



# Workbook Preview



# Manitoba – Dramatic Arts Curriculum

## Grade 5 – Drama

<b>Learning Area:</b> Making		The learner develops language and practices for making drama/theatre.	
	<b>Recursive Learnings</b>	<b>Pages</b>	
DR-M1	The learner demonstrates an understanding of and a facility with a variety of dramatic forms.	13-24, 43-51, 60-67, 88-89, 92-98, 107-109, 112-116, 118-120, 123-130, 133-138, 150-154, 157-161, 164-168,	
DR-M2		17-30, 32-98, 105-177	
DR-M3		19, 14-185	
<b>Learning Area:</b> Creating		for creating drama.	
	<b>Recursive Learnings</b>	<b>Pages</b>	
DR-CR1	The learner generates ideas for creating drama using a variety of sources.	27-30, 55, 88-89, 101-104, 107-109, 141-145, 180-181, 184-185	
DR-CR2	The learner experiments with, develops, and uses ideas for creating drama.	54, 56,-57, 112-116, 141-145, 157-161	
DR-CR3	The learner revises, refines, and shares dramatic arts ideas and creative work.	54-57, 77-79, 123-130	

**Preview of 15 activities  
from this unit that  
contains 31 activities in  
total.**

# Manitoba – Dramatic Arts Curriculum

## Grade 5 – Drama

<b>Learning Area:</b> 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.
	<b>Recursive Learnings</b>	<b>Pages</b>
DR-C1	The learner experiences and develops an awareness of people and practices from various times, places, social groups, and cultures.	33-40, 92-98, 164-168
DR-C2	The learner experiences and develops an awareness of a variety of dramatic forms, styles, and traditions.	82-85, 147-148, 150-154
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.	75-76

<b>Learning Area:</b> Responding		The learner uses critical reflection to inform dramatic arts learning and to develop agency and identity.
	<b>Recursive Learnings</b>	<b>Pages</b>
DR-R1	The learner generates initial reactions to dramatic arts experiences.	31-32, 41, 58, 73, 121, 131, 139, 149, 155, 162
DR-R2	The learner observes and describes dramatic arts experiences.	52, 80, 110, 139, 174, 186
DR-R3	The learner analyzes and interprets dramatic arts experiences.	8-9, 25-26, 53, 58-59, 68, 74, 86-87, 90-91, 99-100, 111, 117, 146, 156, 162, 169-170, 175, 178-179, 182-183
DR-R4	The learner constructs meaning and applies new understandings from dramatic arts experiences.	12, 42, 81, 105-106, 122, 132, 140, 187

## Activity: Mimic Mastery

**Objective** What are we learning more about?

To develop oral communication skills by mimicking each other's movements, emphasizing the importance of body language in storytelling. The activity focuses on accuracy and clarity in miming to ensure effective communication.

**Materials** What do we need for our activity?

- ✓ Open space (classroom or gymnasium)
- ✓ Timer (stopwatch or smartphone app)
- ✓ Music player (optional, for background music)
- ✓ Paper and pens for reflection



**Instructions** How do we complete the activity?

- 1) Pair up the students and ask them to stand facing each other.
- 2) Assign one student in each pair as the leader and the other as the follower.
- 3) The leader begins to perform simple movements (e.g., brushing their teeth, opening a door, eating an apple). The follower has to mimic these movements as accurately and quickly as possible. Students should use their entire body to convey the actions.
- 4) After one minute, have the pairs switch roles so each student has a chance to be both leader and follower.
- 5) Make each group participate in the act for 3 rounds, increasing the difficulty of the movements each time.
- 6) Optionally, play soft music in the background to make the activity more engaging and to help students maintain a rhythm.



**Criteria**

Use the criteria below to complete the assignment.

Criteria	Description
<b>Accurate Mimicry</b>	Follow your partner's movements as closely as possible, copying every detail.
<b>Clear Movements</b>	Make your movements clear and exaggerated to make it easy for your partner to follow.
<b>Facial Expressions</b>	Use your face to show emotions and actions clearly.
<b>Focused Attention</b>	Stay focused on your partner and pay close attention to their movements.
<b>Full Body Movement</b>	Use your entire body to perform movements, not just your hands or feet.

## Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
<b>Accurate Movements</b>	Often misses movements or details	Sometimes follows movements correctly	Mostly follows movements correctly	Follows movements accurately and consistently
<b>Clear Movements</b>	Movements are sometimes clear	Movements are mostly clear and easy to follow	Movements are very clear and easy to follow	Movements are very clear and easy to follow
<b>Facial Expressions</b>	Rarely uses facial expressions	Sometimes uses facial expressions	Mostly uses facial expressions appropriately	Always uses facial expressions clearly and effectively
<b>Focused Attention</b>	Often distracted, not paying attention to partner	Sometimes focused on partner	Mostly focused on partner	Always focused on partner, very attentive
<b>Full Body Movement</b>	Uses only part of the body for movements	Sometimes uses the whole body	Mostly uses the whole body	Always uses the whole body effectively

## Teacher Comments

Mark

## Student Comments - What Could You Do Better?



## Activity: Voices in Harmony

### Objective

What are we learning more about?

Students will develop vocal skills by practicing choral speech in unison. They will focus on clear, expressive speech, and varying vocal elements such as pitch, pace, pause, intensity, and volume, while appreciating the flexibility of their voices as instruments.

### Materials

What do we need for our activity?

- ✓ A short, well-known poem or passage provided
- ✓ A whiteboard and markers
- ✓ Space for students to sit together in a circle



### Instructions

How do we complete this?

- 1) **Introduction:** Begin with explaining what it means to speak in unison when learning about choral speech. Briefly introduce the vocal elements: pitch (high/low), pace (fast/slow), pause, rate, intensity, and volume. Demonstrate these elements with simple examples.
- 2) **Group Practice:** Hand out the poem or passage to each student. Read it together as a class, focusing on speaking clearly and with volume. Encourage students to pay attention to their articulation, ensuring they pronounce each word clearly.
- 3) **Exploring Vocal Elements:** Write the vocal elements (pitch, pace, rate, intensity, and volume) on the whiteboard. Practice reading the poem as a class, adjusting one element at a time. For example, read the poem in a high pitch, then in a low pitch, or try reading it very slowly and then quickly. Discuss how changing these elements affects the overall sound and feel of the poem.
- 4) **Unison Challenge:** As a class, read the poem in unison. Focus on speaking together, matching each other's pace, pitch, and volume.
- 5) **Final Performance:** Select a final combination of vocal elements (e.g., loud volume, slow pace) and perform the poem in unison as a class. Encourage students to use expressive voices and to really feel the energy of speaking together.
- 6) **Optional:** Put students into groups and allow them to create their own performance. They can choose a poem and use their own combination of elements to recite it.

**Criteria**

Use the criteria below to complete the assignment.

Criteria	Description
<b>Speak Clearly</b>	Ensure that each word is pronounced correctly and can be easily understood by others.
<b>Match the Pace</b>	Show the group's speed when speaking, making sure your pace matches that of your classmates.
<b>Use Expressive Voice</b>	Use emotion and energy to your voice to make the poem more exciting and interesting to listen to.
<b>Stay in Unison</b>	Work with your classmates to speak in unison, making sure you all speak with the group's rhythm.
<b>Control Volume and Pitch</b>	Adjust your volume and pitch as needed to match the group, making sure you are neither too loud nor too soft.

**Tip**

Use these tips to improve your performance.

Tip	Explanation
<b>Speak Slowly and Clearly</b>	Take your time with each word so everyone can hear every sound is clear so everyone can understand you.
<b>Match Your Voice with Others</b>	Listen carefully to your classmates and make your voice blend with theirs, like one big voice.
<b>Use Your Face and Body</b>	Show the emotions of the poem with facial expressions and body movements, not just your voice.
<b>Practice Deep Breathing</b>	Breathe deeply and steadily before you speak to help your voice stay strong and steady.
<b>Have Fun and Show Energy</b>	Let your enthusiasm show! Have fun with your voice, and use lots of energy to make the poem exciting.



**Planning**

Answer the questions below.

1) How can you make sure that you are speaking clearly so that everyone can understand the words?

2) What should you do to make sure your voice blends with everyone else's when you speak in a group?

3) How can you control your volume and pitch to fit in with the group without standing out too much or being too quiet?

4) How can you use your face and body to show emotions more interesting for others to hear?

**Poem**

Read the poem below in unison.

**Poem Title** Flanders Fields**Author** John McCrae

In Flanders fields the poppies blow

Between the crosses, row on row,

That mark our place; and in the sky

The mad, brave, singing, fly

Scarce heard above the guns below.

We are the dead; but we are alive,

We lived, felt dawn, saw sunset glow,

Loved and were loved, and now we lie

In Flanders fields.

Take up our quarrel with the foe:

To you from failing hands we throw

The torch; be yours to hold it high.

If ye break faith with us who die

We shall not sleep, though poppies grow

In Flanders fields.

## Poem

Read the poem below in unison.

Poem Title Swing

Author Robert Stevenson

If you like to go up in a swing,

Up to the air so blue?

Or look for the pleasantest thing

Over a fence to do!

Up in the air over the wall,

Till I can see the sea,

Rivers and trees and cattle and all

Over the countryside

Till I look down on the garden green

Down on the roof so brown —

Up in the air I go flying again,

Up in the air and down!



## Poem

Read the poem below in unison.

Poem Title \_\_\_\_\_

Author \_\_\_\_\_ Emily Parr Johnson

The maples turn their branches to and fro,

The sun is warm and the winds blow.

The maple turns its leaves in praise,

And hints of change are in the autumn days.

The children come with eager hands and,

They laugh and dance, and skip around,

The apples hang like lanterns on the boughs,

The frosts of night have kissed the pumpkin now.



**Poem**

Read the poem below in unison.

**Poem Title:** Shadow**Author:** Lewis Stevenson

I have a little shadow

that goes in and out of me

And what can he use

is more than I can see

He is very, very like me

from the heels up to the head;

And I see him jump before me

when I jump into my bed.

The funniest thing about him

is the way he likes to grow—

Not at all like proper children,

which is always very slow;

## Poem

Read the poem below in unison.

**Poem Title:** A Visit from St. Nicholas**Author:** Clement Clarke Moore

'Twas the night before Christmas,

when all through the house,

Not a creature was stirring,

not even a mouse;

The stockings were hung

by the chimney with care,

In hopes that St. Nicholas

soon would be there;

The children were nestled

all snug in their beds,

While visions of sugar-plums

danced in their heads;

## Poem

Read the poem below in unison.

**Poem Title** Stopping by Woods on a Snowy Evening**Author** Robert Frost

Whose woods these are I think I know.

His house is in the village though;

He will not see us stopping

To watch his woods so quietly

My little horse must think it queer

To stop without a farmhouse near

Between the woods and frozen lake

The darkest evening of the year.

He gives his harness bells a shake

To ask if there is some mistake.

The only other sound's the sweep

Of easy wind and downy flake.

The woods are lovely, dark, and deep,

But I have promises to keep,

And miles to go before I sleep,

And miles to go before I sleep.

**Poem**

Read the poem below in unison.

**Poem Title** Wind**Author** Rossetti

Who has seen the wind?

Neither I nor you:

But when the leaves fall

The wind is passing through

Who has seen the wind?

Neither you nor I:

But when the trees bow down their heads

The wind is passing by.



Name: \_\_\_\_\_

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Curriculum Connection  
DR-M1, DR-M2

Poem

Read the poem below in unison.

Poem Title \_\_\_\_\_

Author \_\_\_\_\_

Hold fast to dreams

For if dreams

Life is a broken-winged

That cannot fly.

Hold fast to dreams

For when dreams go

Life is a barren field

Frozen with snow.

PREVIEW

**Poem**

Read the poem below in unison.

