



Workbook Preview



Manitoba – Dramatic Arts Curriculum

Grade 1 – Drama

Learning Area: Making		The learner develops language and practices for making drama/theatre.
	Recursive Learnings	Pages
DR-M1	The learner demonstrates an understanding of and a facility with a variety of dramatic forms.	6-8, 12-13, 16-20, 28-32, 38-41, 54-56, 63-66, 80-82, 86-88, 112-118, 124-130, 132-133
DR-M2	The learner demonstrates an understanding of and a facility with a variety of dramatic forms.	8-41, 49, 63-66, 80-82, 83, 122-138
DR-M3	The learner demonstrates an understanding of and a facility with a variety of dramatic forms.	54-56, 89-111
Learning Area: Creating		for creating drama.
	Recursive Learnings	Pages
DR-CR1	The learner generates ideas for creating drama using a variety of sources.	6-8, 22, 24, 34-36, 43, 46-47, 50-52, 54-56, 58-59, 68, 71-73, 80-82, 84, 86-88, 92-93, 95-102, 109-111
DR-CR2	The learner experiments with, develops, and uses ideas for creating drama.	76-78, 95-102, 112-118, 120-122
DR-CR3	The learner revises, refines, and shares dramatic arts ideas and creative work.	61-62

**Preview of 15 activities
from this unit that
contains 33 activities in
total.**

Manitoba – Dramatic Arts Curriculum

Grade 1 – Drama

Learning Area: Connecting		The learner develops understandings about the significance of the dramatic arts by making connections to various contexts of times, places, social groups, and cultures.
	Recursive Learnings	Pages
DR-C1	The learner experiences and develops an awareness of people and practices from various times, places, social groups, and cultures.	16-20, 120-122
DR-C2	The learner experiences and develops an awareness of a variety of dramatic forms, styles, and traditions.	16-20, 120-122
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.	61-62

Learning Area: Responding		The learner uses critical reflection to inform dramatic arts learning and to develop agency and identity.
	Recursive Learnings	Pages
DR-R1	The learner generates initial reactions to dramatic arts experiences.	9-10, 14-15, 33, 37, 48-49, 85, 89
DR-R2	The learner observes and describes dramatic arts experiences.	60, 74-75, 83, 104-108, 119, 140-142
DR-R3	The learner analyzes and interprets dramatic arts experiences.	11, 21, 23, 25-27, 42, 44-45, 53, 67, 69-70, 79, 91, 94, 103, 123, 131, 139
DR-R4	The learner constructs meaning and applies new understandings from dramatic arts experiences.	57

Activity: Storytelling Circle Adventure

Objective What are we learning more about?

To engage students with oral and collaborative storytelling by having students build a narrative together, focusing on developing main ideas and central characters.

Materials What do we need for our activity?

- ✓ A comfortable sitting area (preferably in a circle)
- ✓ A talking stick (or any small object to designate the speaker)
- ✓ A simple starter prompt or question



Instructions How do we complete the activity?

- 1) **Introduction:** Gather the students in a circle and explain the rules of the storytelling circle. Each student will add one sentence to the story, continuing from where the previous student left off.
- 2) **Starting the Story:** The teacher can either start with a simple sentence like "Once upon a time, there was a brave little squirrel named Sam" or let the first student create the opening line.
- 3) **Passing the Talking Stick:** The talking stick is passed around the circle with each student holding it when it's their turn to speak. The student focuses on listening and contributes to the flow of the story.
- 4) **Encouraging Creativity:** Encourage students to think about what happens next in the story and how they can develop the main character or introduce new elements.
- 5) **Concluding the Story:** Once everyone has had a turn, the teacher can guide the group to a satisfying conclusion or ask the students if they'd like to end the story or keep it open for future continuation.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Add One Sentence to the Story	Think of one sentence to add to our story when it's your turn.
Listen Carefully to Others	Pay attention to the story your classmates are telling.
Be Creative with Your Sentence	Use your imagination to make the story interesting.
Stay on Topic	Make sure your sentence fits with the story we are creating.
Take Turns and Be Patient	Wait for your turn to speak and let everyone have a chance.

Starter Prompts

"Once upon a time, there was a friendly dragon named..."

"In a small village by the sea, lived a curious cat named..."

"One day, a magical book appeared in the library, and..."

"In the middle of a dense forest, a young explorer found..."

"There was a mischievous ghost who loved to play tricks on..."

"On a bright sunny day, a group of friends decided to..."

"In a distant land, there was a castle made entirely of..."

"A talking tree in the park had a secret to tell..."

"In a world where animals could talk, a brave lion named..."

"One evening, the stars in the sky began to dance, and..."

Name: _____

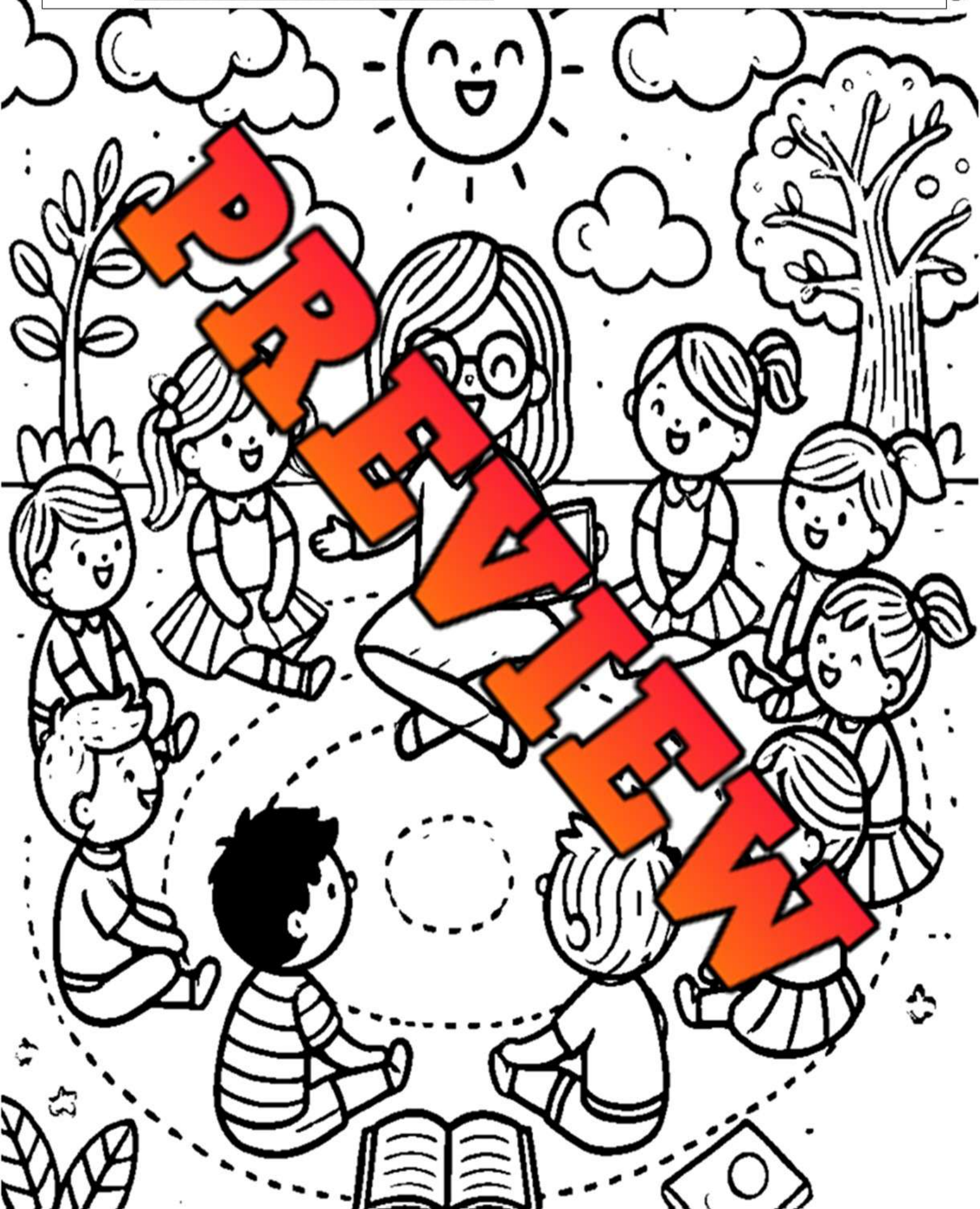
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Curriculum Connection
DR-R1

**Imaginative
Drawing**

Imagine a different ending to the story and show it through your drawing.

