

## Drama Lesson Plan 2

<b><u>Year level:</u></b>	<b><u>Lesson duration (minutes.):</u></b>
4	60 minutes

**Title of lesson:**

Exploring an Indigenous text: Storytelling through drama performances to develop an understanding of the texts characters

**Links to the Australian Curriculum:** Year 3 and 4 content descriptors for Drama

**Learning Outcomes and specific purpose:**

*By the end of the lesson students will be able to:*

- Identify characters in the text and describe and demonstrate their emotions and relationships with others through storytelling and role-playing.

**Links to AC:** Use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place (ACADRM032)

- Consider the viewpoints of Indigenous Australians and portray this through scripted performances.

**Links to AC:** Shape and perform dramatic action using narrative structures and tension in devised and scripted drama, including exploration of Aboriginal and Torres Strait Islander drama (ACADRM033)

Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama (ACADRM031)

- Reveal which characters in the story they identify with and why.

**Links to AC:** Shape and perform dramatic action using narrative structures and tension in devised and scripted drama, including exploration of Aboriginal and Torres Strait Islander drama (ACADRM033)

**Prerequisite knowledge and/or links to previous/future lessons:**

- This lesson is an extension of lesson 1.
- Students have a basic knowledge of the drama elements and should implement these into this lesson.
- Students will further their knowledge of Indigenous perspectives from lesson 1, through the exploration of the same text.

**Resources required**

- Indigenous Text: 'Pigs and Honey'  
Adams, J 1989, 'Pigs and Honey', Omnibus Books, Adelaide

**References**

David, F 2016, Hot Seating - Drama Strategies, Drama Resource, retrieved January 29 2016, <<http://dramaresource.com/drama-strategies/hot-seating/>>

**Equipment required:**

- Pens and paper
- Overhead projector

**Actual Lesson Plans****Lesson Introduction (whole class focus)****10 minutes: Hot Seat Activity**

- Students are required to play 'hot seat' for one of the characters in the story, 'Pigs and Honey'.
- This requires the teacher to place students into groups of 3. In groups, one student will sit in a chair and adopt the role of a character in the text, while other students ask questions about the character. Students take this in turns.
- Students are in the hot seat for 1 minute each.

Adapted from: <http://dramaresource.com/drama-strategies/hot-seating/>

**Teacher Action:**

- Teacher assigns students to groups. Ensure that students are grouped according to varying levels in ability. This will encourage weaker students to be supported by stronger students. During activity, time each 'hot seat' and instruct students to swap when necessary. Walk around the room to ensure that students are on task and that they are asking appropriate questions.

**Main Component of Lesson****15 minutes: Writing of the script:**

- In the same groups, students will be required to create a scripted role-play, playing the role of the character they were during the 'hot seat'.
- The group role-play should be based on the texts events,

themes, or traditions. Students should aim to have their role play to run for 2 – 5 minutes.

Encourage students to:

- Put themselves in the shoes of a character and show empathy and respect for Indigenous culture.
- Demonstrate drama elements such as tension, contrast, symbols, time and movement during the role-play.
- Think about the role of the audience and performers when presenting the role-play.

**Teacher Action:** Whilst students develop their scripts, the teacher should monitor students by walking around the room to ensure they are on task. Teacher should use this opportunity to review students' scripts and offer assistance. This provides an opportunity to assess student's ability to work collaboratively and to plan and rehearse drama for a live performance.

### **25 minutes: Performance of role-plays**

- Each group will have the opportunity to present their scripted role-play in front of the class. Students should consider their presence during the performance.

**Teacher Action:**

- Prompt the audience to consider how they should behave during a performance. Remind students that they must not talk.
- During presentations, teacher should assess students based on a 'checklist', regarding their use of drama elements, performance, teamwork, content and organisation. This is detailed below.
- Return the checklist to students at the end of their performance. This will afford students the opportunity to reflect on assess their performance.

### **Lesson Conclusion**

- Students return to their groups with a copy of the teacher's checklist. Using the checklist, students discuss their achievements and areas for improvement. Students will be required to reflect on this and together write three strategies they will use to improve future scripted performances.

### **Adaptations for Year Levels and Ideas for Extension**

The 'hot seat' activity can be altered to extend students by creating larger groups with shorter time limits in the hot seat. This will challenge students to think quickly and will encourage them to

select the most appropriate questions. For weaker students, provide them with prompts such as pictures or objects to trigger relevant questioning.

The role-plays can be adapted for upper primary levels by creating larger groups and providing students with more complex literature to base their script on. Lower primary students can complete the same activity, by creating role-plays based on a simpler picture storybook.

### **Assessment**

Student's role-plays will be assessed using the following checklist. Students will receive a tick for including the relevant element or focus into their role-play, or a cross if they did not.

The role-play:

- Demonstrated tension during the 'problem' part of the story
- Concluded with a solution to the problem
- Was culturally sensitive and respectful of Indigenous individuals and their culture
- Demonstrated empathy and the emotions of characters
- Established time and place and the roles and characters in the drama
- Explored roles and situations by using appropriate language, such as choice of words, expressions and tone
- Used the space appropriately and used relevant drama elements to involve the audience. E.g. space, focus and movement