



# Workbook Preview



# Manitoba – Dramatic Arts Curriculum

## Grade 8 – Drama

<b>Learning Area:</b> Making		The learner develops language and practices for making drama/theatre.
	<b>Recursive Learnings</b>	<b>Pages</b>
DR-M1	The learner demonstrates an understanding of and a facility with a variety of dramatic forms.	33-38, 41-44, 53-55, 72-74, 114-118, 121-122, 124-127, 140-142, 145-155, 158-160
DR-M2		26-30, 31-94, 127, 155-155
DR-M3		26-30, 36-69, 112, 138-160
<b>Learning Area:</b> Creating		
	<b>Recursive Learnings</b>	<b>Pages</b>
DR-CR1	The learner generates ideas for creating drama using a variety of sources.	26-30, 33-38, 41-44, 46-47, 66-69, 72-74, 77-80, 82-88, 99-101, 103-105, 108-112, 121-122, 129-131, 135-137, 140-142
DR-CR2	The learner experiments with, develops, and uses ideas for creating drama.	53-55, 58-63, 77-80, 135-137
DR-CR3	The learner revises, refines, and shares dramatic arts ideas and creative work.	66-69

**Preview of 15 activities  
from this unit that  
contains 28 activities in  
total.**

# Manitoba – Dramatic Arts Curriculum

## Grade 8 – Drama

<b>Learning Area:</b> Connecting		The learner develops understandings about the significance of the dramatic arts by making connections to various contexts of times, places, social groups, and cultures.
	Recursive Learnings	Pages
DR-C1	The learner experiences and develops an awareness of people and practices from various times, places, social groups, and cultures.	82-88, 91-94, 145-155
DR-C2	The learner experiences and develops an awareness of a variety of dramatic forms, styles, and traditions.	82-88
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.	133-134, 163, 165, 167, 169, 171

<b>Learning Area:</b> 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.	16, 56, 123, 143
DR-R2	The learner observes and describes dramatic arts experiences.	64, 156, 164, 166, 168, 170, 172
DR-R3	The learner analyzes and interprets dramatic arts experiences.	9, 17, 24-25, 31-32, 39-40, 51-52, 65, 70-71, 75-76, 89-90, 98, 102, 106-107, 119-120, 138-139, 157
DR-R4	The learner constructs meaning and applies new understandings from dramatic arts experiences.	10, 45, 57, 81, 95, 113, 128, 132, 144, 161

## Activity: Voices Against Cyberbullying

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

To understand the emotional impact of cyberbullying through vocal expression and character perspective.

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

- ✓ Scripts or short scenes about cyberbullying
- ✓ Pen and paper for notes
- ✓ Recording device (optional)



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

- 1) **Introduction:** Organize the class into small groups of 5–6 students each. Explain the objective of the activity and discuss the importance of using vocal expressions to convey different character perspectives.
- 2) **Preparation:** Provide students with various scripts about cyberbullying and facilitate collaborative scriptwriting sessions where they develop characters for themselves. Each student will assume a specific character in the script.
- 3) **Rehearsal:** Give students time to rehearse their scripts and vocal expression. Encourage them to experiment with tone, volume, and inflection to convey emotions such as anger, fear, sadness, or confusion.
- 4) **Performance:** Students perform their scripts in front of the class or in small groups. If possible, record the performances for later review.
- 5) **Reflection Writing:** After the performances, students should reflect individually or in small groups on the questions provided.



**Criteria**

Use the criteria below to complete the assignment.

Criteria	Description
<b>Use of Tone</b>	Use appropriate tone to reflect the emotions and attitudes of the character.
<b>Inflection</b>	Use pitch and emphasis to emphasize key emotions or moments in the performance.
<b>Pace</b>	Adjust speed of speech to match the character's emotions and the scene.
<b>Volume</b>	Use volume to express intensity of emotions without overpowering the scene.
<b>Consistency</b>	Maintain consistent emotional expression throughout the performance to enhance believability and emotional depth.

**Planning**

Answer the questions below.

1) What emotions is your character experiencing in the cyberbullying scenario?

2) What does your character feel about the other characters involved in the cyberbullying situation?

3) How will you use tone of voice to show your character's feelings during the cyberbullying incident?

4) What do you want the audience to understand about your character's perspective on cyberbullying after watching your performance?

**Scenes**

Write scripts based on the following scenes

A student displays hurtful comments about their appearance on a social media post.

Friend group becomes hostile when one member starts targeting another with mean messages.

Classmates share jokes and jokes mocking a specific student, unaware of the hurtful impact.

Personal photos of a student are shared without consent, causing embarrassment and distress.

False rumors about a student spread quickly on social media, affecting their reputation.

Messages containing threats are sent to a student, causing fear and distress.

A poll or survey is created to publicly rank classmates based on personal attributes, causing embarrassment and division.

A group of friends excludes another friend from a group chat or online project, causing tension and hurt feelings.

During a multiplayer game, a player faces harassment or name-calling from others in the game community.

Someone creates a fake profile pretending to be a student, posting hurtful comments or inappropriate content.

**Reflection**

Answer the questions below.

1) How did you express the emotions your character was feeling in your performance?

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2) What was challenging about using your voice to show how your character felt about cyberbullying?

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3) Observing other groups' performances, how did the characters' perspectives on cyberbullying differ from yours?

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4) How did this activity help you understand the emotional impact of cyberbullying from different perspectives?

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**DRAFT**



## Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Use of Tone	Tone does not convey character emotions effectively.	Tone is unclear at times in conveying emotions.	Tone mostly conveys character emotions effectively.	Tone consistently conveys character emotions effectively.
Inflection	Limited variation in pitch and emphasis.	Limited variation in pitch and emphasis.	Some variation in pitch and emphasis.	Effective variation in pitch and emphasis to highlight emotions.
Pace	Inconsistent pace, does not match flow of scene.	Sometimes pace does not match character emotions.	Mostly appropriate pace matching character emotions.	Consistently appropriate pace matching character emotions.
Volume	Volume does not effectively convey emotions.	Volume is occasionally too loud or soft.	Mostly controls volume effectively for emotional impact.	Consistently controls volume effectively for emotional impact.
Consistency	Demonstrates inconsistent use of vocal expressions.	Shows some consistency using vocal expressions.	Demonstrates consistent use of vocal expressions.	Demonstrates consistent use of vocal expressions throughout.

## Teacher Comments

Mark

## Student Comments – What Could You Do Better?



## Activity: Secret Agents in Disguise

### Objective

What are we learning more about?

To learn how to effectively use a stage whisper so that it can be heard by the audience while still appearing like a whisper on stage.

### Materials

What do we need for our activity?

- ✓ Simple "mission cards" (with scenarios like "Sneak past the guard" or "Overhear a secret conversation")
- ✓ A stopwatch or timer
- ✓ A large space for movement
- ✓ Optional: a sound cue or background music for tension (like spy music)



### Instructions

How do we complete the activity?

- 1) **Warm-up:** Begin with vocal warm-ups that focus on voice projection (drills provided). Have every student participate in the warm-up.
- 2) **Introduction:** Explain the concept of the stage whisper and why it's important in theatre.
- 3) **Mission Cards Activity:** Divide the students into small groups. Give each group a "mission card" with a specific scenario. Each group performs a short scene that uses stage whispers to communicate important information while completing their "mission."
- 4) **Performance:** Each group performs their mission for the class. Other students watch and listen to see if they can hear and understand the stage whispers, and how the group manages their secretive communication.
- 5) **Debrief and Reflection:** After each group performs, discuss how well the whispers carried and if the class was able to understand the whispered dialogue. Talk about how the stage whisper added to the tension or mood of the scene.

**Criteria**

Use the criteria below to complete the assignment.

Criteria	Description
<b>Volume</b>	Ensure your stage whisper is loud enough to be heard by the audience while maintaining the quiet, secretive atmosphere.
<b>Creative Use of Scenario</b>	Integrate the mission card details creatively to make your scene engaging and believable.
<b>Collaboration</b>	Work effectively with your group to coordinate the timing and delivery of your whispers, ensuring smooth transitions.
<b>Body Language</b>	Use appropriate body language to enhance the secretive atmosphere of the scene.
<b>Emotional Expression</b>	Convey emotion through your whisper and actions to add depth to the secretive communication and heighten the drama.

**Definition**

Understand the definition of key terms.

Term	Definition
<b>Stage Whisper</b>	A stage whisper is a theatrical technique where an actor whispers a line or dialogue in a way that is heard by the audience. It is quiet and secretive, but is loud and clear enough for the audience to hear. It requires precise breath control and vocal projection to maintain the illusion of a whisper while ensuring audibility for everyone in the performance space.



**Warm Up**

Do the warm-up exercise below for a better performance.

Warm-Up	Whispering Projection Drill
<b>Objective</b>	Help students develop breath control and vocal projection for stage whispering.
<b>Instructions</b>	1. Have students stand in a circle.
	2. Start by asking them to whisper a short sentence, like "I have a pen," in a natural whisper to a partner next to them.
	3. Gradually increase the volume of the whisper without turning it into a normal speaking voice.
	4. Encourage students to pass on whispers to the other side of the room, focusing on breath support and articulation.
	5. Repeat with a different phrase and encourage students to maintain the whisper quality even at higher volumes.
<b>Key Focus</b>	Breath control, vocal projection, articulation

## Tips

Use these tips to perfect the skills listed.

Skills/Techniques	Tip for Students
Breath Control	<b>Use Your Diaphragm:</b> Take deep breaths from your diaphragm (the area just below your ribs) instead of shallow breaths from your chest. This helps you control the length of your voice and avoid running out of breath mid-sentence.
Technique	<b>Practice Your Exhales:</b> Try exhaling slowly while whispering the sound "ssss" for as long as possible. This exercise helps you control your breath and maintain a steady stream of air.
Vocal Projection	<b>Support Your Voice with Breath:</b> Even though it's a whisper, you need to breathe using strong breath support. Imagine the sound traveling to the back of the room, not just the person next to you.
Technique	<b>Don't Strain Your Throat:</b> A whisper should come from controlled breath, not a tight throat. If your throat feels tense, you're using too much force. Relax and focus on using your breath instead.
Articulation	<b>Exaggerate Your Words:</b> Make your consonants crisp and clear. When you're whispering, sounds can get lost, so make sure every word is fully formed. Over-enunciate to stay understandable.
Technique	<b>Slow Down:</b> Speak slowly when whispering. The slower pace gives you time to pronounce each word carefully and helps the audience understand your whisper, even when it's projected across the room.



**Cards**

Assign one the following missions to each group.

Mission Title	Mission Description
<b>The Secret Heist Plan</b>	As a group of master thieves, create and whisper a heist plan to steal a precious artifact. Each student must contribute a part of the plan using a stage whisper. Ensure the audience hears the entire plan.
<b>Escape from the Dungeon</b>	Your group is trapped in a dungeon, and one of you has a key to escape. Share it with your friends and come up with a plan to escape, ensuring the entire group knows how to escape without alerting the guards.
<b>Mission: Hidden Clue</b>	You've discovered a hidden clue that will solve a major mystery. Each student must pass a portion of the clue to the group, building on the previous student whispered, until the whole clue is revealed.
<b>The Spy Team's Secret Mission</b>	As a team of spies, you've been given a top secret mission. Each student must pass along a part of the mission using a stage whisper. The entire group must communicate the mission clearly and be ready to act.
<b>The Forbidden Alliance</b>	Your group is part of a secret alliance planning to overthrow a kingdom. Each group member must add a strategic idea to the plot using a stage whisper. The audience must be able to hear the entire alliance's plan.

**Cards**

Assign one the following missions to each group.

