

WHAT'S **YOUR** STORY? school

Senior Phase

ARTS AND CULTURE: DRAMA

Telling



Lesson Plans

HEARTLINES



CAPS Alignment

The lessons below align with key outcomes for Senior Phase Drama.

DRAMA

Lessons 1, 2 & 3

Topic 1: Dramatic Skills Development

- Vocal development
- Physical development

Lessons 2, 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

- Dramatisation of indigenous forms of storytelling

Lessons 2, 3 & 4

Topic 4: Appreciation and Reflection

Lesson 1: Our Emotions



Essential Questions

- How can I understand my own emotions?



Lesson Overview

Empathy is the ability to understand and share the feelings of another. In Drama, one quite literally is putting oneself in someone else's shoes. Empathetic people can understand how other people feel. But they're also in touch with their own feelings. Self-awareness is a foundation for empathy. It is important for learners to understand their own emotions, and how their feelings show in their own voices and bodies. Then they can often better portray the emotions of the characters they play.



Keywords

- Emotional regulation: RULER
- Mood index
- Self-awareness
- Mindfulness



Materials

Paper and pen
'Mood Index' handout
RULER worksheet
'Emotional Awareness' presentation
'Pass the Face' teacher training video



Summary

Introduction	
Activity: How do I feel?	5 min
Body	
Activity: Pass the face	15 min
Conclusion	
Activity: Summarise	10 min



Activities

Introduction



Objective: Introduce the learners to mindfulness as a tool to create emotional awareness, release tension, and energise the body.

Activity: How do I feel? (5 min)

Step 1:

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



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

Step 2:

- Tell the learners to place their hands on their belly to feel belly breathing.
- It helps to for them to use a visualisation:



- Imagine 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:

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



- Listen to the sound for as long as you can, while still focusing on your breathing.
- Ring the chime a second time.
- Listen again for as long as you can, breathing slowly in and out.

Step 4:



- Listen to the sounds your body is making.
- Notice any sensations you are feeling in your body – tension in one part of your body; a pain or an itch. Don't try to change this, just be aware of it.
- Notice any feelings you are feeling. Don't judge or try to change them, just acknowledge them. Greet your feelings in your own mind: 'Hello anger' and 'Hello sadness'.
- Then go back to your breath.

Body



Objective: Understand how characterisation is more than just the words your characters say. It is also how you communicate what the character is feeling through your body and face.

Activity: Pass the face (15 min)



Note : Watch the ' Pass the face' video.
(Find the video in the Resource section under Training Videos)

Step 1:

Spend time before playing the game brainstorming a long list of 'feeling words' that can be reinforced during the game. Give examples, such as: 'happy', 'sad', 'angry', 'tearful'.

Step 2:

Gather the group into a circle so that everyone can see one another.



- One person (the Starter) chooses a feeling. They don't tell anyone what it is. Now everyone must shut their eyes. The Starter taps the person beside them on the shoulder to show them the feeling, using only their face. They do not speak.
- Then the Starter shuts their eyes. The person who just received the expression does the same as was done to them: they tap the person next to them on the shoulder, demonstrating the facial expression they were shown, and then shuts their eyes.
- The face (facial expression) is passed around the circle until the last person has 'received' it. The last person then demonstrates the expression they received to the whole group. Now the group must guess what feeling was passed along. The Starter then verifies if this was the emotion and facial expression they began with.

Step 3:

Play as many rounds as your learners want, giving other learners the chance to be the Starter.

Step 4: Class discussion

Discuss

1. What happened during the game?
2. Were some emotions easier to demonstrate than others? If so, why do you think that was the case?
3. How could you have 'passed the face' more accurately? What could you have done differently?

Conclusion



Objective: Learners are equipped with tools to help them be more self-aware and manage their emotions better.

Activity: Summarise the RULER approach, and the mood index.

(10 min)

Talk the learners through the RULER approach and the concept of a mood index. These are helpful strategies for recognising emotions in ourselves and others, in order to find ways to regulate or control strong emotions.