**Poem Title** Crocodile**Author** Roll

How doth the little crocodile

Improve his shining coat,

And pour the waters off

On every golden scale!

How cheerfully he seems to grin

How neatly spreads his claws,

And welcomes little fishes in

With gently smiling jaws!

**Reflection**

Answer the questions below.

1) What role do pitch, pace, and volume play in your choral speech performance?

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2) What techniques helped you sync with your peers?

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3) How did you feel while performing in the choral speech?

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4) How did this activity show you the importance of using different tones and expressions in choral speech?

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**DRAFT**



**Rubric**

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
<b>Speak Clearly</b>	Words are unclear and hard to understand.	Some words are clear, but many are unclear.	Most words are clear, but a few are unclear.	All words are clear and easy to understand.
<b>Match the Pace</b>	Sometimes matches the group's speed.	Sometimes matches the group's speed.	Usually matches the group's speed.	Always matches the group's speed perfectly.
<b>Use Expressive Voice</b>	Voice is flat with no emotion.	Voice has some expression, but not much.	Voice is expressive most of the time.	Voice is always expressive and full of emotion.
<b>Stay in Unison</b>	Frequently out of sync with the group.	Sometimes in sync with the group.	Usually stays in sync with the group.	Always stays in sync with the group.
<b>Control Volume and Pitch</b>	Volume and pitch are often too high or too low.	Volume and pitch are sometimes well-controlled.	Volume and pitch are usually well-controlled.	Volume and pitch are always well-controlled.

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



## Activity: Character Storytelling Showcase

**Objective** What are we learning more about?

Students will work in small groups to explore and embody characters from widely known stories. They will analyze each character's thoughts, feelings, and unique traits, and then bring these characters to life through expressive voice, facial expressions, and body language.

**Materials** What do we need for our activity?

- ✓ Pre-selected well-known stories
- ✓ Paper and pencils
- ✓ Open space for rehearsal and performances



**Instructions** How do we complete the activity?

- 1) **Group Formation:** Divide the class into small groups. Provide the groups with familiar stories. If students are selecting their own stories, guide them to choose ones with a clear narrative and well-defined characters.
- 2) **Story Reading and Discussion:** Each group should read the story together and discuss what the character might be thinking, how they are feeling, and what makes them unique compared to the other characters.
- 3) **Character Analysis:** After the group discussion, students should write down their thoughts about each character's personality and emotions. They should think about how the characters express their emotions in the story.
- 4) **Voice and Physical Expression Practice:** Students will practice how each character would sound and move by experimenting with different voices and movements. Focus on how each character moves, considering posture, facial expressions, and body language, to fully embody the character using both voice and physical actions.
- 5) **Group Rehearsal:** The groups will rehearse their story together, ensuring that all characters are distinct and well-developed. Students should work on coordinating their voices and movements to create a cohesive and engaging performance.
- 6) **Performance:** Each group will perform their story for the class. Others will attentively follow the performance.

**Criteria**

Use the criteria below to complete the assignment.

Criteria	Description
<b>Expressing Feelings Clearly</b>	The character's feelings are clearly expressed through voice, facial expressions, and body language.
<b>Understanding Characters</b>	The student demonstrates an understanding of each character's key traits and how they differ from other characters.
<b>Consistent Personality</b>	The character's posture and movements match their personality and emotions throughout the story.
<b>Engaging Performance</b>	The story being performed is engaging, with the student using voice and body language to bring the character to life.
<b>Effective Team Collaboration</b>	The students work together smoothly, ensuring that the story flows well from one character to the next.

**Planning**

Answer the questions below.

1) What is the title of your story? Why is it perfect for your activity?

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2) What are the key traits of your character? How does he/she differ from the other characters in the story?

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**Planning**

Answer the questions below

3) How do the characters in your story interact with each other?

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4) How will you make the audience engaged throughout your performance?

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5) How will your group work together to make sure each part of the story connects smoothly?

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6) What will you focus on during your practice sessions?

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**DRAFT**



**Stories**

Select one of the stories below for your performance.

Title	Author/Source	Description
<b>Anne of Green Gables</b>	L.M. Montgomery	The story of an imaginative orphan girl named Anne Shirley who finds a home in Prince Edward Island.
<b>The Hockey Sweater</b>	Lucy Fierman	A classic story about a young boy in Quebec who receives the wrong hockey sweater.
<b>Mischief in Fezziwig's Factory</b>	L.M. Montgomery	A short story from the author of "Anne of Green Gables" about a boy who causes trouble at a factory.
<b>Mowat's "Owls in the Family"</b>	Farley Mowat	A humorous and heartwarming story about a boy and his two pet owls in Saskatoon, Saskatchewan.
<b>The Paper Bag Princess</b>	Robert Munsch	A princess saves the day by outsmarting a dragon. This modern fairy tale with a twist.
<b>The Raven</b>	Indigenous Tale	A traditional Indigenous story, often told by the Haida Nation, about Raven, a trickster figure.
<b>Lost in the Barrens</b>	Farley Mowat	A story set in a Canadian wilderness about two boys who must rely on each other to survive.
<b>Shin-chi's Canoe</b>	Nicola I. Campbell	A story about the residential school experience from an Indigenous perspective, focusing on a young boy's journey.
<b>A Prairie Boy's Winter</b>	William Kurelek	A collection of stories and illustrations about life on the prairies during the winter.
<b>When We Were Alone</b>	David A. Robertson	A powerful story about the impact of residential schools on Indigenous children, told in a sensitive and age-appropriate way.

**Reflection**

Answer the questions below.

1) Describe your character (their personality, their feeling, what they sound like, how they move).

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2) What did you like most about performing your story for the class?

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3) If you could improve one thing about your storytelling performance, what would it be?

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4) Draw your character from your story.

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## Rubric

How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
<b>Expressing Emotions</b>	Emotions are unclear.	Emotions are sometimes clear.	Emotions are clear most of the time.	Emotions are consistently clear and expressive.
<b>Understanding of Characters</b>	Some understanding, but differences are unclear.	Some understanding, but differences are unclear.	Good understanding with clear differences.	Deep understanding with distinct differences.
<b>Consistent Physicality</b>	Movements and posture are inconsistent.	Some consistency, but movements and posture are occasionally mismatched.	Movements and posture are mostly consistent.	Movements and posture are consistently well-matched.
<b>Engaging Performance</b>	Lacks energy and engagement.	Engaging with some energy, but moments of low energy.	Engaging with good energy.	Highly engaging with strong energy throughout.
<b>Effective Team Collaboration</b>	Poor collaboration and rough transitions.	Some collaboration with rough transitions.	Good collaboration with smooth transitions.	Excellent collaboration with seamless transitions.

## Teacher Comments

Mark

## Student Comments – What Could You Do Better?



# Activity: Expressive Reading Theatre

## Objective

What are we learning more about?

Students will learn and develop their interpretive skills by performing a piece of literature as Readers' Theatre. They will focus on communicating meaning, expressing mood, exploring rhythm, phrasing for meaning, and using their face, voice, and body to enhance the presentation.

## Materials

What do we need for our activity?

- ✓ Short scripts or excerpts from a piece of literature
- ✓ Chairs for students to sit on
- ✓ Optional: Simple props



## Instructions

How do we complete the activity?

- 1) **Introduction:** Begin by explaining what Readers' Theatre is. Discuss the interpretive skills that students will be focusing on: communicating meaning, expressing mood, exploring rhythm, phrasing for meaning, and using facial expressions, voice, and body language.
- 2) **Grouping:** Divide the class into small groups and provide each group with a script or excerpt from a piece of literature. Allow the students to read through the script together and discuss the meaning, mood, and key elements of the piece.
- 3) **Script Marking:** Have the students use highlighters or colored pencils to highlight words or phrases they want to emphasize, note where to pause for effect, and indicate changes in tone or mood. Encourage them to think about how they can use their voice to bring out the natural rhythm and phrasing of the text.
- 4) **Practice Performance:** Students should practice reading their scripts using their voices expressively and experimenting with facial expressions. They should focus on the meaning and mood of the text. Encourage them to consider how facial expressions and body language can enhance their presentation.
- 5) **Presentation:** Once the groups feel ready, have them perform their Readers' Theatre piece in front of the class. Each student should focus on communicating effectively from the script, using the interpretive skills they've practiced.
- 6) **Reflection:** After the performances, have a brief discussion about what went well and what could be improved. Encourage students to give constructive feedback to each other.

**Criteria**

Use the criteria below to complete the assignment.

Criteria	Description
<b>Clear Communication</b>	The meaning of the script was communicated clearly and expressively.
<b>Mood</b>	The voice and tone were used to effectively convey the mood.
<b>Rhythm and Phrasing</b>	The natural rhythm of the text was followed, with appropriate pauses.
<b>Word Emphasis</b>	Key words and phrases were emphasized to enhance meaning.
<b>Use of Face and Body</b>	Facial expressions and body language were used to support the performance.

**Planning**

Answer the questions below.

1) What is the main idea of the script?

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2) How will you emphasize the key words in your part of the script to make them stand out?

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3) How can you use your voice to match the mood of the story?

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**Planning**

Answer the questions below.

4) Where should you pause or change your pace when reading? How do you know?

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5) How can you ensure your reading flows naturally and keeps the audience interested?

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6) What can you do to maintain your character's voice and emotions from start to finish?

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7) What unique touches can you add to your reading to make it stand out to the audience?

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**Script**

Use the scripts below for your Readers' Theatre performance.

<b>Alice's Adventures in Wonderland</b>	
<b>Character</b>	<b>Script/Lines</b>
<b>Narrator</b>	Alice was beginning to get very tired of sitting by her sister on the bank and of looking down the river. Suddenly, a White Rabbit with pink eyes ran close by her. The Rabbit pulled a watch out of its waistcoat pocket and looked at it hurriedly.
<b>Alice</b>	(Curious) "Dear! I've never seen a rabbit with a pocket watch before. I must follow him and see where he's going!"
<b>White Rabbit</b>	(Looking at his watch and whiskers, how late it's getting! The Queen will be angry if I'm late.)
<b>Narrator</b>	Alice followed the White Rabbit down a rabbit hole, which led her to a strange world called Wonderland.
<b>Cheshire Cat</b>	(Mischievous) "Everyone here is mad, you know. But I suppose you must be, or you wouldn't have come here."
<b>Alice</b>	(Puzzled) "Mad? What does that mean?"
<b>Cheshire Cat</b>	(Grinning) "Oh, you'll see. Just follow the path, and you'll meet the others. But remember, things are always what they seem."
<b>Queen of Hearts</b>	(Commanding) "You there, stop! You must play croquet with us!"
<b>Alice</b>	(Confused) "But... how can we play with those things and hedgehogs?"
<b>Cheshire Cat</b>	(Appearing suddenly) "Remember, Alice, things are always what they seem."
<b>Alice</b>	(Frustrated) "I don't want to play anymore. I don't want to come!"
<b>Queen of Hearts</b>	(Furious) "Off with her head!"
<b>Alice</b>	(Panicking) "No! This isn't real! This is just a dream!"
<b>Narrator</b>	At that moment, everything around Alice began to spin. She closed her eyes tight and, when she opened them again, she was back on the riverbank with her sister.
<b>Alice</b>	(Relieved) "It was all just a dream... or was it?"
<b>Narrator</b>	Alice wondered about the strange world of Wonderland as she got up and brushed herself off, realizing that sometimes, reality and dreams aren't so different after all.

**Script**

Use the scripts below for your Readers' Theatre performance.