Mission	Mission Description
<b>Sabotaging the Enemy Ship</b>	Your group is onboard an enemy ship and must sabotage it without being discovered. Whisper to each other about what to do and how to avoid the crew.
<b>Planning a Surprise Attack</b>	Your group is preparing for a surprise attack against enemy forces. Whisper the details of the attack to each other without being overheard.
<b>Breaking the Spell</b>	Your group is trying to break a magical spell. Whisper the spell's secret words to each other, but beware—the wrong word could alert the enemy forces.
<b>The Lost Artifact</b>	You've found an ancient artifact, but thieves are lurking nearby. Use stage whispers to decide how to protect the artifact without alerting the thieves.
<b>The Time Travel Conspiracy</b>	Your group of time travellers is trying to fix history without being noticed. Each student whispers a part of the timeline they must change, but the entire group needs to hear the full plan clearly to execute it.

**Reflection**

Answer the questions below.

1) Describe how your body language and physical movements changed when you were using a stage whisper.

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2) Explain which techniques you found most helpful for projecting your whisper while maintaining its quietness.

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3) How did the use of stage whispers change the tone or mood of your scene?

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4) How would you use stage whispering differently if you were performing in a larger space, like a theatre, compared to a classroom?

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**Rubric**

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
<b>Clear Speech</b>	Whisper is too quiet or unclear.	Whisper is sometimes hard to hear.	Whisper is clear and easy to hear.	Whisper is clear and well-projected.
<b>Creative Use of Scenario</b>	Scenario is not used.	Some creative ideas, lacks depth.	Scene is creative and fits the mission.	Scene is highly creative and engaging.
<b>Collaboration</b>	Limited teamwork, poor coordination.	Some teamwork, lacks coordination.	Good teamwork and coordination.	Excellent teamwork, well-coordinated.
<b>Body Language</b>	Body language is unclear or missing.	Body language is inconsistent.	Body language supports the scene.	Strong body language enhances the scene.
<b>Emotional Expression</b>	Emotions are unclear or not shown.	Some emotions are lacking, inconsistent.	Emotions are clear and consistent.	Emotions are powerful and engaging.

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



## Activity: Breaking the Fourth Wall

### Objective

What are we learning more about?

To help students understand the dramatic convention of "breaking the fourth wall" and how it impacts the audience's connection to the characters and story.

### Materials

What do we need for our activity?

- ✓ Simple props (e.g., a chair, a table)
- ✓ A few pre-prepared scenarios or dialogue excerpts
- ✓ Cards with simple scenarios written on them
- ✓ Optional: a piece of cloth to tape to the stage boundary



### Instructions

How do we complete the activity?

- 1) **Introduction:** Begin with a brief discussion about what the "fourth wall" means in drama. Explain how it refers to the imaginary wall between the actors and the audience that actors don't typically acknowledge.
- 2) **Activity Setup:** Split the class into small groups and give them the scenario cards. Each group will perform their scenarios twice: once without breaking the fourth wall (traditional acting) and then immediately after the same scene while intentionally breaking the fourth wall. This includes:
  - Talking directly to the audience.
  - Asking questions or commenting on the audience.
  - Acknowledging that they are in a performance.
- 3) **Perform:** Give the groups time to rehearse both versions of their scenario. Once ready, each group performs both versions for the class: one without breaking the fourth wall and one with it.
- 4) **Discussion:** After each performance, pause to discuss as a class:
  - How did breaking the fourth wall change the scene?
  - How did it make the audience feel differently about the characters?

**Criteria**

Use the criteria below to complete the assignment.

Criteria	Description
<b>Address the Audience</b>	Break the fourth wall by directly addressing or interacting with the audience.
<b>Smooth Transitions</b>	Make smooth transitions into and out of the fourth wall break without disrupting the scene.
<b>Stay Engaged in the Scene</b>	Stay fully committed to your role and contribute meaningfully to the action and dialogue of the scene.
<b>Effective Group Interaction</b>	Work well with others by listening, reacting, and making the most of the scene in character.
<b>Support the Wall Break</b>	Continue performing naturally to support the fourth wall break without being the one doing it.

**Definition**

Read the definitions to clearly understand the key term.

Term	Definition
<b>Fourth Wall</b>	The invisible barrier between the stage and the audience. It's like an imaginary wall that separates the audience watching, but not being part of, the story. When actors "break" the fourth wall, they talk directly to the audience or make it clear they know the audience is there.



**Tips**

Use these techniques to effectively break the fourth wall.

Technique	Description
<b>Direct Address</b>	The actor pauses in the middle of the scene to talk directly to the audience, explaining their thoughts or feelings. This makes the audience feel involved in the character's internal struggles.
<b>Asking Questions</b>	Actors can ask the audience questions, either rhetorical or direct, which may expect a response. This interaction can make the audience feel like part of the story.
<b>Commenting on the Scene</b>	The actor can make comments about what's happening in the scene, stepping out of character for a moment to share their opinion about the situation.
<b>Acknowledging the Audience</b>	An actor can make a statement that directly acknowledges the fact that they are watching, like saying, "Wow, there are a lot of people here tonight."
<b>Breaking Character</b>	The actor intentionally "breaks character" and steps out of their role to reveal their true self, like saying, "I can't believe I have to do this."
<b>Reacting to the Audience</b>	Actors can react to something happening in the audience, like laughing if someone sneezes loudly or commenting if the audience looks bored or surprised.
<b>Narration or Commentary</b>	One actor steps out of the scene to narrate or provide commentary on what's going on, giving the audience extra insight or a humorous take.
<b>Physical Interaction</b>	An actor might move toward the audience, hand someone an object, or even step into the audience briefly, blurring the boundary between the stage and the audience.

**Planning**

Answer the questions below.

1) How will you break the fourth wall? Will you address the audience directly, ask a question, or make a comment?

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2) How can you make sure your transitions before and after the break are smooth?

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3) What techniques will you use to keep the audience engaged during your performance?

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4) How will the rest of the group ensure they remain in character if someone else breaks the fourth wall?

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5) What emotions do you want to convey to the audience during the performance?

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**Scenarios**

Act out the scenarios with and without breaking the fourth wall.

Scenario	Optional Monologue/Dialogue	Scenario Description
<b>Scenario 1:</b> A group of students is preparing a speech presentation about leadership. One member is nervous and unsure of themselves.	<b>Monologue 1:</b> "You ever wonder what it's like to be nervous? Standing here, wanting to know what you're doing? Well, let me tell you, it's not as easy as it looks."	The group is working together on a presentation, and when it's the nervous student's turn to speak, they break the fourth wall to express their true thoughts about feeling unsure.
<b>Scenario 2:</b> A group of friends is accusing one member of doing something wrong, but that member tries to defend themselves.	<b>Monologue 2:</b> "You all think I did it, but you don't know the whole story. But look closely, you're watching me; you're watching me there; you're watching me the whole time."	The group argues and blames the character, but that character steps out to talk directly to the audience, explaining that the situation is not as simple as the group makes it seem.
<b>Scenario 3:</b> A dramatic scene where one friend leaves, and the rest of the group reacts emotionally, trying to convince them to stay.	<b>Monologue 3:</b> "This is the part where I'm supposed to cry... but let's be real, no one wants to see me get emotional."	The character tries to comfort the group and act dramatically, but the other characters pauses to break the fourth wall, mentioning the cliché of emotional moments.
<b>Scenario 4:</b> Two friends in a group have a major disagreement, with the rest of the group watching or taking sides.	<b>Dialogue 1:</b> <b>Character A:</b> "I can't believe you did that!" <b>Character B:</b> "Oh, don't act surprised! The audience knew this was coming."	The group is divided in the argument, but one character breaks the fourth wall by pointing out to the audience that the situation was predictable.

## Scenarios

Act out the scenarios with and without breaking the fourth wall.

Scenario	Optional Monologue/Dialogue	Scenario Description
<b>Scenario 5:</b> A group of students is arguing over a project or decision, and one person dramatically threatens to quit.	<b>Dialogue 2: Character A:</b> <i>"I'm leaving and never coming back."</i> <b>Character B:</b> <i>"Sure you will. Just like every dramatic character always does."</i>	One group member dramatically announces they are quitting, and another group member breaks the fourth wall by making a sarcastic comment to the audience, highlighting the over-the-top nature of the scene.
<b>Scenario 6:</b> A group of students is planning a big event (e.g., a school play or fundraiser), and one member feels the pressure of being the centre of attention.	<b>Monologue 4:</b> <i>"I'll see you there, right? I'm doing my thing, but, it's not as easy being the centre of attention. Sometimes I just step into the spotlight."</i>	The group is focused on their plan, but the character in the spotlight breaks the fourth wall, sharing their internal struggle with the audience.
<b>Scenario 7:</b> A group of friends is involved in a minor argument, and one dramatically claims the friendship is over.	<b>Dialogue 3: Character A:</b> <i>"I'm serious! This is the end of our friendship."</i> <b>Character B (to the audience):</b> <i>"Yeah, sure, let's see how long that lasts."</i>	The group is involved in the argument, but one member breaks the fourth wall by commenting to the audience about the drama and to the audience about the believability of the friendship.
<b>Scenario 8:</b> A group faces a major decision, such as choosing between two difficult options, with one member torn between doing something heroic or selfish.	<b>Monologue 5:</b> <i>"I mean, look at me. Standing here, trying to act all heroic. But really, what do you think, audience? Hero or villain?"</i>	The group discusses the options, but the character facing the decision breaks the fourth wall to ask the audience for their opinion, stepping out of the group discussion.



**Reflection**

Answer the questions below.

1) How did breaking the fourth wall change the scene?

2) How did it make the audience feel different about the characters?

3) Which performance do you think was more entertaining? Explain your opinion.

**DRAFT**



**Rubric**

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
<b>Acknowledge the Audience</b>	Doesn't engage the audience.	Engages but lacks clarity.	Clear interaction with the audience.	Strong and confident audience interaction.
<b>Smooth Transitions</b>	Transitions are awkward.	Some transitions are smooth.	Transitions are mostly smooth.	Transitions flow seamlessly.
<b>Stay Engaged in the Scene</b>	Character loses focus or becomes distracted by character.	Character occasionally stays in role.	Stays in character throughout.	Fully committed and focused in role.
<b>Effective Group Interaction</b>	Minimal interaction with group members.	Some interaction with group members.	Good interaction and reactions with the group.	Excellent interaction, fully engaged with the group.
<b>Support the Wall Break</b>	Doesn't support the wall break.	Character occasionally supports the break during the break.	Supports the break throughout.	Fully supports the break, remaining in character.

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

## Activity: Beast Battle

### Objective

What are we learning more about?

To explore students' spontaneity and physicality through a fun and engaging game where they quickly assume different characters.

### Materials

What do we need for our activity?

- ✓ Open space for pairs to move
- ✓ Timer or stopwatch
- ✓ Notebook and pen for reflection



### Instructions

How do we complete this?

- 1) Introduction:** Explain the rules of the game. In pairs, students will count to three and then strike a pose as either an alien, a tiger, or a cow. Introduce the hierarchy: Aliens beat tigers, tigers beat cows, and cows beat aliens. Discuss the importance of spontaneity and physicality in drama.
- 2) Pairing Up:** Divide the students into pairs. If there is an odd number of students, one group can be a trio.
- 3) Game Rounds:** Each pair faces off and counts to three. On "three," they strike a pose as an alien, tiger, or cow based on the hierarchy. Determine the winner based on the hierarchy. The winner gets a point. Repeat the game until all the students participated.
- 4) Reflection:** Gather the students in a circle to discuss their experiences. Prompt them to share what they noticed about the spontaneity and physicality required for the game.



**Criteria**

Use the criteria below to complete the assignment.

