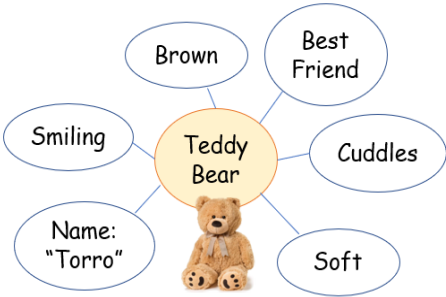



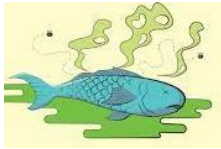


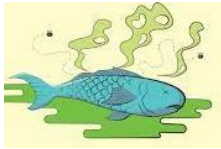


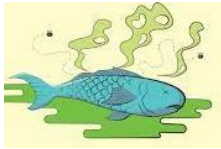

## ACT IT OUT


Ages 4 to 7 (Level 1)

<b>Description:</b>	Learners will discover the power of connecting with people using words and drama by practicing their skills of speaking, emoting, voice modulations, projections and moods for dramatic effect.
<b>Leading question:</b>	How can speech and drama communicate an idea?
<b>Age group:</b>	4 – 7
<b>Subjects:</b>	Literacy and Drama
<b>Total time required:</b>	5 hours over 5 days
<b>Self-guided / Supervised activity:</b>	Medium Supervision
<b>Resources required:</b>	Pencil and Paper, Props

Day	Time	Activity and Description
1	5 mins          30 mins	<p>Learners will explore the power of speech and drama to communicate a story by first exploring and brainstorming the question: “How would you best communicate an idea to someone using your actions and voice?” Learners can think about any play or movie they have seen to reflect on the above.</p> <p>Learners will begin the project exploring the power of speech and voice.</p> <p><b>Show and Tell Activity</b></p> <p>Learners will start with a show and tell with the objective being how much the listeners remember about the object.</p> <p>They will gather any of their favourite 2 objects at home and ask their peers or family members to do the same.</p> <ol style="list-style-type: none"> <li>Learners will either draw or write a word web with all the things they want to share about these objects. (Example on the right)</li> </ol> <p><i>Think of all the adjectives or describing words you can when sharing about the object.</i></p>  <ol style="list-style-type: none"> <li>Learners will show and tell to share all the ideas that they have connected to these objects with their families and peers, each taking a turn to share.</li> </ol>

	<p>20 mins</p> <p>5 mins</p>	<p>Everyone should listen carefully.</p> <p>3. Once everyone has had a chance to share, the listeners will take turns to repeat what was told about the object that the others presented. Learners can think about what was remembered and accordingly adjust their presentation about the second object.</p> <p><b>Talk-a-thon</b></p> <p>Learners continue practicing their ability to talk and present about different topics by doing a Talkathon with the objective being to talk for the longest duration 40 seconds to 1 min about the topic.</p> <ul style="list-style-type: none"> <li>- <b>First Topic:</b> Any family member Learners can choose to make a word-web or image-web before beginning to speak about the topic.</li> <li>- <b>Second Topic:</b> Something I learnt in school Learners will speak without any word or image-web.</li> </ul> <p>You can chose to play a competitive game with family or peers to see who can speak longer on a topic.</p> <p>Learners will reflect on the power or importance of speaking/talking and how important this is to communication.</p>						
<p>2</p>	<p>20 mins</p> <p>20 mins</p>	<p>After exploring the power of talking, we will explore the power of acting.</p> <ul style="list-style-type: none"> <li>- Learners will make a list of 5 – 10 actions they have done this week. <i>(Example: running, walking, writing, eating, sleeping, etc.)</i> These are called verbs or “action words”.</li> <li>- Learners will act out each of these verbs without speaking. The others must guess the action.</li> </ul> <p><b>Senses Game</b></p> <p>Learners will now play a game of reaction and stimulation based on the 5 senses.</p> <ul style="list-style-type: none"> <li>- Learners can make an illustrated list of the 5 senses <i>(Hint: Smell, Touch, Hear, See and Taste)</i></li> <li>- Learners will also make an illustrated / written list of atleast 1 object that are pleasing or not pleasing for each of the senses. Example:</li> </ul> <table border="1" data-bbox="431 1675 1427 1713"> <thead> <tr> <th data-bbox="431 1675 776 1713">Sense</th> <th data-bbox="776 1675 1122 1713">Not pleasing ☹️</th> <th data-bbox="1122 1675 1427 1713">Pleasing 😊</th> </tr> </thead> <tbody> <tr> <td data-bbox="431 1713 776 1883"></td> <td data-bbox="776 1713 1122 1883"></td> <td data-bbox="1122 1713 1427 1883"></td> </tr> </tbody> </table>	Sense	Not pleasing ☹️	Pleasing 😊			
Sense	Not pleasing ☹️	Pleasing 😊						

