

Lesson Plan

Grade/Subject: Grade 7 Drama

Unit: Orientation

Lesson Duration: 40 min

OUTCOMES FROM ALBERTA PROGRAM OF STUDIES

General Learning Outcomes:

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

- strengthen powers of concentration
- extend development of sensory awareness

Specific Learning Outcomes:

- Focus concentration on one task at a time.
- Listen effectively.
- Demonstrate trust by becoming comfortable, physically and emotionally, with others.
- Recognize the purposes of and participate in warmup activities.

LEARNING OBJECTIVES

Students will:

1. play the game Splat properly.

ASSESSMENTS

Observations:

-Teacher observations throughout
-Demonstrate rules/skills, and check for understanding before activities

Key Questions:

-are students moving safely around the room?
-are students listening to instructions?
-are students interacting respectfully with one another?

Written/Performance Assessments:

N/A

MATERIALS AND EQUIPMENT

-dodge ball

PROCEDURE

Introduction (2 min.):

Advance Organizer/Agenda: -Welcome!

-Share objective: play Splat! Also get to know each other, names, space

Transition to Body: Everyone stand up, walk around the space

Body (28 min.):

Learning Activity #1: Walking with intros (7 min)

-Instruct students to walk around the space, use all the space!

-Teacher watches from side, after a beat encourages students to nod and acknowledge other students

-progress to greeting with just a "hi", then to giving high fives

-next greet someone, shake hands and introduce yourself

-continue this until most of the class has greeted each other

Assessments/Differentiation: -Remember lots of encouragement! Teacher can join in with the walking/intros

Learning Activity #2: Ball Pass with Names (8 minutes)

-Cue students to make a circle

-Quick reminder, pass ball around the circle, each person says their own name

-When the ball comes back, explain that we will say a person's name in the circle, and pass them the ball, stress Gently!

-Allow the passing to go a few times, get to everyone in the circle, then have the ball come back to the teacher

-This time we want to get to everyone in the circle once, but this time you need to remember who passed it to you, because when we get to the end we are going to pass it back in reverse.

Questions?

-Go through once forward, and then in reverse, praise for a good job!

-Could do it once more if students are still engaged

Assessments/Differentiation: Remember to encourage and reinforce!

Learning Activity #3: Small room (5 min)

-Cue students to return to walking around the space

-While they are walking, explain that the space is going to get smaller, but they can't touch anyone. Stress Safety!

-Slowly close the boundary, remind them to move safely and not touch anyone

-Once it is small, release and allow to use the whole space again

-Once more make the space small, and this time encourage the students to move faster (just walking not running)

-Release, and repeat once more. Continue to stress safety.

Learning Activity #4: Splat (8 min)

-Cue students to make a circle, with teacher in the center

-Explain that we are going to play splat

-Have students learn who is standing beside them (two students each side), either remind or reintroduce

-Practice the basic skills involved: Teacher says student's name, they duck, students on either side turn to face each other. Practice a couple times to ensure everyone is on the same page

-Explain that the students facing each other are throwing imaginary cream pies at each other.

Students must turn as fast as they can, mime throwing a pie and say "Splat!" Whoever throws first wins, and the other person gets creamed, and has to sit down. If the person in the middle doesn't duck fast enough, they get creamed and have to sit down. Teacher gets final judgment. Stress safety when turning to not hit each other.

-Explain that once someone beside you sits down, you have a new neighbor! No matter how far away they are. Demonstrate by having two or three students in a row duck, and asking the students on either end who their new neighbors are.

-Questions? Try one or two practice calls.

-Play Splat, teacher stays in center. Once down to two students, there is a "shootout". The class helps them count 10 (or 5, depending on space) paces away from each other, then it is whoever turns fastest

-If time/ engagement, can play a second time.

Assessments/Differentiation: Practice skills before playing, and demonstrate rules instead of just explaining.

Closure (10 min.):

Consolidation/Assessment of Learning: Walk around with names

-Cue students to walk around the space, and acknowledge others with a nod

-Then have students greet others with a handshake, and saying the other student's name.

Encourage to reintroduce if unsure.

Transition To Next Lesson: Call students back to sit in a circle.

-Why do we play these games? (Learn names, build community, break the ice, practice focus, moving safely)

-Next few classes continuing on these goals of getting to know each other, building a safe space, etc.

-Thanks for your participation today!