Criteria	Description
<b>Quick Decision Making</b>	Make a quick and confident decision on which character to portray within the count of three.
<b>Character Physicality</b>	Use exaggerated physical poses to accurately represent the chosen character (alien, cow, etc.).
<b>Engagement and Energy</b>	Show enthusiasm and high energy levels during each round of the game.
<b>Consistency</b>	Consistently follow the rules of the game and correctly identify the winner based on the character hierarchy.
<b>Peer Interaction</b>	Demonstrate positive and respectful interaction with peers during the game.



## Activity: Emotion Elevator

### Objective

What are we learning more about?

Students will be creating a believable emotional build in a scene by gradually escalating emotions through a fun, interactive elevator-themed activity.

### Materials

What do we need for our activity?

- ✓ A list of simple scene prompts (“waiting for a late friend,” “finding a lost item,” “arguing over a game”)
- ✓ Open space for acting



### Instructions

How do we complete this activity?

- 1) **Emotion Elevator Concept:** Explain that each scene should rise gradually like an elevator going up. It starts with a neutral emotion and builds toward a heightened emotional state, one floor (level) at a time.
- 2) **Scene Prompts:** Divide students into pairs or small groups. Give each group a scene prompt. They will perform a short scene that starts with a neutral emotion and escalates gradually.
- 3) **Rehearsal:** Groups rehearse their scenes, thinking of emotions like an elevator, with each new line or action bringing the emotion up one floor.
- 4) **Performance:** Each group will perform their scenes in front of the class. Optionally pause each group's performance at key moments (elevator "stops") to ask how the emotions are building. This helps them stay mindful of pacing and intensity.
- 5) **Feedback:** After each performance, provide quick feedback on whether the emotional build was gradual and believable.

**Criteria**

Use the criteria below to complete the assignment.

Criteria	Description
<b>Gradual Emotional Escalation</b>	Emotions in the scene should gradually build from a neutral or calm state to a higher intensity.
<b>Balanced Contributions</b>	All group members should contribute equally to the emotional development and progression of the scene.
<b>Clear Shifts in Emotion</b>	Any shift in emotion should be clear and justified, with no awkward or unnatural jumps in intensity.
<b>Use of Body Language and Tone</b>	Changes in body language, facial expressions, and vocal tone should reflect the rising emotional stakes.
<b>Logical and Engaging Story Progression</b>	The plot should progress in a way that makes the emotional journey feel believable and engaging for the audience.

**Planning**

Answer the questions.

1) What are the key moments in your story where emotions will rise?

2) What body language and tone of voice will you use to show the emotional changes?

3) How will you make sure your emotional build feels believable and earned?



**Prompts**

Perform these scenarios while gradually building emotion.

A group of friends caught in a lockdown drill, with emotions building from excitement to anxiety and fear

Planning a surprise party that gradually descends into chaos due to disagreements

A group of friends waiting for someone who is late, growing more anxious and frustrated as time passes

Preparing for a school event, but nerves and differing ideas cause tension

Organizing a school event, but problems keep arising, creating growing stress

A group of friends stuck in a broken elevator, trying to stay calm while figuring out a solution

Planning a road trip where excitement turns to frustration due to conflicting plans and setbacks

A group of friends planning a camping trip, where small disagreements gradually become bigger conflicts

A group trying to finish a project before the deadline, but distractions and disagreements escalate

A team working on a talent show performance, starting with excitement but growing anxious about mistakes



**Reflection**

Answer the questions below.

1) How did the structure of your scene contribute to the emotional build?

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2) How did body language and facial expressions help show the rising emotions in your performance?

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3) What emotions were most difficult for you to portray authentically?

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4) What did you notice about how other groups worked together on their scenes?

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**DRAFT**

**Rubric**

How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
<b>Emotions Escalated</b>	Emotions were rushed.	Emotions escalated but were inconsistent.	Emotions built steadily with minor issues.	Emotions escalated naturally and gradually.
<b>Balanced Contribution</b>	Only one or two group members contributed.	Most group members contributed somewhat.	All group members contributed evenly.	All group members contributed fully and actively.
<b>Clear Emotional Shifts</b>	Emotional shifts were unclear or sudden.	Shifts were somewhat clear or believable.	Shifts were mostly clear and believable.	All shifts were smooth, clear, and believable.
<b>Use of Body and Voice</b>	Little use of body or voice to show emotion.	Some use of body and voice to show emotion.	Good use of body and voice to show emotion.	Excellent use of body and voice throughout.
<b>Story Progression</b>	The story didn't progress logically.	Some parts of the story were disjointed.	The story progressed logically.	The story progressed smoothly and kept the audience engaged.

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



## Activity: Scene Refinement

### Objective

What are we learning more about?

Students will transform a simple scene into a randomly assigned dramatic style, perform it, receive feedback, and then refine their performance. This process will help them understand how revising and refining can enhance the quality of their dramatic work.

### Materials

What do we need for our activity?

- ✓ Simple script with a short scene (conversation or short monologue)
- ✓ Paper and pencils (for notes and feedback)
- ✓ Props and costumes (optional, items found in the classroom)



### Instructions

How do we complete the activity?

- 1) **Form Groups and Assign Styles:** Divide the class into small groups, and give each group a scenario along with a dramatic style (e.g., melodrama, musical).
- 2) **Revise the Scene:** Groups revise the dialogue and actions to match the chosen style. Encourage them to make creative choices with expressions, voice, movements, and props.
- 3) **First Performance:** Groups perform their transformed scene to the class, showcasing their assigned style.
- 4) **Feedback Session:** After each performance, the class provides feedback on what worked well and what could be improved to better fit the style.
- 5) **Refinement:** Groups use the feedback to make adjustments to their scene, refining aspects like delivery, timing, or stage presence.
- 6) **Second Performance:** Groups present the refined scene again, demonstrating the improvements they made. The class can discuss how the revisions enhanced the performance.

**Criteria**

Use the criteria below to complete the assignment.

Criteria	Description
<b>Incorporating Feedback</b>	Make effective use of feedback to show noticeable improvements in the refined performance.
<b>Clearly Demonstrating Style</b>	Clearly demonstrate the assigned style through dialogue, tone, and body language.
<b>Creative Choices</b>	Use facial expressions, movements, and props creatively to enhance the dramatic style.
<b>Adjusting Performance Elements</b>	Make adjustments to timing, delivery, and stage presence based on the feedback received.
<b>Demonstrating Growth</b>	Show the difference between the first and second performance, highlighting refinement.

**Planning**

Answer the questions below.

1) How will you incorporate the feedback to refine your performance for the second presentation?

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2) What adjustments could you make to the dialogue or tone to better match the style of your scene?

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3) How can you use body language and facial expressions to clearly convey your assigned style?

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**Scenarios**

Adapt the scenarios below to match the drama style

Scenario Description	Drama Style
A group of friends celebrates winning a community soccer championship, but when they go to realize their trophy is missing. How will they figure out where it went?	Horror
A teenager receives a mysterious letter claiming they have inherited an island and they must convince their friends to come with them to live there.	Comedy
A group of friends goes on a road trip, but when night falls, strange noises surround them.	Musical
During a charity bake sale, the bake sale proceeds suddenly disappear just before the event begins.	Tragedy
A group of travellers arrives at a remote location where everyone seems to be keeping a strange secret.	Adventure
Friends are gathered for a surprise birthday party, but a sudden storm keeps everyone trapped inside.	Melodrama
A teenager accidentally reveals a big family secret to a group of friends while they're at a museum.	Mystery
A group of friends find a treasure map on a beach and set out to discover where it leads.	Adventure
While on a road trip, a group of friends realize they're being followed by a mysterious vehicle.	Comedy
A young artist's sculpture is showcased in a gallery, but it seems to change shape every night.	Drama

**Tips**

Use the information below to understand different drama styles better.

Drama	Key Aspects to Practise
<b>Suspense</b>	Create suspense and curiosity; use pauses and tense body language to build anticipation.
<b>Come-dy</b>	Exaggerate facial expressions and actions; use timing of punch lines; embrace silly or light-hearted tone.
<b>Adventure</b>	Inject excitement and energy; use bold movements; emphasize a sense of danger or discovery.
<b>Melodrama</b>	Exaggerate emotions; use dramatic gestures; focus on portraying intense feelings.
<b>Horror</b>	Use suspenseful pauses; convey fear through facial expressions and body language; create an eerie tone.
<b>Inspirational</b>	Deliver lines with passion and conviction; maintain eye contact; use uplifting tone and confident body posture.
<b>Musical</b>	Incorporate simple choreography or dance moves; exaggerate expressions; maintain a rhythmic flow.
<b>Drama</b>	Focus on realistic emotions; use subtle facial expressions and body language to show depth of feeling.
<b>Tragedy</b>	Show sadness and despair; use slow movements and lower tone of voice; convey a sense of loss.



**Reflection Journal**

Write a reflection journal answering the questions below.

- 1) What changes did you make based on the feedback you received?
- 2) How did these changes improve your scene?
- 3) How did your chosen drama style affect your delivery and movements?
- 4) What did you learn about the importance of incorporating feedback?

**PRE-EVALUATE**

**Rubric**

How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
<b>Incorporating Feedback</b>	Feedback not applied effectively.	Some feedback used, but impact is limited.	Feedback mostly used, with clear improvements.	Feedback fully integrated, showing strong results.
<b>Conveying Style Clearly</b>	Style is shown but lacks clarity in some areas.	Style is shown but lacks clarity in some areas.	Style is clear, with good use of expression.	Style is very clear, with strong expression.
<b>Creative Choices</b>	Minimal creative choices made, expression used.	Good creative choices made, but not fully developed.	Good creative choices that enhance the scene.	Excellent creative choices that greatly enhance the scene.
<b>Adjusting Performance Elements</b>	Few or no adjustments made.	Some adjustments made, with limited effect.	Good adjustments made, noticeably improving the scene.	Significant adjustments that greatly improve the scene.
<b>Demonstrating Growth</b>	Little or no improvement between performances.	Some growth shown, with minor changes.	Noticeable growth, with significant improvements.	Significant growth, with major improvements.

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



## Activity: Frozen Moments of Family

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

To understand and convey the emotional changes and evolution of family relationships through a series of tableaux that focus on body positioning and facial expressions.

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

- ✓ Paper and pencils for planning
- ✓ Props and costumes (optional)
- ✓ Space for groups to create their tableaux

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



- 1) **Introduction:** Begin with a brief lesson on family dynamics, highlighting the various emotions and changes that can occur in family relationships over time.
- 2) **Group Formation:** Divide the class into groups of 4-6 students.
- 3) **Planning and Brainstorming:** Each group identifies different stages of family dynamics (e.g., family dinner, a disagreement, a moment of support). Identify a specific sequence of events to depict the evolution of the family relationships.
- 4) **Creating Tableaux:** Plan and practice static scenes that visually represent each stage in the chosen sequence. Focus on body positioning and facial expressions to convey the emotions and changes.
- 5) **Rehearsal:** Rehearse the series of tableaux, ensuring smooth transitions between each stage. Maintain consistent physicality to clearly communicate the evolution of the relationships.
- 6) **Performance:** Perform the series of tableaux in front of the class. Ensure that all visual elements are well-coordinated for maximum impact.
- 7) **Reflection:** After all groups have performed, hold a reflection session using the provided questions.

**Criteria**

Use the criteria below to complete the assignment

Criteria	Description
<b>Clear Sequence of Events</b>	The tableaux clearly depict a specific sequence of events showing the evolution of family relationships.
<b>Body Positioning</b>	Use body positioning effectively to convey the emotions and dynamics of each stage.
<b>Expressive Facial Expressions</b>	Facial expressions are used effectively to show the emotional states in each tableau.
<b>Smooth Transitions</b>	Transitions between each tableau are smooth and maintain the flow of the story.
<b>Consistent Physicality</b>	Maintain consistent physicality throughout the tableaux to represent the changes in relationships.

**Planning**

Answer the questions below

1) What different stages of family dynamics do you want to depict?

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2) What specific events will you choose to show the evolution of family relationships?