	20 mins	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center; padding: 5px;"> <b>1. Smell</b>   </td> <td style="width: 33%; text-align: center; padding: 5px;"> <b>Rotten fish</b>   </td> <td style="width: 33%; text-align: center; padding: 5px;"> <b>Flowers</b>   </td> </tr> </table> <ul style="list-style-type: none"> <li>- A family member or facilitator not playing the game will cut out each of these pleasing or non-pleasing experiences as little chits of paper and / or add other. Example:  <i>Taste: a sour lemon, their favorite ice cream, etc.</i>  <i>Touch: a hot cup, a sharp pin etc.</i>  <i>Hear: a loud firecracker, a beautiful song, etc.</i></li> <li>- Learners will pick up pieces of paper and “act out” their reactions.            Ex: Jump back and shake their hands when touching a hot cup.</li> <li>- Family members / peers need to guess the sense and what the actor is reacting to.</li> <li>- Those who manage to get the most people to guess correctly wins the game.</li> </ul> <p><b>Imitation Game</b></p> <p>Learners will now act like different people in their families or friends group and have others guess who it is.</p> <ul style="list-style-type: none"> <li>- They can imitate what the family member usually does.            Ex: father reading the newspaper or friend drawing something etc.            Learners can chose to spend some time observing people around them before acting out.</li> <li>- Learners will repeat this game after adding voice and statements.            Ex: Dad is reading the newspaper and saying, “There is so much bad news always...”            Learners are encouraged to use catchphrases that are statements that the character usually says and can also imitate their voice - a deep voice or a happy cheerful voice, etc.</li> </ul> <p>Learners will end the day by reflecting on the power of acting and the additional impact it has when they use voice and speech.</p>	<b>1. Smell</b> 	<b>Rotten fish</b> 	<b>Flowers</b> 
<b>1. Smell</b> 	<b>Rotten fish</b> 	<b>Flowers</b> 			
3	50 mins	<p>Learners will continue exploring the power of the spoken word.</p> <ol style="list-style-type: none"> <li>1. Learners will first choose any of the following statements to use for the voice exercises:</li> </ol>			

	<p>10 mins</p>	<p>- Do I need a mic? - I didn't steal your wallet! - I don't think she will listen to him.</p> <p>Once the learners have chosen a sentence, they will say the same sentence for different moods - in a sad way, happy way, surprised way, angry way etc. <i>(Please ask the learners to not use any actions.)</i></p> <p>Learners can also add sighs, squeals and sounds to their sentences to convey the expression.</p> <ol style="list-style-type: none"> <li>Learners will make a list on how to communicate different feelings for 4 different emotions: Sad, Happy/Excited, Angry, and Confused/Surprised. <i>(Ex: Sad will be slow, soft and have sounds like sighs etc.)</i></li> <li>Learners will also explore how our grammatical punctuation marks support the mood. Ex: a question mark, full stop, exclamation mark, comma etc. – they will add this to the list that they are making above</li> <li>Learner will now explore how the same sentence can not only be communicated through many moods, but also changed to have different meanings depending on the words being stressed</li> </ol> <p>Learners will say the first sentence in a flat tone. The, they will stress on the word in bold. They have to explain how the meaning of the sentence changes each time.</p> <p>Grandpa baked the cake. <b>Grandpa</b> baked the cake. Grandpa <b>baked</b> the cake. Grandpa baked the <b>cake</b>.</p>  <p><u>Example:</u> <b>Grandpa</b> baked the cake. <u>Meaning:</u> The importance is given to 'WHO' baked the cake. Did mom make it? Or Grandma? No, <b>Grandpa</b> baked the cake.</p> <p><b>Voice Exercises</b></p> <p>Learners will explore the concept of projecting their voice so that people can hear them clearly.</p>
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		<ul style="list-style-type: none"> <li>- Learners will count and take 10 steps forward and ask a family member/peer to sit there.</li> <li>- Learners will take another 10 steps forward and ask another family member/peer to sit there.</li> <li>- Learners will repeat this for a third time.</li> </ul> <p>Now learners will need to speak in a way that the first person can hear them, then the first two and finally all three. <i>(Hint: Try and place your hand on your stomach and project your voice from there. Do not scream.)</i></p> <p>Learners will now pretend they are sharing a secret, but it has to be loud enough for the person in the last row to hear you. Similarly, learners must say something angrily –the person in the first row cannot feel like you are shouting at them.</p> <p>Learners will end the day reflecting on two things they found interesting or surprising about their own voices.</p>
4	<p>20 mins</p> <p>30 mins</p>	<p>Learners will play different improvization and dramatic plays to get an idea for the final story that they will perform on Day 5.</p> <p><b>The Freeze Game</b></p> <ul style="list-style-type: none"> <li>- Learner 1 is given a theme or action, for example, a boxing move and has to act this out and freeze in the position.</li> <li>- Learner 2 has to react to this action, for example. an expression of being hit and almost falling and freeze.</li> <li>- Learner 3 has to react to Learner 2, for example, reaching out to catch them with a worried expression and freeze.</li> <li>- The game continues for the number of players there are and once all players are done, the learner 1 will unfreeze and enact a new scenario.</li> </ul> <p>Learners will reflect on the importance of action and reaction – when something happens and how others react to it.</p> <p><b>Dramatic Play</b></p> <ol style="list-style-type: none"> <li>1. Learners will chose any theme setting for their final showcase – a place where the story takes place - an airport, a school, a playground etc.</li> <li>2. They can create their own character in this place and act as such, as they interact with each others in the play.</li> <li>3. When exploring actions and reactions, one important tool is music - background music can influence what the tone of the play is. Learners can add different types of music by singing or playing songs to the dramatic play to reflect the actions and reactions. Fo example, a happy song, a sad song, suspense music, etc.</li> </ol>