<b>The Boy Who Cried Wolf</b>	
<b>Character</b>	<b>Script/Lines</b>
<b>Narrator</b>	On a time, a shepherd boy watched over the village's sheep. One day, when he was bored, he decided to play a trick on the villagers.
<b>Boy</b>	(Crying) "Wolf! There's a wolf attacking the sheep!"
<b>Villager 1</b>	(Worried) "Quick, everyone! We must help the boy chase away the wolf!"
<b>Villager 2</b>	(Concerned) "What about the sheep!"
<b>Narrator</b>	The villagers came to help, but when they arrived, there was no wolf. The boy laughed at them and he had no remorse.
<b>Boy</b>	(Laughing) "You should have seen my faces! There's no wolf. I was just joking!"
<b>Narrator</b>	The boy played the same trick again, and the next time, the villagers came running. But when a real wolf appeared, the boy cried out for help, and no one believed him.
<b>Wolf</b>	(Hungrily) "Now I'll have a feast!"
<b>Boy</b>	(Pleading) "Please, someone help! This is really happening this time!"
<b>Villager 1</b>	(Skeptically) "It's probably just another one of his tricks. We won't be fooled again."
<b>Narrator</b>	The wolf chased away the sheep, and the boy lost them. No one believes a liar, even when they tell the truth.
<b>Boy</b>	(Sorrowfully) "I've lost the sheep because of my lies. I should have told the truth from the start."
<b>Villager 2</b>	(Sympathetic) "Trust is precious, boy. Remember this lesson well."
<b>Narrator</b>	The boy nodded, realizing the gravity of his actions. From that day on, he never lied again, understanding that honesty is always the best policy.



**Script**

Use the scripts below for your Readers' Theatre performance.

**The Three Little Pigs**

Character	Lines
<b>Narrator</b>	On a time, there were three little pigs who left their mother's house to live on their own.
<b>First Pig</b>	(Excited) "I'm going to build my house out of straw. It'll be quick and easy!"
<b>Second Pig</b>	(Confident) "I'll build mine out of sticks. It's stronger than straw and still easy to build."
<b>Third Pig</b>	(Determined) "I'm going to build my house out of bricks. It'll take more time, but it'll be worth it."
<b>Narrator</b>	The pigs went to work building their homes, each one convinced their house would be safe when the hungry wolf came by.
<b>Wolf</b>	(Menacing) "I'll huff and I'll puff and I'll blow your house down!"
<b>Narrator</b>	The wolf huffed and puffed and blew down the first pig's straw house. The first pig ran to his brother's stick house.
<b>Wolf</b>	(Threatening) "Little pigs, get in, or I'll huff and I'll puff and I'll blow your house down!"
<b>Narrator</b>	The wolf blew down the second pig's stick house too. The second pig quickly ran to the third pig's brick house.
<b>First Pig</b>	(Frightened) "Quick, let us in! The wolf is coming!"
<b>Third Pig</b>	(Reassuringly) "Don't worry, my brick house is strong!"
<b>Wolf</b>	(Frustrated) "No matter how hard I blow, your brick house won't fall!"
<b>Narrator</b>	The wolf huffed and puffed, but the brick house stood strong. The wolf tried all his tricks but could not blow it down.
<b>Wolf</b>	(Exhausted) "This house is too strong for me! I'll have to find somewhere else to live."
<b>Narrator</b>	The wolf eventually gave up and left. The three little pigs were safe, and they celebrated their victory.
<b>First Pig</b>	(Gratefully) "Thank you, brother! Your strong brick house saved us all!"
<b>Narrator</b>	And so, the three little pigs lived happily ever after in the brick house, safe from the big bad wolf.



**Script**

Use the scripts below for your Readers' Theatre performance.

**Jack and the Beanstalk**

Character	Lines
Narrator	In a time, there was a poor boy named Jack who lived with his mother. Jack's mother told him to sell their cow at the market. On his way, Jack met a strange man who offered him magic beans in exchange for the cow.
Jack	(Curious) "Are these beans? Are you sure they're really magical?"
Strange Man	"Yes, these beans will grow into a beanstalk that reaches the sky. It's worth more than a cow."
Jack's Mother	(Angry) "You traded your cow for beans? What were you thinking, Jack?"
Narrator	Jack's mother threw him out the window in frustration. But the next morning, they saw the beans had grown into a gigantic beanstalk reaching up to the clouds.
Jack	(Amazed) "I'm going to climb the beanstalk and see what's up there!"
Narrator	Jack climbed the beanstalk and found himself in the land of the giants. He was amazed by the enormous treasures inside, but he also had to be careful to avoid the giant.
Giant	(Loudly) "Fee-fi-fo-fum, I smell the blood of an Englishman!"
Giant's Wife	(Whispering) "Hide quickly, Jack! My husband must not find you here!"
Jack	(Nervously) "Thank you for warning me, I'm grateful."
Narrator	Jack hid and waited for the giant to fall asleep. Once the giant was snoring loudly, Jack crept out and grabbed a bag of gold coins.
Giant	(Stirring) "Who's there? I sense something is wrong. He's breathing."
Narrator	Jack quickly climbed down the beanstalk and ran away with him. His mother was overjoyed, but Jack wasn't satisfied.
Jack	(Determined) "I'm going back up to get more treasure. We can be like kings!"
Narrator	Jack climbed the beanstalk again and again, each time finding more treasures: a hen that laid golden eggs and a magical harp. But on his third trip, the giant woke up.
Giant	(Angrily) "You! You've been stealing from me! I'll get you this time!"
Narrator	Jack scrambled down the beanstalk as fast as he could. He ran out to his mother to bring him an axe. Together, they chopped down the beanstalk just as the giant began to climb down after him. The beanstalk crashed to the ground, taking the giant with it.
Jack's Mother	(Relieved) "We're safe now, Jack! And look at all the treasure you've brought us!"
Narrator	With the giant gone and the treasures secured, Jack and his mother lived happily ever after, their fortunes changed by the magic beans.

**Script**

Use the scripts below for your Readers' Theatre performance.

**The Lion and the Mouse**

Character	Lines
<b>Narrator</b>	Once upon a time, a mighty lion was sleeping in the jungle. A tiny mouse accidentally ran into the lion's nose, waking him up. The lion grabbed the mouse with his large paw.
<b>Lion</b>	(Grumpy) "How dare you wake me! I'm going to eat you!"
<b>Mouse</b>	(Pleading) "Please, mighty Lion, let me go! If you let me go, I promise to help you one day."
<b>Lion</b>	(Amused) "Help? How could a little mouse like you ever help a big lion like me? But you sound good today, so I'll let you go."
<b>Narrator</b>	The lion roared and the mouse fled. The mouse scurried away, grateful for his life. Days later, the lion was caught in a hunter's net. He struggled to free himself but couldn't. He heard the lion's roars and came to help.
<b>Mouse</b>	(Determined) "Don't worry, I'll help you."
<b>Mouse's Friend</b>	(Worried) "Be careful, Mouse! The lion is dangerous!"
<b>Mouse</b>	(Bravely) "He's in trouble, and I have to help. I must keep my word."
<b>Narrator</b>	The mouse began to gnaw at the net with his tiny little teeth. Slowly but surely, he made a hole big enough for the lion to escape.
<b>Hunter</b>	(Surprised) "What's happening? The lion is getting out!"
<b>Lion</b>	(Grateful) "Thank you, little mouse. I never thought a small creature like you could help me, but you have."
<b>Mouse</b>	(Humbly) "Even the smallest can make a big difference."
<b>Narrator</b>	The lion and the mouse became good friends and lived happily ever after. The lion learned never to underestimate anyone, no matter how small.
<b>Mouse's Friend</b>	(Proudly) "You did it, Mouse! You helped the lion!"
<b>Lion</b>	(Happily) "And I'll always remember the kindness you showed me. We'll be friends forever."
<b>Narrator</b>	And so, the lion and the mouse lived happily in the jungle, their friendship a reminder that even the smallest friend can be the biggest help.



**Script**

Use the scripts below for your Readers' Theatre performance.

**The Tortoise and the Hare**

Character	Lines
Narrator	On a time, in a forest, there was a speedy hare who bragged about how fast he could run. Tired of hearing him boast, the slow and steady tortoise challenged him to a race.
Hare	(Laughing) "Think you can beat me? I could run circles around you!"
Tortoise	"I'm slow, but I will finish the race."
Fox	(Calmly) "Let's see who wins! I'll be the judge!"
Crowd	(Cheering) "Race! Race!"
Narrator	And so, the race began. The hare darted ahead and quickly left the tortoise far behind. In his victory, the hare decided to take a nap halfway through the race. Meanwhile, the tortoise kept moving slowly and steadily.
Hare	(Yawning) "I'll just rest here for a bit. I have plenty of time to win."
Narrator	The tortoise continued moving without stopping or slowing down. By the time the hare woke up, the tortoise was near the finish line. The hare ran as fast as he could, but it was too late. The tortoise crossed the finish line and won the race.
Tortoise	(Breathlessly) "Slow and steady wins the race."
Hare	(Shocked) "How could I lose to you? I'm the fastest in the forest!"
Tortoise	(Wisely) "Speed doesn't matter if you don't finish. Persistence is the key."
Fox	(Nodding) "The tortoise is right. It's not all about being the fastest; it's about finishing what you start."
Crowd	(Cheering) "The tortoise wins! Slow and steady wins the race!"
Hare	(Humbly) "You taught me a valuable lesson, Tortoise. I won't boast next time."
Narrator	And so, the hare learned that arrogance and overconfidence can lead to failure, while patience and perseverance lead to success. The tortoise, though slow, showed everyone that determination can win the race.
Tortoise	(Smiling) "Thank you, Hare. Remember, there's always a way to win, even if it's not the fastest one."



Name: \_\_\_\_\_

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Curriculum Connection  
DR-R2

My Name \_\_\_\_\_

Who I Am Assessing \_\_\_\_\_

**Peer Assessment**

Mark your group members using the checklist below.

	Description	Stars (1: Worst, 5: Best)
<b>Spoke Clearly</b>	The student spoke loudly and clearly so everyone heard and understood by	☆☆☆☆☆
<b>Used Expression</b>	The student used facial expression to convey the meaning and emotion of the text.	☆☆☆☆☆
<b>Stayed in Character</b>	The student remained in character throughout the performance.	☆☆☆☆☆
<b>Listened to Others</b>	The student listened carefully and responded appropriately during performance.	☆☆☆☆☆
<b>Used Gestures</b>	The student used appropriate gestures to enhance the meaning of the text.	☆☆☆☆☆
<b>Paced Speech Well</b>	The student maintained an appropriate pace, neither too fast nor too slow.	☆☆☆☆☆
<b>Worked with the Group</b>	The student collaborated well with others to create a smooth, cohesive performance.	☆☆☆☆☆
<b>Conveyed the Story</b>	The student effectively communicated the main ideas and emotions of the story.	☆☆☆☆☆

**Rubric**

How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
<b>Clear Communication</b>	The script was hard to understand.	The script was somewhat clear.	The script was clear and understandable.	The script was very clear and expressive.
<b>Mood Expression</b>	Mood was not conveyed.	Mood was somewhat conveyed.	Mood was effectively conveyed.	Mood was very effectively conveyed.
<b>Rhythm and Phrasing</b>	Rhythm and phrasing were poor.	Rhythm and phrasing were somewhat correct.	Rhythm and phrasing were mostly correct.	Rhythm and phrasing were perfect throughout.
<b>Word Emphasis</b>	Key words were not emphasized.	Key words were somewhat emphasized.	Key words were emphasized.	Key words were strongly emphasized.
<b>Use of Face and Body</b>	No use of face or body language.	Some use of face and body language.	Good use of face and body language.	Excellent use of face and body language.

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



## Activity: Final Scene Frenzy

### Objective

What are we learning more about?

Students will work together to finalize a group dramatic work, making decisions about whether it is "finished" and understanding the aspects that contribute to a complete piece.

### Materials

What do we need for our activity?

- ✓ Pencils and eraser
- ✓ Notebooks or paper
- ✓ A few simple props (e.g., small objects from around the room)
- ✓ Timer



### Instructions

How do we complete?