PERVALEZ



Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Add a Sentence	Did not add a sentence.	Added a sentence with help.	Added a sentence on my own.	Added a sentence easily.
Listen Carefully	Did not listen to others.	Sometimes listened to others.	Listened to others most of the time.	Listened to others all the time.
Be Creative	Did not use much imagination.	Used a little imagination.	Used imagination.	Used a lot of imagination.
Stay on Topic	Sentence did not fit the story.	Sentence mostly fit the story.	Sentence mostly fit the story.	Sentence fit the story perfectly.
Take Turns and Be Patient	Did not wait for turn.	Had trouble waiting for turn.	Waited for turn most of the time.	Waited for turn every time.

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

Activity: Pass the Object

Objective

What are we learning more about?

Students use their imagination and creativity to transform an imaginary object into something new through actions and mime. This activity encourages imaginative thinking, creative expression, and collaborative storytelling.

Materials

What do we need for our activity?

- ✓ An open space
- ✓ Chairs placed in a circle



Instructions

How do we complete the activity?

- 1) Have the students sit or stand in a circle. Explain that they will be passing around an imaginary object, and each student will transform it into something new using only their actions and mime.
- 2) Start by pretending to hold an object, such as a ball. Act out what the object is, using gestures and expressions. For example, if it's a ball, pretend to bounce it or throw it.
- 3) Pass the imaginary object to the next student. That student takes the object and transforms it into something else, like a pair of binoculars, using their imagination. Encourage them to use their whole body and facial expressions to show what the object has become.
- 4) Continue passing the object around the circle, with each student creating a new imaginary item. Allow each student to take a turn to think creatively.
- 5) After the object has been passed around, choose a few of the transformed objects and ask the students to create a short scene using them. For example, if the object became a magic wand, a superhero mask, and a microphone, the students can create a scene where they are superheroes giving a press conference.
- 6) Have the students perform their short scene for the class, showcasing their creativity and teamwork.

Reflection

Answer the questions below.

Fill in the blank with the correct names of objects.

1) I got _____ from the student before me.

2) I changed it to a _____ and gave it to the next student.

Draw the object _____ and the object you gave to the student next to you.

PREVIEW

Activity: Chorus of Emotions

Objective What are we learning more about?

To help students understand Choric Drama by showing them how a group can work together using their voices to create sounds and express various emotions or tell stories.

Materials What do we need for our activity?

- ✓ Short stories or poems (one line and one emotion)
- ✓ Open space



Instructions How do we complete our activity?

- 1) Begin by explaining that in Choric Drama, a group of people (or a chorus) uses their voices together to tell parts of a story or express emotions.
- 2) Read a short story or poem to the students and have them listen carefully.
- 3) Divide the class into small groups. Each group will represent a different part of the story. Each part has a different emotion (e.g., Group 1 represents "happiness," Group 2 represents "sadness," and so on).
- 4) Allow groups to practice reading their parts on their own. Then combine all the groups and perform the entire story as a class.
- 5) As you read the story the group tasked with the part of the story or emotion will work together to say or chant their lines in unison. They should do so while expressing the emotions associated with it.

Tips

Apply these tips in your performance to convey the emotions clearly.

Emotion	Sound to Make
Happy	Use happy voices, like you're smiling, or make little giggles.
Excitement	Fast and with lots of energy, like you're really excited!
Shock	Make an "Oh!" or "Oh no!" sound, like you can't believe what's happening.
Sadness	Talk slowly and softly, almost like a whisper, or make a sad sound.
Fear	Use a shaky voice, talk slowly, or say "uh-oh" in a soft, worried voice.
Relief	Breathe out softly and say "yes" like you're feeling better after a long wait.
Gratitude	Speak slowly and softly, like you're saying a big thank you with a warm, happy voice.
Pride	Use a confident, strong voice, speak slowly and clearly to show how proud you are.
Frustration	Speak quickly or with a tight voice, maybe with a small sigh or "ugh" to show how upset you feel when things go wrong.

Story 1

Option 1 for the activity. Perform the story below in a chorus.

The Lost Kite

Group 1

It was a sunny afternoon, and Sarah was running through the park with her kite. *"This is so much fun!"* she exclaimed, full of **happiness**.

Group 2

Suddenly, the wind picked up, and the kite soared higher. Sarah struggled to hold on to the string. *"Oh no, it's flying away!"* she whispered, filled with fear.

Group 3

The kite snapped loose and floated toward the big tree at the end of the park. Sarah ran after it, her heart pounding with **excitement**. *"I hope it doesn't get stuck!"* she shouted, breathless.

Group 4

But there it was—caught in the highest branch. *"It's gone forever,"* she said softly, with **sadness**. She felt disappointed.

Group 5

Just then, her friend Jamie arrived. *"Don't worry, we can get it down,"* he said, full of **relief**. Together, they came up with a plan and, after a few minutes, the kite was back in her hands. *"Thank you so much!"* Sarah said with **gratitude**.

Story 2

Option 2 for the activity. Perform the story below in a chorus.

The Spilled Juice

Group 1

Tom was sitting at the table with his family, enjoying a snack. His little sister, Emma, was laughing. *"This juice is delicious!"* she said with **pride**.

Group 2

But as she reached for the glass, it tipped over, spilling juice everywhere. *"Oh no!"* Emma gasped with **shock**.

Group 3

Their mom rushed over with a towel. *"It's okay, it happens,"* she said with a soft **relief** in her voice.

Group 4

But Tom wasn't so sure. *"Now the table is a mess!"* he muttered with **frustration**, his hands on his hips.

Group 5

Emma looked at Tom with tears in her eyes. *"I'm sorry,"* she said with **sadness**.

Group 6

Tom paused for a moment. Then, with a smile, he handed her a napkin. *"It's okay, Emma. We can clean it up together,"* he said with **pride** in how he handled the situation.

Story 3

Option 3 for the activity. Perform the story below in a chorus.

The Big Race

Group 1

It was race day at school, and all the students were lined up at the starting line. "I'm ready for this," said Mike with excitement.

Group 2

The whistle blew, and they started running. Mike pushed forward, his legs moving as fast as they could. But halfway through the race, he tripped and fell. "Ouch!" he cried with shock.

Group 3

He looked up to see everyone else still running. "I'll never catch up," he said, feeling sadness.

Group 4

But then, his best friend ran back and reached out a hand. "Come on, you can still finish," he said with gratitude in his voice. Together, they crossed the finish line, even though they didn't win.

