



Workbook Preview



Manitoba – Dramatic Arts Curriculum

Grade 7 – Drama

Learning Area: Making		The learner develops language and practices for making drama/theatre.
	Recursive Learnings	Pages
DR-M1	The learner demonstrates an understanding of and a facility with a variety of dramatic forms.	13-18, 32-35, 38-42, 45-49, 56-60, 63-64, 67-69, 72-74, 88-92, 94-101, 120-122, 123-125, 127-131, 148-151
DR-M2		56-60, 117, 146,
DR-M3		17,
Learning Area: Creating		for creating drama.
	Recursive Learnings	Pages
DR-CR1	The learner generates ideas for creating drama using a variety of sources.	6-10, 13-18, 26-29, 56-60, 63-64, 67-69, 72-74, 88-92, 94-101, 113-117, 130-135, 148-151, 154-157
DR-CR2	The learner experiments with, develops, and uses ideas for creating drama.	21-23, 38-42, 63-64, 103-106, 124-127, 154-157
DR-CR3	The learner revises, refines, and shares dramatic arts ideas and creative work.	67-69

**Preview of 15 activities
from this unit that
contains 29 activities in
total.**

Manitoba – Dramatic Arts Curriculum

Grade 7 – Drama

Learning Area: Connecting		The learner develops understandings about the significance of the dramatic arts by making connections to various contexts of times, places, social groups, and cultures.
	Recursive Learnings	Pages
DR-C1	The learner experiences and develops an awareness of people and practices from various times, places, social groups, and cultures.	32-35, 45-49, 137-146, 160-163
DR-C2	The learner experiences and develops an awareness of a variety of dramatic forms, styles, and traditions.	81-83
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.	45-49, 86-87

Learning Area: Responding		The learner uses critical reflection to inform dramatic arts learning and to develop agency and identity.
	Recursive Learnings	Pages
DR-R1	The learner generates initial reactions to dramatic arts experiences.	19, 30, 36, 43, 50, 65, 75-76, 84, 111, 118
DR-R2	The learner observes and describes dramatic arts experiences.	61, 70, 152, 158
DR-R3	The learner analyzes and interprets dramatic arts experiences.	11-12, 20, 24-25, 31, 44, 51, 54-55, 62, 66, 70-71, 77, 85, 107, 119, 128-129, 153, 159
DR-R4	The learner constructs meaning and applies new understandings from dramatic arts experiences.	37, 93, 102, 112, 123, 136, 147, 164

Activity: Peer Pressure Perspectives

Objective

What are we learning more about?

Students will learn how to use vocal expression, including tone and inflection, to convey internal conflict and conflicts associated with peer pressure.

Materials

What do we need for our activity?

- ✓ Copies of a script about peer pressure
- ✓ A space for students to perform
- ✓ Simple costumes or props to enhance the performance (optional)



Instructions

How do we complete the activity?

- 1) Introduction:** Begin with a discussion about peer pressure. Ask students to share their thoughts and experiences. Explain how vocal expression can help convey internal conflict and peer influence in a performance.
- 2) Vocal Warm-Up:** Lead the students in warm-up exercises, focusing on tone, pitch, and inflection. Practice different emotions like happiness, sadness, anger, confusion and fear using various phrases and sentences.
- 3) Preparation:** Divide the students into small groups and distribute the script to the students. Have them read through the script together.
- 4) Script Analysis:** Groups discuss the theme of the script and the characters in it. What are their motivations? How do they feel about the peer pressure they are experiencing or applying? Encourage groups to add props or costumes to their scripts as needed.
- 5) Rehearsal:** Have students rehearse the script, focusing on their vocal expressions. Urge them to experiment with different tones and inflections to find what works best for their character.
- 6) Performance:** Each group performs their script in front of the class.
- 7) Reflection:** After all performances, have a group discussion about the overall experience and what was learned about the complexity of peer pressure.

Criteria

Use the criteria below to complete the assignment

Criteria	Description
Develop Clear Dialogue	Ensure the dialogue clearly reflects the characters' experiences and responses to peer pressure.
Character Motivation	Discuss and understand the motivations and feelings of each character regarding peer pressure.
Add Relevant Details	Include additional details in the script to enhance realism and depth.
Use Vocal Expression	Effectively use tone and inflection to convey characters' emotions and internal conflicts.
Engage the Audience	Ensure that the performance captures and maintains the audience's attention through expressive delivery and clear character portrayals.

Planning

Answer the questions below

1) What are the motivations of your character?

2) What additional details can you add to your script to make it more realistic and engaging?

3) How will you use tone and inflection to show your character's feelings towards peer pressure?

Script Title: The New Students**Characters:** Mia, Jamie, Taylor, Morgan, Casey

(The students gathered at their usual lunch spot, discussing the new students.)

Mia: "Have you met the new students yet?"

Jamie: "Yeah, they're really cool. We should invite them to sit with us at lunch."

Taylor: "I don't know what if they're weird?"

Morgan: "Everyone deserves a chance. Let's just be nice."

Casey: "I agree. It's too mean to treat a new kid."

(They continue debating, with Taylor raising concerns and the others trying to convince Taylor to be more open-minded. In the end, they decide to invite the new student, agreeing that everyone is welcome.)

Script Title: Cheating on the Test**Characters:** Avery, Riley, Jordan, Sam, Lee

(The students are nervously preparing for a math test. Sam raises concerns.)

Avery: "I didn't study for the math test. I'm going to fail."

Riley: "I heard some kids are planning to cheat."

Jordan: "We could just join them. It's not a big deal."

Sam: "No way. Cheating is wrong, and we could get caught."

Lee: "Yeah, I'd rather fail honestly than cheat."

(They debate the temptation to cheat versus the importance of honesty.

Ultimately, they all decide to take the test honestly, supporting each other in their decision.)

Script Title: Trying Out Smoking**Characters:** Skylar, Chris, Alex, Drew, Quinn**(The group is hanging out when Skylar pulls out a pack of cigarettes.)****Skylar:** "Here's a pack of cigarettes. Wanna try?"**Chris:** "Have you seen a doctor? Smoking is really bad for you."**Alex:** "But it's just one to try once."**Drew:** "I don't want to seem risky."**Quinn:** "Let's just blow the smoke away. It's not worth it."**(They discuss the risks and benefits of smoking, with Skylar reluctantly agreeing to stop for the day. The group decides to find a healthier way to have fun.)****Script Title:** Social Media Challenge**Characters:** Lucas, Charlotte, Abigail, Nathan, Hannah**(Lucas excitedly shows a new social media challenge on their phone.)****Lucas:** "There's a new challenge going viral. We should do it!"**Charlotte:** "Isn't it kind of dangerous?"**Abigail:** "Everyone's doing it. We'll get so many likes!"**Nathan:** "But what if someone gets hurt?"**Hannah:** "Maybe we can find a safer challenge to do instead."**(They discuss the pros and cons of participating in the challenge, deciding to create their own safer version that can still go viral.)**

Script Title: The Party Invite**Characters:** Ethan, Olivia, Noah, Sophia, Liam

(The group is hanging out after school. Ethan brings up the upcoming party.)

Ethan: "Hey, we're having a party this weekend. Are you coming?"

Olivia: "I'm not sure. I have a lot of homework."

Noah: "Just go. You can't miss this party!"

Sophia: "Everyone is going to be there. You don't want to be left out."

Liam: "We will have a good time together. You can get back early to do your homework."

(They discuss the excitement of the party, peer pressure, and balancing responsibilities. Olivia finally decides and agreed to leave early to finish homework.)

Script Title: Skipping Class**Characters:** Ella, Carter, Isabella, Mason, Daniel

(The group is contemplating skipping class and hanging out near the school gates.)

Ella: "Let's skip class and go to the park."

Carter: "I don't know. We could get in trouble."

Isabella: "Come on, it'll be fun! One class won't hurt."

Mason: "I have a test today. I can't miss it."

Daniel: "Yeah, we should just go to class. It's not worth it."

(They discuss the temptation to skip class versus the consequences, ultimately deciding it's better to attend and not risk getting into trouble.)

Reflection

Answer the questions below.

1) How did your character's perspective help you understand the complexity of peer pressure?

2) What vocal techniques did you use to convey your character's internal conflict?

3) How do you think changing your tone and inflection impacted the way your character was perceived by the audience?

4) What did you learn about the influence of peers through this activity?

DRAFT

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Develop Clear Dialogue	Dialogue is unclear and does not effectively reflect peer pressure.	Dialogue is somewhat clear but needs more focus on peer pressure.	Dialogue is clear and reflects peer pressure.	Dialogue is very clear and effectively reflects peer pressure.
Analyze Characters	Limited understanding of character motivations and feelings.	Some understanding of character motivations and feelings.	Good understanding of character motivations and feelings.	Excellent understanding and portrayal of character motivations and feelings.
Add Relevant Details	Script lacks relevant details to enhance realism.	Script includes some relevant details that enhance realism.	Script includes relevant details that enhance realism.	Script includes many relevant details that greatly enhance realism.
Use Vocal Expression	Tone and inflection are not used effectively.	Tone and inflection are effective but inconsistent.	Tone and inflection are used effectively.	Tone and inflection are used very effectively to convey emotions.
Engage the Audience	Performance does not capture the audience's attention.	Performance occasionally captures the audience's attention.	Performance consistently captures the audience's attention.	Performance consistently captures and maintains the audience's attention.

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

Activity: Acting Out Legends!

Objective

What are we learning more about?

Students will work in groups to adapt an Indigenous Canadian (West Coast) First Nation story into a short play, focusing on key story elements like characters, setting, and plot while using simple costumes and props to bring the story to life.

