



# Workbook Preview



# Manitoba – Dramatic Arts Curriculum

## Grade 6 – 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.	6-13, 16-19, 22-24, 27-32, 35-41, 56-63, 77-80, 83-86, 88-91, 99-104, 106-108, 111-112, 114-117, 124-129,	
DR-M2		1, 3-141	
DR-M3		2-74, 76, 8-141, 2	
<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.	16-19, 35-41, 51-54, 119-123	
DR-CR2	The learner experiments with, develops, and uses ideas for creating drama.	44-48, 56-63, 66-68, 72-74, 94-96, 111-113, 119-123, 150-152	
DR-CR3	The learner revises, refines, and shares dramatic arts ideas and creative work.	51-54	

**Preview of 15 activities  
from this unit that  
contains 26 activities in  
total.**

# Manitoba – Dramatic Arts Curriculum

## Grade 6 – 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.	16-19, 44-48, 56-63, 94-96, 138-141
DR-C2	The learner experiences and develops an awareness of a variety of dramatic forms, styles, and traditions.	44-48
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.	70-71, 132-135

<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.	14, 33, 49, 75, 97, 109, 114, 130, 136, 153
DR-R2	The learner observes and describes dramatic arts experiences.	20, 124, 142, 148
DR-R3	The learner analyzes and interprets dramatic arts experiences.	21, 25-26, 42-43, 55, 64-68, 76, 81-82, 92-93, 154
DR-R4	The learner constructs meaning and applies new understandings from dramatic arts experiences.	15, 34, 50, 69, 87, 98, 105, 110, 115, 118, 125, 131, 137, 143, 149

# Activity: Dramatic Voices for Human Rights

## Objective

What are we learning more about?

To engage students in performing scripts that highlight human rights issues, emphasizing vocal expression and character empathy. This activity aims to explore various perspectives and cultural contexts, focusing on using tone and pace to effectively communicate the drama's central themes.

## Materials

What do we need for our activity?

- ✓ Pre-selected scripts highlighting various human rights issues
- ✓ Paper and pens/pencils for notes
- ✓ Simple costumes or props for role-play
- ✓ Audio recorder (optional) for feedback
- ✓ Timer or stopwatch



## Instructions

How do we complete the activity?

- 1) **Introduction:** Introduce the concept of human rights to the class and briefly introduce the scripts and the human rights issues they address. Also explain the importance of vocal expression and empathy in performing the activity.
- 2) **Script Assignment:** Divide the students into small groups and assign each group a script or let groups pick a script of their choice (provide them the titles of the scripts).
- 3) **Rehearsal:** Allow groups to read through their scripts and discuss their characters as well as the issues presented. Encourage them to focus on their vocal tone and pace as they rehearse and provide feedback. Optional: have students add to their lines as they see fit).
- 4) **Performance:** Have each group perform their scripts for the class.
- 5) **Reflection:** Have each student write a brief reflection following the performances, discussing their own/other groups' performance and the emotional effect the stories had on them.



**Criteria**

Use the criteria below to complete the assignment

Criteria	Description
<b>Vocal Expression</b>	Use clear and expressive voice tones to convey the emotions and intentions of their character.
<b>Character Understanding</b>	Show understanding and connection to their character's feelings and experiences.
<b>Use of Tone</b>	Adjust the speed and pitch of their speech to match the drama's theme and mood.
<b>Respect for Diversity and Perspective</b>	Accurately and respectfully represent the viewpoints and experiences of all characters.
<b>Collaboration and Teamwork</b>	Work effectively with their group to ensure a cohesive and engaging performance.

**Planning**

Answer the questions below

1) What is the main human right issue highlighted in your script?

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2) What emotions do your characters feel?

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3) How can you use your voice to show your character's emotions?

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4) How will you work with your group to make sure everyone's performance fits together?

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**Script Title: A Voice for Education**

**Human Rights Issue:** Right to Education

**Characters & Synopsis:**

**Teacher:** "She deserves a chance to learn. It's heartbreaking to see her potential. We must find a way to get her into school. It's not just about her future; it's about the future of our community."

**Student:** "I want to become a doctor. I want to help people and make a difference. Please give me a chance. I promise I'll work hard and make everyone proud."

**Teacher:** "Your determination is inspiring. I'll speak with the principal about how we can help. We can't let this go away. You have so much to offer."

**Parent:** "We can't afford to send her to school, but we want the best for her. It hurts to see her yearning for education without being able to do anything."

**Principal:** "We need more resources to serve all students. I'll talk to the authorities. This is a cause worth fighting, and we won't give up."

**Government Official:** "Education is a right, but with limited funds. I'll see what can be done. Every child deserves this opportunity. It's our duty to ensure it."

**Parent:** "Any support we can get would mean the world. We are willing to do whatever it takes to give her a brighter future."

**Student:** "I'll work hard and make everyone proud. I will prove myself. I won't let you down."

**Teacher:** "Let's not give up. Together, we'll find a way. We must continue to fight for their future, no matter how difficult it seems."

**Principal:** "I'll push for additional funding and support from the district. We need to make this happen. Our students deserve the best."

**Government Official:** "I'll consider reallocating resources to ensure every child gets an education. This is a promise we must keep."



**Script Title:** Clean Water for All

**Human Rights Issue:** Right to Clean Water

**Characters & Synopsis:**

**Community Leader:** "Everyone deserves access to clean water. It's a basic right. We cannot live without it. Our lives depend on it."

**Villager 1:** "Our children are getting sick from the dirty water. We need help. This is an emergency. We cannot wait any longer."

**Engineer:** "We can build a new water system, but it will require funding and community effort. We must all work together to succeed."

**Villager 2:** "We're ready to do whatever it takes to ensure our families have clean water. This is our top priority."

**Government Official:** "The government will provide support for the project. Let's work together to make this happen. We are committed to this cause."

**Community Leader:** "Thank you. This is a crucial step towards a healthier future for our village. We are grateful for your support."

**Engineer:** "I'll start planning the new water system immediately. We need to act fast and efficiently."

**Villager 1:** "This will change our lives. Thank you for taking action. We are hopeful for the future."

**Villager 2:** "Clean water will mean fewer illnesses and a better life for our children. This is a dream come true for us."

**Government Official:** "We'll allocate the necessary resources and ensure the project is completed swiftly. This is our commitment to you."

**Community Leader:** "Together, we can achieve anything. Let's make clean water a reality for everyone. We will succeed together."

**Script Title: Colours of Peace****Human Rights Issue:** Racial Equality**Characters & Synopsis:****Student:** "I feel treated differently because of my skin colour? It's not fair. I want to see change this."**Friend:** "I'll stand by you. Together, we'll make a difference. You are not alone in this fight for equality."**Student:** "Thank you for your support. It means everything to me. I feel stronger knowing I'm not alone in this."**Teacher:** "Our classroom is a place of equality and respect for all. Discrimination has no place here."**Parent:** "It's painful to see my child face discrimination. We must fight for change. We need to act now to make a difference."**Community Leader:** "We must educate and unite our community to overcome prejudice. It's our responsibility to lead by example."**Teacher:** "Education is the first step towards understanding and acceptance. We must teach our children better and lead by example."**Friend:** "We can organize activities that promote unity and inclusion. Let's make a plan and take action."**Student:** "I'm ready to be a part of that. We need to stand up for the right of equality and unity. It's time for change."**Parent:** "Let's work together to create a better environment for everyone. They deserve it and we must provide it."**Community Leader:** "With unity and education, we can make lasting change. Let's commit to this cause wholeheartedly."**Teacher:** "I'll implement lessons that celebrate diversity and inclusion in our curriculum. This is our promise to the future."



**Script Title:** Breaking the Silence**Human Rights Issue:** Freedom of Speech**Characters & Synopsis:****Activist:** "We must speak up against injustice. Our voices matter. We can't stay silent. The world needs to hear our story."**Journalist:** "I'll write about your struggle. The world needs to know. It's our duty to spread the truth and make people aware."**Activist:** "Together we can make a difference. We can't stay silent. The truth must be heard, and we must stand up for it."**Government Official:** "Be careful with your words. There are consequences. Think about the risks before you act."**Journalist:** "The truth must be told, regardless of the risks. People deserve to know what is happening. We can't let silence win over us."**Student:** "We want to learn the truth. Why are we being silenced? We have the right to know and understand."**Teacher:** "Encourage questions and critical thinking. That's how we grow. Silence stifles progress and understanding."**Government Official:** "Freedom of speech is important for stability. We need to find a balance that protects everyone."**Activist:** "Without freedom, there is no true stability. We must keep fighting for our rights. It's the only way forward."**Student:** "We're with you. We deserve to know the truth. We will stand and support your cause."**Teacher:** "Let's work together to ensure our voices are heard. Education is key to understanding and progress."**Government Official:** "There must be a balance between freedom and order. Let's find common ground and work together."

**Script Title:** Home for All**Human Rights Issue:** Refugee Rights**Characters & Roles:****Refugee Child:** "This is my home, but I want to make new friends here. It's hard to adjust. I hope everyone just wants to feel like I belong."**Sibling:** "It's hard, but we'll support each other. We'll get through this together. We have to stay strong and support each other no matter what."**Refugee Child:** "I know, it's so different here. I'm trying my best to fit in, but sometimes it feels like I'm never quite there."**Host Family Parent:** "Our doors are open to you. Let's make you feel welcome. You are part of our family now, and we are here for you."**School Friend:** "I'll show you around here. We'll make sure you feel at home and help you adjust."**Host Family Parent:** "Let's start with some fun activities. You'll feel at home in no time. This is your new beginning, and we're here for you."**Immigration Officer:** "Welcome to your new home. We will help you adjust. You are not alone, and we will support you every step of the way."**Sibling:** "Thank you. Knowing we have support makes a big difference. We are grateful for your kindness."**Refugee Child:** "I want to learn and make the most of this opportunity. I want to succeed here and make my family proud."**School Friend:** "We'll be here for you every step of the way. You're not alone in this journey. We are all in this together."**Immigration Officer:** "Don't hesitate to reach out if you need anything. We are here to assist you and ensure your success. Your well-being is our priority."



