

Lesson Plan:

Name: Megan Henze **Grade:** 7 **Subject:** Drama **Unit/ Topic:** **Time:** 40 minutes

Date: January 16, 2013

GLOs

Students will:

- Acquire knowledge of self and others through participation in and reflection on dramatic experiences.

SLOs

Students will:

- Travel through space in a variety of ways; e.g., running, creeping and jumping.
- Demonstrate freezing of movement.
- Demonstrate understanding of and apply appropriate safety procedures.

Learning Objectives

Students will:

- Play musical chairs

Learning Resources Consulted

1. Alberta Learning Junior High Program of Studies

Materials

- Drama Room
- Chairs (One per student)
- iPod and speaker
- Soccer ball (or volleyball, or sponge ball, or football...)

Procedure

Introduction (5 minutes)

- Attention Grabber/ Hook: With students sitting on chairs in a circle, have them throw the soccer ball to each other. They must select someone to throw the ball to by making eye contact with a fellow classmate.
- Advance Organizer:
 - Discussion
 - Walking
 - Names
 - Squirrel Tag
 - Musical Chairs
 - Closure

Body (30 minutes)

Activity #1 (10 minutes)

- With the students still sitting in their circle, begin the discussion
- SAY: *Today we will be playing musical chairs! Ask who has played before. SAY: First, we need to discuss the importance of safety, and then we will play a few warm up games.*
- ASK: *What does it mean to be safe? Why is it important that we are aware of our physical safety in a drama classroom?*
- Ensure the students are well acquainted with what is expected of them in regards to safety, by demonstrating.
- Have the students begin to walk randomly around the room. Have students who do not know each other, shake hands, or high five one another, whilst introducing themselves.
- Make the room “smaller” by creating a border that the students cannot cross, and instruct them to not make any physical contact with one another, which still moving freely, and randomly in the space.
- ASK: *Has everyone introduced himself or herself to everyone else?* Assuming the answer is yes, have the students gather into a circle once more.
- See if anyone is willing to go around the circle and name all the students in the class. If no one is willing to, have two students pair up to help each other out.

Activity #2 (10 minutes)

- With the students still in their circle, explain how to play Squirrel Tag. Have three students demonstrate: Two students link arms, one student is “the nut” that the it person, or “the squirrel” is chasing. The nut can link arms with one person on the pair, and the other person is now the new nut.
- Have the students partner with the person standing beside them, and remind the students to be safe as we play Squirrel Tag!
- Challenge the students further to try to say the name of the person who is the new “nut” every time a new one is sprung from a pair!

Activity #3 (10 minutes)

- Have the students grab their chairs from the side of the room and place them in an evenly spaced circle around the room.
- While sitting in a circle, explain to the students the rules of Musical Chairs. SAY: *In a moment I will be taking away one of the chairs that someone is sitting on. I will start playing a song on my iPod speakers. You are to move around, dance, hop, skip, whatever you like, until the music stops. When that happens, you want to be sitting in a chair, completely frozen.*
- Specify ways the students must travel through the space occasionally.
- Go over safety procedures one last quick time. Inform them that only one person can be on a chair. If there is a disagreement about who was on a chair first, then it will be solved with a single round of Rock Paper Scissors.
- Continue removing chairs until only one or a few students remain

Closure (5 minutes)

- With a partner, have the students discuss the following questions which will be written on the white board or SmartBoard:
 - Why was it so important to discuss safety in this class?
 - Why is it important to play games like musical chairs in a drama class?
- Have a few students share their responses with the class.

Sponge Activity

Different kinds of tag:

- TV tag
- Rock Paper Scissors tag
- Pound It tag (Like hug tag, only students tap their fists together instead of hugging)