Use the Emotional Awareness presentation or the



Use the 'Emotional Awareness presentation'
(Find the presentation in the Resource section under Presentations)



Homework: RULER worksheet

Hand out the RULER worksheet, and Mood Index handout. Ask learners to fill it out once before the next What's Your Story? lesson. They should fill it out when they are feeling an intense or strong emotion.



Use the RULER worksheet and Ruler Index' handout
(Find these handouts in the Resource section under Handouts

Lesson 2: Safe Spaces



Essential Questions

- How do we create safe spaces to tell and reflect?



Lesson Overview

In this lesson you and your learners will explore the idea of 'safe Spaces'. They will explore in 'what places' and 'with who' they feel safe to share their story. Together with the learners, you will explore how to create a space in the class that encourages learners to reflect on and appreciate each other's work; a space that is constructive and affirming. Using post-its, the learners are able to express their views anonymously. This will allow them to be more open, without fear of judgment.



Keywords

- Public and private
- Contracting



Materials

- Slips of paper or post-its in different colours
- Butcher paper or A3 paper
- Markers, pens and pencils
- 'Public and Private' presentation
- 'Contracting' teacher training video
- 'My story in post-its' teacher training video



Summary

Introduction	
Activity: My story in post-its	10 min
Body	
Activity: Contracting	15 min
Conclusion	
Activity: Present your contract	15 min



Activities

Introduction



Objective: Understand the types of stories the learners are comfortable telling and listening to.

Activity: My story in post-its.(10 min)



Note : Watch the ' My story in post-its' video in preparation. (Find the video in the Resource section under Training Videos)

Step 1:

Make a chart or use the wall and write the following headings:

A story I feel comfortable sharing	A story I feel uncomfortable to share	Three people I feel comfortable to share with	Three people I don't feel comfortable sharing with
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Each participant is given four post-its: yellow, pink, blue and green. They must not write their name on them. Tell the learners that you will be re-writing their answers from the post-its before the class sees them.

Step 2:

On their **blue** post-it, the learner should write the title of a personal story they **would** feel comfortable to share.

E.g. 'My childhood', 'My family', 'The day I was bullied'.

Step 3:

On their **pink** post-it, the learner must write one word to summarise a story that they **would not** feel comfortable sharing.

E.g. 'divorce', 'depression', 'bullying'.

Step 4:

On their **yellow** post-it, the learner writes down three people they feel comfortable sharing their story with. They do not write the person's actual name.

E.g. Mom, brother, friend.

Step 5:

On the green post-it, the learner writes down three people they would feel uncomfortable or unsafe sharing their story with.

E.g. uncle, policeman

Step 6:

Collect all the post its, except the pink post-its.

Step 7: Explain public and private telling

Explain and discuss the ideas to the learners.

Private telling is stories you write or draw that are for yourself only, to help you think and understand yourself better. **Public telling** is the stories that you are happy to share with others.



Use the 'Public and private telling' presentation
(Find the presentation in the Resource section under Presentations)

Body



Objective: Together with the learners, you brainstorm and then agree on a code of behaviour that will support them feeling safe and respected in the classroom.

Activity: Contracting (15 min)



Note : Watch the Contracting training video to learn more.
(Find the video in the Resource section under Training Videos)

Step 1: Define contracting

Explain

- A contract is a set of rules and behaviour that learners and teachers agree to observe. Contracting is a process whereby teachers openly discuss with learners how they want everyone in the class to treat one another. It is an agreement on how everyone will treat one another.

Step 2: Learners reflect

Prepare learners to develop a class contract. Ask them to reflect on their experiences of being in a class with others. Write down their responses on the chalkboard. Alternatively, learners can write their ideas in their journals. You might use prompts like these below to structure their reflections:



- Identify a time when you have felt comfortable sharing your ideas and questions in a class. What happened in those moments that made you feel comfortable?
- Identify when you have had ideas or questions, but did not share them. Why not? What was happening or what were you feeling that made you uncomfortable to share?

Step 3: Discuss in small groups

Ask students to discuss, in small groups, the values and behaviours they would like to have in the classroom.

Discuss

- What would create a safe, respectful, productive learning environment?
- Invite students to edit this list by deleting, revising, or adding to it.

Conclusion



Objective: Agree on a shared classroom culture, and create an agreement on how everyone will treat each other.