Materials

What do we need for our activity?

- ✓ Printouts or summaries of Indigenous Canadian (West Coast) First Nation stories
- ✓ Simple costumes and props (e.g., scarves, hats, sticks, paper masks, cardboard, paper, etc.)



Instructions

How do we complete this activity?

- 1) Introduction:** Start by explaining the importance of storytelling in Indigenous cultures, particularly the use of characters, setting, and plot in West Coast First Nation stories.
- 2) Group Assignment:** Divide the class into small groups. Assign each group a story to adapt into a short play. Each group should read the story and creatively adapt it into a play without changing the main idea of the story.
- 3) Story Adaptation:** Groups will read their story and identify the key elements:
 - **Characters:** Who are the main characters? How are they represented?
 - **Setting:** Where does the story take place? How can the setting be shown using the space and simple props?
 - **Plot:** What are the key events? What happens at the beginning, middle, and end?
- 4) Rehearsal:** Groups rehearse their play, focusing on conveying the main idea and representing the characters and setting using basic costumes and props.
- 5) Performance:** Each group performs their short play for the class. Encourage them to focus on clearly portraying the characters and storyline through their movements, voices, and props.
- 6) Reflection:** After all the performances, hold a discussion about how the students adapted the stories and what they learned.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Accurate Story	The play keeps the main idea and key elements of the original story.
Creative Additions	The group added creative elements that enhanced the story without altering its core meaning.
Character Representation	Characters are clearly represented through acting, body language, and simple costumes.
Effective Use of Props and Setting	The group used basic props and gestures to create a setting for the story.
Clear Presentation	The story was clearly conveyed through movements, voices, and props.

Tips

Use the tips below to improve your performance.

Tip	Description
Understand the Story	Make sure everyone in the group understands the story's main idea, characters, and events.
Plan Creative Additions	Add creative elements like dialogue, actions, or small details that enhance the story without changing its core meaning.
Use Clear Body Language	Use strong, clear body movements and gestures to show the emotions and actions of the characters.
Coordinate with Group Members	Work closely with your group to ensure everyone's movements, voices, and props are synchronized for a smooth performance.
Make the Most of Props and Costumes	Use simple props and costumes effectively to represent characters and settings, even if they are basic.

Planning

Answer the questions below.

1) What is the main idea of your story

2) What creative additions (dialogue, actions, or interesting details) can your group make to the story with their own original meaning?

3) Which character will you play? What lines or facial expressions will help showcase your character?

4) What simple props or costumes can your group use to represent the characters and the setting?

5) What is the most important scene or moment in the story, and how will you highlight it in the play?

Story Summaries

Use your creativity to adapt these stories into short plays.

How the Hummingbird Got Its Colours

In the beginning, the hummingbird was once a dull, grey bird until she used her quickness and bravery to help save a forest from a fire. For her courage, the Sun gave her beautiful colors. The story highlights themes of bravery, selflessness, and transformation.

Characters: Hummingbird, Sun, Forest Spirit, Tree Spirit, Eagle, Rabbit

The Girl Who Became a Thunderbird

A brave young girl is transformed into a bird by the Sky Spirits after she saves her village from a terrible storm. She becomes the protector of the skies and brings rain to the people when needed. The story emphasizes the importance of bravery, transformation, and responsibility.

Characters: Girl (Thunderbird), Sky Spirit, Village Chief, Storm Spirit

The Raven and the Flood

The world is threatened by a great flood, and Raven works with animals to find safety. Through teamwork, they build a great raft to survive the flood. This story teaches the importance of cooperation and resilience in the face of danger.

Characters: Raven, Bear, Beaver, Eagle, Fish, Wolf

Story Summaries

Use your creativity to adapt these stories into short plays.

How the Frog Brought the Rain

In a dry land, the animals struggle to survive. Frog, known for her wisdom, leads the animals in a journey to bring the rain back. Through her leadership, the rain returns to the land and its creatures. This story highlights the importance of leadership, perseverance, and community.

Characters: Frog, Rabbit, Eagle, Deer, River Spirit**Bear and the Hunter**

A young hunter encounters a bear in the forest. Instead of a confrontation, they form an unexpected friendship. The hunter learns valuable lessons about respecting nature and understanding the balance between humans and animals. This story illustrates themes of respect, harmony, and peace.

Characters: Bear, Hunter, Forest Spirit, Wolf, Owl**The Great Fire and the Salmon**

A great fire threatens to destroy the land, but the salmon offer a way to save the forest. Their sacrifice helps to restore balance to the land. The people honour them through ceremonies each year. This story teaches about sacrifice, gratitude, and the natural cycle of life.

Characters: Salmon, Fire Spirit, River Spirit, Villager 1, Villager 2, Eagle

Reflection

Answer the questions below.

1) Rate your group's performance by shading the stars. 5 stars indicate the best experience, and 1 star indicates the worst experience.

Language and facial expressions	☆☆☆☆☆
Creative use of costumes, props, and space	☆☆☆☆☆
Clarity of dialogue and projection of voice	☆☆☆☆☆
Engagement with the audience	☆☆☆☆☆
Teamwork and collaboration in the group	☆☆☆☆☆

2) How did you ensure that your version stayed true to the original message or theme?

3) What was the most challenging part of representing your character in the play?

4) What was the most exciting or fun part of performing the play?

Rubric

How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Accurate Adaptation	The story is unclear or changed too much.	Some important parts are missing or altered.	The story is mostly accurate, with minor changes.	The story stays true to the original, with no major changes.
Creative Additions	Changes were made.	A few changes were made but didn't add much.	Creative additions were made but could be more impactful.	Creative additions enhance and improve the story.
Character Representation	Characters are unclear or not well portrayed.	Characters are somewhat represented.	Most characters are represented clearly.	All characters are well-represented with clear acting and gestures.
Effective Use of Props/Setting	No props or setting were used.	Some props or setting were used.	Props and setting used well for most scenes.	Props and setting were used creatively to enhance the story.
Clear Presentation	The story was difficult to follow.	Some parts were clear, but others were confusing.	The story was mostly clear, with some minor issues.	The story was clear and easy to follow throughout the performance.

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

Activity: Freeze Frame Feelings

Objective

What are we learning more about?

Students work in small groups to create a series of tableaux that illustrate the different stages of a relationship. They will focus on using body positioning and facial expressions to show emotional changes over time. The goal is to maintain consistent physicality to effectively communicate the progression of the relationship.

Materials

What do we need for our activity?

- ✓ Index cards with different relationship stages (e.g., meeting for the first time, becoming friends, having a disagreement, reconciling, and parting ways)
- ✓ Simple props (optional, such as a chair or book)
- ✓ Open space for group performance



Instructions

How do we complete the activity?

- 1) **Preparation:** Divide the students into small groups and give them a set of index cards, each describing a different stage of a relationship to choose from.
- 2) **Planning:** Each group discusses and plans how they will stage the relationship using tableaux. Students decide on body positioning and facial expressions for each tableau, emphasizing the importance of maintaining consistent physicality to show the progression of emotions as the relationship changes.
- 3) **Rehearsal:** Allow groups to rehearse their tableaux, ensuring smooth transitions between stages and provide constructive feedbacks when needed.
- 4) **Performance:** Each group performs their series of tableaux in front of the class. Encourage the audience to observe the body positioning and facial expressions used to convey emotional changes.
- 5) **Reflection:** Provide students with reflection journals or sheets of paper to answer the reflection questions.

Criteria

Use the criteria below to complete the assignment

Criteria	Description
Clear Body Position	Use distinct and intentional body positions to clearly depict each stage of the relationship.
Expressive Facial Expressions	Employ facial expressions that accurately convey the emotions associated with each stage.
Consistent Physicality	Maintain consistent physicality throughout the tableaux to show the progression and changes in the relationship.
Smooth Transitions	Use smooth and logical transitions between each tableau to enhance storytelling.
Team Collaboration	Work effectively as a group, with each member contributing to the creation and performance of the tableaux.

Planning

Use the questions below

1) How will you maintain consistent physicality throughout the progression of emotions and changes in the relationship?

2) What is the key to staying in character and maintaining consistency during performance?

3) What is your plan to ensure that your transitions between each tableau are smooth and logical?

Index cards Create a tableau that depicts the different stages of relationship

Title		Relationship stages	
Friendship Rollercoaster		Meeting for the First Time	
		Discovering Shared Hobbies	
		Experiencing a Major Disagreement	
		Feeling Sad and Lonely	
		Apologizing and Reconnecting	
Team Dynamics and Conflict		Forming a Study Group	
		Facing a Big Challenge Together	
		Experiencing a Serious Misunderstanding	
		Resolving the Conflict	
		Celebrating a Major Achievement	

Index cards Create a tableau that depict the different stages of relationship

Title	Relationship stages
Support and Betrayal	Supporting a Friend in Need
	Feeling Betrayed by a Friend
	Confronting the Friend
	Seeking and Granting Forgiveness
Celebration and Loss	Rebuilding Trust
	Celebrating Friend's Major Success
	Experiencing a Heartbreaking Loss
	Providing Comfort and Support
	Finding Moments of Joy Again
	Honoring the Memory Together

Index cards Create a tableau that depict the different stages of relationship

Title	Relationship stages
Adventure and Crisis	Going on an Exciting Adventure
	Facing an Unexpected Crisis
	Working Together Under Pressure
	Facing a Financial Crisis
	Reflecting on the Experience
Trust and Resilience	Building Initial Trust
	Experiencing Betrayal
	Struggling with Trust Issues
	Rebuilding Trust Slowly
	Achieving Stronger Bond

Peer Assessment

Assess the performance of another student

Name of student being Assessed: _____		Assessor's Name: _____		
	1 - Needs Improvement	2 - Developing	3 - Proficient	4 - Excellent
Criticism				
Clarity of Positioning				
Expressiveness of Facial Expression				
Consistency of Physicality				
Smoothness of Transitions				
Overall Impact				

Two Stars And A Wish

Identify two strengths (stars) and one area for improvement (wish) of a peer's performances.

