

TWGHs Sun Hoi Directors' College
S.1 Drama in Education - Lesson Plans

Lessons 1 & 2

Duration: 70 minutes

Prior knowledge:

Aims:

- to introduce the framework and expectations of this drama programme
- to introduce the story plot of "The Gift of the Magi"
- to learn to identify simple themes in the story

Objective:

By the end of this lesson, students should:

- have a concept of the programme framework and its expectations
- have a clear understanding of the story plot of "The Gift of the Magi"
- be able to identify, analyse and share simple themes in the story and discuss their significance.

Materials:

- iPads for every student (Most materials sent through Google Classroom, including story - a shortened / simplified version)
- Powerpoint
- whiteboard & Markers

Procedure	Duration	Materials
<p>1. Introduction:</p> <p>a. begin by introducing the framework and expectations of this drama programme (show curriculum outline & importance of drama - show powerpoint)</p> <p>b. Show the cover of the story or a related image on the screen and elicit responses about what they think the story might be about.</p> <p>c. Use simple stories to introduce the concept of themes (google slides of stories & elicit themes in groups)</p> <p>d. Explain that today, they will be reading and exploring the story together to identify and discuss themes (work on google slide in groups)</p>	10 mins	<p>Powerpoint</p> <p>E-version of simplified story</p> <p>Story prediction app: Story Dice / Storyline Creator</p>
<p>2. Story reading:</p> <p>a. Assign different sections of the story to small groups or individual students & share summaries.</p> <p>b. When they read their summaries aloud- encourage them to add actions to their reading aloud - teacher can demonstrate by using another simple story summary (prepare story summaries in case students cannot summarise)</p> <p>c. Encourage students to take turns to read the summary</p> <p>d. Watch a short video of the story</p>	25 mins	<p>Use a simplified version of story</p> <p>Prepare section summaries</p> <p>Video of the story</p>
<p>3. Group Discussion and Concept Check:</p> <p>a. After the reading, facilitate a whole-class discussion to gauge students' comprehension and elicit their initial thoughts about the story.</p> <p>b. Ask simple concept check questions to ensure understanding, such as:</p> <ul style="list-style-type: none"> • Who are the main characters in the story? What do you think of them? • What is the main conflict or problem they face? • If you were the characters, would you have done the same? 	15 mins	<p>Concept checking app: Socrative / google worksheet</p>

<p>4. Exploring Themes:</p> <ul style="list-style-type: none">a. Introduce the concept of themes in a story and explain that themes are the underlying messages or big ideas that the author wants to convey - what can we learn from the story?b. Use simple stories to introduce the concept of themes (google slides of stories & elicit themes in groups)c. Explain that today, they will be reading and exploring the story together to identify and discuss themes (work on google slide in groups)d. Provide a list of theme examples (e.g., love, sacrifice, friendship) and ask students to match the themes and details of the story.c. sharing of answers in groups	20 mins	<p>Powerpoint</p> <p>Sharing of themes: Padlet / Jamboard / mentimeter</p> <p>Group based sharing of assigned themes: Google slides</p> <p>Matching: e.g. Nearpod</p>
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Lessons 3 & 4

Duration: 70 minutes

Prior knowledge:

- A clear understanding of the story plot of "The Gift of the Magi"
- The ability to identify and analyse themes in "The Gift of the Magi" and in stories in general

Aims:

- to introduce the concept of themes and themes identification in stories
- to emphasise the importance of themes analysis in stories
- to identify and learn the meaning and usage of the values education related words from the themes
- To learn about story elements in "The Gift of the Magi" and in stories in general.

Objective:

By the end of this lesson, students should:

- be able to analyse the relevance of identified themes to their own lives and our world.
- understand the importance of theme analysis when reading stories.
- have learnt the meaning and usage of different simple values and attitudes related words from the themes
- have an understanding of story elements & be able to identify these elements in simple stories & "The Gift of the Magi"

Materials:

- iPads for every student (Most materials sent through Google Classroom, including story - a shortened / simplified version)
- Powerpoint
- whiteboard & Markers

