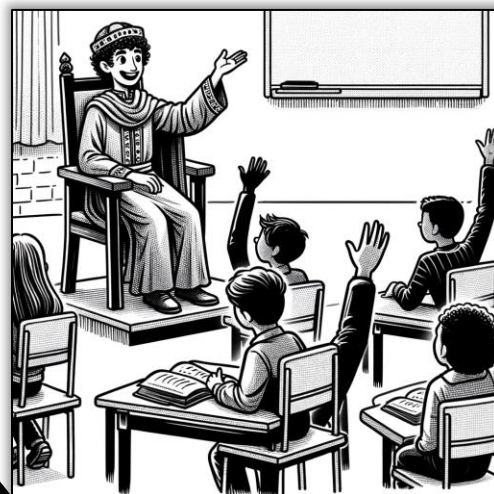
Activity: Dive Into Character

Objective What are we learning more about?

To develop a deeper understanding of characters from stories by exploring their thoughts and actions through an interactive "hot seat" activity.

Materials What do we need for our activity?

- ✓ A hot seat or designated area for the character being explored
- ✓ Cards with the name and descriptions of characters from a story the class has studied.
- ✓ A jar filled with pre-written questions students can ask the character.



Instructions How do we complete the activity?

- 1) **Preparation:** Before the activity, select a story that the class has read and is familiar with. You can use stories from the previous activity. Prepare character cards for significant characters from the story.
- 2) **Introduction:** Explain the activity to the students. Each student will have a chance to sit in the "hot seat" as a character from one of the stories. Most of the class will ask questions to learn more about the character's motivations, and actions.
- 3) **Character Selection:** Students draw character cards to select the character they will portray. Give them a few minutes to think about the character if using, to choose props or costumes.
- 4) **Question Time:** The student in the hot seat will answer questions from their classmates. Questions can be drawn from the question jar or thought of on the spot. Encourage students to think about what they really want to know about the character.
- 5) **Role Switch:** After a set time, allow another student to take a turn in the hot seat. Repeat until all students who want to participate have had a turn.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Understanding of Character	Show that you really know your character by talking about what they like, how they feel, and why they do things.
Responsiveness to Questions	Listen carefully when someone asks you a question and try your best to answer like your character would.
Voice and Expression	Use your voice and face to show how your character feels or reacts to different things, just like in the story.
Engagement with Audience	Look at your classmates when you talk, and use your body to help tell your character's story.
Reflection on Character	Share what you learned by being your character and how it made you see the story differently.

Planning

Answer the questions below.

1) Who is your character?

2) What is the role of your character in the story?

3) What are three important things about your character?

4) What are two questions you think people might ask your character?

Reflection

Answer the questions below.

1) Which character were you, and how did it feel to answer questions as this character?

2) Was there a moment when you think more deeply about your character? What was it?

3) Which character that someone else has created do you find most interesting or surprising? Why?

4) What did you learn about the importance of understanding a character's thoughts and motivations in storytelling?

DRAFT

Rubric

How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Understands Content	Knows a little about it.	Knows some key facts.	Knows a lot well.	Knows everything very well.
Responsive to Questions	Answers sometimes, shyly.	Answers sometimes, slowly.	Answers often, confidently.	Always answers in character, thoughtfully.
Voice and Expression	Uses little expression, monotone.	Some expression, not engaging.	Good expression, varied tones.	Great expression and voice, highly expressive.
Engagement with Audience	Looks away often, shyly.	Looks at audience, but not engaging.	Mostly looks at audience, engaging.	Always engages with audience, captivatingly.
Reflection on Character	Reflects a little, simply.	Some reflection, not deeply.	Reflects well, insightfully.	Deeply reflects and shares, profoundly.

Teacher Comments – What Did They Do Well?

Mark

Student Comments – What Could You Do Better?

Activity: Puppet Pals

Objective What are we learning more about?

Students create puppets of different characters, focusing on designing features that reflect the character's personality.

Materials What do we need for our activity?

- ✓ Paper bags, cardboard, or craft sticks (to make puppets)
- ✓ Markers, crayons, or paint
- ✓ Glue, tape, or string
- ✓ Small pieces of fabric or felt (for decoration)
- ✓ Character cards with simple descriptions



Instructions How do we complete the activity?

- 1) **Pick a Character:** Each student picks a character card that describes a character (e.g., "scary and strong," "funny and silly").
- 2) **Design Your Puppet:** Students use the materials to create a puppet that looks like their character. They should think about how to show the character's personality with colours, facial features, clothing, and accessories.
- 3) **Add Character Details:** Encourage students to add fun details like hair, or big eyes that match their character. For example, a "scary" character might have sharp teeth or dark colours.
- 4) **Practice Movements:** After making the puppet, students practice moving it to match the character's personality. A "funny" character might bounce, while a "scary" character might move slowly and heavily.
- 5) **Introduce the Puppets:** Each student introduces their puppet to the class (or in small groups), showing how it looks and moves based on its personality.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Creative Design	The puppet's design shows clear effort and matches the character's personality.
Use of Materials	Different materials (like paper, felt, yarn) are used to create character features.
Character Accuracy	The puppet's appearance reflects the personality traits on the character card.
Expressive Movement	The puppet's movements match the character's traits (e.g. shy, slow, sneaky).
Clear Presentation	The puppeteer introduces the puppet's name and personality clearly to the class.

Planning

Answer the questions below.

1) What's the personality of your puppet?

2) What colours will match your puppet's personality?

3) How will your puppet move?

4) What features will make your puppet stand out?