Write two strengths and one weakness of a peer's performance.

★	<hr/> <hr/> <hr/> <hr/>
★	<hr/> <hr/> <hr/> <hr/>
★	<hr/> <hr/> <hr/> <hr/>

Rubric

How did you do on the assignment?

Criteria	1 Point	2 Points	3 Points	4 Points
Clear Body Positions	Body positions are unclear and confusing.	Some body positions are clear, some are not.	Most body positions are clear and effective.	All body positions are distinct and intentional.
Expressive Facial Expressions	Facial expressions are unclear.	Some facial expressions are clear.	Most facial expressions accurately convey emotions.	Facial expressions are highly expressive and accurate.
Consistent Physicality	Physicality is inconsistent and confusing.	Physicality is mostly consistent.	Physicality is mostly consistent and effective.	Physicality is consistent throughout.
Smooth Transitions	Transitions are awkward and unclear.	Some transitions are smooth and clear.	Most transitions are smooth and clear.	Transitions are seamless and greatly enhance the storytelling.
Team Collaboration	Group work is uncoordinated, with minimal contribution from members.	Group work shows some coordination, with uneven contribution from members.	Group work is coordinated, with most members contributing.	Group work is highly coordinated, with all members contributing significantly.

Teacher Comments

Mark

Student Comments – What Could You Do Better?

Activity: Prop-Driven Tension

Objective What are we learning more about?

Students will build tension in a scene through improvisation, focusing on the use of selected props, space, and body language.

Materials What do we need for our activity?

- ✓ A selection of props (e.g., a rope, a hat, a book, a chair, a scarf, a toy)
- ✓ Open space for movement (e.g., a room or gym)
- ✓ Paper and pens for notes



Instructions How do we complete the activity?

- 1) Begin with a discussion about how tension in a scene means and how it can be created. Explain the importance of body language, props, and space in building tension.
- 2) Lay out a selection of props. Explain how these props can be used to symbolize or amplify the tension in the scenes.
- 3) Divide the class into small groups of 4-5 students. Each group will select 2-3 props to use in their scene.
- 4) Give each group time to brainstorm and plan their scene. Encourage them to think about how they can use the props creatively to build tension (e.g., a rope will be used to symbolize being trapped, a flashlight to create dramatic lighting) and how they can use space and body language effectively.
- 5) Allow each group to rehearse their scene briefly (enough to know the characters, but not enough to have them plan the entire scene). Then, have each group perform their improvised scene in front of the class. Emphasize that the scenes should build tension and engage the audience.
- 6) After each performance, have a brief discussion about what worked well and what could be improved. Highlight effective use of props, body language, and space.

Criteria

Use the criteria below to complete the assignment

Criteria	Description
Creative Use of Props	Use props in innovative ways to enhance or symbolize the underlying tension within the scene.
Expressive Movement	Use clear and expressive body movements to convey tension and emotion.
Effective Use of Space	Use the space purposefully to help build and maintain tension in the scene.
Engagement with Peers	Engage non-verbally with group members to support the tension and story progression.
Building and Sustaining Tension	Develop and maintain a sense of tension throughout the scene, using all the tools effectively.

Planning

Use the questions below

- 1) What kind of tension do you want to create (e.g., fear, conflict, suspense)?
- 2) How can each of your selected props be used to symbolize or enhance the tension in your scene?
- 3) Can you think of creative ways to use the props to engage the audience?
- 4) What specific body movements can help show the tension?
- 5) What moments in your scene are the most important for building tension?

Two Stars And A Wish

Identify two strengths (stars) and one area for improvement (wish) about your group's performance.

Write two stars and one weakness of your group's performance.



PREPARED

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Creative Use of Props	Props are not used effectively	Some props are used creatively	Most props are used creatively	All props are used very creatively
Expressive Body Language	Body movements are not clear	Some clear body movements	Clear body movements throughout	Very expressive body movements
Effective Use of Space	Space is not used effectively	Some use of space	Good use of space	Excellent use of space
Engagement with Peers	Little to no interaction	Some interaction	Good interaction	Excellent interaction
Building and Sustaining Tension	Tension is not effectively built	Some moments of tension	Good build and sustain of tension	Excellent build and sustain of tension

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

Activity: Refine and Shine

Objective What are we learning more about?

Students learn the process of revising and refining dramatic work, applying peer feedback to improve performance elements and share their improved work with the class. This activity helps students understand how small adjustments can significantly impact the effectiveness of their performance.

Materials What do we need for our activity?

- ✓ Scripts or scene outlines
- ✓ Pencils and paper for taking notes
- ✓ Simple costume pieces or props (optional like scarves or hats)
- ✓ A timer or stopwatch



Instructions How do we complete the activity?

- 1) **Forming Groups:** Divide the class into groups and assign them up. Give each group a scenario to act out.
- 2) **Initial Performance:** Groups in each pair will perform their scene for their counterparts. The observing group is encouraged to take notes on what they liked and any constructive feedback they have for the performers.
- 3) **Feedback Exchange:** Groups then share feedback, highlighting strengths and areas for improvement like vocal clarity, emotional expression, body language, or timing.
- 4) **Revision & Refinement:** Groups incorporate the feedback and rehearse their scene with the suggested improvements.
- 5) **Final Performance:** After practising, each group performs their refined scene for the whole class. Emphasize that this final version showcases the changes they've made based on feedback.
- 6) **Applause and Reflection:** After each final performance, celebrate the group's efforts. Discuss about the lessons learned from participating in the activity.

Criteria

Use the criteria below to complete the assignment

Criteria	Description
Use of Peer Feedback	Incorporates suggestions and ideas from other groups to improve and refine the performance.
Vocal Delivery	Uses tone, volume, and clarity in speech to effectively communicate character emotions and the overall message.
Engaged Body Language	Uses gestures, movements, and posture to convey character emotions and actions effectively.
Collaborative Participation	Ensures all group members actively contribute to the planning, rehearsal, and refining of the performance.
Refinement and Improvement	Makes necessary adjustments in the performance based on the feedback received and the group's internal review.

Planning

Answer the questions

1) What techniques will your group use to make your scene more engaging for the audience?

2) Which parts of your scene do you think might be weak and need improvement?

3) How can feedback from your peers help you make these improvements?

Scenarios

Students act out these scenarios in groups.

Scenario	Description
Classroom Conflict	A group of students are having a class debate, but tempers flare and the debate turns into a heated argument. Each student must take a side and resolve the conflict in a positive way.
Surviving in the Wilderness	A group of students are lost in the wilderness after a school trip goes wrong. They must decide how to survive, with each character having a unique skill or idea to contribute.
Mystery at the School Dance	At the school dance, one student's valuable item goes missing. The group must figure out who took it. Each student has a different theory or secret that complicates the mystery.
Planning the Ultimate School Event	A group of students have been tasked with planning the school's end-of-year event, but they have different ideas about what to do. Can they compromise and create a great event?
The Team Project Dilemma	A group of students are working on an important group project. Some members are doing more work than others, and they must find a way to balance the workload and meet the deadline.
The New Student Conflict	A new student joins the class, but their arrival causes tension among an existing group of friends. One character reacts differently, and the group must find a way to welcome the new student.
A Day in Detention	A group of students from different classes are stuck in detention together. They start off not getting along but must work together to solve a problem (like a missing teacher or an unexpected challenge).
The Sports Team Showdown	A group of students on a school sports team must deal with internal conflict as they prepare for a big game. Some members want to play by the rules, while others want to bend them to win. How will they resolve the disagreement?

Reflection

Answer the questions below.

1) Rate the final performance of the other group in your pair by shading the stars. Five stars indicate the best experience, and zero stars indicate the worst.

Use of peer feedback	☆ ☆ ☆ ☆ ☆
Clarity of vocal (tone, clarity, volume)	☆ ☆ ☆ ☆ ☆
Use of props and stage presence	☆ ☆ ☆ ☆ ☆
Engagement through eye contact and gestures	☆ ☆ ☆ ☆ ☆
Emotional expression and connection to characters	☆ ☆ ☆ ☆ ☆

2) What is the one strength you noticed in the performances of the other group that you think your group performance could learn from? Explain how you improved it.

3) How did revising and refining your performance help you understand the importance of peer feedback in drama?

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Use of Feedback	Feedback not used.	Some feedback used, but limited impact.	Feedback mostly used effectively.	Feedback fully used to improve performance.
Vocal Expression	Speech is unclear and inconsistent.	Speech is sometimes clear, but inconsistent.	Speech is mostly clear and well-controlled.	Speech is clear, controlled, and enhances performance.
Engaged Body Language	Minimal or no body language used, unclear body language.	Some body language used, but inconsistent.	Body language is mostly clear and effective.	Body language is clear, effective, and enhances performance.
Collaborative Participation	Group members don't participate equally.	Some group members participate.	Most group members contribute equally.	All group members fully participate in the process.
Refinement and Improvement	No changes or minimal effort to improve.	Some changes made, but limited improvement.	Most changes made, noticeable improvement.	Significant improvements made, performance greatly enhanced.

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

Gibberish Conversations: Non-Verbal Communication

Objective What are we learning more about?