Group 5

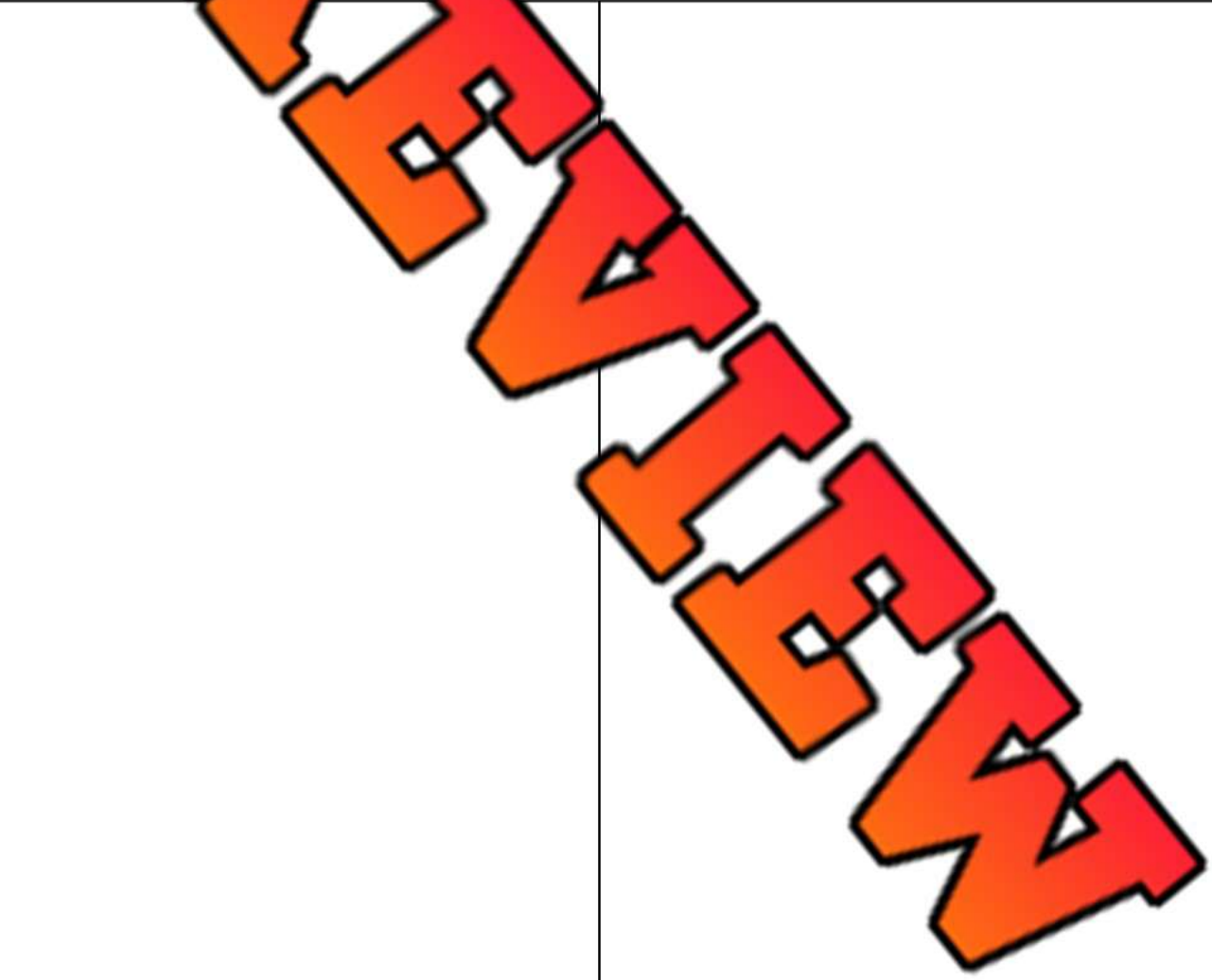
As they reached the end, the crowd clapped and cheered. "You did it!" they shouted with pride. Mike smiled, feeling proud of himself for never giving up.

Reflection

Answer the questions below.

1) What were the hardest and easiest emotions to perform in a chorus?

2) Draw two of the songs your group performed.



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Activity: Unified Voices

Objective

What are we learning more about?

To introduce students to Choral Speech by guiding them to speak together as a group, combining how they use their voices in harmony to express different sounds, rhythms, and emotions.

Materials

What do we need for our activity?

- ✓ A short poem or narrative (simple and repetitive)
- ✓ Open space for students to stand in several rows



Instructions

How do we complete the activity?

- 1) Start by explaining to the students that Choral Speech is when everyone speaks together at the same time. It's about using their voices like instruments to create one big sound.
- 2) Choose a short poem from the 3 poems provided and read it together as a class, practicing speaking at the same speed and rhythm.
- 3) Divide the class into smaller groups. Each group will practice saying a verse of the poem in unison. Practice with each group until they feel confident.
- 4) Once everyone has practiced, combine the groups and perform the entire poem together. Each group should take turns speaking their parts in unison.
- 5) Experiment with different ways of saying the verses: try whispering, using loud voices, or changing the speed to fast or slow. Encourage the students to have fun while staying in sync with their group.

Poem 1

Option 1: Read the poem in unison, expressing different sounds and rhythms.

The Friendly Tree**Verse 1:**

In the middle of the park, so tall,
A tree with leaves in the fall.
Branches stretch, reaching high,
Swaying softly in the sky.

Verse 2:

Spring leaves are new,
Bright and green, fresh with dew.
Summer brings a song,
Resting on its branches strong.

In the summer, it's a shady place,
Where we run and play and chase.
The cool breeze blows through our hair,
We sit beneath it without care.

Verse 4:

When autumn comes, the leaves turn red
Falling gently on my head.
Crunch, crunch under my feet,
A pile of leaves, so big and neat.

Verse 5:

In wintertime, with snow so bright,
The tree glows in the frosty light.
Still standing tall, though leaves are gone,
The friendly tree stands all year long.

Poem 2

Option 2: Read the poem in unison, expressing different sounds and rhythms.

My Little Kite**Verse 1:**

I have a kite, it flies so high,
Dancing, twirling in the sky.
Up and zips, with tail so bright,
It goes, a wonderful sight!

Verse 2:

It lets it soar and spin,
And the string and pull it in.
Up and down, it zips with grace,
Flying high in sky space.

The clouds watch my kite fly by,
Like a bird in the windy sky.
Round and round it makes a loop,
I laugh and cheer as it starts to

Verse 4:

But then the wind begins to blow,
And down my little kite will go.
Gently floating to the ground,
No more spinning all around

Verse 5:

I tuck it in, I hold it tight,
We'll fly again another night.
My kite and I will soar once more,
When the wind begins to roar.

Poem 3

Option 3: Read the poem in unison, expressing different sounds and rhythms.

The Busy Bees**Verse 1:**

The bees are buzzing, here and there,
Flying quickly through the air.
They work so hard, without a rest,
Gathering nectar, doing their best.

Verse 2:

Out they go, one by one,
To the bright and shining sun.
Collecting pollen, cold and bright,
Working from dawn until night.

Back to the hive, they hurry away,
Carrying their treasure all the day.
In the hive, they make a team,
Making honey that tastes like cream.

Verse 4:

The queen bee watches from her spot,
Making sure they don't miss a lot.
The hive is buzzing, full of cheer,
As every bee works through the year.

Verse 5:

When the day is finally done,
The bees rest as the setting sun.
But tomorrow, they'll rise once more,
To buzz and gather, like before.

Checklist

Use the checklist below to assess your performance.