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3) How will you arrange these events in a sequence that makes sense?

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**Planning**

Answer the questions below

5) How can you use your body positioning to clearly show the emotions and relationships in each stage?

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6) What facial expressions will be used to represent the emotions in each tableau?

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7) What steps will you take to ensure smooth flow between tableaux?

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8) What can you do to keep your character's emotions and actions consistent in each tableau?

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**Reflection**

Answer the questions below.

1) Explain how maintaining physicality was helpful in clearly communicating the changes in relationships in your tableau.

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2) Describe the challenge your group faced regarding to deciding the key moments to depict in your tableau and how you handled it.

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3) If you could add one more tableau to your series, what event or emotion would you include, and why?

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**Rubric**

How did you do on the assignment?

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
<b>Clear Sequence</b>	Sequence is unclear	Sequence is somewhat clear	Sequence is mostly clear	Sequence is very clear and well-organized
<b>Effective Body Positioning</b>	Body positioning is unclear	Body positioning is somewhat effective	Body positioning is mostly effective	Body positioning is very effective and expressive
<b>Expressive Facial Expressions</b>	Facial expressions are unclear	Facial expressions are somewhat clear	Facial expressions are mostly clear	Facial expressions are very clear and expressive
<b>Smooth Transitions</b>	Transitions are awkward	Transitions are somewhat smooth	Transitions are mostly smooth	Transitions are very smooth and seamless
<b>Consistent Physicality</b>	Physicality is inconsistent	Physicality is somewhat consistent	Physicality is mostly consistent	Physicality is very consistent throughout

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

## Activity: Modern Myth Makers

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

To explore and adapt the storytelling traditions of Indigenous Canadian (West Coast) First Nations by creatively adapting traditional stories into modern settings, while still preserving their cultural significance.

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

- ✓ Copies of Indigenous West Coast First Nations stories or legends
- ✓ Basic props and costumes (e.g., scarves, hats, simple masks)
- ✓ Basic art supplies (markers, paper, scissors, glue)



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

- 1) **Introduction:** Start with a discussion about the importance of storytelling in Indigenous cultures. Mention that students will adapt these stories to modern settings while retaining their core messages.
- 2) **Grouping:** Divide the class into small groups and assign a different Indigenous story to each of them. Groups will read their stories together to identify main themes, characters, and cultural significance of the stories.
- 3) **Creative Adaptation:** Each group will adapt their chosen story into a modern-day setting. Encourage students to think about how the story's characters and themes can be translated into today's world. For example, a story about a traditional healer could be adapted to a modern-day doctor in an urban setting.
- 4) **Scene Creation:** Each group creates a short scene based on their adapted story. They should use basic props and costumes to bring their modern story to life while incorporating traditional elements and symbolism.
- 5) **Rehearsal:** Give students time to rehearse their scenes. Encourage them to think about how their actions, expressions, and dialogue convey the adapted story's message.
- 6) **Performance:** Groups perform their scenes for the class. Play traditional West Coast First Nations music in the background if possible to enhance the atmosphere.



**Criteria**

Use the criteria below to complete the assignment.

Criteria	Description
<b>Faithful Adaptation</b>	Ensure that the modern version of the story retains the core message, themes, and cultural significance of the original tale.
<b>Creative Interpretation</b>	Show creativity in how the traditional story elements are reimagined into a modern setting.
<b>Effective Use of Props &amp; Costumes</b>	Use props and costumes thoughtfully to enhance the symbolism and realism of the scene.
<b>Clear &amp; Engaging Performance</b>	Deliver a performance that is clear, engaging, and conveys the story's message effectively.
<b>Team Collaboration</b>	Ensure that group members contribute to the creation and performance of the modern myth.

**Tips**

Use the tips below for creating a modern myth.

Tips	Description
<b>Identify the Core Message</b>	Focus on understanding the central theme or lesson of the traditional story to maintain its significance.
<b>Choose Modern Characters</b>	Replace traditional characters with modern equivalents (e.g., healer becomes a doctor, hunter becomes a park ranger).
<b>Update the Setting</b>	Adapt the setting to a modern-day environment such as a city, school, or community centre.
<b>Respectful Representation</b>	Ensure the adaptation honours the original story's values and significance of the story.
<b>Collaborate and Share ideas</b>	Work collaboratively with your group to brainstorm ideas and ensure everyone's input is considered. Sharing different perspectives can lead to a more creative and well-rounded adaptation.

**Planning**

Answer the questions below

1) What is the main message or theme of the Indigenous story your group has been assigned?

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2) How can you transform the characters from the traditional story into modern-day roles? Write the roles of the characters in your adapted story.

Indigenous Character	Modern Myth Character

3) Where will your modern version of the story take place?

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4) What modern objects or symbols can you use to represent elements from the traditional story?

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5) How can you make sure that each member of your group has a meaningful role in the performance?

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**Planning**

Answer the questions below.

6) Write how you plan to open the scene and what happens in the beginning of your scene. How will you introduce your characters and the setting?

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7) What will happen in the middle of your story? Introduce the problem the characters will face.

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8) What happens at the end of your story. How do the characters solve the problem.

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## Stories

Adapt these traditional stories into modern tales.

## Raven Steals the Sun

The world was in darkness, and the people lived without light. Raven, a clever and mischievous bird, heard about a powerful Chief who kept the sun hidden in a box. The Chief lived with his daughter and several trusted guards, who ensured that no one could steal the sun. Raven determined to bring light to the world, transformed himself into a small, helpless child and approached the Chief's daughter. Moved by the child's cries, she brought him into their home. Over time, Raven gained the trust of the Chief, his daughter, and his guards. One day, when the Chief allowed him near the sacred box, Raven seized the opportunity, transforming back into his bird form and stealing the sun. He flew up into the sky, releasing the sun, bringing light to the entire world, and outsmarting the Chief and his guards.

**Characters:** Raven, Chief, Chief's Daughter, Guard 1, Guard 2

## The Creation of Haida Gwaii

Long ago, the land was covered by water, and the Haida people had no place to live. A supernatural being named Supernatural One lived with his brothers and sisters in the sky. He looked down and saw that the people were in need of land. With great strength, Supernatural One descended from the sky, bringing his brothers and sisters to help him. They worked together to pull the land from the water. As they struggled, they shaped the land, creating the islands that would later be known as Haida Gwaii. The islands became home to the Haida people, where they thrived. Supernatural One and his siblings watched over the people, ensuring they would live in balance with the land.

**Characters:** Supernatural One, Brother 1, Brother 2, Sister 1, Sister 2, Haida Elder



## Stories

Adapt these traditional stories into modern tales.

## The Legend of the Salmon

The Salmon People were a generous group of spirits who lived beneath the waters. Every year, they transformed into fish and returned to the rivers to provide food for the humans. Over time, the Salmon People were unsure if they should continue, as they noticed some humans began to waste the precious fish. A council of five Salmon Chiefs was formed to discuss the issue. The youngest Chief was forgiving, suggesting they give the humans another chance. The eldest Chief, however, was stern, arguing that the humans needed to respect the Salmon People's sacrifice. The council finally decided to give the humans one more chance but demanded that the humans honour them through ceremony and respect. The next year, the tribes held ceremonies to show gratitude, and the Salmon People returned, ensuring the survival of both the humans and the spirits.

**Characters:** Eldest Salmon Chief, Youngest Salmon Chief, Salmon Chief 3, Salmon Chief 4, Salmon Chief 5, Human Leader

## The Origin of the Killer Whale

A powerful chief lived by the sea and felt that he needed a guardian to protect them from the dangers of the ocean. The chief had three sons and a daughter, all skilled in different crafts. One day, the chief ordered his sons to carve a creature from wood that would serve as a protector. They worked hard to create a magnificent whale. Their sister sang songs of encouragement to the whale with her voice. Once the whale was finished, the chief took it to the spirits to give it life. To everyone's amazement, the wooden whale sprang into the water and became the first killer whale. The whale became the guardian of the sea, protecting the people from storms and guiding them during fishing seasons.

**Characters:** Chief, Son 1, Son 2, Son 3, Daughter, Killer Whale

## Stories

Adapt these traditional stories into modern tales.

**The Bear and the Two Brothers**

Two brothers, Waki and Tohk, were skilled hunters who spent much of their time in the forest. One day, they came across a young bear cub, lost and alone. Tohk, the elder brother, wanted to keep the cub, fearing that the mother bear would return. Waki, the younger brother, had compassion for the cub and convinced Tohk to take it home with them. As the cub grew, it grew into a mighty bear, and the brothers had to make a decision. Waki wanted to keep the bear, believing it had become part of their family, while Tohk insisted the bear belonged in the wild. A wise elder intervened, telling the brothers that they must honour the bear's nature and return it to the forest, where it could thrive. The brothers agreed and tearfully released the bear, learning the importance of respecting the balance between humans and nature.

**Characters:** Waki, Tohk, Bear, Elder, Mother Bear, Friend**The Legend of the Cedar Tree**

Long ago, there was a generous man in the village who always helped others. He gave food to the hungry, built shelter for those in need, and shared his possessions with anyone who asked. As the years passed, the man grew old, and he worried about how he could continue helping the people after he was gone. A Great Spirit, seeing the man's kindness, transformed him into a cedar tree. The tree stood tall in the village, and its wood was used to make canoes, homes, and tools, while its bark provided clothing and baskets. The cedar tree became a symbol of generosity and strength, and the people honoured it for all it provided.

**Characters:** Generous Man, Village Chief, Elder, Young Villager, Great Spirit



**Reflection**

Answer the questions below.

1) What cultural values or lessons did you learn from the story you adapted and performed?

2) How did you incorporate modern setting and characters for your adapted story?

3) In what ways did you ensure that your modern adaptation was respectful of the original cultural traditions?

4) What challenges did you face while adapting the traditional context?

**DRAFT**

## Rubric

How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
<b>Faithful Adaptation</b>	Doesn't reflect the original story.	Some connection to the original.	Mostly follows the original story.	Fully retains the original story's meaning.
<b>Creative Interpretation</b>	Some creative ideas.	Some creative ideas.	Creative ideas mostly clear.	Very creative and unique adaptation.
<b>Use of Props &amp; Costumes</b>	Minimal props, irrelevant to story.	Some props, but not fully effective.	Props and costumes support the story.	Props and costumes enhance the performance.
<b>Performance</b>	Unclear and not engaging.	Some clear but not engaging.	Mostly clear and engaging.	Very clear and highly engaging.
<b>Team Collaboration</b>	Minimal participation.	Some members contribute.	Most members contribute.	All group members fully contribute.

## Teacher Comments

Mark

## Student Comments – What Could You Do Better?



## Activity: Gibberish Act

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

To enhance understanding of non-verbal communication and vocal variety by using tone, pitch, and body language to convey meaning in a conversation conducted in gibberish.

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

- ✓ Open space for pairs to perform
- ✓ Timer or stopwatch
- ✓ Notebook and pen for scenarios
- ✓ A list of simple scenarios: meeting a friend, asking for directions, sharing exciting news



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

- 1) **Introduction:** Begin with a brief discussion about the importance of non-verbal communication and how it can be used to convey emotion and meaning without words.
- 2) **Scenario Preparation:** Write different scenarios on cards or paper. Divide the students into pairs. If there is an odd number of students, one student can be a trio.
- 3) **Gibberish Conversations:** Explain that students will perform a conversation in gibberish, focusing on using their tone, pitch, and body language to convey meaning.
  - Choose the first pair and let them pick a scenario from the list.
  - Set a timer for 3 minutes and let the pair perform their gibberish conversation in front of the class.
  - After 3 minutes, rotate to the next pair and provide a new scenario. Repeat this process until all pairs have performed.
- 4) **Reflection:** After all pairs have performed, gather the students in a circle to discuss their experiences.

