

## Lesson Sample: Grade 1, Perform and Respond Domains

Emotion in Guided Drama is a basic lesson plan designed to work in a lower elementary-level introductory theatre course. It should be noted, this plan is written with adaptability in mind, and should be used as a framework around which to design individual lesson plans based on the specific student group being taught.

<b>Title:</b>	Emotion in Guided Drama
<b>Length of Class:</b>	Approximately one 45-minute class period
<b>Skill Level:</b>	Beginner, adaptable for all levels
<b>Domains:</b>	Perform and Respond
<b>Standards:</b>	<p><b>1.T.P3.A:</b> With prompting and support, use movement and gestures to communicate emotions in a guided drama experience (e.g., process drama, story drama, creative drama, etc.)</p> <p><b>1.T.R1.A:</b> Recall choices made in a guided drama experience (e.g., process drama, story drama, creative drama, etc.)</p>
<b>Objectives:</b> A. Know B. Understand C. Do	<p>A. Students will know what emotions are needed in a particular story and how to communicate those emotions.</p> <p>B. Students will understand how their character's emotions may affect other characters' emotions.</p> <p>C. Students will collaborate to create their own version of a story and then will discuss their choices.</p>
<b>Instruction:</b>	<p><b>Activating Strategy:</b></p> <p>Have students define words like "play" and "theatre" in their own terms. Briefly discuss how these words may have two different meanings based on context, i.e. "play" can either mean "play on the playground" or "I'm going to see a play," while "theatre" could easily be a movie theatre as well as a live performance venue. Ask</p>

students if they've ever seen a play or performance (perhaps an older sibling's performance, a pageant of some kind, or a previous school performance).

### Activity 1:

After introducing the idea of theatre, tell students that all plays are based on stories. Have students name some of their favorite stories. Tell students today they will be reading the story of the "Three Little Pigs"\* and then will be acting it out. Reiterate the importance of paying attention to what happens even if they are already familiar with the story. As you read, draw students' attention specifically to the role emotions play in the story. **(Higher Order Thinking Questions: [HOT] How do you think the pigs felt after building their homes? What did the pigs use to build their homes? How did the pigs feel when the wolf appeared? How did the first two pigs feel after the wolf destroyed their homes?)** At the end of the story, have students briefly summarize the events. Also have students identify some of the main emotions present in the story. Using paper and crayons, have students make simple signs for these emotions (i.e. a smiley face for happy, a frowning face for sad, etc.)

### Activity 2:

After reading the story, begin the guided dramatization of the story. Either assign students parts or have everyone act out the emotions of the story together. Read the story again, pausing in the same places as before. However, rather than discussing the emotions which are present, have students act out the emotions which are present using a simple movement or gesture. You can either guide students through picking these movements before you read, or have them choose as they go. Use the signs, which were made in Activity 1 to remind students of the emotion to be represented.

	<p><b>Activity 3:</b></p> <p>At the end of the story, gather students in a circle for a discussion. Ask a few students to demonstrate their movements for certain emotions. Have students briefly explain why they chose that particular movement. <b>(HOT: What movement did you choose for ____? Why did you choose that movement? What other kind of movement could also be used?)</b> At the end of the discussion, have students applaud one another as the “performance” ends. Also, remind students that if they had never seen a performance before (as discussed in the Activating Strategy), they now have.</p>
<b>Assessment:</b>	No formal summative assessment is needed for this lesson, but use formative assessment based on observation of how students are participating and how students respond.
<b>Materials:</b>	<p>*Any children’s book that is fairly familiar to a majority of the class.</p> <p>Paper and crayons for emotion signs</p>