

**TWGHs Sun Hoi Directors' College**  
**S.2 Drama in Education - Lesson Plans**

Lessons 1 & 2

Duration: 70 minutes

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 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 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 if necessary)
- 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 &amp; importance of drama - show powerpoint)</p> <p>b. ask students if they are familiar with the author O. Henry and if they have heard of the story "The Gift of the Magi."</p> <p>c. 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>d. Explain that today, they will be reading and exploring the story together to identify and discuss its themes.</p>	10 mins	<p>Powerpoint</p> <p>E-version of story</p> <p>Story prediction app: Story Dice / Storyline Creator</p>
<p>2. Reading Aloud:</p> <p>a. Assign different sections of the story to small groups or individual students &amp; share summaries.</p> <p>b. Instruct them to read their assigned sections aloud, paying attention to the characters, setting, and events.</p> <p>c. Encourage students to take turns reading and engage in expressive reading to bring the story to life. Teacher reads aloud certain parts to facilitate progress for less-able classes.</p> <p>d. Watch a short video of the story</p>	20 mins	<p>Use a shortened / simplified version if necessary</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 concept check questions to ensure understanding, such as:</p> <ul style="list-style-type: none"> <li>• Who are the main characters in the story? What do you think of them?</li> <li>• What is the main conflict or problem they face?</li> <li>• Why do you think the story is titled "The Gift of the Magi"?</li> </ul> <p>c. Invite students to verbally share thoughts and feelings based on Socratic responses.</p>	15 mins	<p>Concept checking app: Socrative</p>

<p>4. Exploring Themes:</p> <ul style="list-style-type: none"> <li>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?</li> <li>b. Provide a list of theme examples (e.g., love, sacrifice, friendship) and ask students to brainstorm possible themes in "The Gift of the Magi"; paying attention to details that support their assigned theme so they can explain afterwards.</li> <li>c. Divide students into small groups and assign each group (a) different theme(s) to focus on. (select themes related to final task)</li> <li>e. Have each group share how their assigned theme(s) is / are related to the story events.</li> </ul>	25 mins	<p>Powerpoint</p> <p>Sharing of themes: Padlet / Jamboard / mentimeter</p> <p>Group based sharing of assigned themes: Google slides</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 values and attitudes related words from the themes
- have an understanding of story elements & be able to identify these elements in "The Gift of the Magi"

#### Materials:

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

Procedure	Duration	Materials
<p>1. Theme Analysis and Reflection:</p> <p>a. Recap on the identified themes from last lesson.</p> <p>b. Encourage students to reflect on the significance of these themes in the story and in their own lives.</p> <p>c. Teacher shows all themes and selected ones related to values education.(ask students to identify and read aloud parts of story related to identified themes)</p> <p>c. Summarise the themes discussed and emphasise the importance of understanding underlying messages in literature.</p>	25 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> <p>a. 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.)</p>	20 mins	Google worksheet
<p>3. Introducing students to story elements:</p> <p>a. In groups, identify each element in "The Gift of the Magi" by completing a worksheet. Encourage students to share answers.</p> <p>b. Remind students that they will be assessed on this knowledge in their final production.</p>	25 mins	<p>Story elements infographics, plot structure slides</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 if necessary)
- Powerpoint
- whiteboard & Markers

Procedure	Duration	Materials
1. Learn about stage presence: a. Teach importance of vocal variation, facial expression & body language - provide duologue scripts for them to act out in pairs perform in class b. Feedback given by teacher	15 mins	Duologues on google document
2. Learn about stage blocking: 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. Require students to create gestures, emotions and stage movements. b. Teacher feedback	10 mins	Video with characters showing big movements
3. Visual effects: a. Powerpoints, props & costumes - short video clips to demonstration of how even simple props and costumes can make a huge difference b. Engage students in an activity where they need to create a short scene by using all the props provided to stimulate their creativity.	30 mins	Video clips & props
4. Introducing the final task: 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)