Criteria	Check (✓)	(X)
I spoke at the same time as my group.		
I used a loud and clear voice.		
I remembered my lines.		
I tried my best to show emotion in my voice.		
I stayed with my group and worked together.		
I listened to the other groups when they performed.		
I used good body language to match my words.		
I had fun while performing with my group.		

Activity: Mystery Box Mime

Objective What are we learning more about?

Students will use their creativity to imagine and mime pulling out different objects from an imaginary box. This activity encourages creative thinking, imaginative play, and expressive body language.

Materials What do we need for our activity?

- ✓ An open space
- ✓ Chairs placed in circle



Instructions How do we complete the activity?

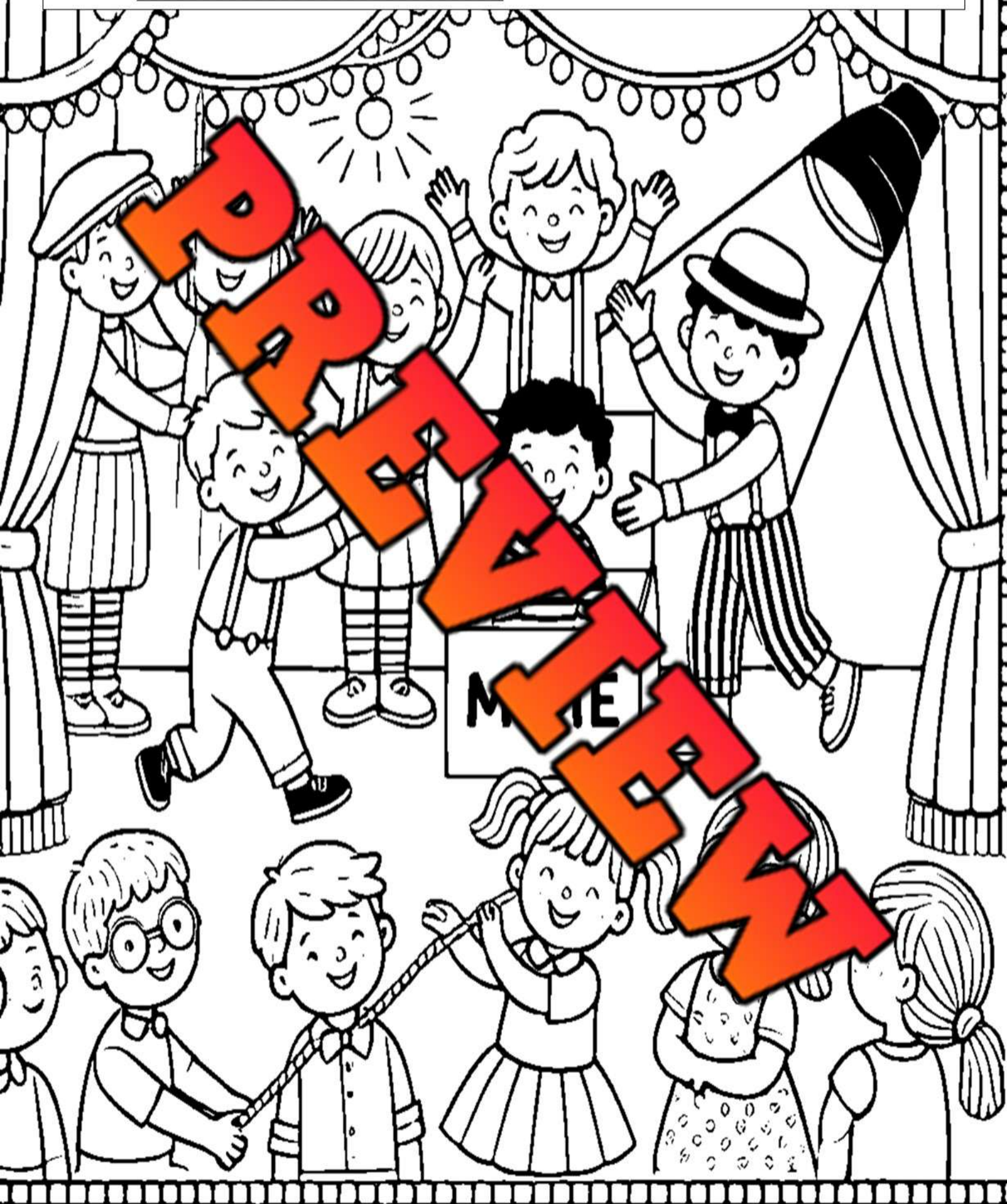
- 1) Gather the students in a circle and explain that they will be using their imagination to create a "Magic Box." This box will contain anything they can think of.
- 2) Begin by pretending to hold the Magic Box. Reach into the box and mime pulling out an imaginary object. Act out using your body without speaking. For example, you might pretend to pull out a ball and then put it on, showing different emotions or actions associated with playing with it.
- 3) Pass the Magic Box to the next student. Each student will take a turn reaching into the box, imagining an object, and then miming it in a short scene. Encourage them to think creatively and use their body language to express what the object is and how it's used.
- 4) After each student has had a turn, ask them to describe what their imaginary object was and how they used it. This helps reinforce their creative choices and share ideas with the class.
- 5) If time allows, you can optionally have some voluntary students create a short group scene using all the objects they imagined, creating a story or scenario that includes each object.

Name: _____

Drawing

Draw yourself miming with the object from the box.

PERVALEZ



Activity: Jungle Animal Walks

Objective What are we learning more about?

Students explore physicality and imagination by walking around the room as different animals, focusing on how each animal moves and sounds. This activity encourages students to use their bodies expressively and creatively.

Materials What do we need for our activity?

- ✓ Available simple props like paper or cardboard masks and costume pieces
- ✓ Space for acting out stories



Instructions How do we complete the activity?

- 1) Start by explaining the activity to the students. They will be pretending to be different animals, thinking about how each animal moves and sounds.
- 2) Demonstrate a few examples, such as hopping like a frog, or stomping like an elephant. Encourage students to think about the size, speed, and noise level of each animal.
- 3) Select few students at once and allow them to act out their animal walks and begin their animal walks. Encourage them to switch animals every few minutes, exploring a variety of movements and sounds. Record how many students participated in the activity.
- 4) After the students have practiced a few different animal walks, bring them together and discuss how they can create a jungle scene using all the animals. Encourage them to think about the interactions between the animals and how they might move together or apart.
- 5) Have the students perform their jungle scene, moving around the space as their chosen animals. Emphasize the use of imagination and physical expression to create a lively and diverse jungle environment.

Name: _____

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Curriculum Connection
DR-M2, DR-CR1

Planning

Answer the questions below.

1) What animal are you going to play as?

2) Draw a picture of the animal lives in? (forest, ocean)

3) What does it eat? (meat, grass, leaves)

4) How many legs does the animal have?

PREVIEW

Name: _____

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Curriculum Connection
DR-R1

Drawing

Draw the jungle scene you and your classmate created.

PERVALEZ

PREPARE



Activity: Emotion Charades

Objective

What are we learning more about?

Students will express and recognize different emotions through non-verbal communication. This activity helps students develop an understanding of body language and facial expressions.

Materials

What do we need for our activity?

- ✓ Emotion cards (simple words written or illustrated on them) such as happy, surprised, scared, angry, sad, etc.
- ✓ A container/hat to hold the emotion cards
- ✓ An open space for students to perform


















Instructions

How do we complete the activity?