- 1) **Warm-up Activity:** Start with a warm-up exercise to get everyone in a creative mood. Play an energetic game like "Zip Zap Zop" to build teamwork and focus.
- 2) **Create a Scene:** Divide the class into small groups. Each group will write a short scene about any topic. Encourage them to think about the beginning, middle, and end for their scene. They can use props to enhance their scene.
- 3) **Rehearse:** Give students time to rehearse their scenes with their groups. As they practice, walk around and offer guidance. Encourage them to think about their character's motivations and how they can express those through their performance.
- 4) **Perform:** Have each group perform their scene for the class. After each performance, allow for a brief round of applause and quick feedback.
- 5) **Finalize:** After all performances, bring students back together to discuss what makes a dramatic work feel "finished." Ask them to consider aspects like character development, plot coherence, and emotional impact.
- 6) **Revisions:** Let groups go back to their scenes and make any final revisions based on the feedback they received and the discussion about finalizing their work.
- 7) **Final Performance:** Have students do one last performance using the feedback they received.



**Scenarios**

Use one of the scene ideas below or create your own

**Scene Idea**

A group of kids trying to convince a very sleepy substitute teacher to let them have extra recess.

A kid going to school for picture day, but they can't find their favourite outfit.

A group of friends playing a video game and trying to complete the levels.

A new student trying to understand strange school traditions.

A friendly debate between two groups about whether cats or dogs make better pets.

A meteorologist who gets a single day's forecast wrong.

Kids planning the best summer vacation to discover a series of unexpected obstacles.

A group of explorers discovering a hidden treasure and to argue about how to divide it.

A group of kids starting a band, but no one knows how to play their instruments.

A character trying to babysit a mischievous sibling who is constantly out of trouble.

Kids pretending to be famous news reporters covering a school sports game.

A group of kids building a treehouse, but they can't agree on the design.

Two kids opening a lemonade stand, but facing unexpected challenges from customers.

A group of friends lost in a maze, trying to find their way out.

Kids running for class president and making over-the-top campaign promises.

**Criteria**

Use the criteria below to complete the assignment

Criteria	Description
<b>Collaboration</b>	Ensure each group collaboratively writes a clear script with a beginning, middle, and end.
<b>Character Development</b>	Characters should be well-developed and consistent throughout the scene.
<b>Effective Use of Props</b>	Props should enhance the storytelling and be used thoughtfully within the scene.
<b>Audience Engagement</b>	The scene should captivate the audience's attention and provoke emotions like laughter or suspense.
<b>Refinement and Finalization</b>	Groups should refine and finalize their act based on feedback, ensuring their work feels complete and polished.

**Planning**

Answer the questions below

1) What kind of story do you want your scene to be about?

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2) What is the main problem or conflict in your story and how will it be resolved?

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3) What props can you use from around the classroom to help tell your story?

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**Warm-Up**

Do this warm-up activity before your performance.

Step	Instructions
	Have all students stand in a circle, facing each other.
<b>Explain Rules</b>	Explain that the game involves passing energy around the circle using the words "Zip", "Zap", and "Zop".
<b>Zip</b>	The first person claps their hands together, points at someone, and says "Zip".
<b>Zap</b>	The person who is pointed at claps their hands together, points at someone else, and says "Zap."
<b>Zop</b>	The next person claps their hands together, points at someone else, and says "Zop".
<b>Continue</b>	This sequence continues with "Zip," "Zap," and "Zop" being passed around the circle.
<b>Speed Up</b>	As students get the hang of it, encourage them to speed up the pace to make it more challenging and fun.
<b>Elimination (Optional)</b>	If someone hesitates or says the wrong word, they will be eliminated.



**Reflection**

What did you enjoy and learned in this drama activity?

Write a short review of your group's performance focusing on some of the questions below.

- What was the most creative or interesting part of your scene? Why?
- How did your group work together? What could be improved?
- How did you use the props? Could they have been used better?
- What changes did your group make after the first performance?

**PREVIEW**

**Rubric****How did you do on the assignment?**

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
<b>Collaboration</b>	Script is not clear or has no beginning, middle, and end.	Script has basic structure but needs more development.	Script is clear with a beginning, middle, and end.	Script is well-structured with a strong beginning, middle, and end.
<b>Character Depth</b>	Characters are not developed or inconsistent.	Characters are somewhat developed but need more depth.	Characters are developed and mostly consistent.	Characters are fully developed and consistent, enhancing the scene.
<b>Effective Use of Props</b>	Props are not used or add little meaning to the scene.	Props are used but not integrated into the scene.	Props are used meaningfully to support the story.	Props are used creatively and significantly enhance the story.
<b>Audience Engagement</b>	Scene fails to engage the audience.	Scene engages the audience with minimal reactions.	Scene engages the audience, with some reactions.	Scene captivates the audience with strong engagement and reactions.
<b>Refinement and Finalization</b>	Little revision; scene feels incomplete.	Some revision; but more polish needed.	Scene is revised and polished.	Scene is fully revised, polished, and feels complete.

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



## Activity: Hat of Many Roles

### Objective

What are we learning more about?

To help students explore and understand the diversity of roles within a community and the use of expressive body language and facial expressions in communication. This activity will enhance their ability to interpret and portray different social roles creatively.

### Materials

What do we need for our activity?

- ✓ A hat or container
- ✓ Strips of paper with community roles and scenarios written on
- ✓ A designated "stage" area
- ✓ Timer



### Instructions

How do we complete the activity?

1. **Preparation:** Before the class, write different community roles along with the scene descriptions on strips of paper.
2. **Introduction:** Explain how body language and facial expressions help us communicate and convey messages. Discuss some basic expressions and gestures that can convey emotions and actions.
3. **Drawing & Acting Scenarios:** Each student will draw a role from the hat that describes their role and scenario.
4. **Presentation:** Give each student a minute to act out the scene on the paper they drew. Encourage them to use expressive body language and facial expressions.
5. **Interpretation:** After each performance, the rest of the class will guess the role and scene being acted out. Discuss briefly what the student did well and what could be improved.



**Criteria**

Use the criteria below to complete the assignment

Criteria	Description
<b>Clear Gestures</b>	Use distinct and understandable gestures to convey actions specific to the role.
<b>Expressive Facial</b>	Employ a range of facial expressions to enhance the portrayal of emotions.
<b>Consistent Posture</b>	Maintain posture that aligns with the character throughout the performance.
<b>Purposeful Movement</b>	Every movement should help tell the story of the character and their actions.
<b>Interaction Timing</b>	Interact effectively to make expressions and gestures purposeful and realistic.

**Planning**

Answer the questions below

1) What does your character do?

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2) How does your character feel about their job? How can you show that feeling?

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3) How does your character move while working?

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## Roles

Cut out the scene below and put them in a hat

Community Role	Scene Description
Police Officer	Directing traffic at a busy intersection using hand signals and a whistle, showing authority and care.
Chef	Preparing a meal by chopping vegetables, stirring a pot on the stove, and tasting the dish to check seasoning.
Teacher	Writing a math problem on a whiteboard, then solving it and showing the solution with a satisfied nod.
Firefighter	Dressed in firefighting gear, including helmet and jacket, spraying water to put out a fire.
Mail Carrier	Walking along a route with a bag, putting mail into a mailbox, and checking a delivery list.
Gardener	Tending a garden by planting seeds, watering them with a watering can, and pulling weeds.
Bus Driver	Sitting in a bus driver's seat, starting the bus, checking the rearview mirror, and driving (pretend).
Baker	Kneading dough, arranging pastries on a tray, and placing them into an oven (pretend). Using oven mitts to take them out.
Grocery Store Clerk	Scanning items at a checkout, organizing products into bags, and pressing buttons on the cash register.
Bank Teller	Counting cash, entering details into a computer, and securing money in a drawer under the counter.
Construction Worker	Measuring a piece of wood, sawing it carefully, and then hammering nails into another piece.
Painter	Painting on a canvas, mixing colours on a palette, and stepping back to critique the work.



**Roles**

Cut out the scenarios below and put them in a hat

Community Role	Description
News Reporter	Reporting live, speaking into a microphone while holding notes, occasionally nodding.
Fitness Instructor	Demonstrating a yoga pose, checking form in a mirror, and transitioning to another pose.
Janitor	Pushing a large cleaning cart, mopping the floor thoroughly, and disposing of trash in a bin.
Electrician	Installing a light fixture, connecting wires, and flipping a switch to turn the light on.
Plumber	Fixing a leaking pipe under a sink, checking for leaks, and drying hands on a rag.
Shoe Salesperson	Assisting a customer at a display, measuring an imaginary foot with a tape measure, and writing down the size.
Ice Cream Vendor	Serving ice cream from a cart, adding toppings to a scoop, and pretending to hand it to a customer.
Florist	Arranging flowers in a vase, smelling them appreciatively, and placing a price tag on the arrangement.
Bicycle Repair Person	Pretending to fix a flat tire using tools like a wrench and pump, then checking the tire by spinning it.
Sandwich Shop Worker	Assembling a sandwich by adding various toppings, wrapping it in paper, and ringing up the sale on a pretend cash register.
Cinema Attendant	Checking tickets, showing a flashlight to the audience, and cleaning up popcorn from seats.
Music Teacher	Playing a piano, stopping to write notes on a music sheet, and then continuing to play.
Street Sweeper	Pushing a broom to clean the street, picking up litter, and throwing it into a trash can.



## Reflection

Answer the questions below.

1) What did you find challenging about showing your character's job through body movement?

2) Did you find it easy to express to guess the jobs of the characters? Explain.

3) Draw a person doing your favourite job.

What did you find challenging about showing your character's job through body movement?

Did you find it hard to express what you wanted to guess the jobs of the characters? Explain.

Draw a person doing your favourite job.

**Rubric**

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
<b>Clear Gestures</b>	Gestures are unclear.	Gestures are simple and somewhat clear.	Gestures are clear and appropriate.	Gestures are detailed and perfectly clear.
<b>Expressive Faces</b>	Basic expressions used occasionally.	Basic expressions used occasionally.	Good expressions match the role.	Expressions vividly enhance the role.
<b>Consistent Posture</b>	Posture is somewhat suited to the role.	Posture is somewhat suited to the role.	Posture is good and mostly consistent.	Posture is perfectly suited and consistent.
<b>Purposeful Movement</b>	Movements lack purpose.	Movements are mostly purposeful.	Movements are mostly purposeful.	Movements are fully purposeful and engaging.
<b>Interaction Timing</b>	Poor timing with actions.	Timing is adequate.	Timing is precise and enhances performance.	Timing is precise and enhances performance.

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



# The Importance of Dramatic Arts

## Roles of Dramatic Arts

Dramatic arts include activities like acting, dancing, and performing. These activities help people express their feelings and tell stories. For students, doing dramatic arts builds confidence and improves speaking skills. In communities, drama can bring people together and encourage teamwork.



## Purposes of Dramatic Arts

The main purposes of dramatic arts are to entertain, educate, and inspire. Plays and performances can teach important lessons and make people think about different ideas. They can also provide a fun way for people to enjoy their free time.

## Meanings of Dramatic Arts

The meanings of dramatic arts can vary. They often reflect the culture and traditions of a community. For example, a play might show life in the past or explain important cultural beliefs.

## Key Facts About Dramatic Arts

Here are some key facts about dramatic arts:

- **Boosts Confidence:** Helps students become more confident speakers.
- **Teaches Teamwork:** Encourages working with others to achieve a common goal.
- **Reflects Culture:** Shows cultural stories and traditions.
- **Educational:** Can teach important life lessons and moral values.



## True or False

Is the statement true or false?

1) Drama can help students become more confident speakers.	True	False
2) The only purpose of dramatic arts is to entertain.	True	False
3) Drama does not play a role in teamwork or cooperation.	True	False
4) Drama includes singing and dancing.	True	False
5) Plays can teach students about different cultures and traditions.	True	False

Making  
Connections

Describe about a dramatic arts performance you have seen. What happened? Do you enjoy it? Where was the performance?