		Putting all their learning together, learners will plan a story for their final play by picking a theme, a short story, setting, and characters. They will think of how the characters will act and react in a given situation. <i>(Tip: Learners should only pick one single setting for a 1-act play)</i>
5	50 mins	Learners will plan their dramatic enactment, by writing or orally narrating the lines that the different characters will be saying depending on the story they had picked and the kinds of characters they have.  <ol style="list-style-type: none"> <li>1. Learners can pick costumes or props from their home for the characters.</li> <li>2. Learners can add background music as a recording to be played or arrange for a member to sing/give sound effects during the play.</li> <li>3. Learners should practice their plays thinking about the word stress, voice projection, delivering dialogues, acting out feelings etc.</li> <li>4. Learners will act out their plays for a small audience of family/peers.</li> </ol>
	10 mins	Learners will collect feedback on their play – Did people enjoy it? Why or why not? Learners will reflect on 2 things they loved about their own play and 2 things they can improve upon.
Assessment Criteria:		- Coherence of the final play - Ability to project and modulate their voice - Use of expressions and emotions when acting


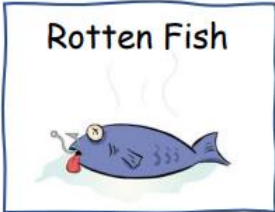

Learning outcomes:	- Understanding the different characteristics of drama - Gaining confidence with performing and sharing - Understanding the importance of voice modulation and projection
Additional enrichment activities:	- Learners can write the dialogues for the characters in a 2-scene play where the setting changes.
Modifications to simplify the project tasks if need be	- The final production can be a re-enactment of a story that learners know.

### Ages 8 to 10 (Level 2)

<b>Description:</b>	Over the course of a week, learners will practice with key drama exercises to become actors while they learn about the basic concepts of drama as a genre.
<b>Leading question:</b>	How can drama communicate an idea?






<b>Age group:</b>	8 to 10
<b>Subjects:</b>	Literacy, Communication skills, SEL
<b>Topics/concepts covered</b>	<ul style="list-style-type: none"> <li>- Drama</li> <li>- Script</li> <li>- Word Stress</li> <li>- Play</li> <li>- Stage Fright</li> </ul>
<b>Learning outcomes:</b>	<ul style="list-style-type: none"> <li>- Tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and volume.</li> <li>- Determine how a message is conveyed through key details in a dramatic text</li> <li>- Develop and strengthen writing as needed by planning, revising, and editing</li> <li>- Engage effectively in collaborative discussions, building on others' ideas and expressing their own clearly</li> </ul>
<b>Total time required:</b>	4.5 hours over 5 days
<b>Self-guided / Supervised activity:</b>	Medium
<b>Resources required:</b>	Papers, pencil
<b>Required previous learning</b>	Read with sufficient accuracy and fluency to support comprehension.

Day	Time	Activity and Description
1	5 minutes	<p><b>Introduction to Drama</b></p> <p>To begin with this project ask learners</p> <ul style="list-style-type: none"> <li>● What are some words that come to your mind when you think of 'drama'?</li> </ul> <p><b>"A drama is a story that is told through dialogues between characters."</b></p> <ul style="list-style-type: none"> <li>● How is drama different from reading a story?</li> <li>● Which one do you think is better? Why?</li> </ul> <p>**Note some answers in a place where all learners can read them.</p>
	15 minutes	<p><b>Imitation Game</b></p> <p>Give the following instruction to learners:</p> <ol style="list-style-type: none"> <li>1. Act like a person from your family or friends without talking.</li> <li>2. Others must guess who it is and they get 1 point for a correct guess.</li> <li>3. After 1 round, act like a person by adding dialogues (what they say often). Imitate their voice too!</li> </ol>

	<p>15 minutes</p>	<p>After playing, encourage learners to think about:</p> <ol style="list-style-type: none"> <li>1. The different ways in which they can communicate</li> <li>2. What difference did it make when they used voice and dialogues?</li> </ol> <p>**Make groups or pairs for them to compare their answers</p> <p><b>Senses Game</b></p> <p>Before this game you should ask learners about the five senses, let them name it all and explain to each other their functions.</p> <p>After this, ask learners to write in different pieces of paper (Like flashcards) at least 1 object that is pleasing and not pleasing to each of the senses as shown below.</p> <p>For example:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div> <p>**Drawings are optional.</p>
	<p>20 minutes</p>	<p>Collect the flashcards in a bag and give turns to learners to pick up each card and 'act out' the reaction. Others must guess the sense and what you are reacting to. Each correct guess gets 1 point.</p> <p><b>Freeze Activity</b></p> <p>For this game, learners have to stand in a row (one behind the other). The first child will choose a scenario or an action or a situation to act. The next one will have to react to this scenario and the third one will have to react to the action of the second child.</p> <p>For example:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p><b>Player 1</b></p> <p>Gets a scenario to act <i>Example: A boxing move</i></p> </div> <div style="text-align: center;"> <p><b>Player 2</b></p> <p>Reacts to Player 1 <i>Being hit and falling</i></p> </div> <div style="text-align: center;"> <p><b>Player 3</b></p> <p>Reacts to Player 2 <i>Trying to catch Player 1</i></p> </div> </div> <p>The game continues until all the players have acted. Then, they can unfreeze and act out a new scenario.</p>