Cards

Create puppets for the characters listed below

Character	Materials	Personality
Happy Clown	Paper bag, bright markers, pom-poms for a nose, yarn for hair	Always cheerful, loves to make people laugh and wears bright, colourful clothes.
Brave Knight	Craft stick, foil for armor, paper for shield	Strong, protective, and serious, always ready to defend others.
Silly Jester	Coloured paper for face, bells for decoration	Loves to joke around, make silly faces, and cheer everyone up with laughter.
Shy Bunny	Sock, felt for ears, cotton	Quiet and gentle, often hides or moves slowly when feeling shy.
Angry Dragon	Paper bag, craft stick for body, paper for scales, string for fire	Roars loudly and looks fierce, easily angered when things don't go its way.
Friendly Dog	Sock, felt for ears, tail	Always happy, loves to help others, always shows a big smile on its face.
Wise Owl	Paper bag, brown paper for feathers, googly eyes	Kind and thoughtful, loves to give advice and always has wise things to say.
Fast Cheetah	Craft stick, yellow paper with black spots, felt for tail	Always on the move, speaks quickly, loves to race.
Scary Witch	Paper bag, black paper for hat, felt for cloak	Mysterious and spooky, loves casting spells and has a creepy laugh.
Sleepy Bear	Sock, felt for ears, fabric for blanket	Slow-moving, always yawning a lot, always looking for a place to sleep.
Playful Cat	Paper bag, felt for ears, yarn for tail	Loves to jump, play games, always looking for something fun to do.
Loud Pirate	Craft stick, paper for hat, string for an eye patch	Talks loudly and loves adventure, always shouting about treasure.
Kind Princess	Sock, felt for a crown, ribbon for decoration	Gentle and caring, always ready to help others and spread kindness.

Cards

Create puppets for the characters listed below

Character	Materials	Personality
Sad Character	Paper plate, string to tie at back, markers to draw a sad face	Floats around looking lonely, always has a sad expression and soft voice.
Proud Lion	Paper plate, yarn for a mane, googly eyes	Strong and confident, loves to show off and believes it's the king of the jungle.
Excited Parrot	Craft stick, colorful feathers, googly eyes	Talks a lot and is always happy and excited, loves to repeat what others say.
Grumpy Cat	Sock, felt for face, googly eyes	Always frowning and annoyed, doesn't like to be bothered but secretly loves attention.
Clumsy Elephant	Paper bag, gray paper for trunk, felt for ears	Big and gentle, but often trips and bumps into things, making everyone laugh.
Helpful Robot	Craft stick, foil for body, buttons for decoration	Always ready to help, speaks in a robotic voice, and loves following orders.
Energetic Squirrel	Paper bag, brown felt for fur, yarn for tail	Full of energy, pretty, and quick, loves to climb and talk to friends.
Gentle Giant	Sock, felt for face, fabric for clothes	Big and kind, speaks softly and always takes care of others, though it's a bit clumsy.
Mischievous Elf	Craft stick, felt for hat, green paper for clothes	Always up to mischief, loves playing pranks and being mischievous.
Shy Deer	Sock, felt for ears, ribbon for collar	Quiet and sweet, very friendly and is shy around new people or places.
Scared Mouse	Paper bag, gray paper for ears, yarn for tail	Small and nervous, always squeaking and running away from danger.
Hungry Shark	Paper plate for body, gray paper for fins, googly eyes	Always looking for food, swims quickly and is always hungry!

Name: _____

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Curriculum Connection
DR-R2

Drawing

Draw two puppets you liked the most

PREVIEW

Rubric

How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Character Design	Puppet has little detail.	Some detail, but missing features.	Clear design that matches character.	Very detailed and matches character perfectly.
Use of Materials	Materials used.	Some materials, could add more.	Good use of different materials.	Creative use of many materials.
Character Traits	Traits are weak.	Traits are clear but not strong.	Traits match the character well.	Traits are very clear and strong.
Expressive Movement	Puppet doesn't move much.	Movements are weak.	Movements match the character.	Puppet moves in an expressive way.
Presentation	Hard to hear or understand.	Somewhat clear, needs more.	Clear and easy to hear.	Very clear and confident.

Teacher Comments – What Did They Do Well?

Mark

Student Comments – What Could You Do Better?

Activity: Animal Voices: A Wild Chorus

Objective What are we learning more about?

Students use their voices and bodies to become different animals, working together to perform a choric drama about a day in the jungle. This helps them explore voice, movement, and teamwork while using their imagination.

Materials What do we need for our activity?

- ✓ Open space for movement
- ✓ Animal masks (optional)
- ✓ A simple animal story provided by the teacher



Instructions How do we complete the activity?

- 1) Warm-Up:** Have students make animal sounds (roaring, chirping, hissing) and mimic animal movements (slithering, hopping, stretching) to loosen up their voices and bodies.
- 2) Introduce the Scene:** Explain that the class will act out a jungle scene, using their voices and movements to become animals. They will perform a scene like "The jungle wakes up, a storm comes, and the animals relax after the storm."
- 3) Assign Animal Roles:** Divide the class into small groups, each group becoming a different animal (e.g., lions, monkeys, birds). Each group decides on their animal moves and sounds, practicing together.
- 4) Practice Together:** Groups practice their sounds and movements, staying in sync. They should explore how their animal's actions change on what's happening in the scene (e.g., animals might get louder or quieter on the storm).
- 5) Create the Choric Drama Scene:** Bring the class together to rehearse the full jungle scene. Narrate the story while each group acts out their animal's role as the story unfolds.
- 6) Perform the Scene:** Perform the full jungle scene, with each group staying in sync with their sounds and movements. Focus on working together to create the atmosphere of the jungle.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Sound as a Team	Ensure everyone in your group makes the animal sounds together at the same time.
Clear and Loud	Make your animal sounds loud, clear, and fun for the audience to hear.
Move Like Your Animal	Coordinate your movements with your group to match your animal's behavior.
React in Sync	Enhance your group's sounds and movements in sync during storm moments, like the storm.
Stay Focused	Stay focused during the activity, working as a team to support each other when it's your group's turn.

Planning

Answer the questions below.

1) What sounds does your animal make?

2) How does your animal move? How can you show that with your body?

3) What will your group do when the storm comes?

Animal Voices

Assign these animal voices to each group.

Animal	Voice/Sound
lion	Roar, growl
duck	Quack, quack
Cow	Moo, low rumble
Dog	Bark, woof
Cat	Mew, purr
Elephant	Trumpet, stomp
Sheep	Bleat, soft, goat
Horse	Neigh, whinny
Monkey	Ooh-ooh, ah-ah
Chicken	Cluck, cluck

Option 1: "The Jungle and the Storm"

(Animals Make Noise in Unison)

The sun rose as the animals began to wake. Some roared, while others chirped or burred softly. In the trees, a few animals swung from branches, chatting with those on the ground stomped or trotted through the thick grass. The wind rustled through the leaves, and all the creatures moved together in harmony.

Suddenly, dark clouds gathered in the sky, rumbling with thunder. The wind blew through the trees, and the animals looked up, sensing a change. Some of them began to pace nervously, while others ran to find shelter. The jungle, once filled with soft sounds, now filled with the noise of animals preparing for the storm.