Students will convey meaning through tone, pitch, and body language by having conversations in gibberish. This activity focuses on enhancing non-verbal communication and social skills.

Materials What do we need for our activity?

- ✓ An open space for movement
- ✓ A timer or stopwatch

Instructions How do we complete the activity?



- 1) Explain to the students the concept of gibberish conversations, where they will communicate using made-up sounds instead of actual words.
- 2) Divide the students into pairs.
- 3) Instruct each pair to choose a simple scenario to act out for their conversation, such as asking for directions to a restaurant, or having a debate.
- 4) Have one student in each pair start the conversation using gibberish, focusing on using tone, pitch, and body language to convey their meaning.
- 5) The other student should respond in gibberish, continuing the conversation while also using non-verbal cues to communicate.
- 6) Allow the conversation to continue for 2-3 minutes, then signal for the pairs to switch roles and repeat the exercise with a new scenario.
- 7) After both rounds, gather the students and discuss their experiences. Allow some pairs to perform their conversations in front of the class.

Criteria

Use the criteria below to complete the assignment

Criteria	Description
Using Tone and Pitch	I effectively used different tones and pitches to convey meaning.
Expressing Emotions with Body Language	I used my body language to enhance the message I was trying to communicate so that I could convey different emotions.
Engagement and Focus	I was engaged and focused throughout the conversation.
Interpreting Partner's Cues	I was able to understand my partner's gibberish through their non-verbal cues.
Creativity and Effort	I came up with creative ways and put effort into my gibberish conversations. My conversations were interesting, showing different emotions.

Reflection

Answer the questions below.

1) How did it feel to communicate without using actual words?

2) What non-verbal cues did you use to make your message clear?

3) How did tone and pitch help you understand your partner's gibberish?

Scenarios

Cut out the scenarios below

Scenario

1. Asking questions in a new city

2. Ordering food at a restaurant

3. Shopping at a store

4. Arguing over sports game result

5. Explaining a science concept

6. Describing a funny dream

7. Planning a surprise party

8. Giving a tour of a museum

9. Asking for help with homework

10. Telling a ghost story

11. Teaching a dance move

12. Complaining about the weather

13. Making a phone call

14. Discussing a book or movie

15. Explaining how to play a game

Activity: Gesture Evolution

Objective

What are we learning more about?

Students explore how a specific emotion or idea can evolve and be interpreted by each individual. This activity helps students understand the fluidity of emotions and perspectives through the adaptation of gestures.

Materials

What do we need for our activity?

- ✓ Open space for activity
- ✓ List of emotions or ideas (e.g., happiness, fear, anger, surprise, excitement, confusion)
- ✓ Reflection journals or sheets of paper



Instructions

How do we complete?

- 1) **Preparation:** Prepare emotion slips with different emotions written on them. Divide the class into small groups and explain the objective of the activity: to explore how emotions or ideas can evolve and be interpreted differently through gestures.
- 2) **Starting the Gesture:** Randomly bring one student to the first student in the circle choose a starting emotion slip and demonstrate a simple gesture that represents it (e.g., a big smile and open arms for happiness).
- 3) **Adapting the Gesture:** The second student modifies the gesture slightly to show a shift in perspective or emotion (e.g., turning a head away for sadness, a more thoughtful expression to represent contentment). The third student observes the previous gesture and adapts it further. Continue the process until all students in the group have participated.
- 4) **Discussion:** After all the groups finished performing the activity, discuss the changes observed. How did the gesture evolve? What new emotions or ideas emerged?
- 5) **Reflection:** Provide students with reflection journals or sheets of paper to answer the reflection questions.

Criteria

Use the criteria below to complete the assignment

Criteria	Description
Observation	Carefully observe the previous student's gesture to understand the emotion or perspective being conveyed.
Adaptation	Modify your gesture slightly to show a clear shift in perspective or emotion.
Expression	Use facial expressions and body language to effectively convey the new emotion.
Creativity	Demonstrate creativity in your gesture and interpret the gesture.
Engagement	Actively participate and engage with the process, respecting each student's contribution.

Slips

Express the emotions below through gestures.

Happy	Excited
Angry	Scared
Surprised	Confused
Proud	Tired
Bored	Nervous
Curious	Disgusted
	Embarrassed

Reflection Journal

Describe your experience with the gesture evolution activity.

Reflect on the 'Gesture Evolution' activity we did in class today. Write a journal entry discussing your experience.

PREPARED

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Observation	Did not observe previous gesture.	Somewhat observed previous gesture.	Mostly observed previous gesture accurately.	Carefully and accurately observed previous gesture.
Adaptation	Adaptation for animal.	Some adaptation, but not very clear.	Clear adaptation showing a shift in perspective.	Creative and clear adaptation showing a strong shift.
Expression	Limited use of facial expressions and body language.	Some use of facial expressions and body language.	Good use of facial expressions and body language.	Excellent use of facial expressions and body language.
Creativity	Showed little creativity in adaptation.	Shown in adaptation.	Good level of creativity in adaptation.	Highly creative and unique adaptation.
Engagement	Minimal participation and engagement.	Some participation and engagement.	Active participation.	Fully engaged and actively participated throughout.

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

Dramatic Arts in Our Lives

The Importance of Dramatic Arts in Individual and Community

Dramatic arts are a powerful tool for individuals and communities. Through drama, people can express emotions, beliefs, and ideas, helping others understand themselves and others. Dramatic arts are not only about acting; they include writing, directing, storytelling, and even improvisation, which reveal much about society and human nature.



Key Purposes of Dramatic Arts

People engage in dramatic arts for various meaningful reasons:

- **Self-Expression:** Drama allows individuals to express emotions, thoughts, and identities that might otherwise be hard to communicate.
- **Cultural Preservation:** Stories and performances help preserve traditions, values, and historical events, keeping them alive for future generations.
- **Social Awareness:** Drama often addresses social issues, encouraging people to think critically about topics like equality, justice, and compassion.

Community Connections

Dramatic arts bring people together, creating a shared experience. Activities like community theatre, local festivals, or school productions allow audiences to see their own lives and struggles on stage, building a sense of unity. Drama encourages people to discuss meaningful topics, helping communities grow in empathy and understanding.

True or False

Is the statement True or False?

1) Community theatre rarely addresses social issues.	True	False
2) Cultural festivals have no link to dramatic arts.	True	False
3) Storytelling is a form of dramatic arts.	True	False
4) Drama is a form of communication through shared stories.	True	False
5) Dramatic arts can challenge a person's beliefs.	True	False

Question

Answer the question below.

Explain how dramatic arts allow people to explore identity.

Making Connections

Write about a dramatic arts performance you have seen. What happened? Did you enjoy it? Where did you see it?

Activity: Rapid Character Switch

Objective

What are we learning more about?

Students test their improvisation skills by quickly rotating through character interpretations to a scenario that explores complex motivations and relationships. This activity focuses on adaptability and quick thinking to develop layered character motivations on the spot.

Materials

What do we need for our activity?

- ✓ Index cards with different character descriptions (e.g., the shy student, the confident leader)
- ✓ Scenario prompts (e.g., school project, a family dinner)
- ✓ A timer or stopwatch



Instructions

How do we complete this activity?

- 1) **Preparation:** Write different character descriptions on index cards and prepare scenario prompts that involve these characters in complex relationships.
- 2) **Introduction:** Explain the objective of the activity and the importance of quick thinking and adaptability in improvisation. Divide students into small groups (5-6 students per group).
- 3) **Character Assignment:** Randomly distribute the index cards among the students and assign a scenario prompt to each group. Groups should quickly discuss the sequence in which they switch characters in the improvisation round.
- 4) **Improvisation Rounds:** Set the timer for 1-2 minutes per round. Start the improv based on the scenario prompt, with members acting as assigned characters. When the timer goes off, students switch characters, continuing the scenario and adding their interpretations. Rotate until all students have played all the characters.
- 5) **Reflection:** Provide students with reflection journals or sheets of paper. Ask students to share their experiences, focusing on what they found challenging and what they enjoyed.

Criteria

Use the criteria below to complete the assignment

Criteria	Description
Understanding	Show a clear understanding of the assigned character's traits and motivations.
Adaptability	Quickly and effectively switch to a new character, maintaining the flow of the scenario.
Expression	Use body language and facial expressions to clearly convey the character's emotions and intentions.
Consistency	Maintain consistent character traits and motivations throughout the improvisation.
Collaboration	Work well with group members, supporting each other's character interpretations and scenario development.

Index Cards

Quickly switch between these characters in your improv

Scenario Prompt	Characters
Planning a Surprise Birthday Party	
	- The planner who loves organizing events.
	- The creative decorator with unique ideas for decorations.
	- The budget-conscious student who keeps track of spending.
	- The enthusiastic student who keeps everyone excited.
	- The friend who knows all the birthday person's likes and dislikes.

Scenario Prompt	Characters
Organizing a Talent Show	
	- The talent coordinator looking for the talent show.
	- The nervous performer worried about stage fright.
	- The supportive friend who boosts confidence.
	- The critical judge giving feedback.
	- The excited host organizing the show.

Index Cards

Quickly switch between these characters in your improv

Scenario Prompt	Characters
Forming a New School	
	- The student who wants to start a sports club.
	- The student who wants to start an arts and crafts club.
	- The student who wants to start a science club.
	- The student who wants to start a book club.
	- The student who wants to start a club for fun activities.

Scenario Prompt	Characters
Planning a Sleepover	
	- The student who wants to plan fun activities.
	- The student who wants to keep it relaxed and simple.
	- The movie buff who wants to watch a marathon of movies.
	- The game lover who wants to play board games all night.
	- The snack enthusiast who focuses on what snacks to prepare.