## Criteria

Use the criteria below to complete the assignment

Criteria	Description
<b>Expressive Tone and Pitch</b>	Use a variety of tones and pitches to clearly convey different emotions and intentions throughout the gibberish conversation.
<b>Engaging Body Language</b>	Use dynamic and appropriate body language, gestures, and facial expressions to support the story in gibberish and enhance communication.
<b>Scenario Relevance</b>	Ensure that the non-verbal cues and the gibberish dialogue match the given scenario, making the situation understandable without real words.
<b>Active Listening and Response</b>	Show active engagement with the partner by responding appropriately to their cues, demonstrating an understanding of the conversation flow.
<b>Audience Engagement</b>	Maintain eye contact with the audience and ensure the performance is clear and entertaining for the viewers, making them understand the scenario.



**Reflection Journal**

Write a reflection journal answering the question below.

Describe a moment during the gibberish conversation when you clearly understood your partner's message without real words. What non-verbal cues (tone, pitch, language) helped you understand? How did this change your view of communication?

**PRE-EVALUATE**

## Activity: Mimic Madness Circle

### Objective

What are we learning more about?

To develop quick thinking, creativity, and improvisation skills through a fun and engaging game.

### Materials

What do we need for our activity?

- ✓ Open space for a circle
- ✓ Optional: list of potential actions for inspiration



### Instructions

How do we complete this activity?

- 1) Form a Circle:** Have all the students stand in a circle.
- 2) Explain the Game:** Explain the rules of the game.
  - One student starts by miming an action (e.g., brushing teeth).
  - Another student in the circle asks, "What are you doing?"
  - The first student responds with an action that is completely different from what they are miming (e.g., "I'm riding a bike").
  - The second student then mimes the new action (riding a bike).
  - The next student asks the second student, "What are you doing?" and the game continues.
- 3) Start the Game:** Choose a student to begin the miming and start the circle.
- 4) Encourage Creativity:** Remind students to be creative and think of unexpected actions.
- 5) Rotate Starting Point:** After a few rounds, start the game from different points in the circle to give everyone a chance to begin the miming.
- 6) Reflection:** After the game, gather the students and discuss their experiences.



**Criteria**

Use the criteria below to complete the assignment.

Criteria	Description
<b>Quick Response</b>	Respond promptly when asked, "What are you doing?" with a new, creative action.
<b>Clear Miming</b>	Perform actions clearly and distinctly so others can easily understand what you are miming.
<b>Creativity</b>	Think of unique and unexpected actions that differ from the original action.
<b>Participation</b>	Actively participate in the activity by responding "What are you doing?" and miming the new action throughout the activity.
<b>Engagement and Focus</b>	Stay engaged and focused, paying attention to the actions and responses of others in the circle.

## Examples

## Optional actions to get your students thinking

Riding a bicycle	Throwing a ball
Brushing your teeth	Eating spaghetti
Typing on a computer	Playing a guitar
Painting a picture	Fishing
Swimming	Walking a dog
Jumping rope	Flying a kite
Reading a book	Building a sandcastle
Driving a car	Climbing a ladder
Watering plants	Baking a cake
Taking a selfie	Playing basketball
Dancing	Shopping
Playing the piano	Taking a nap
Tying your shoes	Playing video games
Watching TV	Folding clothes
Washing your hands	Riding a roller coaster



**Reflection**

Answer the questions below.

1) What strategies did you use to quickly come up with the different actions to mime?

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2) Did you find it challenging to think of an action different from what you were miming? Explain your answer.

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3) How did this activity help you understand the importance of creativity in drama?

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## Activity: Circle of Words Storytime

### Objective

What are we learning more about?

To enhance students' storytelling abilities, collaboration, and creativity through a shared story-writing activity.

### Materials

What do we need for our activity?

- ✓ Open space for a circle
- ✓ Paper and pens (optional, for writing down the story)



### Instructions

How do we complete the activity?

- 1) Form a Circle:** Have all the students sit in a circle.
- 2) Explain the Game:** Explain the rules:
  - One student starts by saying the first word to begin the story (e.g., "Once").
  - The next student adds the next word (e.g., "and"), and so on, with each student adding one word at a time.
  - Encourage students to think quickly and contribute to the story's flow.
- 3) Continue the Story:** Keep going around the circle with each student adding one word, until the story reaches a natural conclusion or a set amount of time has passed.
- 4) Encourage Creativity:** Remind students to be imaginative and build on the contributions of their classmates.
- 5) Write it Down (Optional):** If desired, assign one student to write down each word as it is said, so the class can read the complete story afterward.
- 6) Reflection:** After the story is completed, gather the students and discuss their experiences.



**Criteria**

Use the criteria below to complete the assignment

Criteria	Description
<b>Active Participation</b>	Contribute a word to the story each time it is your turn, ensuring continuous engagement in the activity.
<b>Quick Thinking</b>	Be able to add a word that makes sense and fits the story quickly.
<b>Creativity</b>	Use imaginative and creative words that add depth and interest to the story.
<b>Collaboration</b>	Listen to your classmates' contributions and build on them to maintain coherence and collaboration.
<b>Respect for Others</b>	Respect the contributions of others, ensuring a positive and supportive environment for storytelling.

**Reflection**

Describe your experience of collaboratively creating a story and how each contribution helped shape the final narrative.

**PREVALENT**



## Activity: Drama Beats

### Objective

What are we learning more about?

Students will select and synchronize music to match the emotional tone of a dramatic scene, understanding how music enhances mood and supports the narrative.

### Materials

What do we need for our activity?

- ✓ A variety of music tracks (contemporary, instrumental, etc.)
- ✓ Speakers or headphones
- ✓ A selection of short dramatic scenes (5-10 minutes)
- ✓ Playback device (laptop, tablet, or smartphone)
- ✓ Paper and pens for notes



### Instructions

How do we complete the activity?

- 1) Introduction:** Discuss the importance of music in drama and how it can influence the audience's emotions. If possible, show examples from movies or plays where music significantly enhances the scene.
- 2) Scene Selection:** Divide the students into small groups and assign each group a short dramatic scene. Have them read through the scene together and discuss the primary emotions and mood conveyed in each scene.
- 3) Music Exploration:** Provide a variety of music tracks for the groups to listen to. Ask each group to select 2-3 tracks they think could match the mood of their assigned scene. Allow students to choose their own music.
- 4) Synchronization Practice:** Each group will practice synchronizing their selected music tracks with their scene, adjusting timing and volume as needed to enhance the dramatic effect.
- 5) Presentation:** Groups present their scenes with the synchronized music to the class. Encourage students to explain why they chose each track and how it supports the narrative and mood.

**Criteria**

Use the criteria below to complete the assignment

Criteria	Description
<b>Understand the Scene's Emotion</b>	Identify the key emotions and mood of the assigned dramatic scene.
<b>Select Music</b>	Choose 2-3 music tracks that align with the identified emotions of the scene.
<b>Synchronize Music and Action</b>	Ensure the music timing and volume match the actions and key moments in the scene.
<b>Justify Music Choices</b>	Prepare to explain why the chosen music tracks support the narrative and emotional tone of the scene.
<b>Evaluate Impact on Performance</b>	Reflect on how the music influenced the overall performance and audience's emotional response.

**Planning**

Answer the questions below.

- 1) What is the main emotion or mood in your assigned scene?
- 2) What kind of music do you think would match the emotion of your scene?
- 3) How will you time the music to match important moments in the scene?
- 4) What parts of the scene need louder or softer music to enhance the emotion?
- 5) What points will you mention to explain your music choices during your presentation?



## Scenes

Synchronize music that match the emotions of the scenes below

Title	Description
<b>The Team Decision</b>	Six students on a sports team must decide how to handle a crucial game where their best player is injured. The scene involves negotiation, leadership, and teamwork.
<b>The Science Fair</b>	Students work together on a science fair project, but disagreements arise over the design and contributions. The scene explores collaboration, conflict, and resolution.
<b>The Haunted House</b>	A group of friends explores a supposedly haunted house. They experience fear, bravery, and camaraderie while navigating the spooky environment and uncovering secrets.
<b>The Class Election</b>	Students run for class president, each with different ideas and campaigns. The scene includes speeches, debates, and a sense of competition and friendship.
<b>The Surprise Party</b>	Six friends plan a surprise birthday party, but miscommunications lead to potential disaster. The scene highlights planning, surprises, and problem-solving under pressure.

**Scenes**

Synchronize music that match the emotions of the scenes below

Title	Description
<b>The Group Project</b>	Grade 8 students are assigned a group project with a tight deadline. Conflicts arise over roles and responsibilities, emphasizing time management and cooperation.
<b>The Charity Event</b>	Students organize a charity event for their school. They face challenges in planning, fundraising, and working together to achieve a common goal.
<b>The Play Rehearsal</b>	Students rehearse for a school play, dealing with stage fright, forgetting lines, and the director's vision. The scene highlights the creative process and the importance of supporting each other.
<b>The Environmental Club</b>	Members of an environmental club debate how to address a local environmental issue. The scene involves research, persuasive arguments, and a united effort for change.
<b>The Field Trip</b>	Six students on a field trip to a historical site encounter various challenges and learning opportunities. The scene highlights curiosity, teamwork, and adapting to unexpected situations.



**Rubric**

How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
<b>Understand the Scene's Emotion</b>	Emotion not identified.	Emotion vaguely identified.	Emotion mostly identified and described.	Emotion clearly identified and described in detail.
<b>Select Appropriate Music</b>	Music does not match the scene's emotion.	Music somewhat matches the scene's emotion.	Music mostly matches the scene's emotion.	Music perfectly matches the scene's emotion.
<b>Synchronize Music and Action</b>	Music is not synchronized with the scene.	Music is somewhat synchronized with the scene.	Music is mostly synchronized with the scene.	Music is perfectly synchronized with the scene.
<b>Justify Music Choices</b>	No explanation of music choices.	Explanation of music choices.	Clear explanation of music choices.	Detailed and insightful explanation of music choices.
<b>Reflect on the Impact</b>	No reflection on the impact of the music.	Limited reflection on the impact of the music.	Clear reflection on the impact of the music.	Detailed and thoughtful reflection on the impact of the music.

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

## Activity: Wordless Justice

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

Students create a scene that communicates a human rights issue using only non-verbal communication techniques. The activity challenges students to express complex abstract ideas through physical expression alone.

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

- ✓ Simple props (e.g., chairs, tables, and posters)
- ✓ Costume pieces (e.g., scarves, hats, and shoes)
- ✓ A timer or stopwatch
- ✓ Paper and pens/pencils for reflection



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

- 1. Introduction:** Discuss the importance of non-verbal communication in conveying emotions and ideas. Explain the activity using body language, facial expressions, and gestures to communicate a human rights issue without words.
- 2. Group Division:** Divide students into small groups. Each group selects a human rights issue to portray (e.g., freedom of expression, gender equality, child labour).
- 3. Brainstorming and Planning:** Groups brainstorm ideas to express their chosen issue non-verbally and plan a sequence of movements, poses, and expressions to tell their story. Decide on simple props that can enhance the performance.
- 4. Rehearsal:** Groups rehearse their scene, focusing on clarity and expressiveness. Practice using body language and facial expressions to convey the issue effectively. Ensure transitions between different parts of the scene are smooth and clear.
- 5. Performance:** Each group performs their non-verbal scene for the class. Encourage the audience to observe carefully and interpret the message being conveyed.



**Criteria**

Use the criteria below to complete the assignment

Criteria	Description
<b>Clarity of Message</b>	The human rights issue is clearly communicated through body language and facial expressions.
<b>Expression</b>	Uses exaggerated and expressive movements to convey emotions and ideas effectively.
<b>Use of Props and Costume</b>	Props and costumes are used creatively to enhance the story of the issue.
<b>Coordination and Timing</b>	Smooth and coordinated movements among group members create a strong performance.
<b>Audience Engagement</b>	The performance captures and maintains the audience's attention and prompts thoughtful interpretation.

