

## Lesson: Emotional Walk

**GRADE: Two**

**SUBJECT: Drama**

**Goal of the Lesson:** To get students to showcase different emotions through dramatic action.

**Objective of the Lesson (In connection to the POS):** To create movements and expressions surrounding different emotions.

**General Learning Outcomes:** The child should grow in self-confidence, and develop a capacity for imaginative and creative thought. The child should explore, control, and express emotions.

**Specific Learning Outcomes:** The child should explore, control, and express emotions. The child should understand self and others. The child cope with emotional responses.

**Pre-learning:** The students should have some grasp of what different emotions look like when expressed.

**Materials/Classroom Set Up:** There are no materials needed for this class. The students will be in the drama classroom.

### LESSON CONTENT

*What is the Teacher Doing?*

*The Students?*

<p>Introduction:</p> <p>Time: 19 minutes.</p>	<p>Welcome the class and get everyone to sit in a circle.</p> <p>Introduce yourself and tell them that we're going to play a "get to know you" game.</p> <p>First, get all of the students to go around the circle and say their name and one fun fact about themselves.</p> <p>"The Great Wind Blows" Pick one person to be it, they need to say something like, "a great wind blows for everyone who loves chocolate". Then all of the people who love chocolate need to get up and get across the circle to someone else's seat.</p> <p>The "it" person will say two things and then switch with someone.</p>	<p>The students will come into the class and sit down.</p> <p>The students will go around and tell me their name and something about themselves.</p> <p>The students will be sitting in the circle until the "it" person declares that a great wind blows for etc... Then they will get up and quickly switch seats with someone else who got up.</p>
<p>Transition:</p> <p>Time: 0 minutes.</p>	<p>There is minimal transition, as the students will still be sitting while the next activity is explained.</p>	
<p>Activity:</p> <p>Time: 12 minutes.</p>	<p>Next, explain the "emotional walk" activity to the students.</p> <p>They will be exploring different emotions, because emotions are very important in drama. They help us to show different things that we feel.</p> <p>Get the students to offer up some different examples of emotions. Give examples yourself if needed.</p> <p>Explain that we're all going to walk</p>	<p>Students will hopefully offer up examples.</p>

	<p>around the room by ourselves. If you want to stay in a certain area, or if you want to move around the whole room, both are fine.</p> <p>Rules:</p> <ol style="list-style-type: none"> <li>1. No running.</li> <li>2. No talking and walking.</li> </ol> <p>Get the students to find their own spot in the room. They should be able to put their arms out and not touch anyone.</p> <p>Explain that when I say go they will start to walk around. I am going to call out an emotion and you will have to show me that emotion. Do it with your face, but also show me in the way you walk. Get the students to practice. Ask them to show you a happy walk. Then a sad walk.</p> <p>Start the game (Do it with the students).</p> <p>Emotions: Happy – Sad – Shocked – Mad – Excited – Scared.</p> <p><b>**Assessment:</b> watch the students as they to the game and see who is excelling vs. struggling. If many are struggling, show them an example of the emotions as you say them. <b>**</b></p>	<p>Students will find their own spot in the room.</p> <p>The students will practice a sad and happy walk.</p> <p>Students will walk around and show emotions.</p>
<p>Transition:</p> <p>Time: 1 minute.</p>	<p>Get the students to move back into the circle and sit down.</p>	<p>Students will sit back in a circle.</p>

<p>Conclusion:</p> <p>Time:</p> <p>Total Time:</p>	<p>Reiterate the importance of different emotions. It's important that they all look different so that people can see how we're feeling.</p> <p>Do our emotions all look the same? Does it look the same when we're happy and sad?</p> <p>Get students to show happy and sad faces.</p> <p><b>**Assessment: Look at all the student's faces and see that their faces change between the two emotions.**</b></p>	<p>Students will offer responses to these questions.</p> <p>Students will show happy and sad faces.</p>
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Modifications: Students shouldn't need any modifications. I will cross that bridge when and if it comes.

Extension/Extra Time Plan: There should be no extra time in class. If the class time runs out the activity will just be shortened.

Reflection:

## Lesson: Animal Zoo/Train

**GRADE: Two**

**SUBJECT: Drama**

**Goal of the Lesson:** Students will practice different animal movements and behaviours. They will do this while applying listening skills.