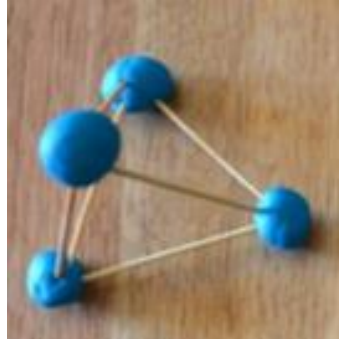


2	30 minutes	<p><b>Writing a Script</b></p> <p>Learners will think of a story you want to enact. After that, they will Create a Story Map for it. They will Explore the actions/reactions of different events in your story.</p> <p>Ask students how do actors know what to say and how to act on stage?</p> <p>Learners will write the script for their play as dialogues between characters.</p> <p>For example:</p> <p><b>Narrator:</b> <i>It was a bright summer morning in 2008. Ali and his sister, Sara, were discussing how they should spend their holidays at home.</i></p> <p><b>Sara:</b> <i>We could build a tree house! Or make new games! Or go to our grandparents' place!</i></p> <p><b>Ali:</b> <i>(Sad) I just want to stay alone, Sara.</i></p> <p><b>Sara:</b> <i>(Holding his hand) Are you alright, Ali?</i></p> <p>Ask learners about the <b>narrator</b>.</p> <p>“Plays often have narrators, who give the audience additional information about what is going on.”</p> <p>**Give learners enough time for them to write.</p>
	15 minutes	<p><b>Voice Box</b></p> <p>In this activity learners will follow a breathing guide:</p> <ol style="list-style-type: none"> <li>1. Stand with your feet slightly apart. Close your eyes.</li> <li>2. Breathe in. As you breath out, say: Aaaaaaaaaaaaaaaaaa (Repeat 3 times)</li> <li>3. Breathe in. As you breath out, say: Oooooooooooooooooo (Repeat 3 times)</li> <li>4. Breathe in. As you breath out, say: Mmmmmmmmmmm (Repeat 3 times)</li> </ol> <p>** Learners should try saying these sounds loudly and softly</p> <p>Ask children how do you feel after doing this activity?</p>

		Give them some possible answers like: Happy, bored, sad, angry, I don't know, fresh, peaceful, calm...
3	20 minutes	<p><b>Speaking with Emotions</b></p> <p>Encourage learners to say the same sentence with the following emotions. Tell them to not use hand actions.</p> <div style="display: flex; justify-content: space-around; align-items: center;">      </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 5px;"> <div style="background-color: #f9c79d; padding: 2px 10px; border: 1px solid #ccc;">happy</div> <div style="background-color: #f9c79d; padding: 2px 10px; border: 1px solid #ccc;">sad</div> <div style="background-color: #f9c79d; padding: 2px 10px; border: 1px solid #ccc;">confused</div> <div style="background-color: #f9c79d; padding: 2px 10px; border: 1px solid #ccc;">angry</div> <div style="background-color: #f9c79d; padding: 2px 10px; border: 1px solid #ccc;">surprised</div> </div> <p>After, ask them to think of 2 to 3 scenarios.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>● Teacher asking a student why the homework was not done.</li> <li>● Doctor examining a patient.</li> <li>● Talk show host interviewing a famous actor</li> </ul> <p>After choosing the scenario, learners will enact them with a family member or friend with these different emotions: bored, fearful, energetic, and sad.</p> <p>Then, suggest children to think about how body language changes with different emotions?</p> <p>After the activity, ask learners to identify the points in their script where they have to speak with a certain emotion.</p>
	30 minutes	<p><b>3D Shapes</b></p> <p>**For this activity learners have to be minimum by pairs.</p> <p>How to play?</p> <ol style="list-style-type: none"> <li>1. A player says a 3D shape.</li> <li>2. Use dough/clay and small sticks to create the shape.</li> <li>3. The player to finish the model first, earns 1 point.</li> </ol>

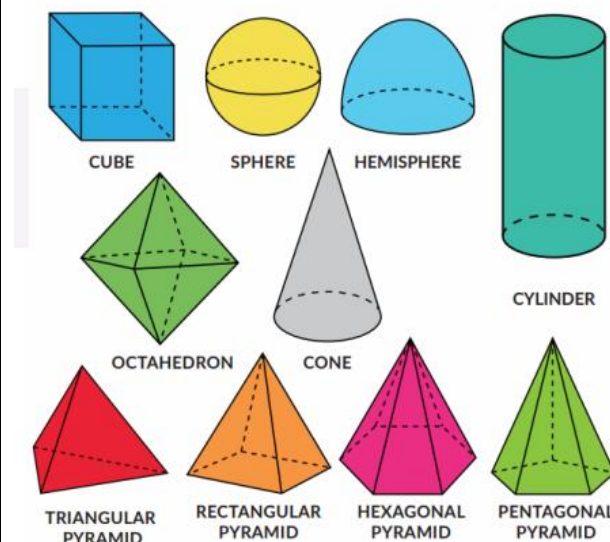
For example:

- A player says “triangular pyramid”
- The rest of the players make this:



- The players say: This shape has 4 vertices.
- The first player finishing the shape earns the point.


Learners can use this image as a guide:



“There are some objects that are important to give sense to a play, for example if the scene is about someone spiking by cell phone it is important to have the cellphone. These objects are called props”.

You can make or create them using some of these 3d shapes.