**Planning**

Answer the questions below

1) Why is the human rights issue you are portraying important?

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2) What simple props or costume pieces can you use to enhance your performance?

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3) What can you do to make sure the audience understands the message you are trying to convey?

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**Scenes**

Act out the human rights issues below non-verbally

Human Rights Issue	Description
Freedom of Expression	The right to express opinions without censorship or restraint.
Gender Equality	The state of equal ease of access to resources and opportunities regardless of gender.
Racial Equality	The state of equal treatment for all races, ethnicities, and nationalities.
Child Labour	The exploitation of children through any form of work that deprives them of their childhood and education.
Right to Education	The right of every individual to receive an education without discrimination.
Freedom from Discrimination	The right to be free from unfair treatment based on race, gender, religion, or other characteristics.
Right to Health	The right to access health care services and attain a high standard of physical and mental health.
Freedom of Religion	The right to practice any religion or no religion without interference or persecution.
Right to a Fair Trial	The right to have a fair and public hearing by an independent and impartial tribunal.
Right to Housing	The right to access safe, adequate, and affordable housing.



**Rubric**

How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Message is clear.	Message is clear.	Message is somewhat clear.	Message is mostly clear.	Message is very clear and easy to understand
Expressiveness	Some expressiveness	Some expressiveness	Good use of expressiveness	Highly expressive and effective movements.
Use of Props and Costumes	Poor use of props and costumes.	Good use of props and costumes.	Good use of props and costumes.	Excellent and creative use of props and costumes.
Coordination and Timing	Poor coordination and timing.	Good coordination and timing.	Good coordination and timing.	Excellent coordination and timing.
Audience Engagement	Audience is not engaged.	Audience is occasionally engaged.	Audience is mostly engaged.	Audience is fully engaged and attentive.

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

# The Role and Impact of Dramatic Arts

## Understanding the Role of Dramatic Arts

Dramatic arts play a significant role in shaping how individuals and communities understand the world. This includes theatre, storytelling, music, and dance, which allow people to share experiences and express different ideas. Dramatic arts are not just for fun; they help communicate emotions, cultural stories, and important social issues.



## Purposes of Dramatic Arts

Dramatic arts serve various purposes that extend beyond entertainment:

- **Exploring Emotions:** Drama allows individuals to express feelings like fear, joy, or anger in ways that are safe and creative.
- **Cultural Expression:** Many cultures use dramatic arts to share history, beliefs, and values. In Canada, Indigenous communities often use theatre and dance to preserve cultural stories and traditions across generations.
- **Raising Awareness:** Dramatic performances often focus on real-world issues such as mental health, environmental concerns, and social inequality, encouraging audiences to think critically.

## Learning Points

- **Expression of Emotions:** Drama helps people explore and express their feelings creatively.
- **Cultural Preservation:** Dramatic arts pass down traditions and stories to future generations.
- **Social Awareness:** Drama encourages reflection on issues like justice and human rights.
- **Skills Development:** It builds public speaking, teamwork, and problem-solving skills.

## Important Themes

- **Empathy:** Understanding different perspectives through diverse stories.
- **Community Connection:** Bringing people together through shared performances.
- **Identity Exploration:** Examining beliefs and values through dramatic expression.
- **Awareness and Advocacy:** Highlighting societal issues to inspire change.



**Questions**

Answer the questions below.

1) How do dramatic arts encourage people to think critically about society?

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2) In what ways can participation in drama help develop important skills?

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**Write**

Write a paragraph explaining your overall understanding of the role of drama in the lives of individuals and the community.

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**True or False**

Is the statement true or false?

1) Indigenous communities in Canada use dramatic arts to pass down history and values.	True	False
2) Cultural storytelling is not considered a form of dramatic art.	True	False
3) Social issues are rarely addressed in dramatic performances.	True	False
4) Drama helps preserve cultural traditions by sharing stories.	True	False
5) Dramatic arts can develop skills like empathy and problem-solving.	True	False

## Activity: Urban Mime Magic

### Objective

What are we learning more about?

Students will create a complete story set in an urban environment using pantomime, relying on clarity and exaggeration of movements to ensure the audience understands the narrative without words.

### Materials

What do we need for our activity?

- ✓ A list of urban story scenarios (e.g., a busy street, a park, a school hallway)
- ✓ Simple props (e.g., paper bags, trash cans)
- ✓ Paper and pens for planning the pantomime sequence



### Instructions

How do we complete the activity?

- 1. Introduction:** Explain the concept of pantomime and its reliance on exaggerated movements and expressions. Discuss the importance of clarity and precision in telling a story without words.
- 2. Scenario Selection:** Divide students into small groups. Assign each group an urban story scenario. Provide time for groups to brainstorm and outline their story, focusing on key events and characters.
- 3. Planning and Rehearsal:** Groups plan their pantomime sequences, deciding on specific actions and exaggerations needed to convey the story. Encourage groups to practice their sequences, paying attention to the clarity of each movement and the expressiveness of their gestures.
- 4. Performance:** Each group performs their pantomime story to the class. Audience members watch carefully to understand the narrative and offer feedback on the clarity and expressiveness of the performance.
- 5. Discussion:** After each performance, discuss what was clear and what could be improved. Highlight effective techniques used by the performers to convey their story.



**Criteria**

Use the criteria below to complete the assignment.

Criteria	Description
<b>Clarity of Movement</b>	Ensure all movements are clear and easily understood by the audience.
<b>Exaggerated Actions</b>	Use exaggerated actions to emphasize key moments and emotions in the story.
<b>Expressive Facial Gestures</b>	Use facial expressions effectively to convey emotions and reactions.
<b>Sequential Storytelling</b>	Arrange actions in a logical sequence that clearly tells the story from beginning to end.
<b>Audience Engagement</b>	Perform in a way that captures and maintains the audience's attention throughout the story.

**Planning**

Answer the questions below.

1) What is the main plot of your upcoming video?

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2) What are the most important actions or events in your story?

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3) What emotions do your characters experience during the story?

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## Story

Use the stories below for your pantomime.

Urban Story Title	Scenario Description
Busy Street	Characters navigate a crowded city street, dealing with various obstacles and interactions with other pedestrians.
Park Picnic	A group of friends have a picnic in a city park, encountering humorous or unexpected events.
Subway Adventure	Characters experience the hustle and bustle of a busy subway station, including missed trains and crowded cars.
Street Performer Show	A street performer captivates an audience, with interactions between the performer, the audience, and passersby.
Lost in the City	A tourist gets lost in an unfamiliar city and seeks help from locals, leading to a series of misadventures.
Café Chaos	Patrons and staff in a busy café get involved with a series of mix-ups and misunderstandings.
Rush Hour Traffic	Drivers and pedestrians navigate the chaos of rush hour traffic, including road rage and near misses.
Urban Market Day	Vendors and customers interact at a city market, showcasing a variety of goods and services, with some bargaining.
City Park Performance	A group prepares for a public performance in a city park, facing challenges and surprises along the way.
Building Evacuation	Characters react to an emergency evacuation of a city building, dealing with the urgency and confusion of the situation.



**Performance Review**

Write a short review of your performance.

1) What did you enjoy about the performance?

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2) What did you learn from the performance?

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3) How effective were the pantomimes in conveying the message?

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**PERFORMANCE**

**Rubric**

How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
<b>Clarity of Movements</b>	Movements are unclear.	Movements are somewhat clear.	Movements are mostly clear.	Movements are very clear and easily understood.
<b>Exaggeration of Actions</b>	Actions are not exaggerated.	Actions are slightly exaggerated.	Actions are mostly exaggerated.	Actions are highly exaggerated and emphasized.
<b>Expressive Facial Gestures</b>	Facial expressions are minimal or absent.	Facial expressions are somewhat expressive.	Facial expressions are mostly expressive.	Facial expressions are very expressive and clear.
<b>Sequential Storytelling</b>	Story is difficult to follow.	Story is somewhat clear but disjointed.	Story is mostly clear with some gaps.	Story is very clear and logically sequenced.
<b>Audience Engagement</b>	Audience is not engaged.	Audience is somewhat engaged.	Audience is mostly engaged.	Audience is fully engaged and attentive.

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



## Activity: Poetry Commentary

### Objective

What are we learning more about?

Students will explore poetry that reflects social commentary from various cultures and historical periods, understanding how themes and presentation styles represent the original culture. They will practice expressive reading and physicality to enhance the cultural context and emotional resonance of the poems.

### Materials

What do we need for our activity?

- Copies of selected poems with social commentary themes from various cultural periods
- Simple props and costumes (optional)



### Instructions

How do we complete the activity?

- 1) Introduction to Social Commentary Poetry:** Begin with a discussion on what social commentary is and how it can be reflected in poetry. Provide examples of themes such as justice, equality, freedom, and cultural identity.
- 2) Poem Selection:** Divide the class into small groups providing them with a selection of poems from different cultures and historical periods that address social commentary.
- 3) Contextual Research:** Have students research the historical and cultural background of their chosen poem. They should understand the time period when the poem was written and the social issues it addresses.
- 4) Expressive Reading Practice:** Conduct a workshop on expressive reading techniques. Focus on vocal variety, tone, pace, and volume. Encourage students to experiment with these elements to convey the poem's emotional depth and meaning.
- 5) Physicality and Gestures:** Guide students through exercises that incorporate physicality and gestures into their performances. Emphasize the importance of body language and facial expressions in enhancing the meaning and impact of the poetry.
- 6) Rehearsal and Performance:** Allow time for students to rehearse their performances. Provide feedback and suggestions for improvement, focusing on clarity, expression, and cultural authenticity. Then the students perform their poems for the class.
- 7) Discussion and Reflection:** After all performances, facilitate a class discussion on the themes presented in the poems and how the performances reflected the originating cultures.

**Criteria**

Use the criteria below to complete the assignment.

Criteria	Description
<b>Understand Cultural Context</b>	Research and explain the cultural and historical background of the poem to ensure accurate interpretation.
<b>Vocal Variety</b>	Use vocal variety, including changes in tone, pace, and volume, to convey the poem's emotional depth and cultural significance.
<b>Physicality and Gestures</b>	Use appropriate body language and gestures to enhance the performance and reflect the poem's themes.
<b>Emotional Resonance</b>	Establish a strong connection to the poem's themes and emotions, making the performance impactful for the audience.
<b>Clarity and Articulation</b>	Ensure clear pronunciation and articulation so that the audience can understand the poem's message.

**Planning**

Answer the questions below.

1) What is the cultural and historical background of the poem you selected?

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2) What parts of the poem require special emphasis to ensure the audience understands the social commentary?

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3) How can you use facial expressions, tone, pace, and volume to convey the emotions in the poem?

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**Tips** Use these tips on expressive reading techniques below in your performance.

### 1. Vocal Variety:

- **Pitch:** Vary your pitch to reflect different emotions. Higher pitches can convey excitement or fear, while lower pitches can suggest seriousness or sadness.
- **Inflection:** Use inflection to emphasize important words or phrases. This can help highlight the poem's key messages.
- **Pause:** Use strategic pauses to give the audience time to absorb significant points and to build suspense.

### 2. Tone:

- **Match the Mood:** Adjust your tone to match the mood of the poem. A somber tone for a serious poem, a light tone for a humorous poem, etc.
- **Emotion:** Let the emotion of the poem guide your tone. If the poem is passionate, let your voice reflect that passion.
- **Consistency:** Maintain consistent tone throughout sections that share the same mood to ensure coherence.

### 3. Pace:

- **Slow Down for Emphasis:** Slow down your pace to emphasize important lines or words. This can make the message more impactful.
- **Speed Up for Excitement:** Increase your pace during exciting or intense moments to convey urgency.
- **Natural Flow:** Ensure your pace flows naturally with the poem's rhythm. Avoid rushing through lines, especially those with deep meaning.

