

Orientation Lesson

Grade: 8

Subject: Drama

Topic/ Unit: Orientation

Duration: 40 Minutes

GLO :

- To acquire knowledge of self and others through participation in and reflection on dramatic experience.

SLO:

- Focus concentration on one task at a time.
- Listen effectively.
- Demonstrate trust by becoming comfortable, physically and emotionally, with others.
- Move in a variety of ways.

Students will:

- Demonstrate how to play slow-mo tag.

Materials:

- A wide open space.
- Stereo and music

Introduction: (5 mins)

- Have the students sit in a circle and go around and say their names out loud with an appropriate descriptive word that's starts with the same letter as their name. Example "Delightful Diana"
- Establish students expectations on safety within the classroom. Ask the students first on what they might think the safety expectations are and make a list on the board. This list may include: Respect your space and those of others, remember to think safely while running within the room, no gum, etc.

Body: (30 mins)

Activity 1 - Walking - The students will walk around the room at a variety of speeds while most importantly keeping the safety of themselves and their fellow classmates into consideration. They must not touch others. I will then make the room smaller by restricting them to certain areas of the room.

Activity 2 - Band Aid Tag – One student is "it." Whenever that student is tagged by "it" they must hold a bandaid (their hand) on the spot where they were tagged. Then the game continues. When someone runs out of bandaids, (they get tagged three times, since they only have two hands to cover the band aids), they are frozen until two other people come over to them and "operate." The two other people need to tag the frozen person at the same time and count to five.

Activity 3- Musical Statues- The students will dance around while the music plays and must stand still as statues when the music stops. Anyone seen moving after the music has stopped is eliminated. Instead of making the students dance asking them to walk a certain way while the music is on could work as well. (In slow motion, ballerina, fish, monkey).

Activity 4 - Slow-mo Tag- Play tag, but in slow motion. Students are not to escape the tagger by making a sudden movement, and the tagger cannot lash out to tag another student. Tell students to breathe, scream and groan in slow motion. I will want to have the students exercise walking in slow motion first (In activity 3), to make sure they are aware of how they (naturally) move, and learn how to stick with that in slow motion.

Assessment:

I will assess the students by observing that they are:

- able to work with their classmates.
- able to listen and follow instructions.
- are willing to cooperate as a team.

Key Questions:

- How are these games provided making you work as a team?
- Why is it important to discuss safety within the class?
- Have any of you played any tag games like these or similar?

Modifications:

- If one student has an injury play you can play the games provided at different paces.

Conclusion: (5 min)

- Give the students a moment to sit down and settle in a circle again to cool down
- Have the students share what they thought about the games, what was their favourite what they liked most if they wish with their peers.

Sponge Activity

- Journal – What did you like or dislike about this class?

Notes

- *Try to encourage the students while observing them play the games*
- *Review instructions more than once if needed*
- *Put list of game order on the board*
- *Show examples with students as the games are taught*