**Script Title: Equal Play****Human Rights Issue:** Gender Equality in Sports**Characters & Synopsis:****Coach:** "I want the best players. Gender shouldn't matter on the field. Your talent is our priority, and it's time we made that clear to everyone."**Female Athlete:** "I'm just as hard as anyone. I deserve a chance to compete. It's disheartening to be overlooked just because I'm a girl."**Coach:** "I'll talk to the sports officials. Your talent needs to be recognized. We can't let biases hold you back. You have the potential to inspire others."**Male Athlete:** "She's really good. We should all get equal chances. Her skills are undeniable, and we need more support for her."**Female Athlete:** "Thanks for supporting me. It means a lot to have allies. I just want a fair shot, like everyone else."**Parent:** "My daughter has the right to compete just like my son. Let's support her and make a stand for equality. This is about justice and fairness."**Sports Official:** "We need to ensure fair and equal opportunities for all athletes. This is essential for true sportsmanship and improvement in sports."**Coach:** "The rules need to change. Talent and hard work are the only criteria. Gender should not be a barrier to success."**Female Athlete:** "I'm ready to show everyone what I can do. Thank you for believing in me. I won't let you down."**Sports Official:** "We will review our policies to promote fairness. This is a step towards a better future for all athletes."**Male Athlete:** "Equality in sports benefits everyone. It's time we all support this change and move forward together. United, we are stronger."**Parent:** "I'll also talk to other parents to gather more support for this cause. Our children deserve better, and we must fight for them."

**Reflection**

Answer the questions below.

1) Describe the feelings of your character about the issue they were facing.

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2) Which character do you relate to the most and why?

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3) Was using different tones and paces in your voice helpful for a good performance? Explain your answer.

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4) What do you think is the most important message of your story?

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**Rubric**

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
<b>Vocabulary</b> Expressive	Voice is unclear and lacks expression	Voice is somewhat clear and expressive	Voice is mostly clear and expressive	Voice is clear and very expressive
<b>Character Empathy</b>	Shows little understanding of character's feelings	Shows some understanding of character's feelings	Shows good understanding of character's feelings	Shows excellent understanding of character's feelings
<b>Use of Tone and Pace</b>	Tone and pace are rarely varied	Tone and pace are sometimes varied	Tone and pace are often varied	Tone and pace are consistently varied
<b>Respect for Different Perspectives</b>	Misrepresents character's perspective	Represents character's perspective accurately	Often represents character's perspective accurately	Consistently represents character's perspective accurately
<b>Collaboration and Teamwork</b>	Does not work well with group	Sometimes works with group	Often works with group	Consistently works well with group

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

## Activity: Respectful Role-Play

### Objective

What are we learning more about?

To help students understand cultural appropriation and the importance of respecting symbols and expressions through role-playing and discussion.

### Materials

What do we need for our activity?

- ✓ Scenario cards with different situations
- ✓ A hat to hold scraps of paper
- ✓ Paper and pens/pencils for writing questions
- ✓ Simple props or costumes that can be used respectfully (optional)



### Instructions

How do we complete the activity?

- 1) Introduce the activity and how role-playing works, emphasizing the need for empathy and understanding. Explain the importance of cultural appropriation and why it's important to respect and understand different cultures, symbols and expressions.
- 2) Prepare scenario cards with different situations involving cultural appropriation and put them in a hat. Divide students into small groups and distribute the scenario cards to the groups.
- 3) Let the students carefully read the scenarios and understand the impacts. Encourage them to plan how they will use the provided hints and acting tips and create a role-play that represents their scenario.
- 4) Allow groups to practice their play. Clarify any confusion and have about the hints or acting tips and give each group feedback, focusing specifically their physical expression.
- 5) Groups will then take turns performing their scenarios for the class, using dialogue and actions to convey the situation. Urge students to be expressive and thoughtful in their portrayals.
- 6) After each group performs, discuss the scenario they acted out. Let them share their thoughts and feelings about what they observed and performed.



**Criteria**

Use the criteria below to complete the assignment

Criteria	Description
<b>Respectful Representation</b>	Show respect for the cultural symbols and traditions in your role-play.
<b>Active Participation</b>	Actively participate and engage in the role-play activity.
<b>Empathy and Understanding</b>	Demonstrate empathy towards the characters and their cultural backgrounds.
<b>Effective Use of Language</b>	Use clear language and gestures effectively to convey the character's message.
<b>Team Collaboration</b>	Work effectively with your group to create a cohesive and respectful performance.

**Planning**

Answer the questions below

1) What is the main issue in your scenario?

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2) What does cultural appropriation mean?

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3) What are some examples of cultural appropriation?

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## Cards

Create a role play based on the following scenario cards

## Scenario Card

**Scenario:** Using a sacred cultural symbol as a party decoration.**Impact:** This can offend people who hold the symbol as sacred.**Hint:** Talk about respecting and understanding the meaning of cultural symbols before using them. For example, using a Buddha statue as a party decoration can be seen as disrespectful to Buddhists.**Acting Tip:** Act out planning for a party, choosing decorations, and realizing the importance of the symbols. Use examples like a Buddha statue or a First Nation dream catcher.**Scenario:** Students mock a traditional dance from another culture at a school event.**Impact:** This can make people from that culture feel disrespected and hurt.**Hint:** Show respect by learning the dance properly and appreciating its significance. For instance, learn about the significance of the Haka dance from Māori culture.**Acting Tip:** Perform a scene where students are learning a dance, some mocking it, and others explaining its importance. Use the Haka dance and the Chinese lion dance as examples.**Scenario:** Students host a "culture day" but only show stereotypes of different cultures.**Impact:** This can spread false information and hurt people from those cultures.**Hint:** Research real facts about the cultures and celebrate their traditions. Avoid stereotypes such as using sombreros and fake mustaches for Mexican culture.**Acting Tip:** Act out planning a culture day, using stereotypes, and then correcting them with real information. Examples could include properly representing Japanese tea ceremonies or the Indian festival of Diwali.



## Cards

Create a role play based on the following scenario cards

## Scenario Card

**Scenario:** A student makes fun of traditional food from another culture.

**Impact:** This can make students from that culture feel embarrassed and hurt.

**Hint:** Be open-minded and respectful when trying new foods. Understand the cultural significance behind them. For example, kimchi is from Korean culture or hummus from Middle Eastern culture.

**Acting Tip:** Show a student trying a new food, being corrected, and then trying and appreciating the food. Use examples like sushi or curry dishes.

**Scenario:** A student mimics a student from another culture in a joking manner.

**Impact:** This can be offensive and perpetuate stereotypes about that culture.

**Hint:** Show respect by avoiding making fun of accents or understanding their cultural context. For example, mimicking an Indian or Scottish accent in a mocking way can be hurtful.

**Acting Tip:** Act out a scene where the student mimics the other student, is corrected by a peer or teacher, and learns about the cultural significance. It is important to avoid such behaviour.

**Scenario:** A group of students uses a traditional cultural song in a video without understanding its significance.

**Impact:** This can be disrespectful and hurtful to people who know the song's significance.

**Hint:** Learn the meaning behind cultural songs and use them respectfully. For example, using "Amazing Grace" or "Sakura Sakura" inappropriately can offend people.

**Acting Tip:** Show the students creating the parody, being informed about the song's significance, and changing the video to respect the culture. Use songs like "Amazing Grace" or traditional Indigenous chants as examples.

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

Criteria	Description	Rate (1: Worst, 5: Best)
<b>Understanding of Theme</b>	Assess if the group demonstrated knowledge about why cultural appropriation is problematic and how to respectfully appreciate different cultures.	
<b>Expression and Emotion</b>	Assess how well the performers used their facial expressions, body language, and tone of voice to convey their characters and the emotions involved in the scenario.	
<b>Clarity of Message</b>	Think about whether the main point of the performance was clear so that the audience could understand the lesson and cultural sensitivity being conveyed.	
<b>Engagement and Focus</b>	Look at whether the performers were concentrated on their roles, stayed in character, and were actively involved in the scene.	
<b>Respectfulness</b>	Assess if the group used cultural symbols, traditions, and expressions with respect and avoided stereotypes or mocking behavior.	
<b>Creativity</b>	Judge how inventive and creative the group was in their performance. Did they come up with unique ways to express their message?	
<b>Impact on Audience</b>	Reflect on whether the performance made the audience think more deeply about cultural appropriation and respect, and if it sparked any conversation or reactions.	

**Comment**

Give additional comment for your peer

Describe a notable strength and weakness in your peer's performance

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**Rubric**

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
<b>Respect for Cultural Symbols and Traditions</b>	Shows little respect for cultural symbols and traditions	Sometimes shows respect for cultural symbols and traditions	Often shows respect for cultural symbols and traditions	Consistently shows respect for cultural symbols and traditions
<b>Engagement and Participation</b>	Rarely participates in the activity	Sometimes participates and engages in the activity	Often participates and engages in the activity	Consistently participates and engages in the activity
<b>Empathy and Understanding</b>	Shows little empathy towards characters	Sometimes shows empathy towards characters	Often shows empathy towards characters	Consistently shows empathy towards characters
<b>Effective Use of Body Language</b>	Uses little or no body language	Sometimes uses body language	Often uses body language	Consistently uses body language effectively
<b>Team Collaboration</b>	Rarely works well with the group	Sometimes works well with the group	Often works well with the group	Consistently works well with the group

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

## Activity: Creating a Script

### Objective

What are we learning more about?

Students will learn the basics of scripting techniques by collaboratively adapting a short story into a Readers' Theatre. This activity will focus on converting narrative text into dialogue, understanding character voices, and organizing the script to guide the performance.

### Materials

What do we need for our activity?

- ✓ A short story
- ✓ Paper or notebooks
- ✓ Pens or pencils
- ✓ Highlighters (optional)
- ✓ A whiteboard or chalkboard (teacher's use)



### Instructions

How do we complete this activity?

- 1) **Introduction to Scripting:** Begin by discussing the difference between narrative text and a script. Provide an example of a narrative and show how it can be transformed into a script format with character names and dialogue.
- 2) **Selecting the Story:** Divide the class into small groups and give them short stories. Ensure the stories have enough characters for each group to have a role.
- 3) **Adapting the Story:** Instruct each group to read their chosen story and highlight sections to convert into dialogue. Encourage them to consider how characters might speak and add stage directions like "excitedly" or "quietly" for emphasis.
- 4) **Writing the Script:** Each group should work together to write their script, creating dialogue between the characters and including brief stage directions. Encourage them to organize the script with clear character names before each line of dialogue and to include necessary cues for readers to understand how to deliver lines.
- 5) **Rehearsing:** Once the scripts are written, allow the groups to practice reading their scripts aloud, focusing on expression and timing. Encourage them to make adjustments to their scripts as needed.
- 6) **Performance:** Have each group perform their script in front of the class as a Readers' Theatre piece. The focus should be on clear reading, expressive voices, and following the stage directions.



**Criteria**

Use the criteria below to complete the assignment

Criteria	Description
<b>Dialogue Conversion</b>	Successfully convert narrative text into dialogue by assigning lines to characters, ensuring the story's main events are clearly communicated.
<b>Character Voice and Expression</b>	Write dialogue that reflects how each character might speak, capturing their personality, mood, and tone.
<b>Use of Stage Directions</b>	Include stage directions like "excitedly" or "nervously" to guide how the dialogue should be delivered during the performance.
<b>Script Organization</b>	Organize the script clearly with character names before each line of dialogue and appropriate spacing for easy reading and performance.
<b>Group Collaboration</b>	Work cooperatively with group members, sharing ideas and making sure everyone contributes to the scriptwriting process.