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## Questions

Answer the questions below

1) Name two benefits of participating in dramatic arts activities.

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2) In what way does drama help students improve their speaking skills?

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## Activity: Prop Box Adventure

### Objective

What are we learning more about?

Students use their creativity and teamwork skills to select appropriate props from the Prop Box and act out a story that makes sense for their chosen setting (time and place).

### Materials

What do we need for our activity?

- ✓ Prop Box filled with various props (e.g., hats, toys, clothes, tools)
- ✓ Paper and pencils for writing
- ✓ Space for acting out the story



### Instructions

How do we complete the activity?

- 1) Form Groups: Divide into small groups of 4 students. Each group will work together to create a story.
- 2) Choose a Setting: As a group, decide on a setting for your story. Think about where and when your story takes place. It could be a different time period, like the Medieval Age, or a different place, like a forest or a city.
- 3) Pick Props: Look through the Prop Box and choose props that make sense for your story's setting. Remember, the props should fit the time and place you have chosen. For example, if your story is set in the Medieval Age, you might choose a crown or a sword, but not a TV or a smartphone.
- 4) Plan Your Story: Discuss with your group what your story is about. Who are the characters? What happens in the story? Write down a simple plot. Remember the main points.
- 5) Rehearse: Practice telling or acting out your story with your group. Make sure everyone knows their part and how to use the props to make the story come alive.
- 6) Present: When it is your group's turn, present your story to the class. Use your props and have fun! Remember to speak clearly and show how your props help tell the story.



**Criteria**

Use the criteria below to complete the assignment

Criteria	Description
<b>Appropriate Prop Selection</b>	Students choose props that accurately fit the time period and setting of their story, ensuring no anachronisms like TVs in the Medieval period.
<b>Effective Use of Props</b>	Props are used creatively and effectively to enhance the storytelling, helping to illustrate and bring the story to life.
<b>Group Cooperation</b>	Group members work together harmoniously, sharing tasks and supporting each other to ensure a smooth performance.
<b>Attention to Detail</b>	The story includes well-thought-out details that make the setting and characters believable and engaging, showing careful consideration of props.
<b>Engaging Storytelling</b>	The performance is clear and entertaining, capturing the audience's attention with a clear and expressive use of props and dialogue.

**Planning**

Answer the questions below

1) What props did you choose?

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2) What is the setting (time and place) of your story?

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3) Who are the characters in your story?

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4) What is the main plot of your story?

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## Story Ideas

List of possible story ideas based on commonly found props

Story Idea	Possible Props
Medieval Adventure	Crown, sword, shield, cloak, knight's helmet
Pirate Treasure Hunt	Pirate hat, treasure chest, map, eye patch, toy parrot
Space Exploration	Space helmet, alien mask, toy spaceship, astronaut suit
Superhero Rescue	Cap mask, superhero emblem, toy phone, handcuffs
Fairy Tale Kingdom	魔法 wand, fairy wings, princess dress, dragon
Wild West Showdown	Wy hat, sheriff badge, bandana, toy horse
Haunted House Mystery	Ghost costume, spooky mask, magnifying glass
Underwater Adventure	Mermaid tail, snorkel mask, seaweed, treasure chest
Animal Safari	Binoculars, safari hat, animal masks, toy animals, jeep toy
Detective Case	Detective hat, magnifying glass, trench coat
Circus Performance	Clown wig, juggling balls, circus tent, toy animals
Royal Ball	Fancy dress, crown, jewellery, tiara
Time Travel Journey	Old-fashioned clothes, futuristic gadgets, time machine toy
Wizard School	Wizard hat, spell book, magic wand, potions, cloak
Arctic Expedition	Parka, sled, toy penguins, goggles, map

Name: \_\_\_\_\_

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Curriculum Connection  
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Setting Sketch

Draw two settings from stories other groups performed

PREVIEW

**Rubric**

How did you do on the assignment?

Criteria	1 Point	2 Points	3 Points	4 Points
<b>Appropriate Props</b>	Props do not match the setting or time.	Props somewhat fit but have inaccuracies.	Props mostly fit with minor errors.	Props perfectly fit the setting and time.
<b>Effective Use of Props</b>	Props are used but add little value.	Props are used but add little value.	Props add good value to the story.	Props greatly enhance the story.
<b>Group Cooperation</b>	Some cooperation; performance is disjointed.	Some cooperation; some issues are present.	Good cooperation with minor issues.	Excellent cooperation; seamless performance.
<b>Attention to Detail</b>	Lacks details; setting and characters are unclear.	Some details; mostly believable.	Well-thought-out details; mostly believable.	Rich details; setting and characters are clear.
<b>Engaging Storytelling</b>	Story is not engaging or interesting.	Story is somewhat engaging but inconsistent.	Engaging story; story captures attention.	Highly engaging; consistently captures attention.

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



## Activity: Re-living Historical Moments

### Objective

What are we learning more about?

Students will collaborate to form a series of tableau vivant (living pictures) that portray important historical events. They will use posture, facial expressions, and careful arrangement to convey emotions and roles, effectively communicating the historical context through non-verbal storytelling.

### Materials

What do we need for our activity?

- ✓ List of preselected historical moments
- ✓ Simple props like clothing or props
- ✓ Poster boards or signs to "label each moment" (optional)



### Instructions

How do we complete this activity?

- 1) **Introduction:** Explain the concept of "tableau vivant" (living picture) and how groups will depict important historical moments using only posture, expressions, and arrangement.
- 2) **Grouping:** Divide the class into small groups and provide each group with a collection of historical moments to choose from (e.g., signing of the Declaration of Independence, ancient Greek Olympics, space race)
- 3) **Scene Planning:** Students will carefully read the descriptions of their chosen historical moment. Discuss about the details in the description and identify 4 or 5 scenes to depict in their tableau act. Encourage students to think about how to use facial expressions and postures.
- 4) **Rehearsal:** Groups will rehearse their act together trying to convey the historical context and emotions. Provide feedbacks to students so they can improve their performance.
- 5) **Presentation:** Each group presents their series of living pictures to the class. Students will hold their pose for 10-15 seconds in each scene.
- 6) **Class Discussion:** Discuss each group's tableau, noting how their arrangement and expressions helped tell the story and what improvements could be made.

**Criteria**

Use the criteria below to complete the assignment

Criteria	Description
<b>Clear Posture</b>	Use clear and strong body positions to show what is happening in the scene.
<b>Facial Expressions</b>	Use your face to show emotions and feelings of the characters.
<b>Team Coordination</b>	Work well with your group to make sure everyone knows role and position.
<b>Staying Still</b>	Hold your pose without moving or talking until the scene is finished.
<b>Historical Accuracy</b>	Use correct words and gestures to make the scene look like the real historical event.

**Planning**

Answer the following

1) What is happening in your historical moment?

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2) What postures will you use to show what is happening?

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3) How will you make your scene look like the real historical event?

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**Scenes**

Let the groups choose from one of the following scenes

**Historical Event****Description****The First Moon Landing (1969)**

On July 20, 1969, astronauts Neil Armstrong and Buzz Aldrin made history by becoming the first humans to land on the moon. They carefully descended from their space lunar module, and stepped onto the moon's surface. Armstrong took the first step and famously said, "That's one small step for man, one giant leap for mankind." Following him, Aldrin also stepped onto the moon. Together, Armstrong and Aldrin planted the American flag on the moon and conducted scientific experiments. They collected moon rocks and soil samples to bring back to Earth. Meanwhile, Michael Collins orbited the moon in the command module, keeping in contact with Armstrong and Aldrin. Back on Earth, mission control in Houston celebrated the successful landing. After completing their tasks, Armstrong and Aldrin returned to the lunar module and rejoined Collins for the journey back to Earth. The astronauts safely splashed down in the Pacific Ocean and were recovered by a ship, marking a successful end to the historic Apollo 11 mission.

**Scenes**

Let the groups choose from one of the following scenes

Historical Moment	Description
<b>The Fall of the Berlin Wall (1989)</b>	<p>On November 9, 1989, the Berlin Wall, which had divided East and West Berlin for nearly three decades, fell. The wall had been a symbol of the Cold War, separating families and preventing free movement between the two sides of the city. As political changes swept across Eastern Europe, the East German government announced that citizens could cross the border freely. People from both sides of Berlin gathered at the wall with hammers and tools, eager to tear it down. As the wall began to crumble, people found a sense of freedom and unity. Soldiers stood as onlookers as citizens dismantled the wall piece by piece. Families who had been separated for years were reunited, crying with joy. Celebrations erupted with fireworks and flag-waving. People wrote messages of love and freedom on the remaining parts of the wall. Leaders gave speeches about the importance of freedom and unity, and news reporters captured the historic moment to share with the world. The fall of the Berlin Wall marked the end of the Cold War and the beginning of a new era for Germany.</p>



## Scenes

Let the groups choose from one of the following scenes

Historical Moment	Description
<b>Martin Luther King Jr.'s "I Have a Dream" Speech (1963)</b>	<p>On August 28, 1963, during the March on Washington for Jobs and Freedom, Martin Luther King Jr. delivered his famous "I Have a Dream" speech on the steps of the Lincoln Memorial. Over 250,000 people gathered to listen to King and other civil rights leaders speak about the need for equality and justice. King stood at the podium and spoke passionately about his vision for a future where people would be judged by their character, not the color of their skin. The crowd listened intently, cheering and clapping at key moments in the speech. Civil rights activists, including Rosa Parks and John Lewis, stood with King to show their support. Journalists and photographers documented the event, capturing notes and images that spread King's message around the world. People held signs and banners with messages of equality and freedom, creating a powerful visual statement. Families attended the event, with children holding hands with their parents. The speech was accompanied by freedom songs like "We Shall Overcome," showing unity and determination. After the speech, King and other leaders discussed the next steps in the civil rights movement, reinforcing their commitment to achieving equality for all.</p>

**Scenes**      Let the groups choose from one of the following scenes

Historical Moment	Description
<b>The First Flight (1903)</b>	<p>On December 17, 1903, the Wright brothers, Orville and Wilbur, made history with the first powered, controlled flight of an airplane. They had been working on their aircraft, the Wright Flyer, for years, conducting experiments and improving their designs. On a windy day at Kitty Hawk, North Carolina, Orville piloted the plane while Wilbur helped launch it. The Wright Flyer lifted off the ground and flew for 12 seconds, covering a distance of 120 feet. This achievement marked the first time a machine built by man had flown under its own power without the aid of a person. Local fishermen and villagers who witnessed the flight were amazed. After the successful flight, the Wright brothers continued to improve their design, conducting more flights and making longer and higher flights each time. They shared their success with the world, gaining recognition as the inventors of the first practical airplane. Their groundbreaking work laid the foundation for modern aviation, changing the way people travel and connect across the globe.</p>



**Scenes**

Let the groups choose from one of the following scenes

Historical Moment	Description
<b>The Invention of the Telephone (1876)</b>	<p>In 1876, Alexander Graham Bell invented the telephone, a groundbreaking device that allowed people to talk to each other over long distances using electrical signals. Bell had been working in his lab, experimenting with ways to transmit sound over wires. On March 10, 1876, he made the first successful telephone call to his assistant, Thomas Watson, saying, "Mr. Watson, come here. I want to see you." Watson heard Bell's voice through the telephone and was amazed by the invention. Bell demonstrated the telephone to friends, family, and at various exhibitions and fairs, drawing large crowds who were fascinated by the new technology. For his work, Bell received awards and recognition, and his invention became famous. He continued to improve the design of the telephone, making it more reliable and easier to use. The first telephone exchange was established, allowing people to connect calls through an operator. The invention of the telephone revolutionized communication, making it possible for people to stay in touch across great distances.</p>

Name: \_\_\_\_\_

**Setting Sketch**

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

**PREVIEW**



## Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
<b>Clear Postures</b>	Postures are unclear and difficult to understand.	Postures are somewhat clear but need improvement.	Postures are mostly clear and understandable.	Postures are very clear and easy to understand.
<b>Facial Expressions</b>	Rarely uses facial expressions.	Sometimes uses facial expressions to show emotions.	Often uses facial expressions appropriately.	Always uses facial expressions effectively.
<b>Team Coordination</b>	Group members do not work well together.	Group members sometimes work well together.	Group members usually work well together.	Group members work very well together.
<b>Staying Still</b>	Frequently moves or talks during the tableau.	Occasionally moves or talks during the tableau.	Rarely moves or talks during the tableau.	Holds position without moving or talking.
<b>Historical Accuracy</b>	Props and gestures do not represent the event well.	Props and gestures somewhat represent the event.	Props and gestures mostly represent the event.	Props and gestures accurately represent the event.