Index Cards

Quickly switch between these characters in your improv

Scenario Prompt	Characters
Choosing a Game to Play	
	- The sports enthusiast who suggests active games like soccer.
	- The gamer who prefers video games or indoor games.
	- The reader who suggests quiet activities like reading or drawing.
	- The mediator who helps decide fairly.
	- The energetic student who just wants to have fun and doesn't mind what is.

Scenario Prompt	Characters
Deciding on a Class Party Theme	
	- The adventurous student who loves wild and crazy ideas.
	- The cautious student who prefers a simple and safe theme.
	- The creative student who has fun and artistic ideas.
	- The practical student who focuses on what is easy to organize.
	- The peacemaker who tries to get everyone to agree.

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Character Understanding	Limited understanding of character traits.	Some understanding of character traits.	Good understanding of character traits.	Excellent understanding and portrayal of character traits.
Adaptability	Difficulty switching characters.	Some difficulty in switching characters.	Able to switch characters effectively.	Switches characters seamlessly and effectively.
Expression	Minimal use of body language and facial expressions.	Some use of body language and facial expressions.	Good use of body language and facial expressions.	Excellent use of body language and facial expressions.
Consistency	Inconsistent portrayal of character traits.	Some consistency in character portrayal.	Mostly consistent portrayal of character traits.	Very consistent and convincing portrayal of character traits.
Collaboration	Minimal collaboration with group members.	Some collaboration with group members.	Good collaboration with group members.	Excellent collaboration with group members.

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

Yes, And... - The Improv Collaboration Game

Objective What are we learning more about?

Students learn the fundamentals of improvisation and collaboration by building on each other's ideas, enhancing their listening, acceptance, and creativity skills.

Materials What do we need for our activity?

- ✓ An open space for movement
- ✓ A timer or stopwatch
- ✓ A list of simple scenarios (optional)



Instructions How do we complete the activity?

- 1) Begin by explaining the concept of improvisation to the students. Emphasize that the goal is to accept their partner's ideas and build on them.
- 2) Divide the students into pairs or small groups.
- 3) Have one student start a scene with a simple statement such as "I can't believe we're at the beach today!"
- 4) The next student must respond by starting their sentence with "Yes, and...", accepting the initial idea and adding to it, like "And I brought my surfboard!"
- 5) Continue the activity with each student in the group contributing to the scene by starting their sentence with "Yes, and..."
- 6) Set a timer for 5 minutes and allow the scene to develop organically.
- 7) Rotate partners or groups and repeat the exercise with a new prompt or without any prompt to encourage creativity.
- 8) After several rounds, gather the students and discuss their experiences.

Criteria

Use the criteria below to complete the assignment

Criteria	Description
Active Listening	pay close attention to my partner's ideas and respond thoughtfully.
Accepting Contributions	always start my responses with "Yes, and..." to affirm my partner's contributions.
Enhancing the Scene	add creative and relevant details to build on the scene.
Maintaining Positivity	make contributions positive and supportive, fostering a collaborative environment.
Smooth Collaboration	work seamlessly with my partner to ensure the scene progresses naturally.

Reflection

Answer the questions below

1) What challenges did you face while performing the scene?

2) Do you enjoy improv like this? Explain why or why not.

3) Describe your strengths and weaknesses when performing improv.

Strengths**Weaknesses**

Scenarios

Cut out the simple statements below to use as sentence starters

Opening Statement

1. I can't believe we're exploring Mars today!
2. Wow, this jungle is full of hidden treasures!
3. I've never been as busy as this restaurant's!
4. Look at this case. We might solve the mystery after all!
5. Did you see how well we did today as superheroes?
6. The waves are perfect for our picnic adventure!
7. Imagine creating new sweets in our factory!
8. Taking care of animals at the zoo is such a rewarding job!
9. This haunted house is so spooky on Halloween!
10. Our discovery of this new element will change science forever!
11. Fixing a satellite in space is harder than I thought!
12. Painting a mural on this wall brings so much color and creativity!
13. Planning a school field trip is more fun than I expected!
14. Preparing for our concert makes me feel like a real musician!
15. Planting a new garden is going to make this place beautiful!

Activity: Deepening Perspectives Improv

Objective What are we learning more about?

Students engage in an improvised scene where each participant adds a new perspective, deepening the group's understanding of the characters' emotions and desires. The focus is on listening and reacting genuinely to foster empathy and enhance the narrative.

Materials What do we need for our activity?

- ✓ Index cards with different emotions and desires
- ✓ Open space for performance
- ✓ Timer or stopwatch



Instructions How do we complete the activity?

- 1) **Preparation:** Write different character prompts on index cards, each describing a unique emotion, desire, or goal. Arrange the classroom or performance space to have an open area for students to act out their scenes.
- 2) **Introduction:** Explain the activity and its objective to the students. Emphasize the importance of listening to each other and reacting genuinely to what other characters say and do.
- 3) **Character Assignment:** Divide students into small groups and give them the index cards.
- 4) **Improvisation Scene:** Set the timer for 1-2 minutes for each group's improv. One student starts the scene based on their character prompt. The next student joins, adding a new perspective or layer to the scene. Encourage students to listen carefully and react genuinely to deepen the understanding of each character's emotions and desires. Continue until all group members have contributed.
- 5) **Reflection:** Provide students with reflection journals or sheets of paper. Ask students to share their experiences, focusing on what they found challenging and what they enjoyed.

Criteria

Use the criteria below to complete the assignment

Criteria	Description
Listening	Carefully listen to other students to understand their character's emotions and perspectives.
Genuine Reaction	React authentically to other characters, showing empathy and understanding.
Adding Layers	Contribute new perspectives or layers to the narrative that develop the story.
Character Consistency	Maintain consistency in your character's emotions, desires, and behavior throughout the scene.
Engagement	Stay actively engaged and participate fully in the improvisation activity.

Index Cards

Carefully read the descriptions below to do your improv

Title	Character Description
Competing in a Cooking Show	<ul style="list-style-type: none"> • The confident chef who believes in their skills (assertive and skilled). • The nervous contestant who doubts their abilities (anxious and unsure). • The creative cook with unique recipes (innovative and experimental). • The critical judge who evaluates dishes (critical and demanding). • The supportive audience member who cheers everyone on (encouraging and positive).
Starting a School Club	<ul style="list-style-type: none"> • The founder who has the initial idea (passionate about starting the club and leading). • The recruiter who finds new members (focused on increasing membership). • The treasurer managing funds (skilled with budgeting and managing money). • The publicist promoting the club (creative with the word and attract attention). • The member who participates in all activities (enthusiastic about being involved and contributing).

Index Cards Carefully read the descriptions below to do your improv

Title	Character Description
Planning Community Clean-Up Day	<ul style="list-style-type: none">The environmentalist passionate about nature (motivated to protect and clean the environment).The organizer who plans the event (focused on logistics and planning).The motivator who encourages participation (eager to get others involved and excited).The skeptic or student doubting the impact (skeptical about the effectiveness of the event).The creative with unique ideas (innovative and always thinking of new approaches).
Starting a School Newspaper	<ul style="list-style-type: none">The enthusiastic writer who loves writing (excited about managing the new newspaper).The investigative reporter looking for stories (curious and eager to uncover new news).The photographer capturing events (focused on taking great photos).The designer creating the layout (concerned about making it visually appealing).The publicist promoting the newspaper (eager to attract readers).

Index Cards

Carefully read the descriptions below to do your improv

Title	Character Description
Negotiating Peace Treaty	<ul style="list-style-type: none">• The diplomat who aims for peace (calm and persuasive).• The military leader who wants to ensure security (firm and strategic).• The mediator who tries to resolve conflicts (neutral and fair).• The representative of the affected community (emotional and concerned).• The skeptic who doubts the possibility of peace (pessimistic and wary).
Surviving a Zombie Apocalypse	<ul style="list-style-type: none">• The brave leader who takes charge (focused on survival).• The scared student who is overwhelmed (nervous and anxious).• The resourceful thinker who finds solutions (creative and practical).• The medic who takes care of injured (kind and helpful).• The pessimist who thinks all is lost (negative and doubtful).

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Listening	Does not listen to others; interrupts.	Sometimes listens, but often distracted.	Mostly listens and responds appropriately.	Always listens carefully and responds well.
Genuine Reaction	Reactions are not genuine.	Reactions are somewhat genuine.	Reactions are mostly genuine and believable.	Reactions are always genuine and authentic.
Adding Layers	Does not add any new perspectives.	Adds minimal new perspectives.	Adds meaningful new perspectives.	Adds deep and insightful new perspectives.
Character Consistency	Character traits are inconsistent.	Character traits are somewhat consistent.	Character traits are mostly consistent.	Character traits are always consistent.
Engagement	Rarely engaged in the activity.	Sometimes engaged, but often distracted.	Mostly engaged and participates.	Always fully engaged and participates fully.

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

Activity: Impact Ads

Objective

What are we learning more about?

Students will learn how to create a persuasive commercial addressing a social issue using dramatic elements and rhetorical strategies to engage and convince their audience.

Materials

What do we need for our activity?

- ✓ Paper and pen for scriptwriting
- ✓ Simple props and costumes (optional)
- ✓ A video camera or smartphone for recording (optional)



Instructions

How do we complete the activity?