- 1) Begin by discussing with the students what emotions are and how we can express them without using words. Talk about facial expressions, body posture, and gestures that can show different feelings.
- 2) Introduce the game of Emotion Charades. Explain that each student will take turns drawing an emotion card from the container. They will then act out the emotion on the card without speaking, using only their facial expressions and body movements.
- 3) The other students will watch the performance and try to guess which emotion is being portrayed. Encourage the class to think about the clues they can use to identify the emotion, such as frowning or smiling up and down for excitement.
- 4) Each student takes a turn acting out an emotion while the rest of the class guesses. Make sure everyone gets a chance to participate.
- 5) After all the students have had a turn, discuss the different emotions they acted out. Talk about how different expressions and body language can convey feelings.
















Cards

Express the emotion without using words.

Emotion	Emoji Illustration	Emotion	Emoji Illustration
Happy		Sleepy	
Sad		Nervous	
Angry		Proud	
Surprised		Scared	
Scared		Excited	
Excited		Surly	
Confused		Curious	
Bored			

Cards

Express the emotion without using words.

Emotion	Emoji Illustration	Emotion	Emoji Illustration
Amused		Frustrated	
Annoyed		Hopeful	
Ashamed		Jealous	
Brave		Lonely	
Calm		Shocked	
Confident		Silly	
Disappointed		Thoughtful	
Embarrassed			

Checklist

Use the checklist below to assess your performance.

Criteria	Check (✓)	(X)
I acted out my feelings without talking.		
I used my face to show my feeling.		
I used my body to show my feeling.		
I tried my best to show my feeling.		
I guessed my friends' feelings.		
I took turns with my friends.		
I had fun during the activity.		
I watched my friends carefully.		
I learned new ways to show feelings without talking.		
I used my imagination to act out the feelings.		

Activity: Storytime Role Play

Objective

What are we learning more about?

Students use simple props to act out a familiar story or fairy tale, encouraging acting, creativity, and teamwork. This activity helps students develop their acting skills, teamwork, and understanding of narrative.

Materials

What do we need for our activity?

- ✓ Simple props (hats, scarves, crowns, or wands)
- ✓ A familiar storybook (e.g., "Little Red Riding Hood," "Cinderella," "The Billy Goats Gruff")
- ✓ A designated performance area (e.g., a simple space in the classroom)



Instructions

How do we complete the activity?

- 1) Begin by reading a familiar story or fairy tale to the class. Discuss the main characters, setting, and plot to ensure everyone understands the story.
- 2) Divide the students into small groups, assigning each group a different scene or part of the story to act out. Assign roles to the students, ensuring each child has a character to portray.
- 3) Provide simple props that the students can use to enhance their performance. For example, a red scarf can represent Little Red Riding Hood's cloak, or a paper crown can symbolize a prince or princess.
- 4) Give the students some time to practice their scenes. Encourage them to think about how their characters would move, speak, and interact with others. Emphasize the importance of using imagination and creativity in their portrayals.
- 5) Once the students are ready, have each group perform their scene for the class. Encourage the audience to pay attention to how each character is portrayed and how the props are used.

Planning

Answer the questions below.

1) What is the topic of the story your group got?

2) Write the names of the characters in your scene.

3) Draw a picture of the place in which the scene takes place?

4) What happens in your scene?

PREVIEW

Stories

Retell these stories/rhymes using available props.

Story	Characters
Cinderella	Cinderella, Stepmother, Stepsisters (2), Fairy Godmother, Prince
Little Red Riding Hood	Little Red Riding Hood, Grandmother, Wolf, Woodcutter, Mother
The Three Little Pigs	Three Little Pigs, Big Bad Wolf, Mother
Goldilocks and the Three Bears	Goldilocks, Papa Bear, Mama Bear, Baby Bear, Narrator
Snow White and the Seven Dwarfs	Snow White, Evil Queen, Prince, Seven Dwarfs
Hansel and Gretel	Hansel, Gretel, Witch, Father, Stepmother
Jack and the Beanstalk	Jack, Giant, Giant's Wife, Jack's Mother, Magic Harp
Peter Pan	Peter Pan, Wendy, Captain Hook, Tinkerbell
The Wizard of Oz	Dorothy, Scarecrow, Tin Man, Cowardly Lion, Wicked Witch, Glinda
Beauty and the Beast	Belle, Beast, Gaston, Lumière, Mrs. Potts, Chip

Story Sequence

Draw the beginning, middle and ending scenes of your story.

BeginningMiddleEnding

PREVIEW

Activity: Facial Expression Mirror Game

Objective What are we learning more about?

Students will use their facial expressions to convey different emotions and reactions. This activity emphasizes the importance of facial expressions in non-verbal communication and helps students understand how expressions can convey feelings.

Materials What do we need for our activity?

- ✓ A mirror (optional, for students to practice individually)
- ✓ Emotion cards or a list of emotions (happy, sad, angry, surprised, confused, etc.)



Instructions How do we complete the activity?

- 1) Begin by discussing with the students how facial expressions can show different emotions. Demonstrate a few expressions: smiling for happy, frowning for sad, and widening eyes for surprised.
- 2) Pair the students and have them face each other. Explain that one student will start by making a facial expression to show a specific emotion. The other student will then try to mirror or copy that expression exactly.
- 3) Use emotion cards or a list of emotions to guide the activity. Without an emotion, and the students will take turns being the leader. Make them randomly pick a card with an emotion written on it.
- 4) Encourage the students to pay close attention to their partner's facial movements, including the eyes, mouth, and eyebrows, to accurately reflect the expression.
- 5) After a few rounds, have the students switch partners so they can practice with different classmates and see a variety of expressions.

Emotions

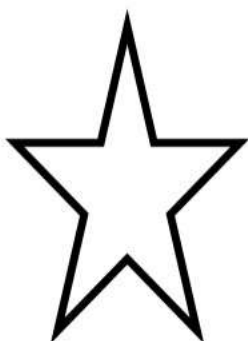
Try expressing these emotions using your face.

Happy	Surprised
Sad	Scared
Angry	Excited
Confused	Bored
Silly	Proud
Embarrassed	Frustrated
Curious	Silly
Thoughtful	Disgusted
Nervous	Used
Anxious	Worried
Jealous	Lonely
Grateful	Disappointed
Hopeful	Shocked
Energetic	Calm
Sleepy	Impatient

Two Stars And A Wish

Write the strengths (stars) and weakness (wish) about your partner's performance.

PERFECT



Discovering Drama

Why Drama is Fun?

Drama is very important in our lives. They help us to express our feelings and tell stories. In schools and communities, drama plays a big role. Here are some reasons why drama is special:



- **Fun and Enjoyment:** Drama makes people happy. When we act, we can laugh and have fun.
- **Learning New Skills:** Through drama, we learn to speak clearly and listen to others. We also learn how to work in groups.
- **Understanding Emotions:** Drama helps us understand our feelings. We can show how we feel by acting out different roles.
- **Cultural Stories:** Drama shares stories from our culture. This helps us learn about our community and respect different traditions.

In our communities, we can see drama everywhere. There are plays in theatres, puppet shows, and even performances at school. These events bring people together. They help us have fun and learn from each other.

Many people work together to create a play:

- Actors perform in the play.
- Directors lead the play.
- Helpers make sure everything runs smoothly.

True or False

Is the statement true or false?

1) Everyone has a job when making a play.	True	False
2) Stories from all cultures are told in drama.	True	False
3) Acting is the only fun part.	True	False
4) Plays are only performed on big stages.	True	False
5) We learn to work together when we act.	True	False

Drawing

Draw a scene from a dramatic performance you saw recently.