## Teacher Comments

Mark

## Student Comments – What Could You Do Better?

## Activity Title: Improv Conflict Resolution

### Objective

What are we learning more about?

To help students understand the process and importance of collaborative problem-solving through improvisation, focusing on resolving fictional conflicts by building on each other's ideas.

### Materials

What do we need for our activity?

- ✓ Scenario cards with different conflicts (e.g., two characters want the last piece of cake, a disagreement over a game rule)
- ✓ Open space (classroom or outdoors)
- ✓ Timer (optional)



### Instructions

How do we complete this activity?

1. Explain the objective of the activity for the students and about the skills they need to showcase for performing an improv activity.
2. Prepare cards that contain different conflict scenarios and place them in a container.
3. Divide the students into groups of 3.
4. Each group will come forward, draw a scenario card, and perform the act as soon as they finished reading their scenarios.
5. Towards the end of their act, students will be expected to successfully solve the conflict and be on the same page.
6. Repeat this with new students and new scenario cards.
7. After the activity, students reflect on what surprised them, what challenges they faced, and how they solved problems on the spot.



**Criteria**

Use the criteria below to complete the assignment

Criteria	Description
<b>Spontaneity</b>	Respond quickly and naturally to what others say and do in the scene.
<b>Problem Solving</b>	Work together to find a creative solution to the conflict presented in the scenario.
<b>Creativity</b>	Work with unique and interesting ideas during the presentation.
<b>Adaptability</b>	Be flexible and willing to change your actions and ideas based on what happens in the scene.
<b>Collaboration</b>	Work together with your group members to make the presentation successful.

**Tips**

Follow these tips to improve your performance

Tip	Description
<b>Listen Carefully</b>	Pay attention to what your fellow actors are saying and doing to respond well.
<b>Say "Yes, and..."</b>	Agree with what others say and add to the scene to keep the story moving.
<b>Be Creative</b>	Use your imagination to come up with interesting and fun ideas for the scene.
<b>Use Your Body</b>	Act out your character's actions and emotions with your whole body.
<b>Stay in Character</b>	Keep acting as your character even if you feel silly or make a mistake.
<b>Have Fun</b>	Enjoy the process and don't worry about being perfect. It's all about having fun!

## Scenarios

Choose a prompt from the list below

Three friends are disagreeing about how to spend a class trip.

During recess, three friends can't decide what game to play.

A family is deciding where to go on vacation.

Three classmates are figuring out how to complete a group project.

Two neighbors are discussing over a shared garden space.

Siblings are fighting over who gets to use the TV.

Students are deciding who gets to be the leader in a group activity.

Two best friends are arguing about which movie to watch during a sleepover.

Members of a high school basketball team are agreeing on the best strategy to win a game.

Three classmates are arguing about how to decorate the school for a special event.

Friends are disagreeing about how to spend a class trip.

During recess, three friends can't decide what game to play.



My Name \_\_\_\_\_

Who I Am Assessing \_\_\_\_\_

## Peer Assessment

Mark your group members using the checklist below

Criteria	Description	Stars (1: Worst, 5: Best)
Stayed in Character	The student remained in character throughout the performance.	☆☆☆☆☆
Listened to Others	The student listened carefully and responded appropriately to others.	☆☆☆☆☆
Said "Yes, and..."	The student accepted others' ideas and added to the scene.	☆☆☆☆☆
Showed Creativity	The student showed creativity in their actions and dialogue.	☆☆☆☆☆
Used Body Language	The student used their body to express their character and actions.	☆☆☆☆☆
Spoke Clearly	The student spoke loudly and clearly enough to be heard.	☆☆☆☆☆
Contributed to the Story	The student helped to develop and move the story forward.	☆☆☆☆☆
Reacted to Situations	The student reacted appropriately to situations presented in the scene.	☆☆☆☆☆

## Glow and Grow

**Glow:** Write two things that your group member did really well at.

**Grow:** Suggest one area where your group member can improve.

Glow	_____ _____
Glow	_____ _____
Grow	_____ _____

**Rubric**

How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
<b>Spontaneity</b>	Struggles to respond quickly and naturally.	Sometimes responds quickly and naturally.	Usually responds quickly and naturally.	Always responds quickly and naturally.
<b>Problem-Solving</b>	Rarely helps find a solution to the conflict.	Sometimes helps find a solution to the conflict.	Often helps find a solution to the conflict.	Always helps find a creative solution to the conflict.
<b>Creativity</b>	Has few or no unique or interesting ideas.	Sometimes has some unique or interesting ideas.	Often has unique and interesting ideas.	Always has unique and interesting ideas.
<b>Adaptability</b>	Struggles to change actions based on the scene.	Sometimes changes actions based on the scene.	Usually changes actions based on the scene.	Always changes actions and ideas easily.
<b>Collaboration</b>	Rarely supports or cooperates with group members.	Sometimes supports and cooperates with group members.	Usually supports and cooperates with group members.	Always supports and cooperates with group members.

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



## Activity: Silent Scenes

### Objective

What are we learning more about?

To help students understand and master the art of conveying narratives and emotions solely through body language and facial expressions, emphasizing the power of non-verbal communication in drama.

### Materials

What do we need for our activity?

- ✓ Cue cards with a variety of emotions and scenarios written on them
- ✓ A timer or stopwatch
- ✓ A mirror (optional)
- ✓ Camera or smartphone for recording performances (optional)



### Instructions

How do we complete this activity?

- 1) **Introduction:** Explain the importance of non-verbal communication in drama. Discuss how actors use body language and facial expressions to tell a story or convey emotions without words.
- 2) **Warm-Up:** Lead a quick warm-up where students practice making exaggerated facial expressions and body movements to express emotions like happiness, sadness, anger, and surprise.
- 3) **Scene Assignment:** Divide the class into small groups. Each group draws a cue card from a hat that describes a scenario or emotion to perform.
- 4) **Planning and Rehearsal:** Give groups time to plan and rehearse their scenes. They should focus on using only their facial expressions and body language to express their assigned scenario or emotion. Encourage creativity in props, positioning, and interactions without speaking.
- 5) **Performances:** Each group performs their scene in front of the class. Limit each performance to 2-3 minutes. If available, record these performances for later reflection.
- 6) **Discussion and Reflection:** After all performances, lead a discussion on what was observed. Discuss the effectiveness of non-verbal cues and how different groups interpreted their scenes.

**Criteria**

Use the criteria below to complete the assignment

Criteria	Description
<b>Expressive Action</b>	Use varied and clear facial expressions to convey emotions effectively.
<b>Body Language</b>	Utilize body movements and gestures to enhance the performance without speaking.
<b>Interaction</b>	Coordinate actions and reactions with group members to maintain cohesive performance.
<b>Emotional Range</b>	Show a variety of emotions that match the scenario, demonstrating versatility in expression.
<b>Consistency</b>	Maintain your character and non-verbal cues throughout the scene for a unified performance.

**Planning**

Answer the questions below

1) What emotions do you think your character feels in the scene?

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2) How will you react to your friends in the scene? Only your face and body?

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3) What part of the scene do you think will be the most important to show clearly?

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Problems      Let the groups choose from the scenarios below

Scenario Title	Description
Missing Pet	The group realizes a pet is missing. Show the collective panic, the search, and the joyful reunion.
Winning a Competition	Members of a team hear they've won a competition. Portray surprise, group celebration, and shared pride.
First Day at a New School	One student is new and nervous, others are curious and welcoming. Show the interactions and forming friendships.
Getting Lost in a Supermarket	The group shops together but gets separated. Show the search, confusion, and relief upon reuniting.
Receiving a Surprise Gift	The group plans and gives a surprise gift to one member. Show planning, suspenseful moment, and group joy.
Trying Out a New Sport	The group tries a new sport together, showing initial struggles, mutual encouragement, and eventual improvement.
Building a Fort	Collaboratively decide on and build a fort. Show teamwork, problem-solving, and celebration of the completed fort.

**Reflection**

Answer the questions below.

1) Were you able to tell your story without using words? Did the audience guess correctly what was happening?

2) What non-verbal communication do you think made your story obvious to the class?

3) After watching other performances, what non-verbal communication did you find most enjoyable? Did anyone do anything that really enhanced their performance?

4) What did you learn about communicating emotions without words?



**Rubric**

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
<b>Expressive Facial</b>	Used facial expressions	Some facial expressions used, but not always clear.	Clear facial expressions that mostly convey emotions.	Very expressive and perfectly matched to emotions.
<b>Body Language</b>	Used body movements	Basic body movements used; needs more	Good use of body movements that enhance the story.	Excellent and creative use of body language throughout.
<b>Interaction Timing</b>	Interacted with others in the group	Interacted with others in the group	Well-coordinated actions with good timing.	Perfect synchronization and interaction with the group.
<b>Emotional Range</b>	Shows very limited emotions.	Shows a few emotions.	Displays a good range of emotions vividly.	Displays a wide range of emotions vividly and convincingly.
<b>Consistency</b>	Often breaks character or is inconsistent.	Sometimes inconsistent with character portrayal.	Consistently maintains character throughout.	Consistently stays in character with accurate portrayals.

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

## Activity: Story Circles: Legends Alive

### Objective

What are we learning more about?

Students will explore the storytelling traditions of West Coast Indigenous Canadian First Nations and create visual representations of traditional tales, focusing on themes like nature, animals, and community.

### Materials

What do we need for our activity?

- ✓ Copies of Indigenous stories (printed or read aloud)
- ✓ Craft materials (paper, markers, glue, tape, etc.)
- ✓ Small props (optional, like feathers or shells)
- ✓ Large sheets of paper or whiteboards for drawing



### Instructions

How do we complete the activity?

- 1) Introduction:** Start by discussing how storytelling is a vital part of Indigenous culture. Stories often explain natural events, teach moral lessons, and pass down history.
- 2) Group Activity:** Divide students into small groups. Provide each group with a short Indigenous story or legend from West Coast Indigenous Nations.
- 3) Scene Creation:** Each group will read their story, then choose key moments from the story to bring to life through acting or creating a visual "frozen" scene with no movement or use 4-5 frozen scenes together. Discuss how they will use their bodies, facial expressions, and simple props to represent the characters, animals, or elements of nature.
- 4) Performance:** Groups take turns performing their scenes or showing their visual representation of the story.
- 5) Cultural Connections Discussion:** After each performance, have a class discussion about the lessons or messages of the story. How do the elements in the story connect to Indigenous traditions?



**Criteria**

Use the criteria below to complete the assignment.

Criteria	Description
<b>Understanding Story</b>	Understood the main message or lesson of the story and can explain it.
<b>Creative Representation</b>	Used acting, drawings, or props creatively to represent key parts of the story.
<b>Collaboration</b>	Communicated well with my group, listened to others' ideas, and worked with the group work together smoothly.
<b>Cultural Respect</b>	Shown respect for the Indigenous culture by accurately representing the story's message.
<b>Engagement</b>	Participated actively, and helped bring the story to life in an engaging way.