4	10 minutes	<p><b>Word stress</b></p> <p>“The same sentence can have different meanings based on which words you stress on.”</p>
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	<p>15 minutes</p>	<p>Learners will stress on the words in blue in the following sentence.</p> <div style="display: flex; align-items: center; margin: 10px 0;"> <div style="background-color: #fff9c4; padding: 5px; border: 1px solid #ccc;"> <p>Tara bought the dress.  <b>Tara</b> bought the dress.  Tara <b>bought</b> the dress.  Tara bought <b>the dress</b>.</p> </div> <div style="margin: 0 10px;">→</div> <div style="border: 1px solid #ccc; padding: 5px; background-color: #fff;"> <p><b>Who bought the dress?</b> Tara.  This is important here.</p> </div> </div> <div style="background-color: #ffe0b2; padding: 5px; border: 1px solid #ccc; margin-top: 5px; text-align: center;"> <p><i>Explore how the meanings change for the others.</i></p> </div> <p>Encourage learners to create their own sentences and to stress different words. Ask them how the sentences change their meanings.</p> <p><b>Voice Exercise</b></p> <p>For this activity, children have to be in groups of four or more.</p> <p><b>How to play</b></p> <div style="text-align: center; margin: 10px 0;">  </div> <p>As in the image, learners will stand in a row.</p> <ul style="list-style-type: none"> <li>● Speak only so that Person 1 can hear you. Then, Person 2 and Person 3.</li> <li>● Pretend you are sharing a secret. Person 3 should be able to hear you.</li> <li>● Say something angrily. Person 1 should not feel like you are shouting.</li> </ul>
	<p>20 minutes</p>	<p><b>Practise time</b></p> <p>Having in mind the script learners wrote during day 2, they will:</p> <ol style="list-style-type: none"> <li>1. Decide who will play the characters in their script.</li> <li>2. Practice delivering the dialogues with appropriate voice qualities, emotions, and actions.</li> </ol>
	<p>20 minutes</p>	<p><b>Invitation card</b></p> <p>Learners will design and create an invitation card to invite their family members and friends to watch their play.</p> <p>The card should have the following details:</p>

			<p>→ Title</p> <p>→ Name</p> <p>→ Play</p> <p>→ Date</p> <p>→ Time</p> <p>→ Venue</p> <p>→ Closing</p> <p>→ Your Details</p>
<p>Invite learners to include more details and to decorate de invitation cards taking into account their play’s plot.</p> <p>Suggest children to make a guest list and distribute the invitation cards.</p>			

5	40 minutes	<p><b>Act it Out</b></p> <p>Learners will prepare details and present their plays.</p> <p>To make this possible, learners should determinate the following aspects:</p> <ul style="list-style-type: none"> <li>- <b>Costumes</b></li> <li>- <b>practice dialogues with emotion</b></li> <li>- <b>background music</b></li> <li>- <b>Setting and props</b></li> </ul> <p><b>Presenting the Play</b></p> <p>Learners will present their plays in front of the audience and their special guests.</p> <p>After presenting, learners will respond to the following questions:</p> <ul style="list-style-type: none"> <li>● Did they (audience) enjoy the play?</li> <li>● What are 2 things that went well?</li> <li>● What could be improved?</li> </ul> <p>Learners will read their answers to the questions made on day one and will discuss how their thoughts have changed. In addition, they will try to answer, How can drama communicate an idea?</p>
	20 minutes	<p><b>Story telling</b></p> <p>Read and discuss with the learners the following story</p> <p><b>Stage Fright</b> <b>Written by Yamini Vijayan</b></p> <p>Champa loves singing more than anything else in the whole wide world. When she sings, she is filled with the most marvellous feeling in the world. She sang in the bathroom. And on the roof. She sang to the hills. And to the moon. She sang like a lion. And like a bee. She sang through the rain. And through heat. One day, when Champa sang, Basant’s eyes lit up. “I have an amazing idea!” he said. Basant is Champa’s best friend, and he was always bursting with ideas. Some were terrific. And some were terrible. “You should sing on Annual Day!” said Basant. “What a terrible idea!” said Champa. “Why not! You love to sing.” Champa hadn’t told Basant about the only time she got on stage and nearly fainted with fear. “I...I can’t sing in front of so many people. I don’t even sing in front of Ma and Pa!” exclaimed Champa. “You do sing around me! All you need is a little practice, Champa.” said Basant. “What if Mahi and Paras</p>

		<p>laugh at me?” Basant said, “If they do, it just makes them silly and mean. You’re an amazing singer.” Written by Yamini Vijayan 57 Stage Fright The very thought of singing in front of a crowd filled her stomach with butterflies. Champa was excited and terrified at the same time, but she loved singing so much! So, she decided to give it a try. So, Champa practiced diligently for days. She trained her voice to be the best it can be! Everyone was excited about Champa’s big day. They gave her advice: The day before her performance, Champa even held a special rehearsal. It was a roaring success! Finally, it was the Annual Day. When it was her turn to sing, her tongue felt rubbery. The stage is too big! The lights are too bright! There are too many people in the audience! Champa’s throat tightened, and her hands were clammy. 58 Stage Fright She remembered to smile at the audience. When she began to sing, out came a whisper. It was as if someone had swallowed her voice! Champa took a long and deep breath and tried again... And out came a SQUEAK! There was a loud gasp from the audience. Champa’s heart pounded loudly. Thud! Thud! Thud! Her head started to spin. That’s when she saw Basant, waving wildly at her. She was so glad to see him. So, she tried again. At first, the song came softly. Although her voice was shaky, it sounded somewhat right. Then slowly, the music flowed out of her, smooth and strong and melodic. It did not matter that the stage was too big. Or that the lights were too bright. Or even that the audience had a LOT of people. Champa let her voice go wild and free. And as she did, she was filled with the most marvelous feeling in the world.</p> <p>Ask to learners:</p> <ol style="list-style-type: none"> <li>1. Have you or someone you know experienced stage fright? Why do you think it happens?</li> <li>2. What does the phrase “butterflies in my stomach” mean?</li> <li>3. Imagine you are Basant. Write a letter to Champa the day before the Annual Day encouraging her to do her best.</li> </ol>
Assessment Criteria:		<ol style="list-style-type: none"> <li>1. Learners actively participate and listen to each other while doing the drama exercises.</li> <li>2. Learners are able to identify strengths and growth opportunities in their own drama performances.</li> <li>3. Learners design and create invitation cards for their families that include all the relevant information for the play.</li> <li>4. Learners will identify the characteristics of a drama and apply them in a script that they write.</li> <li>5. Learners develop an answer to the question “How can drama communicate an idea? They will illustrate their answer with 1-2 examples that may emerge from the activities in the project.</li> </ol>