Word Search

Find the words in the word search.

Drama	Help
Happy	Fun
Play	Team
Story	Feel
Stage	Act

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

Activity: Creative Sculptures

Objective

What are we learning more about?

To encourage creativity and physical expression by having students work in pairs to create statues that represent different scenes from a story, focusing on emotions, actions, and scenes.

Materials

What do we need for our activity?

- ✓ A spacious area for movement
- ✓ A simple story or fairy tale familiar to the students



Instructions

How do we complete the activity?

1. **Story Time:** Start by reading a familiar story or fairy tale to the students. Make sure to highlight the key parts of the story. For example, if you're telling the story of "The Three Little Pigs," you could focus on the scenes where the pigs build their houses, the wolf blows the houses down, and the pigs' reactions.
2. **Pair Up:** Divide the students into pairs. Each pair will take turns being the "sculptor" and the "clay."
3. **Creating Statues:** Give the sculptors a few minutes to think about what kind of statue they want to create based on the story. The statue should represent a specific scene or emotion from the story, such as a happy pig building a house, a scared pig facing the wolf, or the wolf huffing and puffing. Remind the sculptors to be gentle when moving their partners and to use their imagination to show the scene or emotion clearly.
4. **Switch Roles:** After a few minutes, ask the pairs to switch roles so that everyone gets a chance to be both the sculptor and the clay.
5. **Sharing Time:** Once all pairs have finished, gather everyone together and have each pair present their statues to the class. Ask them to explain which scene or emotion they were trying to show.

Reflection

Answer the following questions.

1) What story did your teacher read to you for this activity?

2) What story or part of the story did your statue represent?

3) Draw a picture of your statue.

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Activity: Emotion in Motion

Objective

What are we learning more about?

To teach students to use gestures and movements to convey a character's feelings and help them understand and express emotions through their bodies.

Materials

What do we need for our activity?

- ✓ A spacious area for movement
- ✓ A simple story or scenario with characters experiencing different emotions (as simple as happy, sad, angry, and surprised)



Instructions

How do we complete the activity?

- 1) Introduction:** Explain to the students that they will be using their bodies to show different feelings. Discuss a few basic emotions: happy, sad, angry, and surprised.
- 2) Warm-Up:** Have the students spread out in the room. Start with a simple warm-up by asking them to mirror your actions. Show each emotion using your body. For instance, smile and jump for happy, and slump for sad, etc. Ask the students to copy you.
- 3) Simple Scenarios:** Describe simple scenarios that evoke different emotions. For example, "You just got a new toy" (happy), "You lost your favorite toy" (sad), "Someone took your toy" (angry), and "You found a surprise in a box" (surprised).
- 4) Pair Work:** Pair the students up. Give each pair simple scenarios and ask them to act them out for the class.
- 5) Performance:** Have each pair perform their scene for the class. After each performance, ask the audience to guess which emotion was being shown and discuss how the performers used their bodies to express that emotion.
- 6) Group Reflection:** Gather the students together and discuss the activity. Talk about how different movements and expressions can show different feelings.

Scenario

Show these scenarios using your body.

Scenario	Emotions Involved
You find a lost toy and help it find its way home.	Happy, Surprised
You can't find a favorite toy and feel sad, but you keep looking for it.	Sad, Hopeful
You get a surprise present from a friend and feel very happy.	Excited, Grateful
You and your friend both want to play with the same toy and get upset.	Angry, Disappointed
You and your friend are playing a fun game and are very happy.	Joyful, Playful
You hear a loud noise and feel scared, but your friend helps you feel better.	Frightened, Nervous
You find a hidden treasure box while playing and are very curious and excited.	Curious, Thrilled
Your friend falls down and you help them up and make them feel better.	Caring, Helpful
You want to play a game, but your friends don't let you join and you feel sad.	Lonely, Left-out
Your friend does something really cool and you feel proud of them.	Proud, Amazed

Scenario

Show these scenarios using your body.

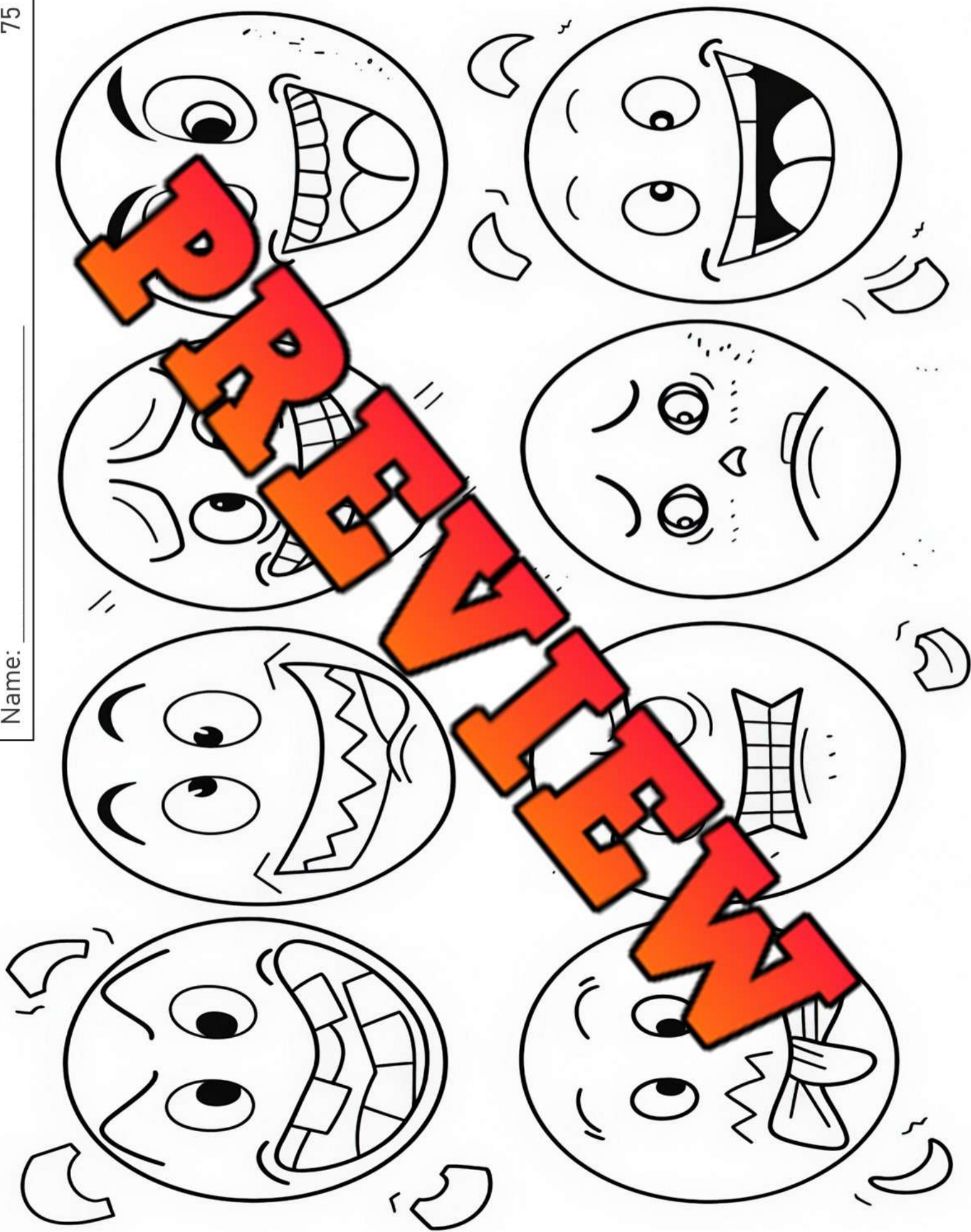
Scenario	Emotions Involved
You are ready for a big race and feel excited.	Anxious, Eager
You lose a race and the winner "Good job!" and hugs you.	Disappointed, Respectful
You wake up and see lots of snow outside, so you get to stay home.	Excited, Delighted
You try a new type of food and feel curious about how it will taste.	Curious, Surprised
A clown at a party does some tricks and makes you laugh.	Amused, Cheerful
You have to get a shot and feel scared, then you feel relieved when it's over.	Frightened, Relieved
You meet someone new at school and feel shy but happy to make a new friend.	Shy, Happy
You accidentally break your favorite toy and feel sad and frustrated.	Sad, Frustrated
You and your friend work together to finish a puzzle and feel proud when it's done.	Accomplished, Proud
Your friend tells you a really funny joke and you both laugh a lot.	Amused, Giggly

Checklist

Use the checklist below to assess your partner's performance.