**Planning**

Answer the questions below.

1) What is the main message or lesson of the story?

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2) Which part of the story will your group act out?

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3) How can you use your body to show key characters or animals in the story?

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**Story**

Create and perform a scene for the story below.

**The Raven and the First Men**

	Key Characters	Message
Raven, a trickster, finds a clamshell on the beach. The shell are tiny creatures, the first humans. Raven opens the shell and coaxes them out into the world, teaching them how to survive. The Raven becomes a guide for the humans, showing them the way of life in the world.	Raven, 3 First Men (humans), Clamshell	The story teaches about the creation of humanity and the importance of the Raven as a guide and helper. It shows how humans need to learn and adapt to the world.

**Roles for the Group**

<b>Raven</b> – The student playing Raven acts as a cunning trickster, using expressive gestures.
<b>Human 1</b> – The first human acts timidly as they are coaxed out of the clamshell.
<b>Human 2</b> – The second human represents the learning process, following Raven's actions.
<b>Human 3</b> – The third human becomes braver as they adjust to the world outside the shell.
<b>Clamshell</b> – One student can mime the clamshell opening and closing, adding dramatic effect with movement.



**Story**

Create and perform a scene for the story below.

**The Salmon People**

	Key Characters	Message
<p>The Salmon People live on the rivers and streams. They are good for the First Nations people. Every year, they would swim upstream to return to the place of their birth. The First Nations people told them that they must respect the Salmon People by not wasting any part of the fish. If they showed respect, the Salmon would always return.</p>		<p>The story teaches the importance of respect for nature, particularly the salmon, which was vital for survival. It also emphasizes the cycle of life and the balance between humans and nature.</p>

**Roles for the Group**

<b>Salmon 1</b> – Swims upstream, struggling through the river to reach home.
<b>Salmon 2</b> – Follows Salmon 1, showing determination to reach the stream.
<b>Salmon 3</b> – Joins the journey, representing the strength of the Salmon People.
<b>First Nations Person 1</b> – Catches a salmon and shows respect by preparing it carefully.
<b>First Nations Person 2</b> – Performs a respectful act to honour the salmon's life, such as giving thanks or returning parts of the fish to the river.

## Story

Create and perform a scene for the story below.

## How Raven Stole the Sun

	Key Characters	Message
Long ago, the world was in darkness. The people wanted to bring light to the world. A trickster named Raven tricked the Chief who kept the Sun hidden in a box. Raven transformed into a child and convinced the Chief to let him play with the box. Raven then took the Sun and released it into the sky, bringing light to the world.	Raven, Chief, Child, Sun, Box	The story teaches how cleverness and determination can bring about positive change. It also highlights the importance of light and how it helps the world thrive.

## Roles for the Group

<b>Raven</b> – Transforms into a child and plays tricks on the Chief, acting sneaky and clever.
<b>Chief</b> – Guards the Sun and tries to keep it hidden from Raven, showing suspicion and protection.
<b>Child (Raven in disguise)</b> – Acts innocently to gain the Chief's trust.
<b>Sun</b> – One student represents the Sun being trapped in the box, finally being released and shining brightly.
<b>Box</b> – This student represents the box containing the Sun, adding tension by holding it closed and eventually opening up.



**Story**

Create and perform a scene for the story below.

**The Thunderbird and the Killer Whale**

	Key Characters	Message
<p>The Thunderbird is a powerful creature who lives on the mountains. One day, a Killer Whale was causing trouble, sinking boats and making it difficult for the First Nations people. The Thunderbird swooped down and grabbed the Killer Whale in its claws, taking it away to restore peace to the waters.</p>	<p>First Nations people</p>	<p>The story teaches about the balance of power in nature and how some beings protect others. It also shows the importance of harmony between land, sea, and sky.</p>

**Roles for the Group**

- Thunderbird** – Swoops down with large arm movements to capture the Killer Whale.
- Killer Whale** – Causes trouble by attacking the boat, swimming in a tight circle.
- First Nations Person 1** – Tries to protect the boat and their people, showing concern and action.
- First Nations Person 2** – Calls for the Thunderbird's help, using expressive gestures to plead.
- Boat** – One student represents the boat being rocked by the Killer Whale, eventually being saved by Thunderbird.

**Story** Create and perform a scene for the story below.

The Orca and the Wolf		
	Key Characters	Message
Long ago, Orca and Wolf were brothers who ruled the land and the sea together. Orca ruled the waters. The brotherly promise was to protect their territories and work together to maintain balance between the two worlds. Even today, their descendants—the wolves and orcas—are said to communicate through howls and calls, maintaining their bond.	Orca, Wolf, 2 Descendants (Wolf and Orca), Nature (Land and Sea)	The story teaches about loyalty, cooperation, and the connection between land and sea. It also shows how families are connected, even across different environments.

Roles for the Group	
<b>Orca</b>	Acts as the ruler of the sea, communicating with Wolf through movements and sounds.
<b>Wolf</b>	Stays on land, howling to communicate with Orca.
<b>Descendant of Orca</b>	Shows the ongoing connection, mimicking Orca's movements in the sea.
<b>Descendant of Wolf</b>	Howls alongside Wolf, showing the bond between land and sea.
<b>Nature (Mountains/Sea)</b>	One student can represent the setting, creating the environment for the brothers' territories (e.g., moving as waves or standing tall as mountains).



**Story** Create and perform a scene for the story below.

The Legend of the Cedar Tree		
	Key Characters	Message
<p>The Cedar tree is a story about a generous man who helped others. He gave food and shelter to those in need. The Creator saw his kindness and turned him into a cedar tree, so that even after his death, he could continue to provide for the people. The cedar tree became a vital resource, used for canoes, homes, and clothing.</p>		<p>The story teaches about generosity and how giving to others creates a lasting legacy. It also highlights the importance of the cedar tree in the lives of Indigenous peoples.</p>

Roles for the Group
<p><b>Cedar Tree (The Generous Man)</b> – Starts as a kind man helping others and eventually transforms into a strong tree, showing the importance of giving.</p>
<p><b>Creator</b> – Observes the man’s kindness and grants him the honor of becoming the cedar tree, using calm and powerful gestures.</p>
<p><b>Person in Need 1</b> – Receives food from the generous man and later uses the cedar tree for providing wood.</p>
<p><b>Person in Need 2</b> – Receives clothing from the man, showing gratitude and later uses the tree’s bark for a shelter.</p>
<p><b>Person in Need 3</b> – Receives shelter from the man, and later, uses the cedar tree’s branches to make a canoe.</p>

**Emotion Mask**

Draw a mask that reflects your character's emotions throughout the story.

**PREVALENT**

Explain how your drawing represents the character's emotions in the story.



**Rubric**

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
<b>Understanding</b>	Did not understand message.	Understood part of the message.	Understood and explained the message.	Clearly explained the message.
<b>Creative Expression</b>	Did not use any props or drawings.	Some creativity, but needs more work.	Used acting, props, or drawings effectively.	Creatively brought the story to life.
<b>Collaboration</b>	Did not work well with the group.	Worked with the group, but not very well.	Worked well with the group and contributed.	Led the group and collaborated smoothly.
<b>Cultural Respect</b>	Showed little respect for the story.	Showed some respect for the story.	Represented the story's message respectfully.	Fully respected the cultural message.
<b>Engagement</b>	Did not actively participate.	Participated inconsistently.	Actively participated throughout.	Fully engaged and made the story exciting.

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

## Activity: Circle of Gestures

### Objective

What are we learning more about?

To explore and demonstrate how emotions can be expressed and subtly changed through non-verbal gestures, focusing on the fluidity and evolution of these expressions in a group setting.

### Materials

What do we need for our activity?

- ✓ None required, though a large open space where students can form a circle is ideal.

### Instructions

How do we complete the activity?



- 1) Setup:** Divide the class into 2 or 3 groups and have students stand in a circle, facing each other.
- 2) Starting the Wave:** Let one student from each group start the activity by demonstrating a gesture that represents a specific emotion (e.g., happiness, sadness, anger, surprise).
- 3) Pass It On:** The gesture is passed to the next student in the circle. Each student must adapt the gesture slightly while maintaining the core emotion, allowing the gesture to evolve as it goes around the circle.
- 4) Observation:** Once the gesture has traveled around the circle, discuss how it has changed from the original. Repeat with different emotions.
- 5) Variation:** Introduce subtle challenges where the next student has to shift the emotion slightly towards another (e.g., from happiness to excitement), demonstrating a spectrum of emotional expressions.



**Criteria**

Use the criteria below to complete the assignment

Criteria	Description
<b>Gesture Clarity</b>	Perform clear and recognizable gestures that express the assigned emotion.
<b>Fluidity</b>	Transition smoothly between receiving and adapting the gesture to ensure fluidity.
<b>Creativity in Adaptation</b>	Actively adapt gestures to add your unique expression while maintaining the core emotion.
<b>Consistency in Emotion</b>	Maintain the integrity of the emotion throughout your adaptation, ensuring it remains recognizable.
<b>Engagement and Focus</b>	Stay focused and engaged, observing how emotions evolve and learn from others.

**Reflection**

Answer the questions below.

1) Describe how a gesture evolved from the beginning to the final version.

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2) What was the funniest or most surprising change in the gesture as it went around the circle?

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3) If you could add a sound effect to your gesture, what would it be and why?

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## Activity: Theatre Detectives

### Objective

What are we learning more about?

Students will expand their theatre vocabulary by watching a short theatre performance or clip (video or live) and identifying key theatrical elements using a checklist. They will reflect on the performance by analyzing how these elements contribute to the overall storytelling and effectiveness of the performance.

### Materials

What do we need for our activity?

- ✓ Access to a computer or projector to watch a theatre performance
- ✓ Printed copies of a Theatre Elements Checklist
- ✓ Pencils or pens to make marks
- ✓ Highlighters for marking key observations (Optional)



### Instructions

How do we complete this activity?

- 1) **Introduction:** Begin by reviewing key theatre vocabulary with the students, such as character, dialogue, setting, props, light, and blocking. Explain that they will be using these terms to analyze a theatre performance.
- 2) **Theatre Elements Checklist:** Distribute the Theatre Elements Checklist to each student and explain how they will use it to identify different theatrical elements in the performance they will be watching next.
- 3) **Watching the Performance:** Play a short theatre performance clip that is age-appropriate and rich in theatrical elements and encouraging students to pay close attention to how the actors use their voices, bodies, and the elements of the story. As they watch, students should check off the elements they observe and make notes about how these elements were used effectively (or not).
- 4) **Group Discussion:** After watching the performance, have students discuss their observations in small groups. Encourage them to compare their checklists and discuss any differences in their observations.
- 5) **Class Reflection:** Bring the class back together for a larger discussion. Ask students to share their group's findings and thoughts on the performance.



**Checklist**

Fill out the checklist by answering 'Yes' or 'No' to the questions.

Theatre Element	Yes/No	Notes/Comments
Costumes		Did the actors play their characters well?
Speaking Clearly		Could you understand what the actors were saying?
Using Props		Did the props help make the story better?
Lighting		Did the lights make the scene feel right?
Costumes		Did the costumes fit the characters and the story?
Moving on Stage		Did the actors move around the stage in a way that made sense?
Setting		Did the setting show what was happening?
Mood and Feelings		Did the mood make you feel the way the story was supposed to?
Sounds and Music		Were there any sounds that made the scene better?
Character Interaction		Did the characters interact with each other in a way that made sense?
Telling the Story		Did everything work together to tell the story well?

**Write**

Pretend you are a theatre critic. Your job is to provide a review of the performance you just watched.

Use the checklist to discuss how well the show incorporated the elements of theatre. What rating do you give it? Do you recommend others go see it?