Then came the rain, pouring down in sheets. The animals reacted in different ways—some animals called out loudly, while others crouched low, staying quiet. The ground shook as larger animals stamped their feet, trying to find safety. The jungle filled with a mix of sounds: roars, trumpets, and clucks echoed through the rain.

After what seemed like forever, the storm passed, and the jungle grew quiet again. Slowly, the animals emerged from their hiding places, shaking off the rain and returned to their daily routines. The sun came out once more, and peace returned to the jungle, with every creature working together in their own way to restore the calm.

Option 2: "The Jungle and the Storm"

(Animals Make Noise On Their Own)

The jungle was peaceful as the animals began to wake. The lions stretched and let out a low rumble. The ducks waddled around, quacking happily. Cows mooed softly, filling the air as the dogs barked and woofed at the rising sun. Cats meowed and purred as they prowled through the underbrush, and the elephants trumpeted loudly, stomping their feet as they greeted the day. Sheep let out a soft bleat, while the horses neighed and clip-clopped across the jungle floor. Monkeys swung energetically from tree to tree, making their "ooh-ooh, ah-ah" calls. Chickens clucked as they scratched the ground in search of food.

Suddenly, dark clouds gathered, and the sky rumbled with thunder. The wind blew through the trees, and all the animals sensed the storm approaching. The lions roared in warning, while the ducks quacked nervously. Cows huddled together, their low rumbles turning into a low growl. Dogs barked loudly, and the cats crouched low, purring softly to calm themselves. The elephants trumpeted again, stomping their feet, while the sheep bleated softly, gathering closer. Horses neighed and paced nervously, and the monkeys swung to higher branches. The chickens clucked in panic, flapping their wings as the storm began.

Rain poured down, and the jungle was filled with the sound of animals reacting to the storm. Lions roared even louder, while the ducks squatted. Cows stood still, their rumbles barely audible over the rain. Dogs barked, and the elephants stomped through the mud. Sheep bleated more loudly, and the horses whinnied, and monkeys swung from branch to branch, seeking shelter. Chickens huddled together, clucking in a frenzy.

Finally, the storm passed, and the rain stopped. One by one, the animals emerged from their hiding places. The lions shook off the water from their manes. The ducks quacked contentedly again. Cows mooed in relief, and the dogs barked happily once more. Cats purred as they dried themselves, and the elephants trumpeted in celebration, stomping their feet with joy. Sheep bleated softly, and the horses clip-clopped across the damp ground. Monkeys returned to swinging, and the chickens clucked quietly as they went back to pecking at the ground. The sun returned, and peace was restored in the jungle as all the animals settled back into their routines.

Name: _____

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Curriculum Connection
DR-R1

Reflection

Draw your group in the jungle.

PREPARED

Rubric

How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Sound a	Group doesn't make sounds together.	Sometimes makes sounds together.	Mostly makes sounds together.	Always makes sounds together in perfect sync.
Clear Animal Noises	Sounds are sometimes, but inconsistent.	Sounds are clear sometimes, but inconsistent.	Sounds are mostly clear and easy to hear.	Sounds are always clear, loud, and fun.
Move Like Your Animal	Movements don't match animal's behavior.	Movements mostly match animal's behavior.	Movements mostly match the animal's behavior.	Movements are always creative and well-coordinated.
React in Sync	Group doesn't react together or misses cues.	Group mostly reacts together in sync.	Group mostly reacts together in sync.	Group always reacts perfectly in sync.
Stay Focused	Group is often distracted and loses focus.	Sometimes focused and gets distracted.	Group is mostly focused and works well.	Group is always focused and works great as a team.

Teacher Comments – What Did They Do Well?

Mark

Student Comments – What Could You Do Better?

Activity: Story Weather Channel

Objective What are we learning more about?

To help students understand the setting of their current story and presenting a weather report as if they are within that story's world.

Materials What do we need for our activity?



- ✓ Items (props) that can represent different weather conditions (e.g., sun, clouds, raindrops made from paper, a fan for wind).
- ✓ Costumes that match the story's setting and weather conditions.
- ✓ A large piece of paper or board that students can draw the setting of their story, adding elements like trees, mountains, or snow.

Instructions How do we complete the activity?

- 1) **Introduction:** Explain the importance of weather in the scene of a story and how it affects the characters and plot.
- 2) **Group Formation:** Divide the class into small groups. Assign each group a short story starter that has a general description of the setting.
- 3) **Setting Development:** Have students brainstorm how they can represent their setting. They will act out the first scene of the story, giving details about the setting. They could have dialogue that explains it and/or use props.
- 4) **Prop and Costume Preparation:** Students create or gather props and costumes that represent their setting. They can also draw or decorate a backdrop with weather-related elements.
- 5) **Rehearsal:** Groups rehearse their story starter, practicing how they will use their props and what they will say.
- 6) **Presentation:** Each group presents their story to the class. If possible, record these presentations for review.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Understand the Story	Get a good grasp of the story's setting and how weather affects it.
Representation	Use props in a creative way to effectively represent the weather in the story's setting.
Clarity of Presentation	Start at the beginning of the story and describe the weather clearly, making it easy for the audience to understand.
Engagement with Audience	Engage the audience through eye contact, voice modulation, and enthusiasm.
Teamwork in Preparation	Work with group members in preparing the presentation, sharing ideas, and responsibilities.

Planning

Answer the questions below.

1) What kind of weather does our story have?

2) What props can we use to show this weather?

3) How can we show the audience the weather in multiple ways (costumes, props)?

Scenarios

Groups choose from the following story starters

Lost in the Fog	A thick fog covers the town for days, and inside it, people start finding paths to a hidden world.
The Forever Summer	A town experiences an endless summer, causing mysterious changes in the local wildlife and plants.
The Winter Carnival	During the coldest winter on record, a magical carnival appears on the ice, bringing warmth and joy.
Rain of Stars	Instead of water, stars rain from the sky, bringing wisdom to those who catch them.
The Whispering Wind	A sudden breeze brings voices from the past, telling the town of a hidden path leading to a buried treasure.
The Rainbow Bridge	After a week of rain, a permanent rainbow appears, serving as a bridge to a magical island in the sky.
Storm's End	After a devastating storm (heavy rain/winds), the town discovers the storm left behind a magical, healing lake.
The Heatwave Heist	During a record-breaking heatwave, a group of friends discovers a plot to steal the town's water supply.
Snow Day Secrets	A surprise snow day reveals hidden paths, only visible in the snow, leading to an ancient, snowy kingdom.