### 4. Volume:

- **Projection:** Speak loudly enough for everyone to hear. Vary your volume for different parts of the poem. Louder for strong emotions, softer for intimate moments.
- **Contrast:** Use volume contrast to keep the audience engaged. A sudden drop or rise in volume can capture attention and convey changes in emotion or intensity.
- **Control:** Maintain control over your volume to avoid shouting unless specifically intended for dramatic effect.

### How to Use These Elements:

- **Emotional Depth:** To convey the poem's emotional depth, align your vocal variety, tone, pace, and volume with the emotions described in the poem. For example, in a sad poem, use a lower pitch, a slower pace, and softer volume to reflect sadness.
- **Cultural Context:** Reflect the cultural context by researching the background of the poem and incorporating culturally relevant expressions or rhythms. For example, if a poem is from a particular culture, mimic the storytelling style of that culture.

### Practice Techniques:

- **Read Aloud:** Practice reading the poem aloud multiple times, experimenting with different vocal techniques until you find the combination that best conveys the poem's meaning.
- **Record Yourself:** Record your practice sessions to hear how you sound. This can help you identify areas for improvement.
- **Peer Feedback:** Perform in front of peers and ask for constructive feedback on your use of vocal variety, tone, pace, and volume.
- **Mirror Practice:** Use a mirror to practice your expressions and gestures. This will help you become more aware of your body language and facial expressions.

## Poems

Pick from the poems below for your presentation.

**The Song of Equality (African-American, 20th Century)**

We rise from chains, from fields of sorrow,  
Dreaming of a brighter morrow.

Every step, a voice grows louder,  
Standing justice, standing prouder.

Where freedom's seeds were sown,  
Equality must now be grown.

Through prayer raised in song and plea,  
We stand where all are free.

No more we're divided by our skin,  
For a new world begins.  
Unity, your strength and might,  
And march together is the light.

The cries of pain, they echo still,  
Reminding us of the hill.  
We've climbed together, hand in hand,  
To reclaim our own land.

In songs of old and new,  
We cast aside our burdens.  
No more to bow, no more to cower,  
Injustice is the foe we slay.

With hearts afire, with spirits high,  
We lift our gaze up to the sky.  
For dreams that once were shackled tight,  
Now soar on wings of endless flight.

From every corner, every voice,  
We stand united, we rejoice.  
For in this fight, we all belong,  
Together, we are strong.



## Poems

Pick from the poems below for your presentation.

## In the Office, Where Chaos Reigns

In cubicles, under the pale screen light,  
The workers, with all their might,  
In rooms forever snug and ever full,  
In meetings dull and just mull.

The boss's job is what a lot of people  
Yet laughter's for those who can't  
snore  
The emails pile, the deadlines loom,  
Excel sheets cause impending doom

Yet whispers of a break arise  
Among the clever, sly and wise.  
A call for freedom, lunch break long,  
To sing the coffee lover's song.

The printer jams, the stapler's gone,  
The office plant, now acts withdrawn.  
But hope persists, in snacks we trust,  
For vending machines are a must.

The water cooler's gossip flows,  
Of weekend plans and TV shows.  
In cubicle farms, the tales are spun,  
Of bosses' quirks and battles won.

The dreaded Monday comes too fast,  
With Friday's dreams not meant to last.  
Yet camaraderie keeps spirits high,  
With doughnut days and pizza pie.

From nine to five, the hours crawl,  
But happy hour, they heed the call.  
For in this chaos, laughs are found,  
Every pun and joke around.

ce life, a comic play,  
 e quirks and pranks make up the  
 F... bonds are made,  
 A... and re... do fade.

So here's to you, my friends,  
To PowerPoint and to me,  
For in this world of delight,  
The humour shines, so clear and bright.

## Poems

Pick from the poems below for your presentation.

**A Mother's Lament (Japanese, Post-World War II)**

In shadows of the rising sun,  
A mother weeps for her dear son.  
Gone to war, so young, so brave,  
Now lies silent in a grave.

As the bombs that fell, the fires that burned,  
From peace and love, a nation turned.  
The dreams of days when swords were still,  
And no one would desire to kill.

From her heart, a wish is born,  
For the day when she shall mourn.  
No more the war to hear,  
But songs of peace far and near.

The cherry blossoms, pink and bright,  
Now seem to fade in mourning light.  
For every petal on the ground,  
A mother's tear is a sound.

The waves upon the distant shore  
Whisper tales of days long before  
When children played and laughter rang,  
Before the world in sorrow sang.

She holds his picture to her heart  
A life cut short, torn apart.  
Yet in her grief, she plants a tree,  
A symbol of what life should be.

With every branch that reaches high,  
She sees her son's smile in the sky.  
In peace, she prays the world will find,  
The love and hope he left behind.



## Poems

Pick from the poems below for your presentation.

**The Forgotten Workers (British, Industrial Revolution)**

In factories dark, by dim gaslight,  
The workers toil through endless night.  
Their hands are calloused, spirits worn,  
At dawn's first light, they're still not gone.

Children's laughter now replaced,  
By cries of hunger, dreams erased.  
The weak survive, the poor endure,  
In life so hard and pure.

Whispers of change arise,  
Among the brave and bold, the wise.  
A call for fairness, and pay,  
To lift the darkness of the day.

The looms that hum, the wheels that turn,  
In every heart, a fire is born.  
For better days, for better times,  
Where workers' rights no longer mourn.

The coal-stained hands, the faces grim,  
A testament to countless years.  
To break the chains, to find their voice,  
To stand as one, to make their choice.

From mills and mines, their voices grow,  
A rising tide against the woe.  
For every strike, for every stand,  
They fight to claim their rightful land.

With every step on cobbled streets,  
They march together, countless feet.  
For in their unity, they find,  
The strength to leave the past behind.

## Poems

Pick from the poems below for your presentation.

## The Social Media Circus

In the endless scrolls,  
When the feed shows a black face rolls.

The influencers show their flair,  
While we all compare.

The hashtags tell the story,  
The latest meme, oh my.  
Yet deep inside, we crave the likes,  
To validate our social life.

With filters on, we strike a pose,  
While hiding pimples, freckles, nose.  
The pressure mounts to look just right,  
In this chaotic, endless flight.

But whispers of a truth arise,  
Among the brave, the ones who prize.  
A call for realness, flaws and all,  
To break the superficial wall.

The endless scroll through feeds so bright,  
With influencers in perfect light.  
Yet real friends wait with laughter pure,  
Away from screens, a better cure.

The comments, trolls, the endless spam,  
The perfect life, an Instagram.  
Yet deeper bonds are lost in this,  
As real connections go amiss.

The phone's a tool, not life itself,  
Yet likes and shares sit on our shelf.  
For in the chaos, we must find,  
The joy in life, the peace of mind.

The social media circus spins,  
With friends and dancing grins.  
But in the end, it's clear to see,  
That offline, we're truly free.  
From the dances to the tweets,  
To real-life hugs and face-to-face meets.  
For in this world of screens,  
Let's not forget the real connection.

So here's to logging off a while,  
To real-life chats and genuine smiles.  
For in this digital display,  
The real world's where we ought to stay.



## Poems

Pick from the poems below for your presentation.

**The Silent Earth (Contemporary Global)**

The forests fall, the oceans rise,  
Beneath a slowly darkening sky.  
The silent earth, once full of life,  
Now struggles in a losing strife.

Rivers choke on human waste,  
The air grows thick with our haste.  
We chase dreams, consume and take,  
Without knowing what's at stake.

In the silence, we hear the plea,  
From the mountains to the deepest sea.  
To change our ways, to care,  
And with the future share.

The polar ice that melts away,  
A sign of how we've gone astray.  
The creatures lost to our pursuits  
Reflect our greed and selfish acts.

The deserts spread, the forests thin,  
From nature's balance, we've withdrawn.  
To tread with care, to guard the land,  
To lend the earth a helping hand.

The children's voices, pure and clear,  
Remind us of what we hold dear.  
For them, we strive to make amends,  
To give them hope, to be their friends.

With every tree that's planted new,  
With every drop of morning dew,  
We find the strength to turn the tide,  
To walk with nature side by side.

## Poems

Pick from the poems below for your presentation.

## Freedom's Call (American, 1960s)

On buses, streets, and lunch counter seats,  
The struggle marches with weary feet.  
Voices rise in a unified call,  
For justice, dignity for all.

Like Selma's bridge to Birmingham,  
The cry for freedom, "Here I am!"  
With courage strong, they face the night,  
Dreaming, for civil rights.

The dream of freedom resounds,  
In every heart where hope is found.  
A word where love and in hand,  
In justice and peace all stand.

The marchers' fight, every night,  
A testament to moral right,  
For in the face of hatred and fear,  
Their voices rang loud and clear.

With every step on freedom's road,  
They carried hope, they held no lead.  
For every tear, for every pain,  
Their sacrifice was not in vain.

The songs they sang, the prayers they prayed,  
In every heart, the message stayed.  
For in their unity and grace,  
They paved the way for a new place.

The echoes of their struggle still,  
Inspire us to climb the hill.  
For in their fight, we find our own,  
A call to never stand alone.



## Poems

Pick from the poems below for your presentation.

## The Woes of Modern Travel

The check-in line, bags in tow,  
The security line, moves so slow.  
The scanner beep, the downs long,  
In this chaos, time goes long.

The overhead bins are always full,  
With bags that pile up and never fall.  
The middle seats, a cramped space,  
As strangers snore and stare in a daze.

Yet whispers of a dream arise,  
Among the brave, the travel-wise.  
A call for upgrades, business class,  
Where legroom's wide and champagne flows.

The flight attendants smile and frown,  
As toddlers scream and parents drown.  
The seatbelt sign, a constant friend,  
With turbulence that never ends.

The tiny meals, the mystery meat,  
The cramped-up legs, no room for feet.  
Yet through it all, we brave the skies,  
With destination in our eyes.

The jetlag hits, the time zones clash,  
Our bodies ache, our systems crash.  
But oh, the sights, the food, the fun,  
Make all the travel woes undone.

The customs line, the questions fast,  
"Anything to declare?" at last.  
We nod and smile, with stamps in hand,  
And finally reach our promised land.

From lost luggage, missed connections,  
To language gaps and wrong directions.  
Yet in this chaos, joy we find,  
In new adventures, peace of mind.





The travel apps that guide our way,  
The maps and tips for every day.  
When we wander, get off track,  
But always find our way right back.

The flights and road trips wild,  
The adventures, the wanderlust child.  
This world is ours to explore,  
The joys and woes we love and trust.

From airports to airships hum,  
To road trips with a different drum.  
For in the end, we come to see,  
That travel's woes are worth the spree.

**Three Stars and a Cloud**

Select one performance and write three highlights and one improvement.

Title Of Performance	
	Description
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**PERFORMANCE EVALUATION**



**Rubric**

How did you do on the assignment?

Criteria	(1 point)	(2 point)	(3 point)	(4 point)
<b>Understanding of Cultural and Historical Context</b>	Limited understanding of cultural and historical context, missing details.	Basic understanding with some gaps in the cultural and historical background.	Good understanding, explains the cultural and historical background well.	Deep understanding and insight into the cultural and historical background.
<b>Vocal Expression</b>	Poor use of pitch, tone, and volume, making the performance flat.	Some variation in pitch, tone, and volume, but not consistent.	Uses pitch, tone, and volume effectively to convey emotions.	Excellent use of vocal variety, enhancing the poem's emotional depth and cultural context.
<b>Physicality and Gestures</b>	Rarely uses gestures or body language, which do not enhance the performance.	Some use of gestures and body language, but not as effective.	Good use of gestures and body language to enhance meaning.	Skillful and effective use of gestures and body language, significantly enhancing the performance.
<b>Emotional Resonance</b>	Shows little emotional connection to the poem, lacks impact.	Some emotional connection, but not consistent throughout the performance.	Strong emotional connection, the performance has impact.	Deep emotional connection, engaging the audience fully.
<b>Clarity and Articulation</b>	Poor clarity and articulation, making the poem difficult to understand.	Some issues with clarity and articulation, occasionally hard to understand.	Clear and articulate, making the poem easy to understand.	Exceptionally clear and articulate, ensuring the poem's meaning is very clear.