**PREVIEW**



## Activity: Symbolic Scene Challenge

**Objective** What are we learning more about?

Students will explore the use of symbolism by performing a short dramatic scene, using concrete objects, colours, and abstract ideas to represent deeper meanings creatively and clearly.

**Materials** What do we need for our activity?

- ✓ Simple objects (e.g., book, key, rock)
- ✓ Colour cards (red, blue, yellow, etc.)
- ✓ Abstract idea list (e.g., friendship, love, joy, etc.)
- ✓ Open space for performing



**Instructions** How do we complete the activity?

- 1) **Introduction to Symbols:** Begin by explaining how symbols can represent abstract ideas. Show examples such as a heart representing love or the colour blue representing calmness.
- 2) **Group Work:** Divide the class into groups and assign each group an abstract idea, two objects, and a colour.
- 3) **Scene Creation:** Each group will create a 1-2 minute scene that symbolically represents their abstract idea using their assigned objects and colour. Groups use the objects and actions to convey the abstract idea without stating it.
- 4) **Presentations:** Each group performs their scene while the class tries to guess the abstract idea based on the symbols.
- 5) **Discussion:** After each performance, discuss how the objects and colours were used to represent the idea.

**Criteria**

Use the criteria below to complete the assignment.

Criteria	Description
<b>Use of Materials</b>	Use the materials provided (objects, colours, etc.) creatively to express the concept.
<b>Clear Story</b>	Make sure the concept is clear and easy to understand through your scene.
<b>Facial Expressions</b>	Use your face to show how the characters are feeling.
<b>Body Movement</b>	Use your body and gestures to represent the concept or tell the story in your scene.
<b>Teamwork</b>	Work with your group, making sure everyone participates and contributes to the scene.

**Planning**

Answer the questions below.

1) What is your group's abstract idea?

2) What are the two objects your group has chosen? Describe how you will use them?

3) What does the colour you have been given represent? How will you use it to help tell the story of your scene?

4) How can you use your body and movements to express the idea?



**Scene**

Create and perform scenes that represent the abstract ideas.

Abstract Idea	Object Representation	Colour	Colour Representation	Suggested Use in Scene
<b>Friendship</b>	A key, a balloon	Yellow	Warmth, happiness, and positivity	The key could be used as a gesture of opening a door to someone's heart. The balloon can represent the light-heartedness and joy between friends.
<b>Courage</b>	A leaf, a rock	Red	Bravery, determination, and energy	The leaf might be shown blowing in the wind, symbolizing resilience. The rock represents inner strength and unmovable courage.

**Scene**

Create and perform scenes that represent the abstract ideas.

Abstract Idea	Object Representation	Colour	Colour Representation	Suggested Use in Scene
<b>Joy</b>	A feather, a spoon Feather: Lightness Spoon: Nourishment, care	Green	Growth, vitality, and abundance	The feather could be tossed or waved to represent carefree happiness, while the spoon might represent the nurturing of joyful experiences.
<b>Sadness</b>	A cup, a ribbon Cup: Emptiness or loss Ribbon: Binding, memory	Blue	Calm, sorrow, a reflection	The cup could be shown empty to symbolize a feeling of loss, while the ribbon could represent holding onto sad memories.



**Scene**

Create and perform scenes that represent the abstract ideas.

Abstract Idea	Object Representation	Colour	Colour Representation	Suggested Use in Scene
<b>Hope</b>	A toy car, a scarf	Orange	Optimism, energy, and enthusiasm	The toy car could be rolled forward, symbolizing moving towards a brighter future. The scarf might be wrapped around someone to show comfort and hope.

**Note**

Understand this information for your performance

**Notes for Students:**

**Objects:** Think about how you can use these objects in a creative way to show the idea without directly saying it. For example, you might move a key with the key to symbolize trust or holding up the rock to show courage.

**Colours:** You don't need to have the actual colour visible in your scene. You can describe the emotion the colour represents. For example, if you choose red for courage, think about how you can show bravery through your actions and words, inspired by the energy of red.

**Incorporating Them Together:** Combine the symbolism of the object with the feeling or meaning behind the colour. For instance, in a scene about hope (Group 5), the toy car could roll towards a destination, symbolizing optimism, while someone wraps the scarf around themselves to show they feel protected by hope.

**Self-Assessment**

Mark your performance using the checklist below.

Criteria	Description	Stars (1: Worst, 5: Best)
Creative Use of Space	I used the space available effectively to enhance the scene	☆☆☆☆☆
Communication with the Audience	I made eye contact and engage the audience during the performance	☆☆☆☆☆
Understanding of the Concept	I fully understood the concept and the ideas we were trying to present	☆☆☆☆☆
Contribution to the Group's Ideas	I shared my ideas and actively contributed to the group's planning and discussion	☆☆☆☆☆
Emotional Engagement	I showed strong emotions and feelings that fit the scene	☆☆☆☆☆

**Reflection**

What was your favorite part?

Circle one part of your performance you liked most



Acting



Speaking



Using Objects

Working with my team

1) Why was this my favourite part?

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2) How can I improve next time?

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**Rubric**

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Use of Materials	Did not use materials effectively.	Materials used but didn't match idea well.	Materials matched the idea clearly.	Materials were creative and enhanced the idea.
Clear Representation	Idea was not clear.	The idea was somewhat clear.	The idea was clear and easy to follow.	The idea was very clear and creative.
Facial Expressions	Did not use facial expressions.	Used facial expressions.	Used expressions to show emotions.	Expressions strongly enhanced emotions.
Body Movements	Little or no body movements used.	Movements were somewhat clear.	Movements helped tell the story.	Movements were creative and effective.
Teamwork	Group struggled to work together.	Some members participated.	Everyone participated.	Group worked together excellently.

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

## Activity: Hats Off to Theatre Roles!

### Objective

What are we learning more about?

Students learn about different theatre production roles by drawing a hat representing a specific role and acting out a day in the life of their character. This activity will help students understand and portray the specific skills and challenges associated with various theatre roles.

### Materials

What do we need for our activity?

- ✓ A set of hats or paper hats, each labeled with a different theatre role (e.g., director's hat, construction worker's hard hat, chef's hat, police officer's cap, cowboy hat, actor's top hat, baseball cap, detective's hat, clown's hat, Santa Claus hat, clown's hat, grumpy hat, etc.)
- ✓ Timer (to keep track of the 1-minute play)
- ✓ Space for performance (classroom or stage area)



### Instructions

How do we complete the activity?

- 1) Start the activity by having students choose a role associated with the character they like.
- 2) Give the students some time to think about who the character is, the hat?, how would a day in their lives look like?, and how they would act out for their classmates?
- 3) Students will then prepare a 1 minute play that shows a day in the life of their character wearing the hat they drew.
- 4) Students perform their act to the class. The other students (audience) will guess the character or its role.
- 5) After each student presents, discuss as a class how the student portrayed their role, what skills they demonstrated, and any other possible approaches.



**Criteria**

Use the criteria below to complete the assignment

Criteria	Description
<b>Stay in Character</b>	Act consistently as your assigned theatre role throughout the presentation.
<b>Use Props and Gestures (hat)</b>	Use props and gestures to enhance the portrayal of your character's daily tasks.
<b>Show Responsibilities</b>	Demonstrate the main tasks and responsibilities of your theatre role.
<b>Express Emotions</b>	Use facial expressions and body language to convey your character's plans and reactions.
<b>Engage the Audience</b>	Make eye contact and involve the audience in your performance to keep their interest.

**Planning**

Answer the questions below

1) What character wears this hat?

2) Describe a scene you could act out using your character. What problem might the character face? What will be the solution?

3) How will you make your performance engaging for the audience?

Extension

Write a diary about a day in your character's life.

PREVALENT



**Rubric**

How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
<b>Stay in Character</b>	Rarely stays in character.	Sometimes stays in character.	Mostly stays in character.	Always stays in character.
<b>Use Props and Gestures</b>	Rarely uses props and gestures.	Uses some props and gestures.	Uses props and gestures well.	Uses props and gestures very effectively.
<b>Show Role Responsibilities</b>	Shows few or no tasks and responsibilities.	Shows some tasks and responsibilities.	Shows most tasks and responsibilities.	Clearly shows all tasks and responsibilities.
<b>Express Emotions</b>	Shows little or no appropriate emotions.	Shows appropriate emotions.	Shows appropriate emotions well.	Shows emotions very effectively.
<b>Engage the Audience</b>	Rarely engages the audience.	Sometimes engages the audience.	Mostly engages the audience.	Always engages the audience.

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

## Activity: Story to Stage

### Objective

What are we learning more about?

Students will learn the basics of playmaking by organizing a simple story, creating dialogue, and understanding how to set the mood and atmosphere. This activity will help students understand how a play is structured while keeping tasks appropriate for their grade level.

### Materials

What do we need for our activity?

- ✓ Paper and pen
- ✓ Simple costume pieces (hats, scarves)
- ✓ Props (optional, e.g., chairs, tables)
- ✓ Open space for performance



### Instructions

How do we complete the activity?

- 1) **Story Creation:** Divide the students into small groups and guide them to come up with stories that have three main events (e.g., a problem, an action, and a solution).
- 2) **Dialogue Development:** Students will write short and simple dialogue for each character that fits the events they planned. Encourage them to keep sentences clear and straightforward. Encourage them to think about what each character might speak. For example, what would a character's first line be?
- 3) **Setting the Mood:** Discuss with the groups about how they can use different feelings, like happiness or fear, through their voice and actions. Encourage them to decide on the emotions they want to show in their play and practice saying their lines with those emotions.
- 4) **Rehearsal:** Each group will practice their short play, focusing on their lines and showing the emotions they chose. Encourage them to practice staying in their roles and speaking loudly enough for everyone to hear. Keep the rehearsals light and fun.
- 5) **Performing and Reflecting:** Groups will take turns performing their short play for the class. After each performance, ask the group how they felt about their play. Encourage classmates to share what they liked about the story, dialogue, and mood.



**Criteria**

Use the criteria below to complete the assignment.

Criteria	Description
<b>Create a Story</b>	The story has a clear beginning, middle, and end with events that make sense.
<b>Develop Dialogue</b>	The dialogue is easy to understand and fits what the characters would say in each situation.
<b>Show the Right Mood</b>	The emotions and mood are clearly shown through how the characters speak and act.
<b>Organize the Plot Well</b>	The events of the play happen in an order that makes the story easy to follow.
<b>Work Well Together</b>	The students work together, sharing ideas and helping each other with their parts.

**Planning**

Answer the questions below.

1) Describe what your story is about.

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2) Describe the main events in your story and the order they occurred.

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3) How do you plan to show the different emotions in the story?

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Two Stars And A Wish

Write the strengths (stars) and weakness (wish) about the performance of one of your group member.

**PERFORMANCE**





**Rubric**

How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
<b>Create Simple Story</b>	Story is unclear or incomplete.	Story has a basic structure but lacks detail.	Story is mostly clear with a good structure.	Story is clear, complete, and well-structured.
<b>Develop Clear Dialogue</b>	Dialogue is unclear or doesn't fit.	Dialogue is somewhat clear but not always fitting.	Dialogue is mostly clear and appropriate.	Dialogue is clear, fitting, and well-suited to the characters.
<b>Show the Right Mood</b>	Mood is unclear or doesn't show.	Mood is somewhat shown but inconsistent.	Mood is mostly clear and consistent.	Mood is clearly shown and consistent throughout.
<b>Organize the Play Well</b>	Events are disorganized or hard to follow.	Events are somewhat organized but confusing.	Events are mostly well-organized and easy to follow.	Events are well-organized and flow smoothly.
<b>Work Well Together</b>	Little teamwork or cooperation.	Some teamwork but group struggles to cooperate.	Group mostly works well together.	Group works very well together, with strong cooperation.

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