

WHAT'S **YOUR** STORY? school

Senior Phase

CREATIVE ARTS: DRAMA

Ask. Listen. Tell.



Lesson Plans

HEARTLINES



CAPS Alignment

The lessons you will do below align with key outcomes for Creative Arts. The lessons cover the following topics for Senior Phase Drama.

DRAMA

Lessons 1 & 2

Topic 1: Dramatic Skills Development

- Vocal development
- Physical development

Lessons 3 & 4

Topic 2: Drama Elements in Playmaking

- Improvised drama to explore dramatic structure.
- Drama reflecting cultural practices.
- Theme related to social and environmental issues.

Lessons 4 & 5

Topic 3: Interpretation and Performance of Selected Dramatic Forms

- Scene and dialogue work.

Lessons 1-5

Topic 4: Appreciation and Reflection

Lesson 1: Active Listening



Essential Questions

- What is active listening?



Lesson Overview

In this lesson you will introduce your learners to the foundation step of the WYS methodology: **listening**. This is a concept and practice that your learners will be using and practicing throughout the WYS lessons. Active listening develops key skills for vocal development: awareness of breath, relaxation and breathing techniques.



Keywords

- Active listening
- Stop, Breathe, Listen, Respond (SBLR)
- Belly breathing

Materials

- ▶ 'Listening' video
- 📄 'Active Listening' slips
- 📺 'Discussion Strategies' video

Summary



Introduction	
Activity: I'm not listening	10 min
Body	
Activity: Active listening	10 min
Conclusion	
Activity: Reflect	10 min



Activities

Introduction



Objective: To model 'bad listening' and allow the learners to reflect and experience what not being listened to feels and looks like.

Activity: I am not listening (10 min)

Step 1:

Divide the class into pairs – Partner A and partner B. Try to make the pairings random.

Step 2:

On a piece of paper, give Partner A one of the instructions below. Each is a behaviour that demonstrates bad listening. Feel free to add your own.

- Do not make eye contact when your partner is talking.
- Slouch in your chair and look bored.
- When your partner is talking, interrupt them all the time.
- When your partner is talking, fidget and act distracted.



- Partner A will ask Partner B a series of questions, which they will answer. But before we start, can I see all the Partner A's?
- Partner A, you must act out this 'bad listening' instruction while Partner B is responding to your questions. Don't show Partner B your paper!

Step 3:

Partner A interviews Partner B using the questions below. When Partner B gives the answer, partner A acts out the behaviour written on their piece of paper.

1. What are your favourite hobbies?
2. What is the story behind your name?
3. What did you do this weekend that was fun?

Body



Objective: To understand the basic principles of active listening.

Activity: Active listening (10 min)

Step 1:

A few learners demonstrate the interviews from 'Activity: I am not listening' to the rest of the class.

Step 2:



Watch the 'Listening' video
(Find the video or transcript in the Resource section under Stories)

Conclusion



Objective: To draw on the information given in the 'Active Listening' video to reflect on Activity: I am not listening.

Activity: Reflect (10 min)

Choose a discussion strategy



1. In what ways did your partner not listen to you?
2. How did it feel when your partner didn't actively listen to you?
3. Partner B, what behaviour showed you that your partner was not
4. listening? How would you have liked to change this?
5. Partner A, how could you have changed your behaviour?
6. How can all of us change our own behaviour to make others feel
7. listened to?



Watch the 'Discussion Strategies' video for ideas.
(Find the video in the Resource section under Training Videos)

Lesson 2: Listening with Our Whole Body



Essential Questions

- How do we listen with our whole body?



Lesson Overview

In this lesson you will use practical exercises to model how active listening involves listening with our whole body. Communication is more than just the words we say, but also what is communicated through our bodies and faces. The lesson develops the learners' Physical Dramatic Skills through the use of mirroring, as well as how to interpret both verbal and non-verbal cues in order to be an active listener.

Keywords

- Active listening
- Stop, Breathe, Listen, Respond (SBLR)
- Belly breathing
- Empathy
- Mirroring



Materials



Bell, chime, or glass and spoon

'Mirroring' video

Summary



Introduction	
Activity: What can I hear?	5 min
Body	
Activity: Mirroring	20 min
Conclusion	
Activity: Empathy	5 min



Activities

Introduction



Objective: Develop learners' vocal skills by practicing relaxation and awareness of breath, which are the foundation of good projection, articulation and resonance.

Activity: What can I hear? (5 min)

Step 1: Stop

Students close their eyes and sit tall. Make sure all students are sitting up straight. It helps to use a visual, such as:

Instruct



Imagine there's a cord pulling at the top of your heads.