- 1) Discuss advocating for different social issues with the students, such as environmental conservation, anti-bullying, bullying, and mental health awareness. Explain that their objective is to create a commercial addressing one of these issues using dramatic elements and persuasive techniques.
- 2) Divide the class into small groups and let them choose a social issue they are passionate about. Then guide the students to brainstorm ideas on how to address the issue in a commercial. Discuss the target audience and the message they want to convey.
- 3) Each group writes a script for their commercial, ensuring the use of rhetorical strategies (ethos, pathos, logos) and dramatic elements (dialogue, body language, facial expressions). Encourage creativity in conveying their message.
- 4) Groups rehearse their commercials, ensuring they use dramatic techniques to enhance persuasion. The teacher provides feedback and suggestions to improve their performance.
- 5) Have each group present their commercial to the class. After each presentation, have a brief discussion on the effectiveness of the commercial in addressing the social issue.

Criteria

Use the criteria below to complete the assignment

Criteria	Description
Clear Message	The commercial clearly addresses the chosen social issue and conveys a specific message to the audience.
Use of Persuasive Strategies	The commercial effectively uses ethos (credibility), pathos (emotion), and logos (logic) to persuade viewers.
Engaging Dialogue and Visual Elements	The commercial incorporates engaging dialogue, body language, and facial expressions to enhance persuasion.
Creative Use of Props/Costumes	Props and costumes are used creatively to support the message and make the commercial more impactful.
Effective Collaboration	All group members contribute to the planning, rehearsal, and performance of the commercial.

Planning

Answer the questions below

1) What social issue are you choosing to address in your commercial? Why?

2) What facts or information do you need to research about your chosen issue?

3) Who is the target audience for your commercial (e.g., students, parents, community members)? What is this audience interested in?

Tips

Use the drama element tips below in your script writing

Drama Element	Tips
Dialogue	<p>Keep the dialogue clear and concise to make the message easy to understand.</p> <ul style="list-style-type: none"> • Use everyday language that your audience can relate to. • Ask questions or calls to action to engage the audience (e.g., "What can you do to help?"). • Use repetition for key points to emphasize the message. • Control the length and pace of the dialogue to maintain interest.
Body Language	<ul style="list-style-type: none"> • Use gestures to match the words being spoken to reinforce the message. • Stand confidently to show credibility and trustworthiness. • Move around the space to keep the audience's attention, but avoid touching. • Use open body language (e.g., arms open, standing tall) to appear approachable and sincere. • Match your body language to the emotion you want to convey (e.g., slumped shoulders for sadness).
Facial Expressions	<ul style="list-style-type: none"> • Use facial expressions to show emotion and make your message more relatable. • Practice in front of a mirror to see if your expressions look and feel. • Exaggerate expressions slightly to ensure they are visible to the audience. • Change expressions to match the tone of the dialogue (e.g., smile for positive messages). • Avoid looking blank or neutral; always have an expression that adds to the message.

Tips

Implement the rhetorical strategies below in your commercial

Rhetorical Strategy	Tips
Ethos (Credibility)	<p>Use a confident and sincere tone to build trust.</p> <p>Cite experts or reputable sources to support your message.</p> <p>Dress appropriately and use props that enhance your credibility (e.g., lab coat for a science topic).</p> <p>Show that you care about the issue and have experience or knowledge about it.</p> <p>Include testimonials or quotes from trustworthy individuals.</p>
Pathos (Emotion)	<ul style="list-style-type: none"> Use expressive language and facial expressions to evoke emotions. Tell a relatable personal experience to connect with the audience's feelings. Use music or sound effects to enhance the emotional impact. Show images or videos that evoke strong feelings (e.g., happy families, suffering animals). Use descriptive language to create vivid pictures in the audience's mind.
Logos (Logic)	<ul style="list-style-type: none"> Present clear and logical arguments supported by facts and evidence. Use statistics, graphs, or charts to illustrate key points. Organize your information in a logical order, making it easy to follow. Explain the benefits or consequences clearly to persuade the audience. Use real-life examples or case studies to demonstrate the effectiveness of your solution.

Social Issues

Create a commercial addressing one of the social issues below

Social Issue	Description
Environmental Conservation	Promoting recycling, reducing plastic use, protecting wildlife, and conserving natural resources.
Anti-Bullying	Addressing the impact of bullying, promoting kindness, and encouraging peer support.
Healthy Eating	Encouraging balanced diets, the importance of fruits and vegetables, and reducing junk food.
Mental Health Awareness	Promoting mental well-being, reducing stigma, and encouraging seeking help when needed.
Internet Safety	Teaching safe online behavior, protecting personal information, and recognizing cyberbullying.
Animal Cruelty Prevention	Advocating for humane treatment of animals and the importance of adopting from shelters.
Water Conservation	Highlighting the importance of saving water and ways to reduce water waste.
Littering and Pollution	Raising awareness about the effects of littering and pollution on the environment.
Physical Fitness	Promoting regular exercise, the benefits of staying active, and ways to stay fit.
Diversity and Inclusion	Encouraging acceptance of different cultures, backgrounds, and abilities, and promoting inclusivity.

Reflection

Answer the following questions

1) Describe how the rhetorical strategies and dramatic elements help convey your message and persuade your target audience.

2) What was the hardest part of this activity and how did you manage it?

3) After watching other groups' commercials, what techniques did you apply better than yours? Describe them.

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Clear Message	Message is unclear and does not address the issue	Message is somewhat clear, partially addresses the issue	Message is clear and mostly addresses the issue	Message is very clear and effectively addresses the issue
Use of Rhetorical Strategies	Occasionally uses rhetorical strategies	Occasionally uses rhetorical strategies	Often uses rhetorical strategies effectively	Always uses rhetorical strategies effectively
Engaging Dramatic Elements	Lacks engaging dialogue and expression	Engaging dialogue and expression are present	Mostly engaging with good dialogue and expression	Highly engaging with excellent dialogue and expression
Creative Use of Props/Costumes	Props and costumes are not used effectively	Some props and costumes are used creatively	Most props and costumes are used creatively	Props and costumes are used very creatively and effectively
Effective Collaboration	Group members do not work well together	Some members contribute	Most group members contribute	All group members contribute effectively and equally

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

Activity: Freeze the Action

Objective

What are we learning more about?

Students will use freeze frame techniques at pivotal moments during a performance and analyze the effectiveness of dramatic choices in communicating themes. This activity will help them understand the power of visual imagery and moment selection in storytelling.

Materials

What do we need for our activity?

- ✓ Scripts or scenes for performance (can be student-created or teacher-provided)
- ✓ Props and costumes (optional to enhance the scene)
- ✓ Camera or smartphone (optional for capturing freeze frames)



Instructions

How do we complete this activity?

- 1) **Introduction:** Explain the concept of a freeze frame technique where actors hold a pose at a specific moment in a video, pausing the action. Discuss the importance of identifying pivotal moments in storytelling and how visual imagery can convey themes and emotions.
- 2) **Scene Selection:** Divide students into small groups and provide them a scene to perform.
- 3) **Planning and Rehearsal:** Have each group identify pivotal moments in their scene where they will use the freeze frame technique. Encourage groups to think about body language, facial expressions, and positioning for the freeze frame. Groups rehearse their scenes, practicing the freeze frame at the chosen moments.
- 4) **Performance:** Each group performs their scene in front of the class. At the pivotal moments, they will freeze and hold their pose for a few seconds. The other students will attentively follow the performance.
- 5) **Discussion:** After each performance, discuss the quality of the freeze frames with the class. Analyze how the freeze frame captured the theme and emotions of the moment.

Criteria

Use the criteria below to complete the assignment

Criteria	Description
Effective Freeze Frames	Create clear and visually striking freeze frames at pivotal moments in the scene.
Expressive Body Language	Use body language that clearly conveys emotions and themes of the freeze frames.
Engaging Facial Expressions	Use expressive facial expressions that enhance the meaning of the scene during the freeze frames.
Team Coordination	Ensure all group members work together to create cohesive and synchronized freeze frames.
Theme Communication	Use effective freeze frames to highlight and communicate the central theme of the scene.

Planning

Answer the questions

1) What are the pivotal moments in your scene that are crucial for conveying the theme?

2) How can you use your body language and facial expressions to enhance the freeze frames?

3) What cues or signals will you use to know when to freeze and when to resume the action?

Scenes

Create freeze frames using the scenes below

Students hold signs and banners advocating for environmental conservation at a protest rally.

A group of friends search for a lost pet in a park, showing emotions of frustration, hope, and relief when they find it.

A student performs first aid on an injured classmate while others call for help, showing urgency and care.

Students participate in a community clean-up event, showcasing teamwork and environmental responsibility.

A group of friends misunderstands a situation that leads to an argument, followed by attempts to reconcile and ultimately resolving their differences.

A group of friends decide to explore a supposedly haunted house, encountering spooky events, uncovering the truth behind the hauntings, and helping each other stay safe.

A group of students participates in a disaster preparedness drill, responding to simulated emergencies, working together to ensure everyone's safety.

A group of friends create a music video, brainstorming ideas, filming scenes, and editing the footage to produce a final product.

Students participate in a drama workshop, practicing improvisation exercises, exploring different acting techniques, and performing short skits for each other.

During a school campout, students must quickly set up an emergency shelter in response to sudden bad weather, working together to ensure everyone's safety and comfort.

Five students explore a virtual reality simulation, reacting to the immersive environment, solving virtual challenges, and discussing their experiences afterward.