Reflection

Answer the questions below.

1) How did you describe the weather to the audience?

2) How did the weather affect the audience?

3) Did the audience understand the weather in your story? Explain why you think that.

4) How does explaining the weather help an audience understand and appreciate a story?

DRAFT

Rubric

How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Understanding of the Topic	Little understanding	Some understanding	Good understanding	Excellent understanding
Use of Props	Does not use props.	Uses some props.	Uses props well.	Uses props creatively.
Explains the Weather Clearly	Not clear.	Slightly clear.	Mostly clear.	Very clear.
Engagement with Audience	Rarely engages.	Sometimes engages.	Often engages.	Always engages.
Teamwork in Preparation	Minimal teamwork.	Some teamwork.	Good teamwork.	Excellent teamwork.

Teacher Comments – What Did They Do Well?

Mark

Student Comments – What Could You Do Better?

Activity: Creative Solutions Stage

Objective

What are we learning more about?

To develop problem-solving skills and character development through improvisation. Students will work in pairs to brainstorm and act out solutions to problems faced by characters in stories.

Materials

What do we need for our activity?

- ✓ A hat or bowl
- ✓ Slips of paper with problems written on them
- ✓ A timer or stopwatch
- ✓ Props or costumes (optional)



Instructions

How do we complete this activity?

- 1) **Prepare Story Problems:** Write down various problems a character might face in a story on slips of paper. These could include finding a lost treasure to help a friend overcome fear. Place the slips into a hat or bowl.
- 2) **Form Pairs:** Have students pair up. Each pair draws a slip of paper from the hat to discover the problem their characters face.
- 3) **Brainstorm Solutions:** Give pairs time to discuss and brainstorm a creative solution to their problem. Encourage them to think about how their characters would react and solve the issue based on their personalities.
- 4) **Rehearsal Time:** Allow pairs to plan out a short improvisation that showcases their solution. They can use props or costumes if available to enhance their performance.
- 5) **Performance:** Each pair performs their skit in front of the class, demonstrating their problem-solving process and the outcome.
- 6) **Discussion:** After all performances, hold a class discussion about the different creative solutions and character developments observed.

Criteria

Use the criteria below to complete the assignment.

Criterion	Description
Effective Teamwork	Work with your partner to brainstorm ideas, respecting each other's suggestions and coming to a mutual decision on the problem's solution.
Creative Solution	Develop a unique and imaginative solution to the character's problem, showing original thinking.
Character Portrayal	Act out and portray your character's emotions and reactions to the problem using voice, facial expressions, and body language.
Props and Costume Utilization	Enhance your performance by creatively using at least one prop or costume item that helps tell the story or defines the character.
Insightful Reflection	After the performance, write a thoughtful diary entry from the perspective of your character, showcasing some of their character traits.

Planning

Answer the questions.

1) What is the problem your character is facing? Can you describe it in your own words?

2) Which solution do you think is the best for your character and why?

3) How will you act out the solution to the problem with your partner? What actions or dialogue will you use?

Scenarios

Groups choose from the following problematic scenarios.

A character has lost their favourite book and can't remember where they last saw it.

Two characters have to share one toy without arguing.

A character wants to make a new friend but is too shy to say hello.

Someone needs to cross a river to get home, but the bridge is broken.

A character finds a lost puppy in the park and needs to find its owner.

A garden isn't growing because it doesn't get enough sunlight.

A character's bicycle has a flat tire and they need to figure out how to fix it.

Someone has to complete a big project but doesn't know where to start.

A character is planning a surprise birthday party for their friend but has a limited budget.

A character needs to learn how to play a new sport before the school tournament starts.

A character has baked too many cookies and doesn't know what to do with them.

Someone's pet bird has escaped from its cage and is hiding somewhere in the house.

A character wants to build a fort but can't find the right materials.

Two characters have found a treasure map in their attic, but the map is torn in half.

A character is trying to organize a clean-up day at the park but needs more volunteers.

Name: _____

Diary Entry

Write a character diary from your character's perspective.

Date: _____

Dear Diary

PREPARED

Rubric

How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Efficient Teamwork	Minimal cooperation.	Some cooperation.	Works well together.	Exceptional teamwork.
Creative Solution	Very basic.	Simple but creative.	Creative solution.	Highly imaginative solution.
Character Portrayal	Limited portrayal.	Basic portrayal.	Good character expression.	Outstanding character portrayal.
Props and Costume Utilization	Barely used.	Used.	Creatively used.	Innovatively and effectively used.
Insightful Reflection	Basic understanding.	Fair understanding.	Good insight.	Deep and thorough insight.

Teacher Comments – What Did They Do Well?

Mark

Student Comments – What Could You Do Better?

Activity: Story Scene Freeze

Objective

What are we learning more about?

To understand and convey the emotional and physical environment of a scene through a live tableau. This activity will help students focus on body language and facial expressions to communicate a scene's essence.



Materials

What do we need for our activity?

- ✓ Storybooks or stories to choose from (1 per group)
- ✓ Open space for tableau performance
- ✓ Camera or tablet for taking pictures (optional)
- ✓ Costumes or props (optional)

Instructions

How do we complete our activity?

- 1) **Story Selection:** Divide students into small groups and assign each group a different story.
- 2) **Planning Tableau:** Give the students time to read and plan their tableau. They should decide who will be in the scene, what character and how they will physically represent the scene. They should have about 4-5 minutes to plan.
- 3) **Costumes:** If costumes or props are available, allow time for students to select and prepare these items to enhance their tableau.
- 4) **Scene Changes:** Allow the performing group to hold their tableau for 10 seconds each, so observers can take in all the details. After 10 seconds, the teacher or someone in the group will clap, indicating it is time to move on to the next scene.
- 5) **Performance:** Groups take turns presenting their tableau to the class. Audience members explain what is happening after the performance.
- 6) **Snapshot:** Take a photo of each group's tableau (if possible), creating a "scene snapshot" that can be shared or displayed.

Criteria

Use the criteria below to complete the assignment.