**Tip**

Use the tips below to enhance your performance

Tip	Explanation
<b>Start with the Dialogue</b>	Focus on what the characters are saying, converting the story's narration into conversations between characters.
<b>Use Character Names</b>	Always write the character's name before their line of dialogue so it's clear who is speaking.
<b>Add Stage Directions</b>	Include simple instructions like "smiling" or "sighs" to show how the character should act or feel when they speak.
<b>Keep it Simple</b>	Use clear and easy-to-understand language in the dialogue, and avoid adding too many details that might confuse the reader.
<b>Make it Flow</b>	Ensure that the dialogue flows naturally, like a real conversation. Characters should respond to each other in a way that makes sense and moves the story forward.

## Stories

Use the stories below to create your script

**The Secret Garden**

Mary Lennox, a spoiled and lonely girl, is gradually transforming as she discovers the secret garden at her new home, Misselthwaite Manor. In this chapter, Mary stumbles upon a neglected garden that has been hidden away for years. Fascinated by the idea of bringing it back to life, she seeks the help of George, a local boy who has a magical connection with the garden. George, who is kind, patient, and knowledgeable about plants, helps Mary in her quest to revive the garden. They also form a strong friendship, which is new for Mary as she has never had friends before. Martha, Mary's maid, also becomes more involved in the garden, offering her advice and support. The gardener, Ben Weatherstaff, initially cold and distant, begins to warm up to Mary as he sees her determination to care for the garden. The chapter also introduces Colin, Mary's sickly and reclusive cousin, who is hinted at but not yet fully revealed. The story is rich with themes of renewal, friendship, and the healing power of nature.

**A Christmas Carol**

Ebenezer Scrooge, a miserly and cold-hearted man, is visited by the Ghost of Christmas Present, the second of three spirits who show him the error of his ways. This chapter takes Scrooge on a journey to witness how people from different walks of life celebrate Christmas, despite their circumstances. One of the most poignant scenes is the visit to the home of Bob Cratchit, Scrooge's underpaid and overworked clerk. The Cratchit family, although poor, is full of warmth, love, and gratitude. Bob Cratchit, struggling to make a festive meal out of very little, while the family, including the frail and gentle Tiny Tim—enjoy the holiday with joy and optimism. Scrooge is moved by the sight of Tiny Tim, who is cheerful despite his illness, and begins to realize the impact of his greed and indifference. The chapter also includes other scenes where Scrooge sees different people enjoying Christmas, which contrasts sharply with his own lonely existence.



**Stories**

Use the stories below to create your script

**The Hobbit**

Bilbo Baggins, a hobbit who once lived a quiet life, is on an adventure with a group of dwarves to rescue their homeland from a dragon. In this chapter, the group is traveling through the dark and foreboding Mirkwood Forest. The forest is filled with dangers, and the group soon finds themselves ensnared by giant spiders. The dwarves are captured and bound by the spiders' webs, leaving Bilbo to come to their rescue. Using the magic ring he found earlier in the adventure, which makes him invisible, Bilbo cleverly escapes the spiders and frees his friends. This chapter showcases Bilbo's growth as a character, his resourcefulness, as well as the camaraderie and tension within the group of dwarves. Thorin Oakenshield, the leader of the dwarves, is serious and determined, while others like Fili and Kili are younger and more adventurous. The chapter is filled with action, suspense, and the development of Bilbo as a hero.

**Peter Pan**

Peter Pan, the fearless and eternally youthful boy, has taken Wendy, John, and Michael Darling to the magical island of Neverland. This chapter describes their first full day on the island, where they encounter various fantastical elements, including fairies, mermaids, and pirates. The children are introduced to Tinker Bell, Peter's mischievous fairy companion, who is not used to Wendy's presence. Meanwhile, Captain Hook, the menacing pirate with a hook for a hand, is scheming to capture Peter Pan and get his revenge for past encounters. The Lost Boys, who live in a secret underground hideout, are loyal to Peter and ready to defend their home from the pirates. The chapter is full of adventure, tension, and the whimsical yet dangerous nature of Neverland.

**Stories**

Use the stories below to create your script

**The Jungle Book**

Mowgli, a human raised by wolves in the Indian jungle, is learning the ways of the jungle from his animal friends. In this chapter, Mowgli is kidnapped by the Bandar-log, a tribe of mischievous and chaotic monkeys who are fascinated by Mowgli's human abilities and want to lead them. They take Mowgli to the Cold Lairs, a ruined city deep in the jungle. Mowgli's friends—Bagheera the panther and Baloo the bear—are desperately searching for him. Realizing they cannot defeat the Bandar-log alone, they seek help from Kaa, a great python with hypnotic powers. Kaa agrees to help and uses his abilities to lure the monkeys, allowing Bagheera and Baloo to rescue Mowgli. The chapter is filled with suspense, action, and the theme of loyalty as Mowgli's friends risk everything to save him. The characters' personalities are distinct, from the wise and disciplined Bagheera to the carefree but determined Baloo, and the powerful, enigmatic Kaa.

**Alice's Adventures in Wonderland**

Alice, a curious and imaginative girl, has tumbled down a hole into the strange and fantastical world of Wonderland. In this chapter, she finds herself at the Queen of Hearts' croquet ground, where a bizarre game is about to take place. The Queen of Hearts is a tyrannical ruler who is quick to shout "Off with their heads!" at anyone who displeases her. The game itself is chaotic and nonsensical, with flamingo mallets and hedgehogs as balls. The King of Hearts tries to keep order, but is overruled by the Queen's domineering personality. Alice also encounters the Cheshire Cat, who appears and disappears at will, offering cryptic advice that only adds to the confusion. The White Rabbit, who is always worried about being late, is present, as well as a nervous Card Soldier who tries to keep the game going. The chapter is filled with humor, absurdity, and the theme of challenging authority.



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## Script Writing

Use the template below to write your script

[illegible]

Curriculum Connection  
DR-M1, DR-M3, DR-CR1

**PERVALEZ**



**Reflection**

Answer the questions below.

1) How did you decide which parts of the story should become dialogue and which parts should be narration?

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2) What did you learn about your characters while writing the script? How did you make each character sound different?

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3) How did writing a script help you understand the story?

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4) If you could rewrite one part of your script, what would you change?

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**Rubric**

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
<b>Dialogue Conversion</b>	Very few parts of the story are converted to dialogue.	Some parts are converted, but not fully.	Most parts are effectively converted.	All parts are clearly and effectively dialogue.
<b>Character Voice</b>	Voices are not clear or distinct.	Some voices are clear, but not all.	Most voices are clear and distinct.	All voices are clear, distinct, and fitting.
<b>Stage Directions</b>	Directions are missing or not clear; directions are inconsistent.	Some directions are clear, but not all; directions are inconsistent.	Most directions are clear and helpful.	Directions are clear, consistent, and enhance the script.
<b>Script Organization</b>	Script is hard to follow.	Script is somewhat organized and clear.	Script is mostly organized and clear.	Script is well-organized and very clear.
<b>Collaboration</b>	Little collaboration; uneven work.	Some collaboration; uneven effort.	Good collaboration; everyone contributes.	Excellent collaboration; everyone contributes equally.

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



## Activity: Perfecting the Performance

### Objective

What are we learning more about?

Students will refine, and rehearse their drama pieces based on peer and teacher feedback. The focus will be on enhancing communication of ideas with a clear intent and consideration for the audience's perspective.

### Materials

What do we need for our activity?

- ✓ Notebook or paper for each student (to note feedback)
- ✓ Pens/pencils
- ✓ Timer/clock
- ✓ Optional: simple props or costume accessories (e.g., scarves, hats)



### Instructions

How do we complete this activity?

- 1) **Introduction:** Begin with a brief explanation of what will happen during the activity and the importance of revising, refining, and rehearsing based on feedback.
- 2) **Initial Group Performance:** Divide the class into small groups and instruct them to prepare a short scene to perform for the class.
- 3) **Peer Feedback:** After each group's performance, the audience provides constructive feedback:
  - What was communicated clearly by the group?
  - What could the group improve to make their performance more engaging?
- 4) **Teacher Feedback:** The teacher offers feedback focusing on:
  - Group coordination and interaction
  - Clarity of communicative intent
  - Use of space, body language, and vocal projection
  - Audience engagement
- 5) **Group Revision and rehearsal:** Each group spends time refining and rehearsing their performance incorporating the feedback they received. They focus on group coordination and making their message clearer for the audience.
- 6) **Final Group Performance:** Groups perform their revised scenes, paying special attention to the improvements suggested during feedback.

**Scenarios**

Use one of the scene ideas below or create your own

**Scene Idea**

A group of friends trying to agree on what movie to watch at a sleepover.

Two students get locked inside their school after hours.

A talent show where everything goes hilariously wrong.

A family game night that turns unexpectedly competitive.

Students on a class field trip get lost in the woods.

A day in the life of a superhero who works at school.

A group of kids trying to set up a secret party without being caught.

A detective trying to solve the mystery of the missing lunch box.

An alien visiting Earth and trying to understand humans.

Two best friends switching places for a day and acting older than they thought.

A futuristic classroom where the teacher is a robot.

A group of students trying to avoid doing homework, only to find out they can't.

An awkward first day of middle school where everything goes wrong.

A cooking show where the contestants have to use strange ingredients.

A kid trying to convince their parents why they need a new pet.



**Criteria**

Use the criteria below to complete the assignment.

Criteria	Description
<b>Incorporate Feedback</b>	Ensure that feedback from peers is actively considered and applied during revisions.
<b>Make Revisions</b>	Revise and refine movements, dialogue, or tone to improve clarity in communicating the group's message.
<b>Consider the Audience</b>	Think about how the performance will be understood by the audience and make adjustments to engage them.
<b>Coordinate Group Members</b>	Work together with all group members to ensure the performance is cohesive and everyone is contributing.
<b>Rehearse with Focus</b>	Practice the scene with concentration and effort to ensure all elements are fully integrated.

**Planning**

Answer the questions below.

1) What is the main message your group wants to convey to the class in the performance?

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2) How can you use body movements and voice to make your performance clearer for the audience?

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3) What props or simple objects could you use to make your scene more realistic or interesting?

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**Planning**

Answer the questions below.

4) How will you use facial expressions and tone of voice to show emotions in your scene?

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5) Write what happens at the beginning of your scene (introduce the characters/setting).

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6) Write what happens in the middle of your scene (solve the problem).