### Ages 11 to 14 (Level 3)

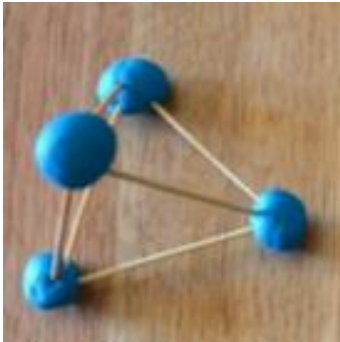
<b>Description:</b>	Over the course of a week, learners will practice with key drama exercises to become actors while they learn about the basic concepts of drama as a genre.
<b>Leading question:</b>	How can drama communicate an idea?
<b>Age group:</b>	11 to 14
<b>Subjects:</b>	Literacy, Communication skills
<b>Topics/concepts covered</b>	<ul style="list-style-type: none"> <li>- Drama</li> <li>- Script</li> <li>- Dialogue</li> <li>- Stage Fright</li> <li>- Communication Skills</li> <li>-</li> </ul>
<b>Learning outcomes:</b>	<ul style="list-style-type: none"> <li>- Compare and contrast texts in different forms or genres</li> <li>- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</li> <li>- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach</li> <li>- Engage effectively in a range of collaborative discussions</li> <li>- Adapt speech to a variety of contexts and tasks, demonstrating command of formal language</li> </ul>
<b>Total time required:</b>	4.5 hours over 5 days
<b>Self-guided / Supervised activity:</b>	Medium
<b>Resources required:</b>	Papers, pencil, little stick, play dough,
<b>Required previous learning</b>	Learners must be able to write over extended time frames for a range of tasks, purposes, and audiences

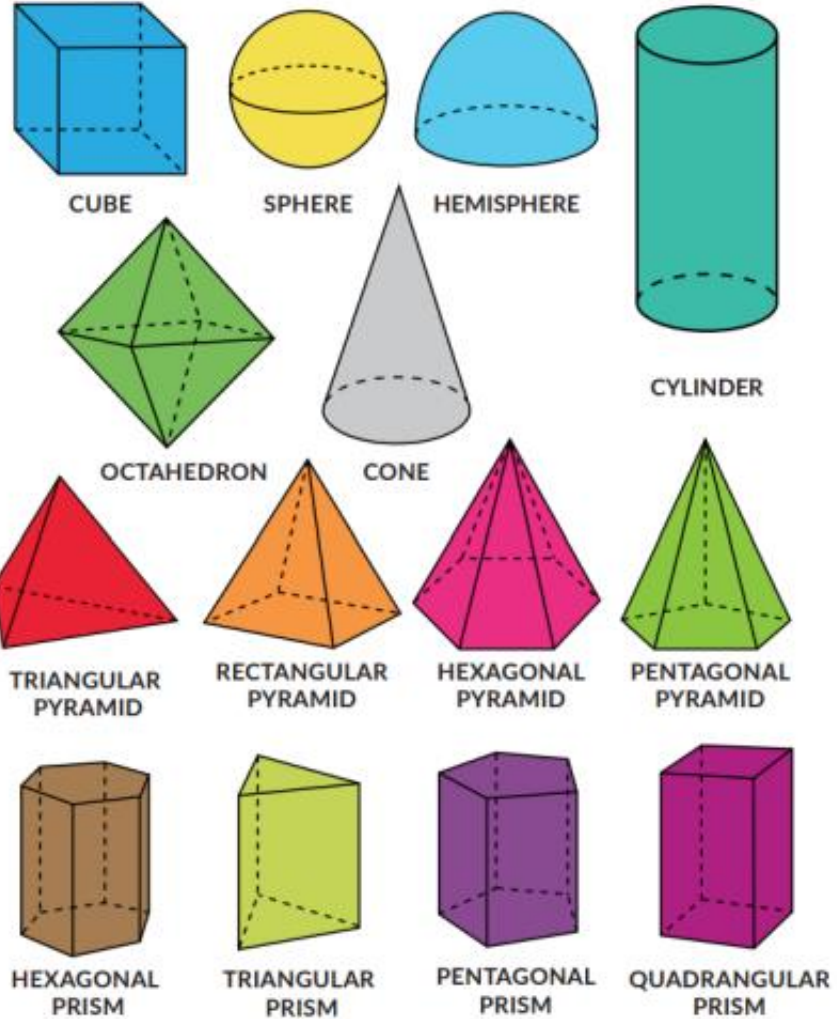
Day	Time	Activity and Description
1	5 minutes	<p><b>Introduction to Drama</b></p> <p>To begin with this project ask learners</p> <ul style="list-style-type: none"> <li>● What are some words that come to your mind when you think of 'drama'?</li> </ul> <p><b>“A drama is a story that is told through dialogues between characters.”</b></p>



