

### Lesson Plan

Name: Hannah Rud

Grade/Subject: Drama 10

Unit: Orientation

Topic: Equalization and Motivation

Date: January 14, 2013

Length of Lesson: 40 minutes

<b>General Learning Outcomes (P.O.S.)</b>	<ul style="list-style-type: none"> <li>To acquire knowledge of self and others through participation in and reflection on dramatic experience</li> </ul>	
<b>Specific Learning Outcomes (P.O.S.)</b>	<ul style="list-style-type: none"> <li>Increase self-discipline</li> <li>Extend the ability to concentrate</li> <li>Extend the ability to control and express emotions</li> <li>Demonstrate willingness to challenge and extend oneself: physically, emotionally, intellectually, and artistically</li> <li>Demonstrate behaviour appropriate to given circumstances</li> <li>Concentrate on task at hand</li> <li>Listen to self and others</li> <li>Make effective decisions or choices</li> <li>Demonstrate trust by becoming comfortable with others, physically and emotionally</li> <li>Display consideration and respect for self and others</li> <li>Cope with success and failure in positive ways</li> </ul>	
<b>Learning Objectives</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Demonstrate concentration and self-discipline during group activities</li> <li>Demonstrate spontaneity in their participation of different games</li> <li>Participate in small group and large group activities</li> <li>Demonstrate the ability to control their emotions</li> </ul>	
<b>Materials</b>	<ul style="list-style-type: none"> <li>Nerf Ball (Game of Many Things)</li> </ul>	
<b>Procedure</b>		<b>Assessment Methods</b>
<b>Introduction (7 min.)</b>	<ul style="list-style-type: none"> <li>Tell the students that today we will be working up to a concentration game called "Honey if you Love Me" (can also be called, "Dude if you like me" depending on the maturity level of the class)</li> <li>Play Concentration:             <ul style="list-style-type: none"> <li>Stand in two circles (each circle plays the game simultaneously)</li> <li>One person begins the rhythm by tapping their knees twice and then clapping twice saying, "concentration, concentration now begins" to the beat</li> <li>The person then says their name (to the knee beats) and then another person's name (to the clap beats)</li> <li>The person's whose name was called now says their name during the knee beats and another name during the clap beats</li> <li>The game continues until the rhythm is lost. The game can then be started again.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Question the students to check for understanding</li> <li>Observe the students while they play the game</li> <li>Participation in the group activities</li> </ul>

<p><b>Body of Lesson</b> (30 min.)</p>	<p>Activity #1 - Game of Many Things (8 min.)</p> <ul style="list-style-type: none"> <li>• The group stands in two circles and plays the game separately.</li> <li>• Within each circle sequence is built up by passing the word “you” around (students make eye contact with the person they say “you” to)</li> <li>• Once the group gets accustomed to this sequence and new one is added (ex. tossing a ball around the circle). The sequence of the ball toss should be different from the “you” sequence.</li> <li>• A new sequence is added again once the group is accustomed to the sequences already in play.</li> <li>• The number of sequences build up until the group can not pass each individual sequence along fluently</li> <li>• Modifications – number of people, speed of passing, movement sequences, verbal sequences.</li> </ul> <p>Activity #2 – TV Tag (5min.)</p> <ul style="list-style-type: none"> <li>• Start by having the students walk around the room and when then make eye contact they must say the name of a television show to the other person.</li> <li>• After a minute the teacher picks someone who is “it”.</li> <li>• In order to be safe from being tagged a student much crouch, put their hands in the air, and say the name of a TV show.</li> <li>• If you do not do this in time and are tagged, you become “it”.</li> <li>• Modifications – more than one person is “it”, a TV show can only be said once, and the speed people can move.</li> </ul> <p>Activity #3 – Squeeze Cheese (8 min.)</p> <ul style="list-style-type: none"> <li>• Begin by having the students walk around the room.</li> <li>• When they make eye contact with someone they ask that person a question. That person must respond with, “squeeze cheese”. The two students they repeat the exercise, but change roles.</li> <li>• The students can then move on to ask another person.</li> <li>• Then bring the class together into a circle with one person in the middle.</li> </ul>	<ul style="list-style-type: none"> <li>• Question the students to check for understanding</li> <li>• Observe the students while they play the game</li> <li>• Participation in the group activities</li> </ul>
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	<ul style="list-style-type: none"> <li>• The person in the middle will go up to different people who will ask them a question. The person in the middle's response must always be "squeeze cheese".</li> <li>• Modifications – there can be another response other than "squeeze cheese", more than one person in the middle.</li> </ul> <p>Activity #4 – Honey if You Love Me (9 min.)</p> <ul style="list-style-type: none"> <li>• Have the students walk around the room.</li> <li>• When they make eye contact with someone they go up to them and play Rock, Paper, Scissors.</li> <li>• The person who loses Rock, Paper, Scissors (A) then says to the other person, "Honey if you love me will please, please smile". They can do whatever they want and say it anyway they would like as long as they do not touch the other person (B).</li> <li>• The (B) must then say, "Honey I love you but I just can't smile" without smiling or laughing. Once this interaction is complete the students find another person.</li> <li>• After a couple of minutes bring the students into a circle with one person in the middle.</li> <li>• The person in the middle can go up to anyone in the circle and say, "Honey if you love me will you please, please smile" (again they can say it in anyway and do anything as long as they do not touch the other person).</li> <li>• The person in the middle remains in the middle until they get someone to laugh or smile.</li> </ul>	
<b>Closure</b> (3 min.)	<ul style="list-style-type: none"> <li>• Keep the students in the circle and have a group discussion about the games.</li> <li>• Prompt Questions: Why did we play these games? What skills do you need to play these games?</li> </ul>	<ul style="list-style-type: none"> <li>• Question the students to gauge understanding</li> <li>• Participation of the students in the discussion</li> </ul>
<b>Sponge Activity</b>	<ul style="list-style-type: none"> <li>• Human Knot <ul style="list-style-type: none"> <li>- Get into circles of about 7 or 8.</li> <li>- Everyone in the circle closes their eyes and puts in their right hand and hold onto another person's hand.</li> <li>- Everyone then puts in their left hand and holds onto another hand.</li> <li>- Everyone then opens their eyes and the group must now untangle themselves (you must hold onto two different people)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Question the students to check for understanding</li> <li>• Observe the students while they play the game</li> <li>• Participation in the group activities</li> </ul>