Step 2: Breathe

Tell the learners to place their hands on their belly to feel **belly breathing**.

Instruct



Imagine that your stomach is a balloon. As you breathe in, the balloon expands, and when you breathe out the balloon deflates. This is belly breathing.

Step 3: Listen

Ring a chime or gently tap a pen on a window, or a spoon on a glass.

Instruct



- Listen to the sound for as long as you can, while still focusing on your breathing.
- Listen to the sounds your body is making.
- Listen to the sounds in the room.
- Listen to the sounds outside the room.
- Listen to sounds as far away as you can hear.

Step 4: Respond

Ask each learner to list three things that they heard.

Body



Objective: Develop learners' nonverbal communication skills.

Activity: Mirroring (5 min)

Step 1:

Place the learners in pairs – Partner A and Partner B. Partner A starts off by creating their own unique posture, facial expression or body movement. Partner B copies/ mirrors whatever Partner A does.

Step 2:

Switch roles. Partner B now creates the movements, and Partner A copies them.

Step 3: Discuss as a class



1. What was it like doing this activity?
2. When you mirrored your partner, did you notice any emotion that they showed?



Conclusion

Objective: Introduce the learners to the concept of **empathy** as part of active listening.

Activity: Watch (5 min)



Watch the 'Empathy' video.
(Find the video or script in the Resource section under Stories)

Lesson 3: How We View the World



Essential Questions

- How do our own experiences, beliefs and values shape how we interpret, analyse and listen to the stories of others?



Lesson Overview

The lesson aims to assist learners to understand their own biases, and how these biases shape the way they analyse, reflect and interpret the stories of others. The lesson uses the story of Musa, together with the FRAME methodology, to practically demonstrate these ideas.



Keywords

- Frame
- FRAME methodology
- Bias
- Culture
- Values and beliefs

Materials

- 'Frame' presentation
- 'Frame' handout
 - Image of Musa
- 'Musa's Story'

Summary



Introduction	
Activity: My Frame	10 min
Body	
Activity: Your Frame	20 min
Conclusion	
Activity: Summarise	10 min



Activities

Introduction



Objective: Encourage learners to reflect on their individual cultures, histories and backgrounds.

Activity: Draw your Frame (10 min)

Step 1:

Handout the Frame handout, or write the questions on the board. If you have done the activity yourself, it is useful for you to show it to the learners.

Step 2:



On the Frame handout, write words or draw images under each heading that describes how you perceive your identity in relation to this topic.

Body



Objective: Interrogate and reflect on how our values and beliefs shape how we view the world and recognise diversity of belief and background.

Activity: Your Frame (25 min)

Step 1:

Show the learners this picture of Musa.



Ask them to fill in the Frame handout after looking at Musa's picture. Tell the learners not to think too hard about it, but just to write down the first responses that come into their heads.



The image of Musa and the Frame handout are available in Resources under Handouts.

Step 2:

Read or show the video of Musa's Story,



Watch Musa's Story
(Find the video or transcript in the Resource section under stories)

Step 3: Reflect

After they've watched the video clip, or listened to the story, ask learners to reflect in their journals on the following:

Reflect

- What is different to what you wrote before you watched the video/ listened to the story? Can you identify what on your Frame sheet influenced the assumptions you made about Musa?
- What was similar and what was different between your own Frame and the Frame you did of Musa?

Conclusion



Objective: Summarise and clarify the concepts explored in the lesson

Activity: Summarise (10 min)

Explain the concepts of **Frame, bias, culture, and values.**



Use the 'Frame' presentation
(The presentation can be found in the Resource section under Presentations)

Lesson 4: Story Structure



Essential Questions

- How can dramatic story structure assist us to interpret and analyse stories?



Lesson Overview

The lesson helps your learners understand dramatic structure in an interactive and personalised way, and how to apply it with **Ask. Listen. Tell.** to create their own dramatic scenes. The dramatic structure and Pyramid Story Structure are vital dramatic elements for learners to understand when creating, analysing and interpreting dramatic forms.



Keywords

- Pyramid Story Structure

Materials



Butcher paper

Chalk or pens



'Pyramid Story Structure' template

Musa's Story Structure



'Narrative Structure' presentation



'Musa's Story' video

Summary



Introduction	
Activity: Story Structure	10 min
Body	
Activity: Musa's story structure	15 min
Conclusion	
Activity: Interview	5 min



Activities

Introduction



Objective: Understand the principles of narrative structure through the story Pyramid Story Structure.