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Effective Freeze Frames	Freeze frames are unclear or missing	Some pivotal moments are clear	Most pivotal moments are clear	All pivotal moments are clear and impactful
Expressive Body Language	Unclear body language	Some expressive body language	Mostly clear and expressive	Very clear and highly expressive
Engaging Facial Expressions	Unclear facial expressions	Some engaging facial expressions	Mostly clear and engaging	Very clear and highly engaging
Team Coordination	Little team coordination	Some team coordination	Mostly coordinated	Highly coordinated and synchronized
Theme Communication	Theme is unclear or not communicated	Theme is somewhat communicated	Theme is mostly communicated	Theme is very clear and effectively communicated

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

Pass the Object: Transformative Mime Activity

Objective

What are we learning more about?

Students use their creativity and imagination by transforming an imaginary object through actions and mime as it is passed around the circle.

Materials

What do we need for our activity?

- ✓ An open space for students to form a circle

Instructions

How do we complete the activity?



- 1) Have the students stand in a circle.
- 2) Explain that they will be passing an imaginary object around the circle, and each student must transform the object into something else using their actions and mime.
- 3) Start with a simple imaginary object, such as a ball, and perform an action that defines it (e.g., bouncing it).
- 4) Pass the imaginary ball to the next student, who transforms it into a different object (e.g., a flower). The student should perform an action that defines the new object (e.g., smelling the flower).
- 5) Continue passing the object around the circle, with each student transforming it into something new and performing a corresponding action.
- 6) Encourage students to use their imagination and be as creative as possible with their transformations.
- 7) Once the object has gone around the circle a few times, gather the students for a reflection discussion.

Criteria

Use the criteria below to complete the assignment

Criteria	Description
Clear Transformations	I clearly transformed the imaginary object into something new through my actions.
Creative Imagination	I used my imagination to come up with unique and creative objects.
Engagement and Participation	I was fully engaged and participated actively in the activity.
Effective Use of Mime	I effectively used mime techniques to convey the new object.
Understanding and Interpretation	I clearly interpreted my classmates' transformations accurately.

Reflection

Answer the questions below.

1) How did you decide what the imaginary object would be when it was your turn?

2) What was the most creative transformation you saw during the activity?

3) What challenges did you face while trying to think of a new object and action?

Sample Ideas

Show these ideas to get students thinking

Sample Ideas

1. A bouncing ball
2. A toy car
3. A colorful mug
4. A broom
5. A paintbrush
6. A pair of binoculars
7. A magnifying glass
8. A pillow
9. A book
10. A pair of sunglasses
11. A hat
12. A fishing rod
13. A flashlight
14. A camera
15. A toy car
16. A laptop
17. A water bottle
18. A notebook
19. A rubber duck
20. A skipping rope

Activity: Mime Time Tales

Objective

What are we learning more about?

Students will be able to perform a complete story through pantomime, focusing on clarity and precision of movements to ensure the audience understands the narrative without words. This activity emphasizes the precision and expressiveness required to convey an engaging story through pantomime.

Materials

What do we need for our activity?

- ✓ Open space for performance (classroom or gym)
- ✓ Simple props (optional to enhance pantomime)
- ✓ Paper and pens for planning and rehearsal



Instructions

How do we complete the activity?

- 1. Introduction:** Explain the concept of pantomime and its importance in drama. Discuss how clarity and exaggerated movements help convey a story without words.
- 2. Story Selection:** Divide the class into small groups and let them choose a simple story or scenario to perform. Encourage students to think about the beginning, middle, and end of their story.
- 3. Planning and Rehearsal:** Each group should outline their story, identifying key actions and moments that need to be clearly conveyed through pantomime. Groups rehearse their pantomime story, focusing on clarity, expressiveness, exaggerating their movements and using facial expressions.
- 4. Performance:** Each group performs their pantomime story in front of the class. Encourage the audience to pay close attention to the movements and expressions to understand the narrative.
- 5. Discussion and Feedback:** After each performance, have a brief discussion about what worked well and what could be improved. Highlight effective use of pantomime techniques.

Criteria

Use the criteria below to complete the assignment

Criteria	Description
Clarity of Movement	Perform actions with clear, distinct, and understandable movements to convey the story.
Exaggerated Movements	Exaggerate movements to ensure the audience can easily interpret the actions and emotions.
Expressive Facial Expressions	Use facial expressions effectively to enhance the storytelling and convey emotions clearly.
Narrative Structure	The pantomime has a clear beginning, middle, and end, making the story easy to follow.
Group Coordination	Work together as a group to create a cohesive and synchronized performance.

Planning

Answer the questions below

1) What are the key actions and moments in your story that need to be clearly conveyed through pantomime?

2) How can you make sure your movements are clear and easy for the audience to understand?

3) What emotions will your characters experience in the story? How will you show them?

4) What cues or signals will you use to coordinate your movements and transitions?

Scenarios

Create a pantomime based on one of the scenarios below

Surviving a Storm at Sea

Experiencing a Roller Coaster Ride

Competing in a Dance Competition

A Day Working on a Farm

Running a Food Stand

Helping with Disaster Relief Efforts

Rescuing a Cat from a Tree

Exploring a Haunted Forest

Experiencing an Earthquake

Getting Lost in a Big City

Rubric

How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Clarity of Movements	Movements are unclear and hard to follow	Some movements are clear	Most movements are clear	Movements are very clear and easy to follow
Exaggeration of Movements	Movements are not exaggerated	Some movements are exaggerated	Most movements are exaggerated	Movements are highly exaggerated and effective
Expressive Facial Expressions	Facial expressions are unengaging or absent	Some facial expressions are engaging	Most facial expressions are engaging	Facial expressions are highly engaging and clear
Narrative Structure	Story lacks a clear beginning, middle, and end	Story has a clear beginning, middle, and end	Story has a clear beginning, middle, and end	Story has a very clear and engaging structure
Group Coordination	Little to no coordination	Some coordination	Good group coordination	Excellent group coordination and synchronization

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

Activity: Poetry in Motion

Objective

What are we learning more about?

Students will explore poems that showcase different social values from a variety of cultures and historical periods. They will discuss how the themes and the way the poem is written reflect the culture they originated from. The activity will encourage expressive reading and physical actions to highlight the cultural context and emotional depth of the poems.

Materials

What do we need for our activity?

- ✓ Copies of selected poems from various cultures and historical periods
- ✓ A space for performance
- ✓ Simple props or costumes to enhance performance



Instructions

How do we complete the activity?

- 1. Introduction:** Begin with a discussion about how poetry can reflect the social values, beliefs, and traditions of different cultures and historical periods.
- 2. Poem Selection:** Provide students with a selection of poems from different cultures and historical periods. Allow students to choose a poem that resonates with them or assign different poems to each group.
- 3. Preparation:** Divide the class into small groups, each working on a different poem. Have students divide the parts of their poem and read it several times to understand its meaning, rhythm, and emotional tone. Discuss the cultural and historical context of the poem with their group.
- 4. Rehearsal:** Encourage students to practice expressive reading with a variety of pacing, and intonation to convey the poem's emotional meaning. Incorporate physicality: gestures, facial expressions, and movements that enhance the cultural context and emotional resonance of the poem. Use simple props if desired.
- 5. Performance:** Each group performs their poem in front of the class. Encourage the audience to observe how the performance reflects the cultural and historical context of the poem.

Criteria

Use the criteria below to complete the assignment

Criteria	Description
Expressive Reading	Use clear, expressive voice to convey the emotions and themes of the poem.
Engagement with Audience	Maintain eye contact and connect with the audience to enhance the impact of the performance.
Physical Expression	Use gestures and body language to enhance the performance and reflect the poem's cultural context.
Theme Reflection	Clearly convey the themes and social values reflected in the poem.
Collaboration and Preparation	Work effectively in a group to prepare and rehearse the performance, ensuring each member contributes.

Tips

Use the tips below to enhance your performance.

Tips	Examples
Expressive Reading	<ul style="list-style-type: none"> Practice reading the poem aloud multiple times to find the right tone and pace. Emphasize important words and phrases to highlight the poem's meaning.
Engagement with Audience	<ul style="list-style-type: none"> Maintain eye contact with different audience members to create a connection. Use pauses effectively to let important lines sink in and to maintain audience interest.
Physical Expression	<ul style="list-style-type: none"> Use gestures and movements that match the emotions and actions described in the poem.
Theme Reflection	<ul style="list-style-type: none"> Discuss the poem's themes as a group to ensure everyone understands them. Think about how the themes relate to the originating culture and reflect this in your performance.

Cultural Poems

Option 1: The Highwayman (Victorian England)

The Highwayman (Victorian England)

Wind was a torrent of darkness among the gusty trees,
Moon was a ghostly galleon tossed upon cloudy seas,
Road was a ribbon of moonlight over the purple moor,
And the highwayman came riding—
Riding—riding—
The highwayman came riding, up to the old inn-door.
He rode like a king that on his forehead, a bunch of lace at his chin,
A coat of scarlet velvet, and breeches of brown doe-skin;
They shined with never a wrinkle: his boots were up to the thigh!
And he smiled with a jeweled twinkle,
His boots a-twinkle,
His eyes a-twinkle under the jeweled sky.
Over the cobbles he clattered and clashed in the dark inn-yard,
He tapped with his whip on the door but all was locked and barred;
He whistled a tune to the wren that should be waiting there
But the landlord's daughter,
Bess, the landlord's daughter,
Plaiting a dark red love-knot into her black hair.
And dark in the dark old inn-door the white-widow creaked
Where Tim the ostler listened, and he was whistled and peaked;
His eyes were hollows of madness, his hair was like dry hay,
But he loved the landlord's daughter,
The landlord's red-lipped daughter,
Dumb as a dog he listened, and he heard the robber's
"One kiss, my bonny sweetheart, I'm after you to the end of the world;
But I shall be back with the yellow gold before the moon is in the sky;
Yet, if they press me sharply, and harry me through the night,
Then look for me by moonlight,
Watch for me by moonlight,
I'll come to thee by moonlight, though hell should bar the way."
He rose upright in the stirrups; he scarce could reach her hand,
But she loosened her hair 'i' the casement! His face burnt like a brand
As the black cascade of perfume came tumbling over his breast;
And he kissed its waves in the moonlight,
(Oh, sweet black waves in the moonlight!)
Then he tugged at his rein in the moonlight, and galloped away to the west.