Criterion	Description
Accurate Character	Choose poses that accurately reflect your character's emotions and expressions.
Expression	Your facial expression should clearly convey your character's feeling at that moment in the story.
Prop Use	(if any) creatively to enhance the storytelling.
Scene Composition	Place yourselves in a way that everyone is visible and the scenes are understood by the audience.
Reflective Thought	After performing, explain what your poses and expressions represent for your character.

Planning

Answer the questions below.

1) What is my character doing in this scene? What are they feeling?

2) How can we work together to represent an important part of the story?

3) Which props will best enhance our performance? How can we use them?

4) How can I use my facial expression to convey my character's emotions clearly?

Stories

Groups choose from the following stories with vivid scenes.

One sunny day, Rosie the rabbit found an old treasure map hidden under a bush. The map led the way to a magical Golden Carrot hidden deep in the forest. At the start of their big adventure, Rosie showed the map to her friend Tim the turtle. "Let's find it!" she exclaimed with a sparkle in her eyes.

Carefully, they followed the map to a wide river. Rosie, full of energy, hopped across on stepping stones. Tim, cautious and steady, followed slowly but surely.

As they ventured further, they waded through a field of tall grass. Suddenly, a friendly deer appeared. "Beware of the wind in the trees," it warned with a gentle voice. No sooner had the deer spoken than a strong wind whipped through the grass, snatching the map from Rosie's grasp. But Tim, quick as a flash, caught it with a leap. They smiled at each other, proud of their teamwork.

Finally, the map led them to a grand old tree. Tucked in its roots, was the Golden Carrot, glowing softly in the dappled sunlight. Rosie and Tim cheered, their hearts full of joy at their discovery.

With the Golden Carrot safely in their backpack, Rosie and Tim headed home, eager to share the tale of their grand adventure. They had not only found the treasure but also proved the strength of their friendship. They were indeed the heroes of their own story, ready for whatever adventure came next.

Stories

Groups choose from the following stories with vivid scenes.

In a small village by the sea, there lived a curious cat named Luna and a brave dog named Max. One day afternoon, Luna discovered a message in a bottle on the beach. It spoke of a hidden treasure buried under the oldest tree in the village. Luna, with her adventurous spirit, convinced Max to hunt for the treasure with her.

Their first clue led them to the market, where they had to sneak past the watchful eyes of the market guard. Max created a distraction by barking at a seagull, while Luna quickly grabbed the first clue from behind a fish crate.

Next, they journeyed to the lighthouse to find the clue. There, they found a key tied to the lighthouse door. Luna skillfully unlocked the key with her agile paws. Max watched in admiration, proud of their teamwork.

With the key in their possession, they followed the map to the village's oldest tree, a giant oak that stood guard over the village for centuries. Under the moonlit sky, they dug at the base of the tree, their paws covering dirt and leaves.

At last, their hard work paid off when Luna's paw struck something. It was a small, wooden chest. Max used the key they found to unlock it, revealing the treasure – a collection of shiny, gold coins and a beautiful, ancient map.

Luna and Max, tired but thrilled, decided to share their treasure with the village, proving themselves not just as adventurers but as true heroes. They returned home, their hearts full of joy and their bond stronger than ever.

Stories

Groups choose from the following stories with vivid scenes.

One sunny day, Danny the duck decided to build the biggest sandcastle ever at the beach. He was determined to make it tall and grand. He invited his friend Charlie the chipmunk, to help him. Charlie was excited and brought a bucket and shovel.

First, they found a perfect spot on the beach where the sand was just right. Danny used his feet to flatten the base, making it wide and strong. Charlie used the shovel to dig the walls high. They worked together, laughing and joking.

Then, they decided their castle needed a moat. Danny dug the moat with his webbed feet, while Charlie gathered sticks and stones to decorate the castle walls. They even made a tiny flag from a leaf and a stick to put on top.

As they were finishing, a playful dog ran through the beach, heading straight for their castle. Danny quacked loudly, and Charlie waved his arms. Together, they managed to distract the dog just in time to save their sandcastle from being destroyed.

Proud of their teamwork and their beautiful sandcastle, Danny and Charlie sat back to admire their work. They had not only built a castle but also made a special memory of a day filled with fun and friendship.

Stories

Groups choose from the following stories with vivid scenes.

In a quiet corner of the schoolyard, Mia and Jack found a stray kitten, its fur matted with fright. They decided right then they would help it find a home. Mia gently wrapped the kitten in her sweater, while Jack ran to the cafeteria.

First, they tried to feed the kitten, which hungrily lapped up the milk. Mia spoke softly to soothe it. Jack made a small bed from an old box and some napkins he found.

Next, they thought about who to leave the kitten. They remembered Mrs. Green, the librarian, loved cats and had recently lost her old cat. Together, they carried the kitten to the library, trying their best to keep it calm and comfortable.

As they entered the library, Mrs. Green's eyes lit up at the sight of the kitten. She agreed to adopt it immediately, thanking Mia and Jack for their kindness and quick thinking.

Mia and Jack left the library feeling proud. They had not only saved a kitten but also brought joy to Mrs. Green's life. Walking back to the playground, they knew they had done something truly special together.

Stories

Groups choose from the following stories with vivid scenes.

In the heart of winter, the school announced a sledding race down the big hill behind the gym. Max and Lily, best friends and adventure seekers, decided to build the best sled ever. They were determined to win.

First, they gathered materials: an old wooden board for the base, a smooth plastic sheet to make it glide faster, and some sturdy rope for handles. Max drilled holes to attach the rope, being careful not to split the wood, while Lily cut the plastic to fit perfectly over the board.

Then came the test run. The sled wobbled a bit too much. They realized they needed to add weight for stability. Searching around, they found a small, heavy rock that they secured with some old rags and tape right at the front of the sled.

The day of the race was bright and snowy. Max and Lily pushed their sled to the top of the hill, their hearts pounding with excitement and nerves. When it was their turn, they took a deep breath, pushed off hard, and down the hill they flew.

Their sled was stable and quick, cutting through the snow like a knife. They crossed the finish line with the fastest time, cheers erupting from their classmates. Max and Lily looked at each other, grinning from ear to ear, proud of their teamwork and the unbeatable sled they had built together.