Activity: Present your contract (15 min)

Step 1:

After learners have discussed in their groups, allow one person from each group to present to the class.

Step 2:

Collect all the contracts the learners have made at the end of class.



Note : Watch the 'Contracting' training video to learn more.
(Find the video in the Resource section under Training Videos)

Lesson 3: All that We Share



Essential Questions

- What makes us the same, and what make us different?



Lesson Overview

Learners learn to understand that sometimes people appear different. But often we share experiences that, on the surface, we don't know about. Learners will feel safer to share their stories when they see that there are experiences and feelings that they have in common with their classmates. This builds empathy. Empathy improves learners' ability to give and receive constructive and respectful feedback. It also builds greater trust, and a sense of 'ensemble' in the classroom.



Keywords

- Contracting
- Sterotype



Materials

Masking tape
Category markings
Copy of contract from Lesson 2

Summary



Introduction	
Activity: Contract	5 min
Body	
Activity: All that we share	15 min
Conclusion	
Activity: All that we share	15 min
Homework	5 min



Activities

Introduction



Objective: To remind learners of the agreed values and behaviours in the classroom, to ensure that it feels like a safe place for sharing.

Activity: Contract

Allocate 5 minutes at the beginning of the class for all the learners to sign the contract.

Body



Objective: Learners understand that, although we are diverse, we also share common experiences, dreams, and hopes with others.

Activity: All that we share (15 min)



Watch 'Musa's Story'

(Find the video or transcript in the Resource section under stories)

Video link: <https://www.youtube.com/watch?v=jD8tjhVO1Tc&t=12s>

Step 1: *Divide into categories*

Divide the learners into categories. Depending on the group, these might be different. But, for instance, you can divide them by religion, gender, race, language. Each learner then stands in a box that has been demarcated using masking tape. For example, if you used gender as a category, then all girls will stand in the box labelled 'GIRLS'.

Step 2: *Divide into categories*

The teacher then asks the following questions, and the learners are asked to step out of the box into the centre of the room if the questions apply to them.

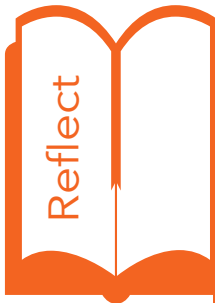
1. Who in this room is the class clown?
2. Who forgot to do their homework this week?
3. Who loves to dance?
4. Who loves to sing?
5. Who has a stepparent?
6. Who has a pet?
7. Who has been bullied?
8. Who has bullied others?
9. Who feels brokenhearted?
10. Who is madly in love?
11. Who sometimes feels lonely?
12. Who sometimes feels ignored?
13. Who is looking forward to the school holidays?



Conclusion

Objective: Reflect on the experience of All that we share, and for homework begin to prepare to tell by using a series of questions.

Activity: Reflect in journals (15 min)



- What most surprised you about this activity?
- How did it feel being put into a box or category?
- What did you learn from this exercise about yourself and about your classmates?
- Encourage learners to reflect on stereotypes:
- What is a stereotype, and why is it not a good idea to stereotype people?
- See Keywords for an explanation.

Homework: My life through questions

The learners must answer the questions below in their journal.

They should ask family members to help them answer the questions:

1. Where did my family come from? What is my heritage?
2. What is the meaning of my name, and is there a story behind it?
3. Where was I born and raised?

The learners must then answer the questions below for themselves.

4. What are some of the big events or turning points in my life that have helped define who I am?
5. What makes me unique?
6. What are the anchoring beliefs or values by which I live my life?
7. What are some significant achievements, events, or experiences that have shaped my life?
8. What are some of my own future goals?
9. What are my hopes for my family's wellbeing, and the wellbeing of my community and country?

Lesson 4: My Praise Poem



Essential Questions

- How do I understand my own story?



Lesson Overview

The lesson helps learners interpret and think about the events that have occurred in their lives through the performance technique of **praise poetry**. This performance form allows the learners to explore their vocal and physical expressiveness. It also helps them to learn about audience interaction, and how to create a creative environment using just their bodies, props and voices.