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

# Reports

## How Drama Has Affected Cultural, Social, and Economic Change

- ✓ Theatre and Environmental Awareness
- ✓ Raising Awareness of LGBTQ+ Issues
- ✓ The Fight for Women's Voting Rights
- ✓ Understanding War Through Theatre
- ✓ Theatre as a Cultural and Economic Driver



# The Fight for Women's Voting Rights

## Background on Nelly McClung

Nelly McClung was a Canadian suffragist, author, and social reformer. Early in life, she became one of the most famous women in Canadian history. She played a key role in the fight for women's rights, including the right to vote. McClung used her skills as a writer and speaker to argue for social change.



## The 1914 Mock Parliament

In 1914, Nelly McClung organized a mock parliament in Winnipeg, Manitoba. The event was a satirical play where women acted as politicians debating whether men should have the right to vote. McClung played the role of the prime minister. The mock parliament used humor and satire to highlight the absurdity of denying women the right to vote. The event became very popular and drew attention to the suffrage movement.

## Impact on Women's Suffrage

McClung's mock parliament had a significant impact on the women's suffrage movement. It helped to shift public opinion in favor of women's voting rights. Here are some key facts about the impact:

- **Increased Awareness:** The play brought national attention to the issue of women's suffrage.
- **Political Change:** The mock parliament influenced politicians and the public.
- **Legislative Success:** In 1916, Manitoba became the first province in Canada to grant women the right to vote.

## Key Facts and Statistics

- **Nelly McClung:** Born in 1873, died in 1951.
- **1914 Mock Parliament:** Held in Winnipeg, Manitoba.
- **Women's Right to Vote in Manitoba:** Granted in 1916.
- **Other Provinces:** Saskatchewan and Alberta followed in 1916; British Columbia and Ontario in 1917.

## The Power of Drama in Advocacy

McClung's use of drama to argue for women's voting rights shows how powerful theatre can be in advocating for social and political change. By using satire, she made a serious issue accessible and engaging for a wide audience, leading to significant progress in the fight for equality.

## True or False

Is the statement true or false?

1) Nelly McClung was born in 1873.	True	False
2) McClung organized a mock trial in 1914.	True	False
3) The mock trial took place in Alberta.	True	False
4) McClung's play was Premier.	True	False
5) The mock parliament was held against men's voting rights.	True	False

## Timeline

List a series of events related to women's suffrage in Canada, starting with McClung's mock parliament.

## Questions

Answer the questions below.

1) What was the main purpose of Nelly McClung's mock parliament in 1914?

2) How did McClung use humor in her 1914 play to address a serious issue?



# Raising Awareness of LGBTQ+ Issues

## Background on "The Laramie Project"

"The Laramie Project" is a play by Moisés Kaufman and the Tectonic Theater Project. It tells the story of Matthew Shepard, a student murdered in 1998 in Laramie, Wyoming. The play highlights hate crimes against LGBTQ+ individuals. The play is based on interviews with Laramie residents, giving a personal view of the impact of the murder.



## Structure of the Play

The play uses a documentary style, featuring real interviews to tell the story. This helps convey the emotions and reactions of the people involved, allowing for a deeper exploration of the issues.

## Key Facts and Statistics

- Matthew Shepard's Murder: Matthew Shepard was murdered on October 6, 1998, and died six days later.
- Impact on Laramie: The crime profoundly affected the residents and brought national attention to hate crimes.
- Legislation: The murder led to the 2009 Matthew Shepard and James Byrd Jr. Hate Crimes Prevention Act, expanding the definition of hate crimes.
- The Play's Reach: "The Laramie Project" has been performed worldwide, spreading awareness about LGBTQ+ issues.

## Learning Points for Students

- Understanding Hate Crimes: Learn what constitutes a hate crime and its impact on the community.
- Role of Drama in Social Change: Explore how drama like "The Laramie Project" influences public opinion and legislation.
- Empathy and Perspective: Understand empathy by viewing the community members' perspectives.
- Interview Techniques: Learn how interviews create powerful, real stories.

## Important Themes

- Tolerance and Acceptance: Promotes understanding and acceptance of LGBTQ+ individuals.
- Community Response: Shows how a community can address and heal from tragedy.
- Justice and Advocacy: Highlights advocating for justice and the role of laws in protecting marginalized groups.

**Questions**

Answer the questions below.

1) Who created "The Laramie Project"?

2) How did the play impact hate crime legislation?

3) What style is "The Laramie Project" structured in?

4) What year did the murder of Matthew Shepard occur?

**Create**

Write a paragraph explaining how "The Laramie Project" raised awareness about LGBTQ+ issues. How is this done differently than just regular news reporting?

**True or False**

Is the statement true or false?

1) "The Laramie Project" uses real interviews.

True False

2) Matthew Shepard was attacked in 1999.

True False

3) The play is set in Laramie, Wyoming.

True False

4) The play was created by Moisés Kaufman.

True False

5) Hate crime laws were unchanged by the play.

True False



# Theatre and Environmental Awareness

## Background on "An Inconvenient Truth"

"An Inconvenient Truth" is a presentation by Al Gore that became a famous documentary. It highlights the serious issue of climate change. By using multimedia and dramatic storytelling, it explains the science behind global warming in an easy-to-understand way. The stage performances of this documentary helped raise awareness about climate change.



## Structure of the Performance

The performances combine documentary elements and drama. This mix makes the information engaging and memorable. By showing real data through dramatic storytelling, the presentations make climate change feel more urgent.

## Key Facts and Statistics

- Global Warming: The Earth's average temperature has risen by about 1 degree Celsius in the last century.
- CO<sub>2</sub> Levels: Carbon dioxide levels in the atmosphere have risen faster than at any time in 800,000 years.
- Sea Level Rise: Sea levels have risen about 8 inches since 1880.
- Impact on Policies: Many countries created new environmental policies because of "An Inconvenient Truth."
- Behavior Changes: The documentary encouraged people to reduce their carbon footprint by using less energy and recycling.

## Learning Points for Students

- Understanding Climate Change: Learn what causes climate change and its effects on the planet.
- Role of Theatre in Education: Explore how combining drama with science can educate and engage people.
- Multimedia Use: Understand the importance of using multimedia to present scientific information.
- Impact on Society: See how one documentary can influence public opinion and behaviors worldwide.

## Important Themes

- Urgency of Action: The presentations highlight the need to address climate change immediately.
- Personal Responsibility: They emphasize how individual actions can help solve the problem.
- Global Impact: The documentary shows how climate change affects everyone around the world.

**Questions**

Answer the questions below.

1) Explain the main issue highlighted in "An Inconvenient Truth"?

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2) How successful have governments been in changing policy?

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**Think**

How effective do you think documentaries are in changing policy? Think of a documentary you have seen. Did it make you want to do anything differently afterwards (change habits, write government officials, etc.)?

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**True or False**

Is the statement true or false?

1) Al Gore created "An Inconvenient Truth."

True False

2) The documentary uses no multimedia.

True False

3) CO<sub>2</sub> levels are the highest in history.

True False

4) Climate change has a global impact.

True False

5) The documentary discouraged recycling.

True False



# Understanding War Through Theatre

## Introduction to "Black Watch"

The National Theatre of Scotland's production "Black Watch" tells the story of soldiers from the Black Watch regiment during the Iraq War. This play uses dance, music, choreography, and multimedia to vividly depict soldiers' experiences.

## Staging and Choreography

"Black Watch" employs unique staging and choreography. The production features:

- Moving platform
- Projected images and video
- Dynamic lighting



These elements create an immersive experience for the audience, making them feel part of the soldiers' journey.

## Impact on Public Perception

"Black Watch" significantly impacted public perception of the Iraq War. By focusing on soldiers' personal stories, the play highlighted the human cost of war, often overlooked in mainstream media. This production sparked conversations about:

- The mental and physical toll on soldiers
- The challenges faced by military families
- The broader implications of military service

## The Human Cost of War

A key theme in "Black Watch" is the human cost of war. The play highlights the sacrifices made by soldiers and their families. Key facts include:

- Many soldiers experience PTSD (Post-Traumatic Stress Disorder) after combat.
- The rate of injury and fatality among soldiers in the Iraq War was high.
- Military families face long periods of separation and uncertainty.

By presenting these facts through drama, "Black Watch" helps audiences understand the profound effects of war on individuals and communities.

## The Role of Drama in Social Issues

"Black Watch" shows how theatre can address critical social issues. The play brings soldiers' voices to the forefront, allowing audiences to gain insight into their experiences. This approach encourages empathy and understanding, highlighting drama's potential to influence public opinion and promote social change.

## True or False

Is the statement true or false?

1) "Black Watch" focuses on World War II.	True	False
2) Staging uses traditional set design.	True	False
3) The Iraq War is central to the play.	True	False
4) Main characters suffer from PTSD.	True	False
5) The play ignores the human cost of war.	True	False

## Reflection

Write your thoughts about how the play changed your perspective on military service.

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## Questions

Answer the questions below.

1) What innovative techniques does "Black Watch" use to tell soldiers' stories?

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2) How does "Black Watch" impact public perception of the Iraq War?

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# Theatre as a Cultural and Economic Driver

## Blending Musical Styles

Lin-Manuel Miranda's musical "Hamilton" is unique because it blends hip-hop, R&B, and traditional musical theatre styles. It offers a fresh and engaging way to tell the story of founding Father Alexander Hamilton. The musical's songs include rap battles, soulful ballads, and classic show tunes, making it accessible and exciting for a wide range of audiences.



## Diverse Casting and Representation

"Hamilton" is notable for its diverse casting. Actors of various racial and ethnic backgrounds portray historical figures, which challenges traditional representations of American history. This approach not only brings new perspectives to the stage but also allows more people to see themselves reflected on stage. It emphasizes that America's history belongs to everyone, regardless of race.

## Cultural Significance

The cultural significance of "Hamilton" lies in its music and casting. It has:

- Redefined how history can be portrayed in theatre
- Engaged young audiences with historical content
- Sparked discussions about race, identity, and history

By presenting historical events through contemporary music and diverse casting, "Hamilton" has made American history more relatable and inspiring.

## Economic Impact

"Hamilton" is also an economic powerhouse. The musical has generated substantial revenue for Broadway and touring companies. Key economic impacts include:

- Creating thousands of jobs in theatre production and related industries
- Boosting tourism in cities where the show is performed
- Generating millions of dollars in ticket sales

These factors illustrate how a successful theatre production can have a significant economic ripple effect.

## Interest in History and Politics

"Hamilton" has sparked renewed interest in American history and politics. The musical's popularity has led to increased sales of books about Alexander Hamilton and other historical figures. It has also inspired educational programs and discussions about the founding of the United States, highlighting theatre's role in promoting historical literacy and civic engagement.

## True or False

Is the statement true or false?

1) "Hamilton" uses only traditional musical theatre.	True	False
2) Diverse casting is a feature of "Hamilton."	True	False
3) The music includes rap battles.	True	False
4) Hamilton covers World War II events.	True	False
5) The musical highlights America's history.	True	False

## Reflection

Write a paragraph about how "Hamilton" makes history more  
interesting.

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## Questions

Answer the questions below.

1) Why is the casting in "Hamilton" considered diverse?

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2) What are some economic impacts of "Hamilton"?

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