	15 minutes	<ul style="list-style-type: none"> <li>• How is drama different from reading a story?</li> <li>• Which one do you think is better? Why?</li> </ul> <p>**Note some answers in a place where all learners can read them.</p> <p><b>Imitation Game</b></p> <p>Give the following instruction to learners:</p> <ol style="list-style-type: none"> <li>1. Act like a person from your family or friends without talking.</li> <li>2. Others must guess who it is and they get 1 point for a correct guess.</li> <li>3. After one round, act like a person by adding dialogues (what they say often). Imitate their voices too!</li> </ol> <p>After playing, encourage learners to think about:</p> <ol style="list-style-type: none"> <li>1. The different ways in which they can communicate</li> <li>2. What difference did it make when they used voice and dialogues?</li> </ol> <p>**Make groups or pairs for them to compare their answers</p>
	20 minutes	<p><b>Freeze Activity</b></p> <p>For this game, learners have to stand in a row (one behind the other). The first child will choose a scenario, an action, or a situation to act. The next one will have to react to this scenario and the third one will have to react to the action of the second child.</p> <p>For example:</p> <div style="text-align: center;"> <pre> graph LR     P1[Player 1] --&gt; P2[Player 2]     P2 --&gt; P3[Player 3]     </pre> <p>Below the diagram, three boxes describe the actions:</p> <ul style="list-style-type: none"> <li><b>Player 1:</b> Gets a scenario to act <i>Example: A boxing move</i></li> <li><b>Player 2:</b> Reacts to Player 1 <i>Being hit and falling</i></li> <li><b>Player 3:</b> Reacts to Player 2 <i>Trying to catch Player 1</i></li> </ul> </div> <p>The game continues until all the players have acted. Then, they can unfreeze and act out a new scenario.</p>
	20 minutes	<p><b>Cause And Effect</b></p> <p>“Every event in a story or the world around us has a reason why it happens (cause) and a result of it (effect).”</p> <p>Learners will use words to communicate causes or effects around a situation or event. Present and discuss with them the following diagram:</p>








		<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="background-color: #2c4e64; color: white; padding: 5px; font-weight: bold;">Linking Words</div> <div style="text-align: center;"> <p style="font-size: 2em; color: orange;">Cause</p> <p>WHY</p>  </div> <div style="text-align: center;"> <p style="font-size: 2em; color: orange;">Effect</p> <p>WHAT</p>  </div> <div style="background-color: #2c4e64; color: white; padding: 5px; font-weight: bold;">Linking Words</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="background-color: #e6f2ff; padding: 5px;"> <p>Because</p> <p>Since</p> <p>That is why</p> </div> <div style="text-align: center; color: orange; font-size: 2em;">→</div> <div style="background-color: #e6f2ff; padding: 5px;"> <p>So</p> <p>Therefore</p> <p>As a result</p> </div> </div> <p style="margin-top: 20px;">-Ask learners to list 5 events that happen around them. For each event, they will write its cause and effect.</p>
2	30 minutes	<p><b>Writing a script</b></p> <p>Learners will think of a story they want to enact. They will make a plot diagram and explore the cause and effect of different events in their story.</p> <p>Ask students how do actors know what to say and how to act on stage?</p> <p>Learners will write the script for their play as dialogues between characters.</p> <p>For example:</p> <div style="border: 1px solid #ccc; padding: 10px; margin: 10px 0;"> <p style="color: orange; font-style: italic;">Open Curtain. Enter Sara. Enter Ali.</p> <p style="color: orange; font-style: italic;">Sara and Ali talk to each other while walking in.</p> </div> <p><b>Narrator:</b> <i>It was a bright summer morning in 2008. Ali and his sister, Sara, were discussing how they should spend their holidays at home.</i></p> <p><b>Sara:</b> <i>We could build a tree house! Or make new games! Or go to our grandparents' place!</i></p> <p><b>Ali:</b> <i>(Sad) I just want to stay alone, Sara.</i></p> <p><b>Sara:</b> <i>(Holding his hand) Are you alright, Ali?</i></p> <p>Ask learners about the <b>Stage Directions</b> and <b>narrator</b>.</p> <p>“Plays often have narrators, who give the audience additional information about what is going on.”</p>


	<p>20 minutes</p>	<p>“Stage Directions are instructions for the team and the actors.”</p> <p>“You can also write the emotions or actions with which the dialogues should be delivered.”</p> <p>**Give learners enough time for them to write.</p> <p><b>3D Shapes</b></p> <p>**For this activity, learners have to be minimum by pairs.</p> <p>How to play?</p> <ol style="list-style-type: none"> <li>1. A player says a 3D shape.</li> <li>2. Use dough/clay and small sticks to create the shape.</li> <li>3. Identify the number of faces, sides and vertices for each shape.</li> <li>4. The player who finishes the model first and says the number of faces, sides and vertices, earns 1 point.</li> </ol> <p>For example:</p> <ul style="list-style-type: none"> <li>- A player says “triangular pyramid”</li> <li>- The rest of the players make this:</li> </ul>  <ul style="list-style-type: none"> <li>- The players say: This shape has four vertices, 4 faces...</li> <li>- The first player finishing the shape earns the point.</li> </ul> <p>Learners can use this image as a guide:</p>
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“There are some objects that are important to give sense to a setting in a play, for example if the scene is about someone spiking by cell phone it is important to have the cellphone. These objects are called props”.