Keywords

- Praise poetry



Materials

None

Summary



Introduction	
Activity: Two truths, one lie	10 min
Body	
Activity: MY PRAISE POEM	20 min
Conclusion	
Homework	5 min



Activities

Introduction



Objective: To allow learners to 'test the waters' regarding how much they feel safe sharing. It also reinforces active listening skills.

Activity: Two truths, one lie (10 min)

Explain narrative structure and Pyramid Story Structure.

Step 1:

Divide your learners into pairs .



- Tell your partner three things about yourself – two of which are true, and one which is a lie. You might choose to tell them three everyday facts, or three more unusual things. But remember, only one of them should be a lie. For example, you might tell your partner about your hobbies, school life, where you live, your family, or where you have travelled on holiday. Make sure that each of you listens carefully to what your partner says.

Step 2:



- Now introduce your partner to the rest of the group, and see if the class can guess the lie.

Observe if your learners listened well enough to remember the three things that their partner told them.

Body



Objective: The structure of this indigenous form of storytelling helps them to discover how they are worthy of praise, even if they do not realise it.

Activity: My Praise Poem (20 min)

Explain the performance form and conventions of praise poetry.

Step 1:

Explain the performance form and conventions of praise poetry.



Note: A definition of praise poetry is in the Resource Section under keywords

Step 2:

The learners use the lesson to write their own praise poem.



- You are writing a praise poem about yourself. Your poem will include five lines, using the structure below.

- **Line 1:** Something that describes you, or makes you stand out as an individual, such as height, talent, or anything that 'names' or describes who you are.
- **Line 2:** The meaning of your name.
- **Line 3:** Describe where you were born.
- **Line 4:** Your heritage.
- **Line 5:** Name significant achievements, events, or experiences that have shaped your life.



Conclusion

Objective: Learners explore the performance techniques of praise poems.



Homework (5 min)

You will perform your praise poems in class in the next week. You must do the following:

- Create a 'call and response' phrase that will be repeated by the class at the appropriate times in your poem.
- Explore rhythm and tempo for when you recite your poem.
- Bring props or costumes to accompany the poem.

Lesson 5: Telling My Story



Essential Questions

How can we create performances from our own stories?



Lesson Overview

In the presentation of the poems, the learners use all three steps in WYS. They:

Ask: Learners have conducted interviews.

ASK: They asked their families about their history and background.

TELL: They told their stories through the form of a praise poem to a classmate.

Listen: They listened to the poems of their classmates.



Keywords

- Praise poetry
- Active listening
- Belly breathing



Materials

Exit tickets (Plain paper slips)

Mood index



Summary

Introduction	
Activity: What can I hear?	5 min
Body	
Activity: Poetry performances	25 min
Conclusion	
Exit tickets	5 min



Activities

Introduction



Objective: Remind learners of the importance of active listening, in preparation for hearing the presentations of their partners.

Activity: What can I hear? (5 min)

Step 1: Stop

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



- 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.



- 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.



- Listen to the sound for as long as you can, while still focusing on your breathing.

Ring the chime a second time.



- Listen again for as long as you can, breathing slowly in and out.

Step 4: Listen



- 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 as you can hear.

Body

Objective: Learners share their story through a safe framework.

Activity: Poetry performances (25min)

The learners perform their poems to the class.

The poem should include:

- a 'call and response' phrase
- Varied rhythm and tempo
- props or costumes to accompany the poem.
- Praise poetry structure



Conclusion

Objective: Exit tickets are an exercise that help summarise the big ideas of the lesson, and assess the learners' understanding of key concepts.

Exit ticket (10 min)

Step 1:

Hand out slips of paper, or ask students to take out a piece of paper and a pencil. Also give them a copy of the mood index.



Note: A definition of praise poetry is in the Resource Section under keywords

Step 2:

Ask them to write down one thing that they learned today about their friends and classmates.

Step 3:

Ask students if and how they see their classmates differently after hearing their praise poems.

Step 4:

Learners must fill in the mood index.

Step 5:

Collect all exit tickets at the end of the lesson. This will provide you with valuable feedback on how your students experienced your lesson. You can use these to build and grow your classroom practice.