Name: _____

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Curriculum Connection
DR-R3

Setting Sketch

Draw your scenes below, showcasing the settings they took place in

PREPARED

Rubric

How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Character Poses	Poses not clear	Poses somewhat clear	Poses mostly accurate	Poses accurately shown
Facial Expression	Not expressive	Somewhat expressive	Clearly expressive	Highly expressive
Prop Use	No props used	Some prop use	Good prop use	Creative prop use
Scene Composition	Cluttered scene	Some arrangement	Good arrangement	Excellent arrangement
Reflective Thought	Little understanding	Some understanding	Good understanding	Deep understanding

Teacher Comments – What Did They Do Well?

Mark

Student Comments – What Could You Do Better?

Activity: Twist in the Tale

Objective

What are we learning more about?

To encourage creativity and critical thinking by adding a plot twist to a basic story outline. This activity enhances storytelling skills, promotes teamwork, and allows students to explore different plot directions.



Materials

What do we need for our activity?

- ✓ Basic story outline (provided or prepared)
- ✓ Blank sheets of paper for writing the new story
- ✓ Pencils or pens
- ✓ Costumes or props for the story (optional)

Instructions

How do we complete the activity?

- 1) **Form Small Groups:** Divide the class into small groups, each group receiving the same basic story outline.
- 2) **Understand the Story:** Each group reads the story together and discusses the main characters, setting, and plot.
- 3) **Brainstorm the Twist:** Groups brainstorm ideas for an unexpected plot twist that changes the direction or outcome of the story. Encourage creative and imaginative ideas.
- 4) **Rewrite the Story:** Incorporate the chosen plot twist into the story, changing the ending or a critical part of the narrative.
- 5) **Prepare the Presentation:** Groups decide how they will present their new story to the class. They can act it out, narrate it together, or use props and costumes if they wish.
- 6) **Presentation:** Each group takes turns presenting their story with the plot twist to the class.
- 7) **Discussion:** After all presentations, discuss the different creative approaches and plot twists each group came up with.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Plot Understanding	Demonstrate a clear understanding of the original story before the twist.
Creativity	Introduce an imaginative and unexpected twist that changes the story's direction.
Character Consistency	Ensure the characters' actions and reactions are believable, even as the plot changes.
Story Flow	Maintain a smooth flow in the story, so the twist feels integrated and not out of place.
Conclusion Logic	Provide a logical conclusion that ties up the story, including the twist in a different manner.

Planning

Answer the questions below.

1) What do you like most about the story?

2) What plot twist can you add to this story?

3) What lesson might the characters learn because of the twist?

Story

Students will think of a twist to introduce to the story below.

Secrets Beneath the Waves: The Seaside Bridge Adventure

In the seaside town of Seaside, a discovery buzzed with excitement: a long-hidden telescope, found near the historic lighthouse. The annual Founder's Festival was the perfect time to reveal it. The night before the festival, Emma, Jacob, and Oliver couldn't wait. They crept to the lighthouse at dusk, the setting sun casting long shadows.

They slipped through the open door and tiptoed up the spiral staircase. At the top, the telescope awaited, its lens gleaming in the twilight. They each took a turn looking through it, expecting to see a starry sea.

But to their surprise, they spotted a shape below the waves. Could it be a shipwreck? Their hearts raced with the thrill of a real adventure. They agreed to return at dawn to investigate.

Borrowing an old boat and diving gear, they sailed out as the sun rose. The sea was calm, and the shipwreck called to them from below. Diving in, they found...

Reflection

Answer the questions below.

1) What was the plot twist that your group introduced to the story?

2) How did your group come up with the plot twist?

3) Was it challenging to change the story? Why or why not?

4) Which part of your new story are you most proud of?

5) Did any group's story surprise you with their plot twist? How?

PREVIEW

Rubric

How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Understanding	Does not understand key points.	Knows basic facts.	Understands main points.	Deeply understands story.
Creativity in Twist	Twist is predictable.	Simple twist.	Creative twist.	Very imaginative twist.
Character Consistency	Character actions are inconsistent.	Some consistent actions.	Mostly consistent actions.	Actions fit characters well.
Story Flow	Twist feels out of place.	Twist is somewhat integrated.	Good integration of twist.	Twist enhances story smoothly.
Conclusion Logic	Confusing ending.	Basic ending.	Logical ending.	Clever and satisfying ending.

Teacher Comments – What Did They Do Well?

Mark

Student Comments – What Could You Do Better?

Activity: Mime Time Magic

Objective

What are we learning more about?

To introduce students to the art of mime, focusing on using gesture and expression to tell a story without words. This activity aims to enhance non-verbal communication skills and creativity.

Materials

What do we need for our activity?

- ✓ A list of simple story prompts
- ✓ A clear open space for movement
- ✓ White face paint (optional)
- ✓ Black clothing for costumes (optional)



Instructions

How do we complete this?

- 1) Introduction to Mime:** Start with a discussion about mime - a form of silent art that uses gestures and facial expressions to tell a story or emotion. Show some classic mime performances (if possible) to give a clearer idea.
- 2) Learning Basic Techniques:** Teach the students some basic mime techniques, such as walking against the wind, pulling an invisible object, or being trapped in an invisible box. Practice these movements together.
- 3) Choosing a Story:** Provide each student or pair of students with a simple story prompt from the list you've prepared. Examples include "lost in the forest," "trying to catch a runaway dog," or "a day at the zoo."
- 4) Planning the Act:** Give students time to plan their mime act, encouraging them to think about how they can use gestures and expressions to tell their story clearly.
- 5) Dress Rehearsal:** If using white face paint and black clothing, give students time to get into costume, helping them to get into character.
- 6) Performance:** Have each student or pair perform their mime act in front of the class. Ensure there's enough space and silence during each performance to respect the performers.
- 7) Applause and Discussion:** After each performance, lead a short discussion, allowing students to share what they observed and what story they think was being told.

Story Prompts

Students use these prompts to act with mimes.

Two friends _____ inflate, and accidentally let go of two balloons, but then chase them through _____ obstacles.

A pirate _____ for _____ treasure on a deserted island, overcoming obstacles like quicksand and _____ rope bridge.

A knight in shiny _____ sets _____ on a quest to rescue a friendly dragon from a deep, dark cave _____ by go _____.

An astronaut lands on _____ planet, explores its surface, discovering strange plants and jumping high _____ low grass.

A chef competes in a cooking contest, preparing a special dish with ingredients like spaghetti, tomato _____.

A detective solves a mystery, gathering _____ a magnifying glass and catching the sneaky cat burglar who stole _____ cookie jar.