Whose performance am I assessing? _____

Criteria	Check (✓)	(X)
My friend showed emotions with their face		
My friend used their body to show how they felt		
My friend stayed in character during the performance		
My friend made eye contact with the audience		
My friend made the emotions easy to understand		
My friend used different levels (standing, sitting, crouching) to show emotions		
My friend used the space effectively, moving around the area		
My friend showed confidence in their performance		



Activity: Quick Duo Stories

Objective

What are we learning more about?

To teach critical thinking and creative storytelling by having them create and perform short stories based on a given prompt.

Materials

What do we need for our activity?

- ✓ A hat or container with scenarios written on them (e.g., "Lost in the woods," "Finding a way home")
- ✓ A spacious area for performing



Instructions

How do we complete the activity?

1. **Introduction:** Explain to the students that they will be creating stories on the spot, using their imaginations. Emphasize that their stories should have a beginning, middle, and end, and include a problem that needs to be solved.
2. **Scenario Selection:** Prepare a hat or container with scenarios written on slips of paper, each containing a simple scenario. Divide the students into pairs and have each pair come up to the front of the class to draw a scenario from the hat.
3. **Planning Time:** Give each pair a couple of minutes to think about their scenario. Encourage them to quickly decide who will play the characters and how they will solve the problem in the story. Remind them to think about how their characters will react to the problem and what actions they will take.
4. **Performance:** Each pair will then perform their improvised story to the class. Encourage them to use expressive gestures and voices to bring their story to life. Remind the audience to be supportive and to enjoy the creative stories.
5. **Group Reflection:** After all the pairs have performed, have a group discussion about the stories. Talk about how the students came up with their ideas and how they worked together to solve the problems.

Scenes

Choose a book scene from the list below.

One child drops their ice cream and their friend helps them decide what to do next.

Two friends get lost in the woods and work together to find their way back.

One friend has a magic wand and both try to figure out how to use it.

During a picnic, a cat is missing and the friends need to find it.

One child loses their favorite toy and their friend helps them find it.

One child's bike breaks down and friends try to fix it or find another way home.

At the beach, one friend loses a beach ball and both try to find it.

Two kids meet a friendly monster and help it get home.

Two friends plan a surprise for another friend's birthday but face an unexpected challenge.

One child sees a cat stuck in a tree and their friend helps them get it down.

Scenes

Choose a book scene from the list below.

Two kids having a party when an unexpected guest arrives.

Two friends visit a farm and discover a problem with the animals.

Two friends discover a hidden door that leads to a secret place.

One friend finds a magic book and both try to follow its instructions.

Two friends are doing a project and realize a piece is missing.

Two kids go out to play in the yard and build something fun together.

Two friends imagine a trip to space and encounter an alien.

Two friends go camping and have to deal with a surprise visitor.

Two friends follow clues to find hidden treasure.

Two kids meet a friendly ghost who needs help with a problem.

Checklist

Use the checklist below to assess your partner's performance.

Criteria	Check (✓)	(X)
My partner could choose the character to act out.		
My partner made the story interesting.		
My partner acted out their character well.		
My partner showed the problem clearly.		
My partner helped solve the problem in the story.		
My partner used big actions to show feelings.		
My partner used their voice to show the character.		
My partner was creative with their actions.		
My partner worked well with me.		
My partner enjoyed acting out the story.		

Activity: One Word Story Circle

Objective What are we learning more about?

To teach students collaboration and narrative building by creating a story together, with each student contributing one word at a time.

Materials What do we need for our activity?

- ✓ A large sheet of paper
- ✓ Markers or pens
- ✓ Drawing paper and crayons or markers for illustrations



Instructions How do we complete the activity?

- 1) **Introduction:** Explain that the students will create a story as a group, with each student adding just one word at a time. Emphasize the importance of listening to the previous words and thinking about the next one.
- 2) **Forming the Circle:** Have the students sit in a circle. The first student starts with one word, like "Once." The next student adds another word, such as "upon," and the story continues around the circle.
- 3) **Building the Story:** Write the story on large paper or a board as it develops. Encourage creativity and ensure the story stays coherent by guiding students to think about what makes sense.
- 4) **Summarizing the story:** After the story is complete, read it aloud. Ask students what they liked the most about it.
- 5) **Creating illustration:** Once the story is summarized, have students draw their favourite part of the story and describe it with 2 or 3 sentences.

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Drawing

Draw the scene you like the most from the story created.

PERVALEZ

Activity: Picture Book Dramatization

Objective What are we learning more about?

To engage students in storytelling and narrative building by acting out a scene from a picture book, encouraging creativity and understanding of characters and plot.

Materials What do we need for our activity?

- ✓ A selection of picture books (“The Paper Bag Princess”, “Goodnight Moon”, “The Squirrel”)
- ✓ Simple props
- ✓ A designated performance area
- ✓ Costumes or costume pieces (optional)



Instructions How do we complete this activity?

1. **Introduction:** Start by discussing the concept of dramatization and how it involves acting out a story. Explain that today students will choose a scene from a picture book and act it out.
2. **Group formation:** Divide the class into small groups. Each group choose scenes they want to act out from the provided picture books.
3. **Preparation:** Provide the necessary assistance and help the groups
 - Read the chosen scenes and discuss the characters, settings, and key events.
 - Assign characters between themselves
 - Select appropriate props or costume pieces to use in their scene.
4. **Rehearsal:** Allow students time to practice their scene. They can practice their lines, movements, and expressions. Encourage them to consider how their character feels and acts. Provide supportive feedback as needed.
5. **Performance:** Have each group perform their scene for the class. Applaud each performance and encourage a supportive atmosphere.
6. **Reflection:** After all performances, gather the students for a reflection activity.

Example**Example of a dramatization of 'The Paper Bag Princess'**

Line/Action	Dialogue/Narration
1. (Narrator)	"Once upon a time, there was a beautiful princess named Elizabeth."
2. (Narrator)	"She was going to marry a prince named Ronald."
3. (Narrator)	"One day, a dragon came, destroyed her castle, and kidnapped Ronald!"
4. (Elizabeth, determined)	"I have to save Prince Ronald!"
5. (Narrator)	"All her things were burned, so she found a paper bag to wear."
6. (Elizabeth, bravely)	"I'll save that dragon!"
7. (Narrator)	"Elizabeth followed the dragon's trail and came to the dragon's lair."
8. (Elizabeth, shouting to Dragon)	"Dragon! Come here so I can see how fierce you are!"
9. (Dragon, boasting)	"I can burn down forests with my very breath! Watch!"
10. (Narrator)	"The dragon showed off until he was too tired to move."
11. (Elizabeth, to Ronald)	"I saved you, Ronald!"
12. (Ronald, arrogantly)	"Come back when you look like a real princess!"