Cultural Poems

Option 2: The Song of Hiawatha (19th Century American)

The Song of Hiawatha (19th Century American)

Gitche Gumee,
 Standing on the Sea-Water,
 Stood the wigwag Nokomis,
 Daughter of the Great Nokomis.
 Dark by day and dark by night,
 Rose the black and white pine-trees,
 Rose the fir-vines upon the mountain;
 Right before the wigwag
 Beat the clear and merry
 Water.
 There the wrinkled old Nokomis
 Nursed the little Hiawatha;
 Rocked him in his linden cradle,
 Bedded soft in moss and rushes,
 Safely bound with reindeer sinew,
 Stilled his fretful wail by saying,
 "Hush! the Naked Bear will hear thee!"
 Lulled him into slumber, singing,
 "Ewa-yea! my little owlet!
 Who is this, that lights the wigwag?
 With his great eyes lights the wigwag?
 Ewa-yea! my little owlet!"
 Many things Nokomis taught him
 Of the stars that shine in heaven;
 Showed him Ishkoodah, the comet,
 Ishkoodah, with fiery tresses;
 Showed the Death-Dance of the spirits,
 Warriors with their plumes and war-
 clubs,
 Flaring far away to northward
 In the frosty nights of winter;

Showed the broad white road in heaven,
 Pathway of the ghosts, the shadows,
 Running straight across the heavens,
 Crowded with the ghosts, the shadows.
 At the door on summer evenings
 Sat the little Hiawatha;
 Heard the whispering of the pine-trees,
 Heard the lapping of the water,
 Sounds of music, words of wonder;
 "E-ne-wawa!" said the pine-trees,
 "E-way-aushka!" said the water.
 "Wah-wah-taysee," said the fire-fly,
 Flitting through the dusk of evening,
 Like the twinkle of its candle
 Hanging upon the brakes and bushes,
 And he sang his song of children,
 And the old Nokomis taught him:
 "Wah-wah-taysee," little fire-fly,
 Little, glowing, white insect,
 Little, glowing, white creature,
 Light me with thy little candle,
 Ere upon the water
 Ere in sleep I close my eyes;
 Saw the moon rise on the water
 Rippling, rounding, on the water,
 Saw the flecks and shadows on it,
 Whispered, "What is that, Nokomis?"

Cultural Poems

Option 3: Caged Bird (Contemporary American)

Caged Bird (Contemporary American)

The free bird leaps
on the back of the wind
and floats downstream
till the current ends
and dips his wing
in the orange sun rays
and dares to claim the sky.

But a bird that stalks
down his narrow cage
can seldom see through
the bars of rage
his wings are clipped and
his feet are tied
so he opens his throat to sing.

The caged bird sings
with a fearful trill
of things unknown
but longed for still
his tune is heard
on the distant hill
for the caged bird
sings of freedom.

The free bird thinks of another
chase and the trade winds soft through
his plumes and the fat worms waiting on a
sunny day in the wicker
and he names the sky his

But a caged bird stands on the grave
yard and his shadow shouts on a nightmare scream
his wings are clipped and his feet are tied
so he opens his throat to sing.

The caged bird sings
with a fearful trill
of things unknown
but longed for still
and his tune is heard
on the distant hill
for the caged bird
sings of freedom.

Cultural Poems

Option 4: The Raven (American Gothic)

The Raven (American Gothic)

On a midnight dreary, while I pondered, weak and weary,
Many a quaint and curious volume of forgotten lore—
While I nodded, nearly napping, suddenly there came a tapping,
As of some one gently rapping, rapping at my chamber door.
"Tis some visitor," I muttered, "tapping at my chamber door—
Only this and nothing more."

Remember it was in the bleak December;
And our deadly year wrought its ghost upon the floor.
Eager I wished to borrow, vainly I had sought to borrow
From my books surcease of sorrow—sorrow for the lost Lenore—
For the rare and radiant maiden whom the angels name Lenore—
Sorrow for evermore.

And the silken curtaining of each purple curtain
Thrilled me—filled with terrors never felt before;
So that now, to still the beating of my heart, I stood repeating
"Tis some visitor entreating entrance at my chamber door—
Some late visitor entreating entrance at my chamber door;—
This it is and nothing more."

Presently my soul grew stronger than ever—
"Sir," said I, "or Madam, truly your forgiveness I implore;
But the fact is I was napping, and gently you came rapping,
And so faintly you came tapping, tapping at my chamber door,
That I scarce was sure I heard you"—here I bowed low;—
Darkness there and nothing more.

Deep into that darkness peering, long I stood wondering and fearing,
Doubting, dreaming dreams no mortals ever dared to dream before:

But the silence was unbroken, and the stillness
And the only words there spoken were the whispering of the raven
This I whispered, and an echo murmured back the word, "Never—"
Merely this and nothing more.

Back into the chamber turning, all my soul within me burning,
Soon again I heard a tapping somewhat louder than before.
"Surely," said I, "surely that is something at my window lattice;
Let me see, then, what thereat is, and this mystery explore—
Let my heart be still a moment and this mystery explore;—
'Tis the wind and nothing more!"

Cultural Poems

Option 5: The Song of Wandering Aengus (Irish Mythology)

The Song of Wandering Aengus (Irish Mythology)

I went out to the hazel wood,
Because a fire was in my head,
And I cut and peeled a hazel wand,
And hooked a berry to a thread;

And when I caught the silver trout,
Its gills were like fire were flickering out,
Its eyes were like stars in a stream
And I put it in my silver trout.

When I had finished the floor
I went to the fire and the flame,
But some one had stepped on the floor,
And someone called me by my name:

It had become a young girl
With apple blossoms on her hair
Who called me by my name
And faded through the light

Though I am old with wandering
Through hollow lands and hilly lands,
I will find out where she has gone,
And kiss her lips and take her hand

And walk among long dappled grass,
And pluck till time and times are done,
The silver apples of the moon,
The golden apples of the sun.

Cultural Poems

Option 6: A Moment of Happiness By Jalaluddin Rumi – Persian Culture

A Moment of Happiness By Jalaluddin Rumi – Persian Culture

A moment of happiness,
and I sitting on the verandah,
are pretty two but one in soul, you and I.
We drink the flower water of life here, you and I,
in the garden's beauty
and the birds singing.

The stars will be watching us,
and we will share in
what it is to be a tiny crescent moon.
You and I, unselfed, will be
indifferent to idle speculation, you and I.

The parrots of heaven will be crackling
as we laugh together, you and I.

In one form upon this earth,
and in another form in a timeless sweet land.

Cultural Poems

Option 7: Drinking Alone by Moonlight - By Li Bai (Chinese Culture)

Drinking Alone by Moonlight - By Li Bai - Chinese Culture

For the flowers is a pot of wine
I am alone, lacking companionship
So, rain or no rain, I invite the moon
Then turn on my shadow, which makes three of us
Because the moon doesn't know how to drink
My shadow never leaves my body
But for the moment I make moon and shadow my company
To enjoy the spring before it's late
The moon lingers while I dance
The shadow scatters while I dance
We share the cheer without any other drink or mess
At last, we part and go our separate ways
I hope we'll meet again someday
Far across the Milky Way.

Cultural Poems

Option 8: Ballad of the Army Carts By Du Fu

Ballad of the Army Carts By Du Fu – Chinese Culture

The carts squeak and trundle,
Horses neigh and whinny.
A man of Qin has his bow and arrows at his belt.
Mothers, fathers, children, wives, look to the road ahead,
As far as they can see,
Where the clouds and dust rise up.
The band goes and does not return.
Coming or going, how many years?
The frontier is empty but grasses and bones.

The emperor has his one-mindedness,
Not minding stopping the war.
The soldiers are sent into battle like dogs and chickens,
The "Prisoners of War" are sent to the "Prisoners of War" place.
There is no home.
The maid is sent to the laundry,
The man has no plow.
For the leader of the army,
They wage a war a thousand miles away.
Though their spirit is to rest,
The force is great. He is hanging on.
Their thoughts cannot be heard.

Two men of the army talk to each other.
"Have you ever seen a man try to win a battle
And get killed, without being an enemy?"
The other replies, "The borders are always in a state of war,
And the leaders won't allow people to stop.
What else can we do?
We go up to the mountains,
Even to the Blue Heaven,
But it is always the same.
Though we are like this,
How can we complain?
Even if the Emperor was benevolent,
What could he do?"

Rubric

How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Expression	Monotone voice; little expression	Some expression; limited variation	Good expression; uses tone to convey emotion	Excellent expression; voice is engaging and dynamic
Engagement with Audience	Does not look at audience; minimal effort	Occasionally looks at audience; some effort	Often looks at audience; engages well	Consistently looks at audience; highly engaging
Physical Expression	Little movement; basic gestures	Some movement; basic gestures	Good use of movement and gestures	Excellent use of movement; enhances performance
Theme Reflection	Minimal understanding of theme	Some understanding; conveys theme somewhat	Good understanding; conveys theme well	Deep understanding; powerfully conveys theme
Collaboration and Preparation	Little participation; unprepared	Some participation; preparation incomplete	Participates; preparation complete	Fully participates; thoroughly prepared

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