You can make or create them using some of these 3d shapes.

3	20 minutes	<p><b>Speaking with Emotions</b></p> <p>Encourage learners to say the same sentence with the following emotions. Tell them to not use hand actions.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <b>happy</b></div> <div style="text-align: center;"> <b>sad</b></div> <div style="text-align: center;"> <b>confused</b></div> <div style="text-align: center;"> <b>annoyed</b></div> <div style="text-align: center;"> <b>surprised</b></div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="text-align: center;"> <b>excited</b></div> <div style="text-align: center;"> <b>scared</b></div> </div> <p>They can try by saying the following sentences:</p> <ul style="list-style-type: none"> <li>- Can you help me out?</li> <li>- I completed my work today.</li> <li>- I have to tell you something.</li> <li>- If they prefer they can write their own sentence</li> </ul> <p>After, ask learners to think of 2 to 3 scenarios.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>● Teacher asking a student why the homework wasn't done.</li> <li>● Doctor examining a patient.</li> <li>● Talk show host interviewing a famous actor</li> <li>● Police talking to a suspect.</li> </ul> <p>After choosing the scenario, learners will enact them with a family member or friend with these different emotions: bored, fearful, energetic, and angry.</p> <p>Then, suggest children to think about:</p> <ul style="list-style-type: none"> <li>● How body language changes with different emotions?</li> <li>● Do our emotions affect the way we speak? How?</li> <li>● Add the emotions for different dialogues to the script.</li> </ul> <p><b>Voice Box</b></p> <p>In this activity learners will follow a breathing guide:</p> <ol style="list-style-type: none"> <li>1. Stand with your feet slightly apart. Close your eyes.</li> <li>2. Breathe in. As you breath out, say: Aaaaaaaaaaaaaaaaaa (Repeat 3 times)</li> </ol>
	15 minutes	

		<p>3. Breathe in. As you breath out, say: Oooooooooooooooooo (Repeat 3 times)</p> <p>4. Breathe in. As you breath out, say: Mmmmmmmmmmm (Repeat 3 times)</p> <p>** Learners should try saying these sounds loudly and softly</p> <p>Ask children how they feel after doing this activity?</p> <p>Give them some possible answers like: Happy, bored, sad, angry, I don't know, fresh, peaceful, calm...Also encourage them to find a different emotion,</p>
4	15 minutes	<p><b>Voice Exercise</b></p> <p>For this activity, children have to be in groups of four or more.</p> <p><b>How to play</b></p>  <p>As in the image, learners will stand in a row.</p> <ul style="list-style-type: none"> <li>● Speak only so that Person 1 can hear you. Then, Person 2 and Person 3.</li> <li>● Pretend you are sharing a secret. Person 3 should be able to hear you.</li> <li>● Say something angrily. Person 1 should not feel like you are shouting.</li> </ul>
	25 minutes	<p><b>Practise time</b></p> <p>Having in mind the script learners wrote during day 2, they will:</p> <ol style="list-style-type: none"> <li>1. Decide who will play the characters in their script.</li> <li>2. Practise delivering the dialogues with appropriate voice qualities, emotions, and actions.</li> </ol>
	10 minutes	<p><b>Sound as Gesture</b></p> <p>Learners will imitate the sounds below only with their voice. Others will guess them.</p> <ul style="list-style-type: none"> <li>● bite</li> <li>● overturn a chair</li> <li>● a pair of scissors</li> <li>● dripping water</li> <li>● fruit seller</li> <li>● moving car</li> <li>● chop wood</li> <li>● sweep the floor</li> <li>● suspense</li> </ul> <p>Learners can also write in a piece of paper 2 different sounds for others to imitate.</p>

	<p>20 minutes</p>	<p>After they play, invite children to think about:</p> <p>What are we able to understand just with sound?</p> <p>Afterwards, they should add sounds, music, or songs to their play to make it more interesting and support the plot.</p> <p><b>Invitation card</b></p> <p>Learners will design and create an invitation card to invite their family members and friends to watch their play.</p> <p>The card should have the following details:</p> <div data-bbox="493 674 1260 1323" style="border: 1px solid red; padding: 10px;">  </div> <p>Invite learners to include more details and to decorate de invitation cards taking into account their play’s plot.</p> <p>Suggest children to make a guest list and distribute the invitation cards.</p>
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5	40 minutes	<p><b>Act it Out</b></p> <p>Learners will prepare details and present their plays.</p> <p>To make this possible, learners should determinate the following aspects:</p> <ul style="list-style-type: none"> <li>- <b>Costumes</b></li> <li>- <b>practice dialogues with emotion</b></li> <li>- <b>background music</b></li> <li>- <b>Setting and props</b></li> </ul> <p><b>Presenting the Play</b></p> <p>Learners will present their plays in front of the audience and their special guests.</p> <p>After presenting, learners will respond to the following questions:</p> <ul style="list-style-type: none"> <li>● Did they (audience) enjoy the play?</li> <li>● What are 2 things that went well?</li> <li>● What could be improved?</li> </ul> <p>Learners will read their answers to the questions made on day one and will discuss how their thoughts have changed. Also, they will try to answer, How can drama communicate an idea?</p>
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