**General Learning Outcomes:** The child will grow in self-confidence. The child will develop a capacity for imaginative and creative thought. The child should develop the awareness of the body and voice as tools of communication.

**Specific Learning Outcomes:** The child will practice moving in different ways in response to a variety of stimuli. The child should observe and study the animal kingdom.

**Materials/Classroom Set Up:**

- Have 22 Hula Hoops in the drama room.

## LESSON CONTENT

Time:	<p>Welcome the students to class and get everyone to sit in the circle. Get them to go around and say their names again to help you remember.</p> <p>Tell them that today we're going to do some activities about animal movement.</p> <p>First, we're going to warm up by slowly turning ourselves into penguins. Get everyone to stand up.</p> <p>Start with the right foot, shaking it out into a webbed penguin foot. Do this with the other foot. Move to the butt; shake it out until it's a penguin butt. Do this with both arms, turning them into flippers. Lastly, shake the head until you have a penguin head. Waddle in place, to practice our penguin walk.</p>
7 minutes	<p>Now we're going to do all of that in reverse to turn back into people.</p> <p>Next, get all of the students to come and get a hula-hoop and set it nicely on the ground, spread out from anyone else's. Get them to stand in their hula-hoop. Tell them we're playing a game called "Animal Zoo".</p>
10 minutes	<p>First, we're going to all act like lions. I will be it. There are only enough hula-hoops for 22 people, so someone will always be it. The "it" person gets to pick a zoo animal that the rest of us transform into. These Hula Hoops are our zoo enclosures, so we have to stay in them until the "it" person yells "change", and we all move to new enclosures. Each "it" person needs to pick a different animal. The rest of us need to act like that animal until a new one is called.</p> <p>After the students seem like they've had enough, get them all to bring their hula-hoops back.</p> <p>Next, we are going to play a game called "Animal Train". Get everyone to line up.</p> <p>The person at the front of the train will be the conductor. They get to decide what animal is riding their train. Once they say that animal, we all have to act like that animal. The conductor will move the train around and then move to the back of the line. The new person in front is the new conductor and they get to choose a new</p>

10 minutes	animal. Allow each student to have a turn. Repeat animals are okay!  Lastly, get all of the students back into the circle. Everyone is going to go around the circle and say what his or her favorite animal to act out was.
7 minutes	We're going to play a freeze game to wind down. Get everyone to jump up and down and act silly until you say freeze. Everyone must freeze and then slowly talk them through a thawing process. Start with the face, head, hands, toes, arms, legs, butt and then torso.

Extension/Extra Time Plan: If all of this finishes, get the students to do the freeze activity once more.

Reflection:

## Lesson: Freeze!

**GRADE: Two**

**SUBJECT: Drama**

**Goal of the Lesson:** Students will work in pairs to complete different creative involvement and memory activities.

**General Learning Outcomes:** Students will sharpen observations of people, situations, and environment. The students will develop respect for others, their rights, their ideas, and their differences.

**Specific Learning Outcomes:** Students will develop a sense of form. Students will learn to express oneself physically, and imaginatively through movement and gestures.

**Materials/Classroom Set Up:**

- Red and green pieces of paper.



## LESSON CONTENT

Time:	<p>Welcome the students to class and get them to sit in a big circle. Get all of their students to say their names again (nice and loud).</p> <p>Next, tell the students that we're going to play a game to work on their memory. Using popsicle sticks, pair the students off. Get each pair to find their own place in the room. They need to really study each other for 20 seconds. One person will turn around and the other will change three things about their appearance. Maybe their hair, pant cuff, etc.</p> <p>Then the other student will turn around and try to guess the changes. Then switch turns.</p> <p>Now we're going to play red light, green light. Get all of the students to line up. When I say green light, they will start walking across the room. If I say red light, they need to freeze. If I catch anyone moving, they're out. The out people can try to help catch moving people. Play this twice. Use red and green papers to help visual learners.</p> <p>Next, we're going to play statue maker. Get the students into new groups with the popsicle sticks. One person needs to turn the other's body into a statue. I will give them a position, and they need to create it. When everyone's done, they need to walk around and admire the statues. Then they reverse roles. Let each person "create" a few times with new poses.</p>
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Extension/Extra Time Plan: Come back to red light, green light if students get bored with statue maker.

Reflection: