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GRADE	7	8	9	x	TERM SEE WCED TAPS	1	2	x	3	4	ART FORM	Dance	Drama	x	Music	Visual Art
TEACHERS	TERM2. WEEK 3															
	Topic / Content / Concepts / Skills (WHAT I am going to teach/guide/support...)					Teaching Methodologies & Classroom Management (HOW I am going to teach/guide/support...)					Resources / LTSM (WHAT I am going to use to teach/guide/support...)					
											Printable and other Resources			Online Resources		
	Topics: Dramatic skills development; Interpretation & Performance: Dramatised Prose Concepts, Skills and Values Voice & Physical: Warm-up: The <i>Emotions Train</i> exercise. Revise correct breathing technique. Interpretation & presentation skills: Focus on performance elements: facial expression and gestures/body language. In the following lesson, apply knowledge to text – Prose: <i>Harry Potter and the Philosopher's Stone</i> .					Learners will engage in and practise the performing elements, <i>facial expressions</i> and <i>gestures/body language</i> over a period of two weeks. See and follow the guided learner activities as set out in the learner column below. Adjust activities to suit your classroom context.					Open classroom space Activity 2: Headband Game Paper Headband/elastic-band/piece of rope/a belt or any household item that will work.			This lesson strongly focuses on practical engagement, no digital resources required.		
PARENTS	Topics: Dramatic skills development; Interpretation & Performance: Dramatised Prose Concepts, Skills and Values Voice & Physical: Warm-up: The <i>Emotions Train</i> exercise. Revise correct breathing technique. Interpretation & presentation skills: Focus on performance elements: facial expression and gestures/body language. In the following lesson, apply knowledge to text – Prose: <i>Harry Potter and the Philosopher's Stone</i> .					See and follow the guided learner activities as set out in the learner column below. You can either ask a sibling/family member to participate in the activities or you as the parent/guardian can do these activities with your child. The activities in this lesson and the next lesson, focus strongly on how we use our face and bodies to communicate. You will definitely be able to guide and support your child in this lesson. Remember to have fun doing these activities! Please make sure that your child keeps this lesson plan for revision purposes.					A safe space for the learner to do the warm-up activities. Activity 2: Headband Game Paper Headband/elastic-band/piece of rope/a belt or any household item that will work.			This lesson strongly focuses on practical engagement, no digital resources required. Additional curriculum resources: The Learning Trust https://www.thelearningtrust.org/asp-treasure-box		
LEARNERS' ACTIVITIES	ACTIVITY 1: WARM-UP: TAKE A RIDE ON THE EMOTIONS TRAIN Can you make the sound of a train? 🚂 Chucke, chucke, chuck – chucke, chucke, chuck! ☺ Start by walking around in the space, as if you are a moving train. Make the sound and push your arms back and forth. Good! Keep going and let's warm-up! 🙌															



WE'RE STEAM ROLLING 🗨️

1. Imagine you are the train of emotions!
2. As you are moving, the train conductor (teacher/parent/guardian) will shout out instructions – actions that you must do.
3. Keep moving. When you hear the instruction, you must freeze immediately and do the action without using any sound/voice.

STOP! 🖐️ WHAT ARE THE ACTIONS?

When you hear the emotion, do the following actions:

Happy	do a star jump
Sad	curl up on the floor in a ball and rock back and forth
Anger	stomp your feet
Fear	run backwards
Disgust	wave your arms in a disgusted way

👤 LET'S RIDE CONDUCTOR

1. Roll fast! (walk 5 seconds)
2. Happy! (do action)
3. Roll slow! (walk 5 seconds)
4. Anger! (do action)
5. Roll slow! (walk 5 seconds)
6. Roll fast! (walk 5 seconds)
7. Disgust! (do action)
8. Fear! (do action)
9. Sad! (do action)
10. Roll fast! (walk 5 seconds)

***This is just an example!
Mix it up and be creative!***

👉 **USE YOUR FACE AND YOUR WHOLE BODY! KEEP ROLLING FOR 10 MINUTES!** 👉

WHAT WILL WE FOCUS ON TODAY? 🗨️

FACIAL EXPRESSIONS & GESTURES / BODY LANGUAGE

Our senses (what we hear, see, smell, taste and touch) triggers emotional reactions in our bodies. This causes us to express our feelings/thinking, not only through what or how we speak, but we also communicate through our body. We always use these two elements in performance!

CHECK-IN WITH YOUR CONDUCTOR 🗨️

1. Was it easy to show the emotions by only using your body and face?
2. Was it difficult not to use your voice?
3. Has your breathing technique improved over the past two weeks?
4. Did you find it difficult to focus when you practised breathing?
5. What can you do to improve your focus skills?

HALT! 🖐️

TIME TO LET OFF SOME STEAM!

1. Go into the neutral position.
2. Practise your *Intercostal Diaphragmatic Breathing*
3. In through your nose
Out through your mouth
4. Repeat on counts of 8, 6, 4 & 2

ACTIVITY 2: PERFORMANCE ELEMENTS – FACIAL EXPRESSIONS / GESTURES / BODY LANGUAGE

Ready to have some fun while we practise these skills today?! 😊 Oh no, you are scared that people think you are just playing and not learning or working? We are going to answer that question right now! 🌟

WHY DO WE PLAY IN DRAMA?

1. Play allows us to think freely and creatively. There is no right or wrong, so we can create new ideas.
2. Play allows us to see and understand the world through other people's eyes. When we play a character, we put ourselves in other people's shoes. This way we learn what it means to have empathy.
3. Play allows us to communicate and express ourselves to others – through voice, face and body.
4. Play allows us to become confident in who we are.
5. Every person needs these life skills: an engineer, a doctor, a lawyer, a soccer player, an artist etc.

WHAT DID WE JUST DO?

We learned how to communicate by only using our facial and body expressions.

We learned how to read other people's face expressions and body language.

We learned how emotions can be expressed in different ways. We are all different human beings.

In a creative space, it is okay to be right and wrong. We learn and develop by making mistakes and trying new things. This builds our confidence.

1. THE HEADBAND GAME

(Play with a partner!)

- Step 1: Think of 10 different emotions.
- Step 2: Write them down on 10 different small pieces of paper.
- Step 3: Put these papers, folded, into a hat/bowl or box.
- Step 4: Go get a headband. Borrow your sibling's one if you must. You can also use a belt, elastic band, rope etc. 😊
- Step 5: You and your partner will now take turns.
- Step 5: The one who draws a piece of paper from the box/hat, must wear the headband.
- Step 6: Draw, without looking at the word, a piece of paper from the hat.
- Step 7: Put the piece of paper in the headband on your forehead so that only your partner can see the word. You may not peek!
- Step 8: Your partner must show and try to explain the word to you, by only using gestures and facial expressions. No talking, explaining or clues allowed!
- Step 9: Can you guess the emotion?
- Step 10: When you have guessed the correct answer, it is your partner's turn.

For more fun: You can play this game with another gr.9 learner over the phone via video calling. Or you could put a timer on each guess, maybe 1 minute. Or each person only gets 3 guesses, then you have to put the emotion back and try again later.



🌟 Now might be a good time for you to think about: How can drama and the skills that you learn in this subject help you with your subject choices for next year and your dream job one day? 🌟

2. NO TALKING GAME**(Play with a partner!)**

SCENARIO 1 Your brother/sister has been in the shower for a while, but you need to use the bathroom.	SCENARIO 3 It's your birthday and your friend gave you a present that you don't really want.
SCENARIO 2 Your brother/sister is watching television, but you want to watch your program or play games.	SCENARIO 4 Your mom/dad is angry because you didn't do your chores.

Step 1: Read through all four scenarios.

Step 2: In all the scenarios there are two characters. You will play one and your partner will be the other character.

Step 3: For each scenario, come up with roughly 5 - 10 basic sentences. See the example below.

Remember to think about: How will the scene start, what happens in the middle and how will it end. Make it interesting!

Step 4: Now you and your partner will act out the scene **BUT** you may not speak! You may only use facial expressions and body language to speak to each other.

Step 5: Do this for all four scenarios.

Example Scenario: Your teacher does not believe you when you tell her that the dog ate your homework.

Teacher (angry):	Why did you not do your homework Johnny?
Johnny (apologetic):	I did mam, but my dog ate it.
Teacher (frustrated):	That is a lie. Go wait for me at the principal's office!
Johnny (sulking):	I am sorry mam. I won't do it again! Please don't phone my parents!
Teacher (furious):	Just go!
Johnny (crying):	Yes mam. (Walks away toward the principal's office.)

Alternative: You can act out these scenarios by yourself. Pretend as if the other character is there and practise your reactions.

ACTIVITY 3: LET'S END THE LESSON IN A FUN WAY – HOMEWORK

When you watch television, around the dinner table or around the house, closely observe different people and see how many different reactions, facial expressions and gestures you can identify for different emotions. How do people react differently when they are angry/frustrated/happy/scared etc? Two people might be frustrated, but their body language and facial expressions might not look the same. We will continue to practise these two performance elements in the next lesson.

Informal Assessment

Learners reflect on their breathing skills during the lesson. Learners practically engage with two performance elements.

Values taught

Respect, confidence, appreciation, confidence, self-development, critical thinking, analyzing and teamwork.