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7) Write how your group plans to end the scene (solve the problem).

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

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Curriculum Connection  
DR-R3

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

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

**Group Assessment**

Mark how well your group did using the checklist below.

Criteria	Description	Rate (1: Worst, 5: Best)
<b>Application of Feedback</b>	Evaluate how well our group used feedback from peers and the teacher to improve our performance.	
<b>Group Collaboration</b>	Describe how effectively our group worked together, shared ideas, and supported each other during the scene.	
<b>Clarity of Intent</b>	Consider whether the story of the scene was clear and easy to understand for the audience.	
<b>Use of Space</b>	Did our group use the stage, including movement and position, to enhance the scene.	
<b>Character Expression</b>	Judge how well the performers used facial expressions, gestures, and body language to portray their characters.	
<b>Engagement with Audience</b>	Reflect on whether your group successfully captured the audience's attention and kept them engaged throughout the performance.	
<b>Rehearsal Effort</b>	Evaluate your group's preparation and rehearsal. Were you well prepared?	

**Comment**

Give additional comment for your performance.

Describe a notable strength and weakness in your group's performance.

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## Activity: Courtroom Drama

### Objective

What are we learning more about?

Students will act out and perform roles in a courtroom setting, using props to explore relationships between different characters in a courtroom. The activity aims to enhance understanding of the legal system and develop dramatic skills in creating believable scenarios.

### Materials

What do we need for our activity?

- ✓ Prop Box filled with various items (e.g. gavel/wooden spoon, briefcase, fake handcuff etc.)
- ✓ Notepads and pens (for judges and lawyers)
- ✓ Table and chairs (for courtroom)
- ✓ Scenario outlines (Optional)



### Instructions

How do we complete the activity?

- 1) **Setup the Courtroom:** Arrange the table and chairs to assemble a courtroom setting with specific areas for the judge, lawyers, and accused. Give each group 1 minute to quickly setup the courtroom for the design.
- 2) **Group forming:** Divide the class into small groups, each having 4 students (judge, lawyer, accuser and defendant). They should decide on their role and which prop they will use.
- 3) **Create a Scenario:** Provide simple scenarios or let students come up with their own. Examples could include simple school laws violations such as running out of the classroom window. Encourage them to be creative in using props, facial expressions, or ways of speaking appropriate to their characters.
- 4) **Rehearse:** Allow students some time to rehearse their roles and get familiar with the courtroom procedures.
- 5) **Present:** Share your story with the class. Speak clearly and show how your props help explain the story. Enjoy the moment!



**Criteria**

Use the criteria below to complete the assignment

Criteria	Description
<b>Clear Speech</b>	Speak loudly and clearly so everyone can hear and understand you.
<b>Effective Props</b>	Use props creatively to make your character and story more believable.
<b>Character Believability</b>	Stay in character throughout the performance, making your role believable.
<b>Engagement with the Audience</b>	Maintain eye contact and interact with the audience to keep them engaged.
<b>Teamwork and Collaboration</b>	Work well with your group, supporting each other during the performance.

**Planning**

Use the questions below

1) What role will you play?

2) What props will help make your character more believable?

3) How will you use your props to make your act more engaging?

4) What are the key points of your story?

## Story Ideas

List of common school offences for a courthouse drama.

Scenario	Description
Misbehavior	A student is accused of taking another student's lunch from the cafeteria.
Cheating on a Test	A student is accused of copying answers during a math test.
Classroom Fight	A student is accused of starting a physical fight during class.
Vandalism	A student is accused of drawing graffiti on the school's wall.
Bullying	A student is accused of repeatedly teasing and making fun of another student.
Stealing Supplies	A student is accused of taking classroom supplies without permission.
Skipping Class	A student is accused of leaving school grounds during lunch break without permission.
Disrespect to Teacher	A student is accused of talking back or being rude to a teacher in class.
Phone in Class	A student is accused of using their phone during a lesson when phones are not allowed.
Damaging Property	A student is accused of breaking a classmate's project on purpose.



**Rubric**

How did you do on the assignment?

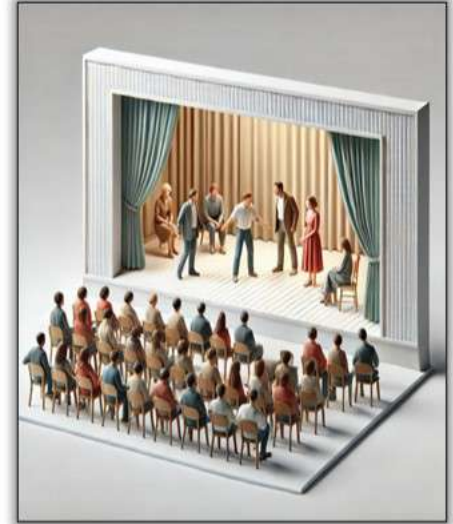
Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
<b>Clear Speech</b>	Hard to hear and understand	Sometimes clear, but not always	Mostly clear and understandable	Always clear and easy to understand
<b>Effective Use of Props</b>	Props used poorly or not at all	Used props occasionally	Used props well most of the time	Used props creatively and effectively
<b>Character Believability</b>	Character not believable at all	Character somewhat believable	Character mostly believable	Character always very believable
<b>Engagement with Audience</b>	Little or no audience engagement	Some audience engagement	Good audience engagement	Excellent audience engagement
<b>Teamwork and Collaboration</b>	Poor teamwork and collaboration	Fair teamwork with some issues	Good teamwork and collaboration	Excellent teamwork and collaboration

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

# The Power of Drama in Our Lives

## How Drama Helps People and Communities

Drama is a great way people communicate and share. It allows people to act out different situations and emotions, helping them understand themselves and others better. Drama can also bring people together and make them think about important issues.



## How People Use Drama

There are many ways people use drama, both in individual lives and in communities:

- **Storytelling:** Drama helps tell stories that teach lessons or entertain others.
- **Problem Solving:** In some situations, drama can help people think about how to handle problems or make decisions.
- **Emotional Expression:** Acting allows people to express feelings like happiness, sadness, or anger in ways they might not normally express.
- **Community Building:** Performances can help bring communities together to celebrate or share important ideas.

## Drama's Impact on Communities

Drama helps people feel connected to their community. School plays, community theatre, and cultural festivals are ways that drama helps people celebrate their traditions and express what is important to them. In many cultures, drama has been used to share stories that are passed down through generations, keeping history alive and helping people feel a sense of belonging.



## True or False

Is the statement true or false?

1) Cultural festivals often use drama to connect communities.	True	False
2) Performing drama can teach important lessons.	True	False
3) Drama helps people understand other cultures.	True	False
4) Communities don't benefit from local theatre performances.	True	False
5) Drama helps people express about their feelings.	True	False

## Questions

Answer the questions below

1) How does drama help communities come together?

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2) Describe two ways people use drama in their lives.

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## Word Search

Find the words from the word bank in the puzzle

Community	Tradition
Play	Celebrate
Festival	Communicate
Theatre	Emotion
Storytelling	

T J D Q C O M M U N I T Y D A E M  
 R M P T C O M M U N I T Y F  
 A X F T J D Q C O M M U N I T Y F  
 D F S R M P T C O M M U N I T Y F  
 I Z F A X F C E L E B R A T E F E  
 T X A D F S R P J A O L D B G F E F E S  
 I I Z I Z F M U U Y Q C I W Q S L F E S  
 O Z E I I Z R U O L J U A B Q R K K V I K V I  
 N N J O Z E I E L H A E M O T I O N N V  
 S T O R Y T E L L I N G Z R W D L R E A  
 S T O R Y T E L L I N G Z R W D L

## Activity: Tableaus of Tension

### Objective

What are we learning more about?

Students create tableaus (frozen scenes) that illustrate moments of high tension, including conflicts or moral dilemmas. The activity emphasizes the use of body language, facial expressions, and posture to convey relationships and the intensity of the situation.

### Materials

What do we need for our activity?

- ✓ Open space in the classroom
- ✓ Simple costumes or props
- ✓ Paper and pens/pencils



### Instructions

How do we complete the activity?

- 1) **Introduction:** Explain what a tableau is—a scene where actors use their bodies to convey a moment in time. Discuss how body language, facial expressions, and posture can communicate emotions and relationships. Inform the students that they will be creating a series of four/five frozen scenes to depict a scenario.
- 2) **Grouping:** Divide the class into small groups and present a list of high-tension moments for their tableau.
- 3) **Scene Planning:** Each group chooses a high-tension scenario to depict. Groups plan their tableaux, adding relevant details, deciding on character roles, and determining how to use their bodies and faces to express the tension. Each scene should feature four to five distinct moments that transition smoothly into the next.
- 4) **Rehearsal:** Groups practice their tableaux, focusing on clear, expressive body language and facial expressions. Emphasize holding each pose for about 5 seconds to create a powerful visual impact. Teach groups to transition smoothly between scenes on the teacher's signal.
- 5) **Presentation:** Each group presents their sequence of tableaux to the class. The teacher will clap to signal the transition between scenes. The class can guess what the scene is about and discuss the emotions and relationships being conveyed after each sequence.
- 6) **Discussion:** Discuss each group's performance, focusing on the high-tension moments and details of the act. Additionally, suggest parts that need improvement and discuss the effectiveness of transitions and expressions.



**Criteria**

Use the criteria below to complete the assignment.

Criteria	Description
<b>Clear Depiction of Tension</b>	Ensure the tableau clearly shows a moment of high tension, using dramatic poses and expressions.
<b>Effective Use of Body Language</b>	Use body language to convey emotions and relationships between characters effectively.
<b>Expressive Facial Expressions</b>	Use facial expressions to highlight the emotions and intensity of the situation.
<b>Engagement of All Group Members</b>	Every group member participates and contributes to the tableau, creating a balanced and collaborative effort.
<b>Accuracy of Scene Context</b>	Clearly represent the chosen moments, making the scene understandable and relevant.

**Planning**

Answer the questions.

1) What is happening in your historical moment?

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2) What is the main message or feeling you want your audience to understand from your tableau?

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3) What will you do to ensure your message accurately reaches your audience?

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**Moments**

Use the historical moments below to create your tableau.