A farmer tends to their garden, planting seeds, _____ and chasing away mischievous rabbits to protect the vegetables.

A superhero discovers their power of super speed, racing _____ to save the day from an approaching storm.

A zookeeper cares for animals, feeding the lions, brushing the _____ elephants, and teaching the parrots to sing songs.

A young inventor builds a robot friend, assembling parts and programming it to perform tasks like picking up toys and drawing pictures.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Expression	Your facial expressions should clearly convey the emotions and reactions of your character.
Gestures	Use precise and deliberate gestures to tell your story without words.
Story Cohesion	Make sure your mime act has a clear beginning, middle, and end that the audience can follow.
Creativity	Incorporate creative ideas and movements that make your performance most unique and engaging.
Audience Connection	Develop a way that connects with the audience, making your story relatable.

Planning

Answer the questions below.

1) What is the main emotion or action you want to show in your scene?

2) What props or imaginary objects are in your scene? How will you interact with them?

3) How can you use your face and body to tell the story without words?

Sequel

Follow the instructions below.

Create a Sequel Scene: Brainstorm as many ideas as you can of what could happen if your scene continued.

Choose one option from your brainstorm that continues the scene.

PREPARE

Rubric

How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Expression Clarity	Story is difficult to understand. Gestures are unclear.	Some clear gestures, but story is vague.	Clear gestures make the story understandable.	Gestures and expressions clearly tell a vivid story.
Gesture Precision	Gestures are not precise.	Gestures somewhat represent actions.	Gestures clearly represent specific actions.	Gestures are detailed and perfectly match the story.
Story Cohesion	Story is disjointed and unclear.	Story is somewhat clear but lacks flow.	Story is clear with a beginning, middle, and end.	Story flows smoothly and captivates the audience.
Creativity	Uses minimal mime techniques.	Shows some creative use of mime.	Creative use of mime to enhance the story.	Highly creative and innovative mime performance.
Audience Connection	Audience is mostly unengaged.	Audience shows interest at some moments.	Audience is engaged with the performance.	Audience is fully captivated and reacts positively.

Teacher Comments – What Did They Do Well?

Mark

Student Comments – What Could You Do Better?

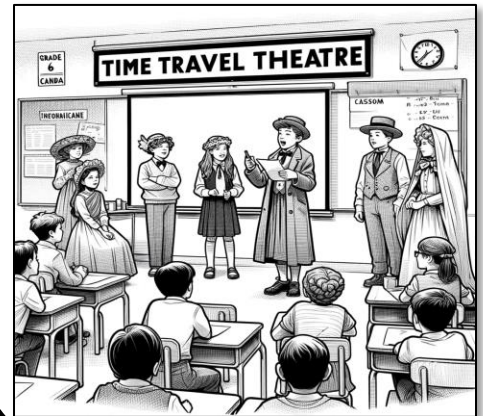
Activity: Time Travelers

Objective What are we learning more about?

To explore and understand the daily life and challenges of people in different historical periods and locations through role-play, fostering empathy and historical awareness.

Materials What do we need for our activity?

- ✓ Role cards with details of historical characters, their lives, and challenges
- ✓ Simple props or costume pieces that represent different historical periods (e.g., hats, shoes, simple tools)
- ✓ A classroom space designated for role-play activities



Instructions How do we complete the activity?

- 1) **Introduction to History:** Begin with a short discussion about history and how people lived differently in various times and places. Emphasize the importance of understanding history to learn from it.
- 2) **Assigning Roles:** Divide the class into groups and assign roles for historical events. Each group works on one event.
- 3) **Getting Into Character:** Allow students time to familiarize themselves with their characters. They can use props or costume pieces to help them get into character.
- 4) **Rehearsal:** Allow time for students to practice their roles, focusing on how people spoke and interacted in that historical context.
- 5) **Group Discussion:** After the role-play, gather the students for a discussion. Encourage them to share what they learned about their character's time period and the challenges they discussed.

Criteria

Use the criteria below to complete the assignment.

Criterion	Description
Character Portrayal	Understand and act out your historical character accurately, using gestures and speech.
Use of Props	Effectively use props or costume pieces to enhance your character's authenticity.
Historical Knowledge	State basic knowledge of your character's time period and life.
Engagement in Role-Play	Actively engage with others, staying in character during interactions.
Reflection on Experience	Answer reflection questions, connecting personal experiences to the historical period.

Planning

Answer the questions below.

1) What historical period and location would your character belong to?

2) How can you use props or costumes to make your character more realistic?

3) How would your character greet someone or say goodbye?

Historical Role-Play Theatre 1

Scene	Character	Lines
Scene 1: The Problem	Doctor	"Long ago, being sick with diabetes was very scary because there was no cure."
	Doctor	"I'm sorry, it's tough. We don't have a cure for diabetes yet."
	Ve	"Is there any hope for a cure, doctor?"
Scene 2: The Research	Frederick Banting	"The pancreas can help us find a cure. Let's test it."
	Charles Best	"Let's try an experiment. It might help a lot of people."
	Narrator	"Banting and Best started working hard in their lab to find a cure."
Scene 3: The Experiment	Banting	"We took insulin from the pancreas. Let's see if it helps with diabetes."
	Best	"Wow, the dog is getting better with our medicine!"
	Dog (prop/student)	Acts tired, then starts to look happy
Scene 4: The Breakthrough	Doctor	"This medicine is working! The patient is getting better!"
	Patient	"I feel good now, like I have a cure!"
	Banting	"Our medicine could help so many people."
	Best	"We did something really important for health!"
Scene 5: A Reflection	Narrator	"Banting and Best's work on insulin helped change the world. They showed us never to give up."

Historical Role-Play Theatre 2

Scene	Character	Lines
Scene 1: The Dream	Narrator	"In the midst of the Cold War and space race, a bold dream was born: to land humans on the Moon."
	President Kennedy	"We choose to go to the Moon in this decade and do the other things, not because they are easy, but because they are hard."
Scene 2: Apollo 11 Crew	Neil Armstrong	"This is the hopes of all humankind. This mission is more than just science; it's about proving what humanity can achieve."
	Buzz Aldrin	"Every step we take in this trial has led us to this moment. We're ready to take the next step."
	Michael Collins	"We will stand with Neil and Buzz as they take the steps that will forever change our world."
Scene 3: Launch Day	Ground Control	"Apollo 11, Ground Control. You are go for launch."
	Narrator	"On July 16, 1969, the Eagle launched from Earth, beginning its epic journey to the Moon."
Scene 4: The Voyage	Armstrong (In spacecraft)	"We're passing through Earth's orbit and heading towards lunar orbit. It's a sight unlike anything we've ever seen."
	Aldrin	"The vastness of space... it's truly awe-inspiring."
Scene 5: Lunar Landing	Armstrong (In Lunar Module)	"We're about to land on Moon's surface. Tranquility Base here. The Eagle has landed."
	Aldrin	"It's a deserted landscape, but it's beautiful in its own way. We're ready to step outside."