Activity: Story structure (10 min)

Explain narrative structure and Pyramid Story Structure.



Use the 'Narrative Structure Presentation'
(Find the presentation in the Resource section under Presentations)

Body

Activity: Musa's Story Structure (15 min)



Objective: Apply what they have learnt about the Pyramid Story Structure.

Step 1:

Play the video of Musa's Story, or read a transcript of his story to recap.

Step 2:

Ask the learners to draw the Pyramid Story Structure of the video.



Find the Pyramid Story Structure' template in the Resource Section under Handouts

Step 3:

Discuss the learners' Pyramid Story Structures, and then draw or hand out the Pyramid Story Structure of his story.

Conclusion



Objective: To apply the skills they have learnt outside the classroom.

Activity: Explain Homework (5 min)

Divide the class into groups and explain the homework.



Homework instructions

Interview someone who, like Musa, has overcome a great obstacle in their life.

As a group, brainstorm questions you would ask the person you interview in order to create a story about them. Structure the questions around the narrative structure. See an example of the types of questions you might ask, below:

Beginning

1. How did you get your name? Is there a story behind your name?
What does your name mean to you?
2. Where do you come from?
3. Where did you grow up? What were/are some of the key people in your life?
4. Tell me about your family. What were/are the important relationships in your life?

Rising action

5. What are some significant achievements, events or experiences that have shaped your life?

Climax & falling action

6. What are some of the big events or turning points in your life that have defined who you are?

Conclusion

7. What are your future goals, as well as your hopes and dreams – both for yourself and your family?
8. What are some of the things you feel passionate about?

Lesson 5: Improvisation and Asking



Essential Questions

How do we use story structure and improvisation to **Ask. Listen. Tell.?**



Lesson Overview

This lesson explores collaborative storytelling. It demonstrates how to use **Ask. Listen. Tell.** to improvise a short dramatic scene. It is the culmination of the **Ask. Listen. Tell.** methodology.

Ask: Learners have conducted interviews.

Listen: Learners have listened to someone else's story.

Tell: Learners tell the story using improvisation.



Keywords

- Pyramid Story Structure
- Tableaux

Materials



'Pyramid Story Structure' template



An open space

Summary



Introduction	
Activity: A story, one word at a time	5 min
Body	
Activity: Improvising a short scene	30 min
Conclusion	
Activity: One connection	5 min



Activities

Introduction



Objective: Learners get in touch with their creative impulses and understand, in practical ways, how collectively we can create stories if we listen carefully to one other.

Activity: A story, one word at a time (5 min)

In a circle, the story is started with each person in turn adding one word. It usually starts with 'Once-upon-a-time'. The idea is for learners to keep their thoughts free-flowing so that they don't try to guess what is coming, or force the story in a direction. Encourage learners to pay attention and listen carefully to what is being said before them. It is not always easy to maintain a logical flow for the story. Do the exercise twice.

Body



Objective: Understand the principles of improvisation through tableaux.

Activity: Improvising a short scene (30 min)

Step 1: Dramatic elements

The learners decide on one event in the life of the person they interviewed that they want to focus on. They must write down the following:

- The Pyramid Story Structure of that event.
- **The characters:**
 - These are the people that the person you interviewed mentioned.
- **The setting:**
 - Where the action of the play takes place. This can be more than one place.
 - Remind the learners that the setting is where the events in the person's life took place, and not where they interviewed the person.

Step 2: Frozen image

In groups, the learners create three frozen images:

1. The beginning
2. Climax
3. Conclusion

To guide the learners in creating their three structured tableaux, instruct that:



- One learner starts in the middle and makes a frozen position that forms part of the scene.
- Then everyone else helps them complete the movement, going one at a time into the tableaux when someone claps.

Step 3: Add dialogue

Now the learners each create one line of dialogue in each frozen image.

Step 4:

The learners now use Steps 1-3 to create a short scene about an event from the story of the person they interviewed.

Step 5:

Learners demonstrate the scenes to the class.

Conclusion



Objective: To assess how the learners' understanding of others has shifted through the skills of Asking and Listening.

Activity: One connection (5 min)

The learners reflect in their journals.

Reflect

- Ask the learners to write down one thing that they have in common with the person they interviewed.
- Ask the learners to write down one thing they had in common with someone else that was interviewed by one of their classmates.

Conclusion

Activity: One connection (5 min)

The learners reflect in their journals.



- Ask the learners to write down one thing that they have in common with the person whose story their group performed.
- Ask the learners to write down one thing they had in common with someone else that was interviewed by one of their classmates.