Checklist

Use the checklist below to assess your peer's performance.

Whose performance am I assessing? _____

Criteria	Check (✓)	(X)
My partner spoke clearly during the performance.		
My partner remembered their line the whole time.		
My partner used expressions.		
My partner used gestures.		
My partner stayed in character until the end.		
My partner worked well with other members of our group.		
My partner listened to others.		
My partner used props correctly.		
My partner followed the story carefully.		
My partner gave their all during the performance.		

Activity: Narrator's Theatre Tales

Objective

What are we learning more about?

Students will learn about the role of the narrator in storytelling by taking turns narrating a short play or story. This activity will help them understand how a narrator guides the audience through the story and connects different parts of the narrative.



Materials

What do we need for this activity?

- ✓ Simple scripts (short stories or plays with clear narrative parts)
- ✓ Basic props (such as hats, scarves, or costume pieces)
- ✓ A small stage area (this can be a corner of the classroom)
- ✓ Chairs or cushions for the audience

Instructions

How do we complete the activity?

- 1) Begin by explaining the role of the narrator in a story, emphasizing how the narrator helps the audience understand what is happening, sets the scene, and connects different parts of the story.
- 2) Divide the students into small groups and give each group a script. The script should include dialogue and clear narration parts.
- 3) Assign roles within each group, ensuring that each student has a role to play, including the narrator.
- 4) Allow the groups some time to practice their short play or story. Encourage them to use the props to enhance their performance.
- 5) Once the groups are ready, have them perform their story for the class. Each group will take turns, and the rest of the students will be the audience.
- 6) After each performance, discuss how the narrator helped guide the story and what made their narration effective.

Scripts

Take turns in narrating the scripts below.

Title	Script
<p>The Three Little Pigs</p>	<p>Narrator: Once upon a time, there were three little pigs who each built a house.</p> <p>Pig 1: I will build my house of straw.</p> <p>Pig 2: I will build my house of sticks.</p> <p>Pig 3: I will build my house of bricks.</p> <p>Narrator: One day a big bad wolf came.</p> <p>Wolf: I will blow your house down!</p> <p>Narrator: The wolf blew down the straw house.</p> <p>Pig 1: Oh no, my house is down!</p> <p>Narrator: The wolf blew down the stick house.</p> <p>Pig 2: Oh no, my house is down!</p> <p>Narrator: But he couldn't blow down the brick house.</p> <p>Pig 3: I am safe in my brick house.</p> <p>Narrator: The pigs were safe and lived happily ever after.</p>

Scripts

Take turns in narrating the scripts below.

Title	Script
Goldilocks and the Three Bears	<p>Narrator: Once upon a time, there was a girl named Goldilocks who found a house in the woods.</p> <p>Goldilocks: I will go inside.</p> <p>Goldilocks: I saw three bowls of porridge.</p> <p>Goldilocks: This one is too hot. This one is too cold. This one is just right.</p> <p>Narrator: Goldilocks ate the porridge, sat in the chairs, and lay down on the beds.</p> <p>Narrator: Then, the three bears came home.</p> <p>Papa Bear: Someone's been eating my porridge!</p> <p>Mama Bear: Someone's been sitting in my chair!</p> <p>Baby Bear: Someone's been sleeping in my bed, and she's still here!</p> <p>Narrator: Goldilocks woke up and ran away. The bears never saw her again.</p>

Scripts

Take turns in narrating the scripts below.

Title	Script
The Little Red Hen	<p>Narrator: Once upon a time, a little red hen found some grains of wheat.</p> <p>Hen: Who will help me plant the wheat?</p> <p>Narrator: The dog, cat, and duck said no.</p> <p>Dog: Not I.</p> <p>Cat: Not I.</p> <p>Duck: Not I.</p> <p>Narrator: The hen planted the wheat herself. When it was time to bake bread,</p> <p>Hen: Who will help me bake the bread?</p> <p>Narrator: Again, the dog, cat, and duck said no.</p> <p>Dog: Not I.</p> <p>Cat: Not I.</p> <p>Duck: Not I.</p> <p>Narrator: The hen baked the bread. Then she said,</p> <p>Hen: Who will help me eat the bread?</p> <p>Narrator: Now the dog, cat, and duck said,</p> <p>Dog: I will.</p> <p>Cat: I will.</p> <p>Duck: I will.</p> <p>Hen: No, I will eat it myself.</p> <p>Narrator: And she did.</p>

Scripts

Take turns in narrating the scripts below.

Title	Script
The Tortoise and the Hare	<p>Narrator: Once upon a time, there was a tortoise and a hare who had a race.</p> <p>Hare: I am so fast, I will win easily!</p> <p>Narrator: The race began. The hare ran quickly and took a nap. The tortoise kept going.</p> <p>Tortoise: Slow and steady.</p> <p>Narrator: When the hare woke up, he saw the tortoise near the finish line.</p> <p>Hare: Oh no! I must hurry!</p> <p>Narrator: But it was too late. The tortoise crossed the finish line first.</p> <p>Tortoise: Slow and steady wins the race.</p> <p>Narrator: And the tortoise and hare learned that slow and steady can win the race.</p>

Scripts

Take turns in narrating the scripts below.

Title	Script
The Little Red Riding Hood	Narrator: Once upon a time, there was a girl named Little Red Riding Hood.
	Mother: Take this basket of goodies to Grandma's house.
	Little Red Riding Hood: Little Red Riding Hood walked through the forest.
	Wolf: Where are you going?
	Little Red Riding Hood: To Grandma's house.
	Narrator: The wolf ran ahead to Grandma's house.
	Grandma: Who's that?
	Wolf: It's me, Little Red Riding Hood.
	Narrator: The wolf ate Grandma in the closet and put on her clothes.
	Narrator: Little Red Riding Hood arrived at Grandma's house.
	Little Red Riding Hood: What a nice dress you have!
	Wolf: The better to see you with.
	Little Red Riding Hood: What nice ears you have!
	Wolf: The better to hear you with.
	Little Red Riding Hood: What big teeth you have!
	Wolf: The better to eat you with!
	Narrator: Suddenly, a woodcutter came and scared the wolf away.
	Woodcutter: Don't worry, Little Red Riding Hood, you are safe now.
	Narrator: And they all lived happily ever after.

Scripts

Take turns in narrating the scripts below.

Title	Script
The Lion and the Mouse	<p>Narrator: Once upon a time, a lion caught a tiny mouse.</p> <p>Lion: You are too small to help me, but I will let you go.</p> <p>Mouse: Please let me go, and one day I will help you.</p> <p>Narrator: One day the lion was caught in a hunter's net.</p> <p>Lion: Help me!</p> <p>Narrator: The mouse heard the lion and came to help.</p> <p>Mouse: I will chew through the net.</p> <p>Narrator: The mouse freed the lion.</p> <p>Lion: Thank you, little mouse.</p> <p>Narrator: The lion and the mouse became friends.</p> <p>Hunter: What happened to my net?</p> <p>Narrator: The lion and the mouse were happy to be free.</p> <p>Narrator: And they lived happily ever after.</p>

Story Sequence

Draw the beginning, middle and ending scenes of your script.

BeginningMiddleEnding

PREVIEW