Historical Role-Play Theatre 2 cont.

Scene	Character	Lines
Scene 6: First Step onto the Moon	Armstrong	"That's one small step for man, one giant leap for mankind."
	Collins	"It's an honour to be part of this moment. The Moon's surface is magnificent."
Scene 7: Reflection in Space	Collins (Orbiting Moon)	"We can see it. They're walking on the Moon. This is a day that will be remembered forever."
Scene 8: Return to Earth	Ground Control	"Apollo 11 is cleared for re-entry. Welcome back to Earth."
	Armstrong	"We return to Earth. This journey has shown us what humans are capable of."
	Narrator	"Apollo 11's mission orbited around the world. It was more than a technical achievement; it was proof humans can do anything."
Scene 9: Legacy	Aldrin	"We went to explore the Moon and we discovered more about our home."
	Collins	"This mission has united us in wonder and aspiration. The sky is no longer the limit."
	Narrator	"The first Moon landing continues to inspire generations. It stands as a beacon of what we can accomplish when we dare to dream and work together."

Historical Role-Play Theatre 3

Scene	Character	Lines
Scene 1: The Dream of Flight		"At the dawn of the 20th century, two brothers dreamt of making human flight a reality."
		"Wilbur, I believe we can create a machine that can fly. We have the skills and the determination."
	Wilbur Wright	Orville. Let's defy gravity. Our experiments with kites have brought us this far."
Scene 2: Challenges and Persistence	Narrator	The Wright brothers faced numerous challenges, from designing a machine to controlling the flight."
	Wilbur	"Our designs must be precise. Every element, from the engine to the wings, must work in harmony."
	Orville	"It's trial and error. Each failure brings us closer to success."
Scene 3: Preparing for the Flight	Narrator	"December 17, 1903, Kitty Hawk, North Carolina. A historic day was about to unfold."
	Orville	"The wind is strong today, Wilbur. It just might be ideal for our first flight."
	Wilbur	"Let's make final checks. Every detail counts on this moment."
Scene 4: The First Flight	Narrator	"The Wright Flyer is ready. The world is about to witness a groundbreaking moment."
	Orville (In the Flyer)	"Here we go. The engine's running. It's now or never."
	Wilbur (Running alongside)	"It's lifting! Orville, you're flying!"

Historical Role-Play Theatre 3 cont.

Scene	Character	Lines
Scene 5: Realizing the Dream	Narrator (After the flight)	"We did it, Wilbur! We've flown! This is going to change everything."
	Orville	"We made our dream come true. And this is just the start."
Scene 6: Reflections on Impact	Narrator	"The Wright brothers flew for just 12 seconds, but it was a big start for flying."
	Orville	"This new invention is the start of more flying and new discoveries."
	Wilbur	"We showed the world that, by trying and believe, you can do the impossible."
Scene 7: Legacy of the Flight	Narrator	"The Wright brothers made big steps in flying and going to new places."
	Orville	"We've helped people's old dreams come true."
	Wilbur	"Our flying will help others to fly better in the future."
	Narrator	"The Wright brothers' first flight shows how clever people can be and how we should never give up on our dreams. It changed history."

Historical Role-Play Theatre 4

Scene	Character	Lines
Scene 1: Introduction	Baron	"It's 1215 in England. King John is asking for too much money in taxes, and people are unhappy."
	Baron	"We can't pay the King anymore. We want fairness and rights."
Scene 2: Barons Revolt	Baron	"The King must follow the rules. He can't just do anything he wants."
	Knight	"We'll go up and ask for a paper that keeps everyone safe."
Scene 3: The King's Dilemma	King John	"The barons don't want to follow me. I need a good plan to keep my power."
	Royal Advisor	"King, maybe making a special paper can help everyone get along. You stay strong."
Scene 4: Drafting the Magna Carta	Narrator	"People from all around came to write a very important paper."
	Archbishop	"This paper will make sure the King can't have all the power and will protect people's freedom."
	Baron	"Let's make sure it talks about money, fairness, and keeping the church safe."

Historical Role-Play Theatre 4 cont.

Scene	Character	Lines
Scene 5: Signing	King John	"On June 15, 1215, something big happened at Runnymede."
	Baron	"I agree to this Magna Carta and the important rules it has."
	Archbishop	"This is the start of fair laws and rights for everyone."
Scene 6: The Aftermath	Baron	"The king signed the paper, but will he keep his promises?"
	Knight	"We have started to make things better for the people."
Scene 7: Reflection and Legacy	Narrator	"King John went back to his plan, but the Magna Carta's ideas lived on."
	Historian (Modern Day)	"The Magna Carta's ideas about freedom have been important for a very long time."
	Teacher (Modern Day)	"We look at the Magna Carta as a foundation for our rights and freedom. It helped create a better world."
	Narrator	"From Runnymede came a paper that changed history, starting the idea of democracy and fair laws."

Name: _____

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Curriculum Connection
DR-R3

Setting Sketch

Draw your imagination of the area of where your scene took place.

PREVIEW

Rubric

How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Character Portrayal	Clear character.	Basic character traits.	Good portrayal with details.	Excellent, in-depth portrayal.
Use of Props		Minimal prop use.	Good use of props.	Creative and effective use of props.
Historical Knowledge	Basic historical knowledge.	Some facts known.	Good understanding of the era.	Detailed and accurate historical context.
Engagement in Role-Play	Minimal interaction.	Some engagement with others.	Actively participates in the scene.	Fully immersed and interactive.
Reflection on Experience	Basic reflections.	Some thoughtful insights.	Reflects well on the experience.	Deep insights and personal connections made.

Teacher Comments – What Did They Do Well?

Mark

Student Comments – What Could You Do Better?