Historical Moment	Description	Characters
<b>The Cuban Missile Crisis</b>	<p>In October 1962, the United States discovers Soviet nuclear missiles in Cuba, leading to a tense standoff that could result in nuclear war. President Kennedy and Soviet Premier Khrushchev must negotiate to avoid conflict. This scenario includes various key events and moments: a spy reports the discovery, a military general, the UN Security Council, an urgent meeting with advisors, tense communications are exchanged between the US and Soviet leaders, and the leaders meet to seek a peaceful resolution. Reporters broadcast the public details of the crisis.</p>	<ul style="list-style-type: none"> <li>• US President</li> <li>• Soviet Premier</li> <li>• Advisor</li> <li>• Military General</li> <li>• Spy</li> <li>• Diplomat</li> <li>• Reporter</li> </ul>
<b>The Fall of the Bastille</b>	<p>On July 14, 1789, revolutionaries storm the Bastille prison, marking a pivotal event in the French Revolution. The event is chaotic, with revolutionaries fighting with the king's soldiers. This scenario includes the leader of the revolution rallying the people, the storming of the Bastille, prisoners freed, the king's soldiers attempting to defend the prison, and the celebration of the revolutionaries as they take control.</p>	<ul style="list-style-type: none"> <li>• Revolutionary Leader</li> <li>• King's Soldier</li> <li>• Prison Guard</li> <li>• Prisoner</li> <li>• Peasant</li> <li>• Noble</li> </ul>
<b>The Women's Suffrage Movement</b>	<p>In the early 20th century, women campaigned for the right to vote. They organized protests, faced opposition, and fought for equal rights in a male-dominated society. This scenario includes a women's rights leader planning a protest, supporters joining the movement, politicians debating the issue, a journalist covering the events, and a suffragette facing arrest by a policeman.</p>	<ul style="list-style-type: none"> <li>• Politician</li> <li>• Supporter</li> <li>• Journalist</li> <li>• Policeman</li> <li>• Suffragette</li> </ul>



**Moments**

Use the historical moments below to create your tableau

Historical Moment	Description	Characters
<b>The Invention of the Telephone</b>	In 1876, Alexander Graham Bell and Elisha Gray both work on inventing the telephone. They race to secure patents and create their own inventions, leading to a heated rivalry. This scenario includes Bell and Gray, their assistants, patent officers reviewing applications, investors deciding who to support, and journalists reporting on the breakthrough.	<ul style="list-style-type: none"> <li>Alexander Graham Bell</li> <li>Elisha Gray</li> <li>Assistant</li> <li>Patent Officer</li> <li>Investor</li> <li>Journalist</li> </ul>
<b>The Gold Rush in California</b>	In 1849, thousands of people flock to California in search of gold. The competition is fierce, and tensions rise as prospectors stake claims and sometimes come into conflict. This scenario includes prospectors discovering gold, claim jumpers attempting to steal claims, miners working under harsh conditions, shopkeepers selling supplies, lawmen maintaining order, and the many people affected by the influx of settlers.	<ul style="list-style-type: none"> <li>Prospector</li> <li>Claim Jumper</li> <li>Miner</li> <li>Shopkeeper</li> <li>Lawman</li> <li>Indigenous Person</li> </ul>
<b>The Hindenburg Disaster</b>	In 1937, the German airship Hindenburg catches fire while landing in New Jersey. The disaster leads to a frantic rescue effort and an investigation into the cause. This scenario includes the pilot and crew members managing the airship, passengers reacting in panic, reporters covering the event live, firefighters rushing to extinguish the flames, and bystanders witnessing the tragedy.	<ul style="list-style-type: none"> <li>Pilot</li> <li>Crew Member</li> <li>Reporter</li> <li>Firefighter</li> <li>Bystander</li> </ul>

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

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Curriculum Connection  
DR-R3

## Freeze Frames

Create freeze frames of key moments from the scenes.

PREVIEW



**Rubric**

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
<b>Clear Depiction of Tension</b>	Tension is unclear or missing.	Some tension is shown but not clear.	Tension is clearly depicted.	Tension is very clear and compelling.
<b>Effective Use of Body Language</b>	Little or no use of body language.	Some use of body language but not effective.	Good use of body language to show emotions.	Excellent use of body language, very expressive.
<b>Expressive Facial Expressions</b>	Few or no facial expressions but use of some.	Some facial expressions but not clear.	Clear and expressive facial expressions used.	Very clear and highly expressive facial expressions.
<b>Engagement of All Group Members</b>	Few group members participate.	Some group members participate.	Most group members participate.	All group members participate actively.
<b>Accuracy of Scene Context</b>	Scene context is inaccurate or unclear.	Some accurate scene context.	Accurate scene context.	Very accurate and detailed scene context.

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

## Activity: Puppet Playtime

### Objective

What are we learning more about?

Students will develop dramatization skills in puppetry by designing a puppet character, crafting a puppet for the character, expressing emotions through the puppet, and working together to create a story and perform a puppet story.

### Materials

What do we need for our activity?

- ✓ Simple craft supplies (paper, glue, scissors)
- ✓ Socks or paper bags (to create puppets)
- ✓ Popsicle sticks or straws (for puppet handles)
- ✓ Construction paper (for background and puppets)
- ✓ Optional: fabric scraps, yarn (for decorating puppets)



### Instructions

How do we complete the activity?

- 1) **Introduction:** Discuss with students how puppetry is a form of drama where the puppet represents a character. Explain that they will create their own puppets and use them to tell a story.
- 2) **Create Your Puppet:** Have students use the craft supplies to create their puppet and decorate their puppet to match the character they want to create. Encourage them to think about the character they want to create.
- 3) **Build the Environment:** Once the puppets are made, students work in small groups to create a simple background or environment for their puppets. Use a few sheets of construction paper to create a forest or classroom setting.
- 4) **Express Your Character:** Students practice using their puppets to express different emotions and reactions. Each student should think about how their puppet talks, reacts, and interacts with the environment they created.
- 5) **Collaborate on a Story:** In groups, students collaborate to create a short puppet story, ensuring each puppet has a role and planning how they interact with each other and their environment.
- 6) **Perform the Puppet Play:** Each group presents their puppet story to the class. Encourage students to focus on expressing their character's emotions and interacting with the environment they created.



**Criteria**

Use the criteria below to complete the assignment

Criteria	Description
<b>Character Design</b>	Create a puppet that clearly represents a distinct character.
<b>Voice Acting</b>	Use a distinct voice to effectively convey the character's personality.
<b>Environmental Interaction</b>	Ensure the puppet interacts appropriately with the environment created.
<b>Collaborative Storytelling</b>	Work with group members to develop a cohesive and engaging story.
<b>Performance Delivery</b>	Present the puppet story confidently, ensuring each character's experience is clear.

**Planning**

Answer the questions below

1) What kind of character do you want your puppet to be? How will you show that in your design?

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2) What kind of environment will your group create, and how will your puppet interact with it?

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3) What role will your puppet play in the story, and how will it interact with the other characters?

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## Puppet Ideas

## Ideas for materials, puppet names, and character arcs

Puppet Name	Materials	Character Arc Suggestion
<b>Sir Sockington</b>	Sock, buttons, felt for	A noble knight who begins overconfident but learns humility and bravery through a difficult quest.
<b>Baggy the Clown</b>	Paper pom-poms, pipe cleaners, googly eyes	A goofy clown who loses their ability to make people laugh but regains confidence after a young child teaches them the value of kindness.
<b>Captain Patch</b>	Googly eyes, cardboard sword	A pirate with a treasure map, initially greedy but eventually discovers that friendship is the greatest treasure.
<b>Lady Fluff</b>	Sock, cotton balls, ribbon, sequins	A vain socialite who learns to value inner beauty after a heart transplant transforms her perception of the world.
<b>Dr. Wiseowl</b>	Paper bag, feathers, pipe cleaners, googly eyes	A grumpy owl who becomes unsure of himself but gains confidence after helping others solve a problem.
<b>Benny the Bumblebee</b>	Sock, yellow and black felt, pipe cleaners, paper	A bumblebee who is afraid of flying but learns to face their fears and discover the joy of helping flowers bloom.
<b>Detective Sneak</b>	Sock, felt hat, magnifying glass prop, marker	A clumsy detective who always messes up cases, but eventually solves a mystery through determination and hard work.
<b>Princess Giggle</b>	Sock, lace, beads, glitter, fabric tiara	A princess who struggles with her strength through laughter and finds her kingdom in a time of need.
<b>Fred the Farmer</b>	Sock, denim scraps, twine, felt hat	A hardworking farmer who learns the importance of community after facing a crop failure and getting help from neighbours.
<b>Wally the Wizard</b>	Sock, felt beard, paper hat, glitter for magic	A young wizard-in-training who accidentally causes chaos but matures into a wise and responsible spellcaster through learning from his mistakes.



## Puppet Ideas

## Ideas for materials, puppet names, and character arcs

Puppet Name	Materials	Character Arc Suggestion
<b>Spikey the Hedgehog</b>	Sock, toothpicks (as spikes), green felt	A hedgehog who isolates himself out of fear, but eventually learns to trust others and accept friendship.
<b>Lucy the Librarian</b>	Sock, glass eyes, black felt	A quiet librarian who discovers the power of storytelling and becomes a confident public speaker, inspiring others through her tales.
<b>Captain Flippers</b>	Sock, googly eyes, flipper fins, and felt for snorkel	A fish who dreams of being an explorer, overcoming self-doubt to venture beyond their familiar waters and discover new worlds.
<b>Sandy the Surfer</b>	Paper plate, yarn hair, sea shell, string for necklace	A calm surfer who faces a challenge when they must rescue a friend caught in a rip current, learning resilience and leadership.
<b>Rocky the Robot</b>	Sock, silver foil, buttons, LED light (optional)	A robot who begins as emotionless but gains empathy and understanding after befriendng a group of humans.
<b>Chef Sprinkle</b>	Sock, small kitchen utensils, felt apron	A scatterbrained chef who finds themselves after a cooking disaster by creating a new recipe that becomes a hit.
<b>Speedy the Turtle</b>	Sock, green felt, cardboard for shell	A slow turtle who is left out but eventually wins a race through persistence and proving that going at your own pace can lead to success.
<b>Gus the Grumpy Gnome</b>	Sock, cotton beard, small stones, felt hat	A grumpy gnome who learns the value of friendship when a young animal helps him reconnect with nature and his community.
<b>Marley the Musician</b>	Sock, yarn hair, felt guitar, glitter for music	A shy musician who struggles with stage fright but becomes confident and shares their music with the world after overcoming their fear.
<b>Daisy the Dreamer</b>	Sock, felt flowers, ribbons, fabric wings	A daydreamer who is initially unfocused, but learns the power of creativity and imagination to bring positive change to their world.

**Rubric**

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
<b>Character Design</b>	Puppet lacks clear character traits.	Puppet has some character traits.	Puppet clearly represents a character.	Puppet has strong, distinct character traits.
<b>Voice Expression</b>	Voice does not clearly match the character.	Voice somewhat matches the character.	Voice effectively conveys the character.	Voice strongly enhances the character's personality.
<b>Environmental Interaction</b>	Puppet rarely interacts with the environment.	Puppet occasionally interacts with the environment.	Puppet interacts well with the environment.	Puppet interacts creatively and effectively with the environment.
<b>Collaborative Storytelling</b>	Little collaboration with group members.	Good collaboration, but not consistent.	Good collaboration, story is cohesive.	Excellent collaboration, story is engaging and cohesive.
<b>Performance Delivery</b>	Performance lacks clarity and confidence.	Performance is somewhat clear and confident.	Performance is clear and confident.	Performance is expressive, clear, and very confident.