Procedure	Duration	Materials
<p>1. Theme Analysis and Reflection:</p> <ul style="list-style-type: none"> a. Recap on the identified themes from last lesson. b. Encourage students to reflect on the significance of these themes in the story and in their own lives. c. Teacher select themes related to values education (ask students to identify and read aloud parts of story related to identified themes) d. ask if they can relate these themes to their own lives. 	20 mins	<p>Google worksheet: relate themes to own lives</p> <p>Matching of themes and values: Kahoot / Quizlet / Nearpod</p>
<p>2. Vocabulary focused: A list of vocabulary expected to be used in the final production.</p> <ul style="list-style-type: none"> a. Simple sentence / paragraph completion based on values education themes from the story - to further strengthen their concepts of values education. (relate content to most, if not all, values education expected to be covered.) 	25 mins	Google worksheet
<p>3. Introducing students to story elements:</p> <ul style="list-style-type: none"> a. In groups, identify each element in "The Gift of the Magi" by completing a worksheet. Encourage students to share answers. b. use simple stories to elicit story elements to consent check c. Remind students that they will be assessed on this knowledge in their final production. 	25 mins	<p>Story elements infographics</p> <p>Matching of story elemets to the story: Google slides</p>

Lessons 5 & 6

Duration: 70 minutes

Prior knowledge:

- The ability to analyse the relevance of identified themes to their own lives and our world.
- An understanding of the importance of themes analysis when reading stories.
- The meaning and usage of different values and attitudes related words from the themes
- A basic understanding of story elements & how it can be applied to stories

Aims:

- to learn the concept of stage presence
- to learn the concept of stage blocking
- to acknowledge the importance of visual effects in drama
- to introduce the final task - mini drama production & assessment criteria

Objective:

By the end of this lesson, students should:

- have grasped the basic understanding of stage presence and stage blocking
- have gained confidence from the skills based activities
- have an awareness of the visual impact that props and costumes have on drama performances
- have a clear understanding of what is expected of them for the final group-based drama production

Materials:

- iPads for every student (Most materials sent through Google Classroom, including story - a shortened / simplified version)
- Powerpoint
- whiteboard & Markers

Procedure	Duration	Materials
1. Learn about stage presence: <ol style="list-style-type: none"> a. Teach importance of vocal variation, facial expression & body language - provide simple scripts for them to act out in groups (less pressure in groups) b. Feedback given by teacher 	10 mins	Duologues on google document
2. Learn about stage blocking: <ol style="list-style-type: none"> a. Engage students in an activity where they need to act out different scenarios that involve big movements to the performance to be done well. Perhaps imitating a video to be less challenging. b. Perform in front of class 	10 mins	Video with characters showing big movements
3. Visual effects: <ol style="list-style-type: none"> a. Powerpoints, props & costumes - short video clips to demonstration of how even simple props and costumes can make a huge difference b. provide a very short scene for groups to act out without props; then repeat the same scene with props provided to show the difference. 	35 mins	Video clips & props
4. Introducing the final task: <ol style="list-style-type: none"> a. Show an adapted scene to be performed - extra characters added to cater for group performance, allowed to adjust no. of characters / script to match group size. b. Explaining assessment criteria & putting a strong emphasis on creativity B. discuss in drama groups - allocation of roles, scripts, stage presence, blocking & visual effects 	15 mins	Final task document: Task requirements & script

Lessons 7-10

Duration: 140 minutes

Prior knowledge:

- A basic understanding of stage presence and stage blocking with some experience practising the skills
- An awareness of the visual impact that props and costumes have on drama performances
- A clear understanding of how to demonstrate their learning outcomes in their final group-based drama production

Aims:

- to create an opportunity for students to shine on the stage by demonstrating all the skills learnt in the previous sessions
- to allow the teachers to practically evaluate students' learning outcome through enjoying their creative performances

Objective:

By the end of this lesson, students should:

- Feel more confident performing on the stage in front of the audience
- have gained some solid performance experience that would enable them to strive for improved performances in the future

Materials:

- Script on ipad & assessment forms with groupings clearly stated (for assessors)
- Powerpoint & props (for performers)
- Signals for time-keeping (cue cards)

Procedure	Duration	Materials
1. Briefing of performance rundown a. Final reminders on rules b. Final reminders on assessment criteria	10 mins	powerpoint
2. Performance time! (assessed based on previously teaching)	130 mins	Powerpoint & props (for performers) for time-keeping (cue cards)