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



## Activity: Voices in Harmony

### Objective

What are we learning more about?

Students will analyze a piece of literature for its dramatic potential, focusing on how the text can be used to enhance the expression of the text in a choric drama format.

### Materials

What do we need for our activity?

- ✓ Copies of a short poem or literary excerpt (one per student)
- ✓ Highlighters (one per student)
- ✓ Paper and pencils
- ✓ Optional: simple props or costumes for dramatization



### Instructions

How do we complete the activity?

- 1) **Choose the Text:** Provide each student with a copy of a short poem or a literary excerpt. Ensure that the text has rich language and multiple perspectives.
- 2) **Forming Groups:** Divide the class into small groups of 4-6 students in each group identical short stories or excerpts.
- 3) **Analyze the Text:** Ask the students to read the text silently and highlight words or phrases that stand out to them as having strong emotional or dramatic impact. Students should then discuss about which highlighted phrases they can perform in unison, which by individuals, and how the rhythm or tone can be enhanced.
- 4) **Create a Choric Drama:** Each group will create a short choric drama performance based on the text. They should practice how they will deliver their lines, considering volume, pace, and emotion. If time permits, they can add simple movements or gestures to enhance the performance.
- 5) **Perform:** Groups will perform their choric dramas in front of the class. Encourage students to pay attention to how each group interpreted the text and the different choices they made.

**Criteria**

Use the criteria below to complete the assignment

Criteria	Description
<b>Understand the Story</b>	Make sure you can tell what the story or excerpt is about in your own words.
<b>Identify Important Parts</b>	Identify the parts of the story that seem the most exciting or important and share them with your group.
<b>Use Expressions</b>	Practice saying your lines with different voices or emotions to make the story more interesting.
<b>Work Together</b>	Listen to your group members' ideas and work together to plan and perform.
<b>Share Your Thoughts</b>	After reading, talk about what you liked or didn't like about the story with your group.

**Tip**

Use the tips below to improve your performance

Tip	Description
<b>Read Aloud with Emotion</b>	Practice reading the text out loud with different tones and emotions to bring the story to life.
<b>Highlight Key Lines</b>	Identify and highlight the most powerful or important lines that could be emphasized in your performance.
<b>Coordinate with Your Group</b>	Work closely with your group to decide which lines and how you'll deliver them together.
<b>Use Your Body Language</b>	Think about how your facial expressions and gestures can help tell the story without words.
<b>Practice Together</b>	Rehearse as a group multiple times to make sure everyone is in sync and comfortable with their parts.



"The Rhythm of the Rain"	"The Colors of the Sky"
<p>Drip, drop, drip, drop, The rain begins to fall. Pitter, patter on the roof, A gentle melody call.</p> <p>Splish, splash, splish, splash, The puddles start to fill. Jumping, laughing, running feet, In the rain's colorful swirl.</p> <p>Swish, swoosh, swoosh, swoosh, The wind begins to play. Dancing with the raindrops, On this quiet, rainy day.</p>	<p>Blue, so blue, the sky above, A canvas wide and free. Clouds like cotton, soft and white, Floating peacefully.</p> <p>Pink at dawn, a gentle hue, As the sun begins to rise. Gold at noon, so bright and warm, Shining in our eyes.</p> <p>Purple dusk, the day now done, The stars begin to gleam. When night descends, the sky turns black, A place for every dream.</p>
"Whispers of the Trees"	"The Magic of the Moon"
<p>The trees are whispering, low and sweet, With secrets in their leaves. They tell of sun, and rain, and earth, And all that nature weaves.</p> <p>Rustle, rustle, hear them talk, In language only known, To those who stop and listen close, To the forest's gentle tone.</p> <p>Their stories old, their wisdom deep, Passed down through many years, The trees stand tall, yet softly speak, Of joy, and love, and fears.</p>	<p>A silver orb, the moon so bright, Glowing in the dark of night. Casting light on shadowed land, With a glow so grand.</p> <p>Whispering to the night so still, As moonbeams dance on every hill. A magic spell, a gentle tune, Played beneath the moon.</p> <p>The world asleep, the stars so quiet, Beneath the watch of glowing skies. And in the night, the moon does gleam, Guarding every peaceful dream.</p>

"The Magic of a Star"	"The Ocean's Call"
<p>In the dark of the evening sky, A single star begins to fly. Twinkling with silver light, A tiny spark of the night.</p> <p>It glimmers soft, its glow so clear, A little light that brings cheer. Stories old and new, we hear, Are whispered in its starry sphere.</p> <p>So when you see that star so bright, Think of dreams and wishes in flight. For in the night's soft, hazy dance, Magic lives in every glance.</p>	<p>The ocean calls with a mighty roar, Waves crashing on the sandy shore. A rhythm deep, a song so old, In stories of the sea, untold.</p> <p>The tide rolls in with a gentle sigh, As seagulls dance across the sky. Foam and spray, a salty breeze, The ocean whispers through the trees.</p> <p>Deep below, where secrets hide, In the depths, the mysteries glide. The ocean's voice, both wild and true, Forever calls, eternally.</p>
"The Journey of the Wind"	"The Dance of the Fireflies"
<p>The wind begins its journey far, From mountain peaks to fields afar. A gentle breeze, a playful gust, Stirring leaves, lifting dust.</p> <p>It whispers through the tall, tall trees, Singing songs with every breeze. Over rivers, through the plains, The wind's soft voice, it never wanes.</p> <p>A howl at night, a hush at dawn, The wind keeps moving, never gone. Carrying stories, old and new, Of places seen, and skies of blue.</p>	<p>At twilight, in fading light, Fireflies dance in glowing sight. Flicker with their tiny glow, With sparks of light they go.</p> <p>On a warm and quiet night, They swirl and dance in flight. A dance of light, so soft and true, In the gentle summer hue.</p> <p>They whisper secrets of the stars, Of moonlit paths and midnight jars. Their glow, a magic pure and true, Guiding us with every hue.</p>



**Reflect**

How well did your group do? Use the questions below to guide your reflection.

- ✓ Did our group maintain a consistent rhythm and pace throughout the poem?
- ✓ How well did we project our voices? Were we loud enough for everyone to hear?
- ✓ Did we express emotions and tone of the poem effectively?
- ✓ Did we use the right places for effect and clarity?
- ✓ How did we emphasize important words or lines in the poem?
- ✓ Did everyone in the group contribute equally to the performance?
- ✓ What specific parts of our reading could we improve next time?

**PERFORMANCE**

**Rubric**

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
<b>Understand the Story</b>	Has difficulty explaining the story or main idea	Explains some parts of the story but misses key details	Explains most of the story with some detail	Clearly and fully explains the story in own words
<b>Identify Important Parts</b>	Struggles to identify important parts	Identifies some important parts but misses others	Identifies most important parts with some explanation	Effectively identifies and explains all key parts of the story
<b>Use Expression</b>	Uses little or no expression when speaking	Uses some expression but it's inconsistent	Uses good expression with appropriate emotion	Uses varied and strong expression, making the story engaging
<b>Work Together</b>	Rarely listens to others or participates in the group	Sometimes listens and participates	Listens and participates well, contributing to work	Actively listens, contributes ideas, and collaborates effectively with the group
<b>Share Your Thoughts</b>	Shares few thoughts, and they are unclear or off-topic	Shares some thoughts, but they lack detail or clarity	Shares clear thoughts and ideas	Shares clear, detailed, and well-organized thoughts

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



## Activity: Gesture Evolution Circle

### Objective

What are we learning more about?

To help students understand the continuity and transformation of a character through physical expression by creating a gesture around a circle, each adding their own twist to portray the character's emotion.

### Materials

What do we need for our activity?

- ✓ A spacious area where students can form a circle is perfect for the activity.



### Instructions

How do we complete the activity?

- 1) Introduction:** Begin by discussing how characters evolve in stories and how their physical expressions change over time. Explain that they will explore this evolution through body language and gesture.
- 2) Form Groups:** Divide the class into groups of 5-6 students each. Assign each group a different scenario, such as the first day of school, a surprise birthday party, winning a competition, or losing a favourite toy.
- 3) Circle Formation:** Each group forms a circle. They will act out their scenario using only body language and gesture to convey the character's emotions.
- 4) Starting the Gesture:** The first student in the circle acts out the initial feeling the character might have in the scenario, such as nervousness on the first day of school. Remind students to focus on their posture, facial expressions, and movements.
- 5) Passing the Gesture:** Each student in turn adds a new emotion while keeping some elements of the previous gesture, gradually evolving the character's emotional state. Encourage students to make smooth transitions and build on the previous gestures.
- 6) Presentation and Discussion:** After 15 minutes of practice, each group performs their sequence in front of the class. They should first tell the class their scenario and then act it out. After each performance, discuss what was effective and suggest improvements, focusing on the evolution of the character's emotions.

## Scenarios

Cut out the scenarios below

**First Day in New School**

The character feels nervous and excited about meeting new classmates and teachers.

**Surprise Birthday Party**

The character is surprised and happy when friends throw a birthday party.

**Winning a Sports Competition**

The character experiences joy and pride after winning an important sports event.

**Losing a Favourite Toy**

The character feels sad and frustrated after losing their favourite toy.

**Helping a Friend in Need**

The character feels empathetic and supportive while helping a friend through a difficult time.

**Preparing for a School Play**

The character feels anxious but determined as they rehearse for a big school play.

**Camping Trip Adventure**

The character feels adventurous and curious while exploring the woods on a camping trip.

**Facing a Bully**

The character feels scared but eventually stands up to a bully at school.

**Discovering a Hidden Talent**

The character feels surprised and excited when they discover they have a hidden talent.

**Family Moving to a New City**

The character feels a mix of sadness and excitement about moving to a new city and starting over.



**Criteria**

Use the criteria below to complete the assignment.

Criteria	Description
<b>Maintain Original Gesture</b>	Ensure that some elements of the original gesture are preserved to show the character's ongoing journey.
<b>Add New Twists</b>	Each added twist should reflect a logical progression in the character's evolution.
<b>Observe and Incorporate Details</b>	Pay attention to the details of previous gestures to understand and build upon the character's changes.
<b>Express Emotions Clearly</b>	Use facial expressions and body language to clearly convey the character's evolving emotions.
<b>Engage with the Group</b>	Actively participate and collaborate with classmates, receiving feedback and enhancing the shared gesture.

**Reflection**

Answer the questions.

1) How did your character's feelings change from the beginning to the end?

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2) What did you learn about using body language to tell a story?

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3) What did you like about watching other groups, and what can you do better next time?

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## Activity Title: Pantomime Storytelling

### Objective

What are we learning more about?

To help students understand the effectiveness of visual storytelling by performing a pantomime story using clear and exaggerated movements, ensuring the narrative is understandable without dialogue.

### Materials

What do we need for our activity?

- ✓ A spacious area for students to perform
- ✓ Simple props (e.g., chairs, baskets, tools)
- ✓ A timer or stopwatch
- ✓ Optional: music to accompany the pantomime (without lyrics)



### Instructions

How do we complete this activity?

- 1) Introduction:** Discuss with the students the concept of pantomime and how stories can be told using only body movements and facial expressions, without any spoken words.
- 2) Divide into Groups:** Divide the class into small groups of 4-6 students each. Provide the groups with simple prompts to perform a pantomime.
- 3) Plan the Pantomime:** Based on their stories, groups will brainstorm and plan their pantomime. They should focus on using clear and exaggerated movements to tell the story. Encourage them to think about how they will show different actions and emotions.
- 4) Rehearse:** Let the groups rehearse their pantomimes, emphasizing clarity, exaggeration, and collaboration in their act.
- 5) Perform:** Have each group perform their pantomime for the class. Optionally, play background music to enhance the performance.
- 6) Discussion:** After each performance, discuss with the class how the story was conveyed and what movements were particularly effective.



**Criteria**

Use the criteria below to complete the assignment

Criteria	Description
<b>Clear Movements</b>	Use clear and easily understandable movements to tell the story.
<b>Expressive Facial Expressions</b>	Use facial expressions big and exaggerated to show emotions.
<b>Consistent Actions</b>	Movements and actions consistent throughout the scene.
<b>Engagement</b>	Character focused and fully engaged in the scene.
<b>Collaboration</b>	Work with scene members to create a smooth and cohesive performance.

**Planning**

Answer the questions below

1) What are the key actions or events that happen in your story?

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2) Explain the emotions your character feels in your story. How do you act them out?

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3) What will you do to ensure the audience understands your story and dialogue?

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**Prompts**

Use the prompts below to create your pantomime.

A playful scuffle fight among friends, with dramatic throws, dodges, and falls.

A group explores a spooky, haunted house, encountering ghosts and eerie phenomena.

A sports team competes in an important game, showing teamwork, competition, and victory celebration.

The chaotic environment of a busy restaurant, including clumsy waiters, demanding customers, and kitchen mishaps.

Characters perform a series of robotic movements, transforming into robots and interacting with each other.

Characters prepare for and perform a talent show, showcasing various acts and dealing with stage fright.

Office workers deal with phone calls, meetings, and a frantic rush to meet a deadline.

A group enjoys a day at the beach, building sandcastles, playing, and encountering a crab.

Vendors and customers interact at a bustling farmer's market, with scenes of buying and selling produce.

Rescue workers respond to an emergency, showing bravery and teamwork in a tense situation.



**Rubric**

How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
<b>Clear Movements</b>	Movements are unclear and confusing.	Some movements are clear, but others are hard to understand.	Most movements are clear, but some could be better.	Movements are very clear and easy to understand.
<b>Exaggerated Expressions</b>	Expressions are not exaggerated enough to be seen.	Some expressions are exaggerated, but others are not.	Most expressions are exaggerated and easy to see.	Expressions are big and very easy to see.
<b>Consistent Actions</b>	Actions are inconsistent and confusing.	Some actions are consistent, but others are not.	Most actions are consistent, with a few exceptions.	Actions are consistent throughout the performance.
<b>Engagement</b>	Shows little or no engagement in the scene.	Shows some engagement but loses focus at times.	Generally engaged and focused, with some lapses.	Fully engaged and focused throughout the scene.
<b>Collaboration</b>	Little collaboration with group members.	Some collaboration, but often disjointed.	Most collaboration, but still disjointed.	Excellent collaboration, very smooth performance.

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

## Activity: Silent Emotions Theatre

### Objective

What are we learning more about?

To help students understand and convey hidden emotions through body language and facial expressions, enhancing their ability to tell a story without spoken words.

### Materials

What do we need for our activity?

- ✓ A spacious area for students to perform
- ✓ Simple props (e.g., chairs, tables, scarves)
- ✓ A timer or stopwatch



### Instructions

How do we complete the activity?

- 1) **Introduction:** Begin by discussing with students how body language and facial expressions can communicate emotions and tell a story without words.
- 2) **Divide into Groups:** Divide the class into small groups of 4-6 students each. Allow students to create their own scenes or use the scenario provided.
- 3) **Planning the Scene:** Allow each group time to plan their scene, focusing on how they will use body language and facial expressions to convey the hidden emotions.
- 4) **Rehearsal:** Let the groups rehearse their scenes, ensuring clarity and expressiveness.
- 5) **Performance:** Have each group perform their scene for the class, using only non-verbal cues.
- 6) **Discussion:** After each performance, discuss with the class what emotions were conveyed and how effectively the story was told through non-verbal communication.



**Criteria**

Use the criteria below to complete the assignment

Criteria	Description
<b>Clear Expression of Emotion</b>	Use facial expressions and body language to clearly convey the intended emotions of the character.
<b>Consistent Non-Verbal Communication</b>	Maintain consistent use of non-verbal cues throughout performance to ensure the story is understood.
<b>Engagement and Focus</b>	Be fully engaged and focused on the scene, reacting appropriately to the actions of others.
<b>Effective Use of Space and Props</b>	Use stage space and props effectively to enhance the story and support the emotions being conveyed.
<b>Team Collaboration</b>	Work collaboratively with group members, ensuring smooth transitions and a cohesive performance.

**Planning**

Answer the questions below

1) What emotions are expressed in your performance?

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2) What will you do to convey those emotions non-verbally?

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3) What techniques do you and your teammates plan to apply to the designated stage/space effectively?

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**Scenarios**

Use the scenarios below to create your act.

Scenarios
A surprise birthday party
A misunderstanding between friends
Winning a sports game
Receiving a disappointing grade
Helping someone in need
A scary story being told at a campfire
Preparing for a big test
Planning a surprise for someone special



**Reflection**

Answer the questions below.

1) Rate your experience of the activity by shading the stars. 5 stars indicate the best experience, and 1 star indicates the worst experience.

How confident do you feel by participating in the non-verbal communication activity?



How much did you use using body language and facial expressions?



How well did your group work together to create and perform the scene?



How challenging did you find the task of expressing emotions without words?



How confident do you feel in using non-verbal cues to express emotions now?



2) Explain how the use of body language and facial expressions helped tell your story.

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3) What did you learn about the importance of non-verbal cues in communication through this activity?

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**Rubric**

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
<b>Clear or</b>	Emotions are unclear or confusing.	Some emotions are clear, but others are hard to understand.	Most emotions are clear, but some could be stronger.	Emotions are very clear and easy to understand.
<b>Consistent Non-Verbal Communication</b>	Inconsistent use of non-verbal cues.	Inconsistent use of non-verbal cues.	Mostly consistent use of non-verbal cues.	Consistent and effective use of non-verbal cues.
<b>Engagement and Focus</b>	Shows some engagement or focus.	Shows some engagement but not focused.	Generally engaged and focused.	Fully engaged and focused throughout.
<b>Effective Use of Space and Props</b>	Rarely uses space or props effectively.	Some use of space and props effectively.	Mostly uses space and props effectively.	Effectively uses space and props throughout.
<b>Team Collaboration</b>	Little collaboration with group members.	Some collaboration but often disjointed.	Most collaboration with group members.	Excellent collaboration, very cohesive performance.

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



## Activity: Emotion Echo

### Objective

What are we learning more about?

To enhance non-verbal communication skills by accurately and expressively mimicking different emotions in pairs.

### Materials

What do we need for our activity?

- ✓ A large open space for movement
- ✓ A list of emotions written on slips of paper (e.g., happiness, sadness, surprise, anger, disgust)



### Instructions

How do we complete the activity?

- 1) Begin with a simple warm-up exercise. Spread students out in the space and lead them through basic stretches and movements to prepare their bodies and faces for expressive movement.
- 2) Explain the concept of mirroring and demonstrate with a volunteer. Show how one person moves or changes their facial expression and the other person mirrors them as accurately as possible.
- 3) Divide the class into pairs and make them stand in each pair. Give each student a slip of paper with an emotion written on it.
- 4) Assign one student in a pair to start miming their emotion on their slip of paper to follow. After the first student finishes miming, allow the other student to guess what the emotion is.
- 5) Next, swap turns so the other student gets to lead. They then mime their emotion on their slip of paper and the other person follows along. Then they can try to guess the emotion.
- 6) Optional: Repeat this activity by having students swap slips with other pairs of students.

**Criteria**

Use the criteria below to complete the assignment

<b>Criteria</b>	<b>Description</b>
<b>Facial Mirroring</b>	Student closely mimics their partner's expressions and movements.
<b>Emotional Expressiveness</b>	Student makes clear and exaggerated expressions to convey emotions.
<b>Full Body Involvement</b>	Student uses their entire body to portray emotions, not just their face.
<b>Consistent Focus</b>	Student maintains eye contact and stays focused on their partner.
<b>Creative Interpretation</b>	Student adds unique and creative elements to their miming.



**Rubric**

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
<b>Accurate Mirroring</b>	Rarely mirrors their partner accurately.	Sometimes mirrors their partner.	Mostly mirrors their partner well.	Always mirrors their partner perfectly.
<b>Emotional Expressiveness</b>	Shows little emotion.	Shows some expression.	Good, clear expressions.	Very expressive and clear.
<b>Full Body Involvement</b>	Uses only face and hands.	Uses face and hands.	Uses most of their body.	Uses entire body.
<b>Consistent Focus</b>	Often distracted.	Sometimes focused.	Mostly focused.	Always focused and attentive.
<b>Creative Interpretation</b>	Lacks creativity, very basic.	Shows some creativity.	Good creativity and imagination.	Very creative and imaginative.

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

## Activity: Hot Seat Showdown

### Objective

What are we learning more about?

To assess and examine multiple perspectives on a single issue by improvising dialogue and acting out the roles of a protagonist and an antagonist. This activity seeks to activate students' capacity to adjust and react to new concepts presented by their classmates.

### Materials

What do we need for our activity?

- ✓ Chairs arranged in a semi-circle with two chairs designated as the "hot seat")
- ✓ Paper and pencils/pens
- ✓ A list of scenarios or issues to present (prepared by teacher)
- ✓ Timer or stopwatch



### Instructions

How do we conduct the activity?

- 1) Discuss the roles of the protagonist (hero) and antagonist (villain), and how their viewpoints might differ.
- 2) Arrange the chairs in a semi-circle with two chairs designated as the "hot seat". Present a list of scenarios or conflicts that the students will act out.
- 3) Randomly choose two students to start in the hot seat, assigning one as the protagonist and the other as the antagonist. The rest of the class will observe and later participate.
- 4) Give the students in the hot seats a brief description of the scenario and ask them to improvise a dialogue, exploring their characters' perspectives and how they might resolve the conflict. Encourage spontaneity and adaptation to new ideas introduced by their peer.
- 5) After a few minutes, rotate the students in the hot seats, giving others a chance to take on the roles of protagonist and antagonist with new scenarios.
- 6) After the improvisations, discuss the activity with the class, focusing on the different perspectives and how the characters adapted and responded to each other.



**Criteria**

Use the criteria below to complete the assignment

Criteria	Description
<b>Active Participation</b>	Fully participate in the role-play by staying in character, listening attentively, and reacting to your partner's dialogue and actions.
<b>Understanding Perspective</b>	Clearly demonstrate an understanding of your character's perspective, motives, motivations, and feelings.
<b>Responsiveness</b>	Effectively respond to new ideas and directions introduced by your partner, showing adaptability and quick thinking.
<b>Effective Communication</b>	Communicate clearly and convincingly, using appropriate body language and facial expression to portray your character.
<b>Reflective Insight</b>	Provide thoughtful feedback on the activity, discussing what you learned about the different perspectives and the improvisation process.

**Definitions**

Understand the terms below for your role-play.

Terms	Definitions
<b>Protagonist</b>	The main character in a story who faces a challenge. In this activity, the protagonist is the person trying to achieve something or solve a problem.
<b>Antagonist</b>	The character who opposes the protagonist and creates conflict. In this activity, the antagonist is the person who challenges the protagonist or creates obstacles for them.

**Scenarios**

Pick a scenario below for your improv.

A student feels overwhelmed by the amount of homework assigned and argues with a teacher about balancing schoolwork and personal time. (Protagonist: Student, Antagonist: Teacher)

A student challenges a school administrator's decision to implement a uniform policy, expressing concerns about self-expression and comfort. (Protagonist: Student, Antagonist: School Administrator)

A resident is frustrated by a neighbor's loud activities at night and seeks a compromise. (Protagonist: Resident, Antagonist: Neighbor)

A teenager wants a later curfew for social events, while the parent is concerned about safety and responsibility. (Protagonist: Teenager, Antagonist: Parent)

A student is pressured by a friend to skip class and must decide how to handle it, while the friend argues it's a big deal. (Protagonist: Student, Antagonist: Friend)

Two students compete to be the captain of the basketball team, each presenting their case to the coach. (Protagonist: Two Students, Antagonist: Coach)

A child and a parent disagree on how much time should be spent playing video games, discussing the impact on school and health. (Protagonist: Child, Antagonist: Parent)

A child wants to stay up later, while the parent insists on an earlier bedtime for health reasons. (Protagonist: Child, Antagonist: Parent)



**Scenarios**

Pick a scenario below for your improv.

A child is frustrated that their friend never helps clean up after playing, leading to a discussion about shared responsibilities. (Protagonist: Child, Antagonist: Friend)

A child argues with a parent about the fairness of their assigned chores, each presenting their perspective on workload. (Protagonist: Child, Antagonist: Parent)

A student wants to share their online profile, while a parent discusses the importance of internet safety measures to protect personal information. (Protagonist: Student, Antagonist: Parent)

Friends or family members disagree on which movie to watch, each advocating for their favourite. (Protagonists: Friends or Family Members, Antagonists: Friends or Family Members)

A child wants to have a sleepover, but a parent sets strict rules, leading to a discussion about expectations and boundaries. (Protagonist: Child, Antagonist: Parent)

A friend borrows an item and returns it damaged, leading to a discussion about responsibility and trust. (Protagonist: Friend who borrowed, Antagonist: Friend who lent)

A student confronts a peer about a bullying incident, discussing its hurtful effects and seeking an apology or resolution. (Protagonist: Student, Antagonist: Peer)

Family members disagree on where to go for vacation, each advocating for their preferred destination. (Protagonists: Family Members, Antagonists: Family Members)

**Reflection**

Answer the questions below.

1) Draw two emojis that show what you were feeling before and after your performance.

2) What were the strengths and weaknesses of your performance?

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3) What could you have done even better?

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4) Think about the pairs who you believe performed the best and write why you think they did well.

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## Rubric

## How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
<b>Active Engagement</b>	Rarely participates, often out of character or doesn't listen.	Sometimes participates, but occasionally breaks character or doesn't fully listen.	Often participates, generally stays in character, listens attentively most times.	Fully participates, stays in character, listens attentively, and reacts well.
<b>Understanding Perspectives</b>	Shows little understanding of the character's feelings.	Shows some understanding but misses key aspects of the character's feelings.	Clearly shows understanding of the character's perspective and motivations.	Deep understanding of the character's perspective, motivations, and feelings.
<b>Responsiveness</b>	Struggles to respond to new ideas or prompts, needs guidance.	Sometimes responds to new ideas or prompts, needs occasional guidance.	Effectively responds to new ideas and directions introduced by the partner.	Adapts quickly and effectively to new ideas, shows excellent quick thinking.
<b>Effective Communication</b>	Communication is unclear, inappropriate body language and vocal expression.	Sometimes communicates clearly, but occasionally uses inappropriate body language or vocal expression.	Communicates clearly, uses appropriate body language and vocal expression most times.	Communicates clearly and convincingly, uses excellent body language and vocal expression.
<b>Reflective Insight</b>	Limited reflections, little insight into the activity or learning.	Some reflections, but lacks depth or understanding of the perspectives involved.	Thoughtful reflections, shows understanding of the learning process.	Deep and insightful reflections, strong grasp of perspectives and the improvisation process.

## Teacher Comments

Mark

## Student Comments – What Could You Do Better?

## Activity: Theatre Role Hats

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

Students will create hats that describe different theatre roles, understanding how each role contributes to a production. The activity highlights the variety of careers in the arts and the interdependence of roles for the success of theatrical productions.

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

- ✓ Paper
- ✓ Markers, crayons, or colored pencils
- ✓ Scissors
- ✓ Tape or glue



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

- 1) Discuss the different roles in theatre production: director, actor, costume designer, set designer, lighting technician, and stage manager. Explain how they work together to create a successful production.
- 2) Ask students to draw a hat representing a specific role in a production. They can use symbols and images related to their understanding of that role (e.g., a director's hat with a megaphone, an actor's hat with fabric swatches).
- 3) Have students cut out their hat drawings and attach a paper band around their heads, making wearable hats. Encourage creativity and individuality in their designs.
- 4) Form a circle with the students wearing their hats. Each student takes a turn explaining their chosen role, how they designed their hat, why that role is important, and how the roles are interdependent and contribute to the success of a performance.



**Theatre Roles**

List of theatre roles and helpful information for the assignment

Theatre Role	Description	Symbols/Images to Draw
<b>Director</b>	Oversees the entire production, guiding the actors and coordinating all aspects of the play.	Megaphone, script, director's chair
<b>Actor/Actress</b>	Brings a character in the play, bringing the story to life through their performance.	Masks (comedy and tragedy), microphone, character costume pieces
<b>Costume Designer</b>	Designs and creates costumes for the actors, ensuring they reflect the time period and setting.	Fabric swatches, sewing needle, sketchbook
<b>Set Designer</b>	Creates the physical surroundings in which the action of the play takes place.	Miniature stage, paintbrush, 3D models
<b>Lighting Technician</b>	Manages the lighting for the production, enhancing the mood and visibility of the scenes.	Lightbulb, spotlight, lighting console
<b>Stage Manager</b>	Coordinates all aspects of the production, ensuring everything runs smoothly during rehearsals and performances.	Clipboard, headset, stopwatch
<b>Sound Technician</b>	Manages the sound elements of the production, including music and sound effects.	Headphones, soundboard, music notes
<b>Prop Master</b>	In charge of designing, creating, and organizing all the props used in the play.	Props (like a book, sword, or flowers), toolbox
<b>Makeup Artist</b>	Applies makeup to actors to enhance their characters' appearance.	Makeup brush, palette, mirror
<b>Choreographer</b>	Designs and teaches dance and movement sequences for the play.	Dance shoes, music notes, movement sketches
<b>Playwright</b>	Writes the script for the play, creating the dialogue and storyline.	Pen, paper, quill
<b>Producer</b>	Oversees the financial and administrative aspects of the production.	Calculator, briefcase
<b>Music Director</b>	Manages the musical elements of the production, including songs and background music.	Music stand, conductor's baton, sheet music
<b>Usher</b>	Assists the audience by showing them to their seats and distributing programs.	Ticket, flashlight, program booklet
<b>Marketing Manager</b>	Promotes the production through advertisements, social media, and public relations.	Megaphone, posters, social media icons

**Criteria**

Use the criteria below to complete the assignment

Criteria	Description
<b>Creative Hat</b>	Create a hat that clearly represents the chosen theatre role with appropriate symbols and images.
<b>Explanation</b>	Provide a clear and detailed explanation of the chosen theatre role and its importance in a production.
<b>Understanding and Contribution</b>	Demonstrate an understanding of how the chosen role contributes to the success of a theatre production.
<b>Interdependence and Awareness</b>	Explain how the different theatre roles depend on each other and work together for a successful production.
<b>Active Participation</b>	Participate in discussions, listening to others, and contributing to the various theatre roles.

**Planning**

Answer the questions below

1) What character wears this hat?

2) Describe the main responsibilities of your chosen role in a theatre production?

3) What questions might your classmates ask about your role?



**Reflection**

Assuming you are producing a theater play or a movie, describe your ideal production team composition and the roles you expect them to play.

**PREVALENT**

**Rubric**

How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
<b>Creative Design</b>	Hat design is unclear or lacks effort.	Hat design shows some effort but is incomplete.	Hat design is clear and represents the role.	Hat design is very creative and represents the role well.
<b>Clear Role Explanation</b>	Role explanation is unclear or missing.	Role explanation is somewhat clear.	Role explanation is clear and detailed.	Role explanation is very clear and detailed, with good insights.
<b>Understanding Contribution</b>	Little understanding of role's contribution.	Some understanding of role's contribution.	Good understanding of role's contribution.	Excellent understanding of role's contribution to the production.
<b>Active Participation</b>	Rarely participates or contributes.	Sometimes participates and contributes.	Regularly participates.	Actively participates and contributes with enthusiasm.

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