

Drama – What’s the Use?

Topic: Imagination

Skills: Language/Speech, imagination

Lesson: #1

Grade: 5

Special Requirements:

Materials: Felts, large sheets of paper, ruler, buttons, empty cups, socks, colored paper for organizing groups, paper bags, stop watch and triangle.

Space: Enough space for paper and students to get around.

Time: 10-15 minutes

Classroom management: musical instrument (triangle)

Educational Focus: Inanimate objects can be used to develop creativity.

Key Questions:

How does the activity What’s the Use help you think creatively?

How does this activity promote cooperation?

How do different objects affect the way you respond?

Learning Outcome:

Students will be able to:

- Express ideas and emotions using verbal and non-verbal communication (BC Drama IRPs, Curriculum organizer: Exploration and Imagination, Grade 5)

Learning Outcome Related Other Subject Areas:

Students will be able to:

- Apply various strategies to generate and shape ideas (BC Language Arts IRPs, Appendix A: Prescribed Learning Outcomes, Curriculum Organizer: Communicate Ideas and Information (Composing and Creating), Grade 5)

Rationale:

In this activity students will use their imaginations to brainstorm creative and original ways in which an Inanimate object can be used. Students will work cooperatively in groups encouraging one another and accepting and respecting all ideas.

Activity: What’s the Use?

Today we are going to do an activity that will help expand your imaginations.

1. Organize students into groups of 4 or 5 by numbering off the students by using the colors of the rainbow. For example: red, orange, yellow, green, blue and black.
2. To organize groups around the room, lay out the 6 colored pieces of paper and the large sheets of paper on the floor.

3. Once, the paper is laid out tell students to go to their color on the floor and that they do not need to bring anything with them.
4. Explain the activity. Each group will be given an object in a paper bag. When I say “go” your group may take the object out of the bag and begin brainstorming on the large paper provided as many different ways in which the object can be used. Each group has the same object and two minutes to think of as many uses as possible. Be as creative as you like but make sure all ideas are appropriate.
5. For Example: What are some possible uses for this ruler? Have class give examples.
6. Hand out enough felts to each group so that every student can write and hand out paper bags with an object in them.
7. To confirm that the students know what they are going to do, ask “Can someone explain to the class what we are going to do?”
8. Start activity and timer.
9. Once two minutes is up, have the groups walk around the room and look at other group’s ideas.
10. Then have the students return to their original groups.
11. Ask the students if they saw any similarities between the groups? Differences? (Do not single out a student even if it is positive).
12. Do the activity a second time with a new object.
13. Have groups turn over their large sheets of paper so that they have a blank sheet.
14. If time permits do activity a third time.
15. Hand out new sheets of paper and new object in paper bag.

Closure:

Have students reflect on the activity by asking these questions:

- How does the activity What’s the Use help you think creatively?
- How does this activity promote cooperation?
- How do different objects affect the way you respond?

Resources:

Swarts, Larry (2002). The New Drama themes 3rd edition. Markham, Ontario: Pembroke Publishers.

Self Assessment: What's the Use?

Name: _____

Date: _____

- 1) What did you enjoy about this activity?
- 2) Were there moments when you worked independently?
- 3) Did someone else's idea help you?
- 4) Did you ever feel frustrated during this activity?
- 5) Was there a leader in your group?
- 6) How successfully did you cooperate with other group members?
- 7) What did you do if you didn't agree with someone else's idea?
- 8) How might this group have worked more efficiently?
- 9) What else would you like to say about working in groups?

Drama – Paired Drawings

Topic: Imagination

Skills: Movement

Lesson: #2

Grade: 5

Special Requirements:

Materials: large sheets of paper, felts,

Space: Enough space for paper and students to get around.

Time: 10-15 minutes

Classroom management: musical instrument (triangle)

Educational Focus: Body language can be used as a form of communication.

Key Questions:

Other than speech, what are some other ways to communicate?

Learning Outcome:

Students will be able to:

- Use a variety of vocal elements and movement to communicate meaning (BC Drama IRPs, Curriculum organizer: Drama Skills, Grade 5)

Learning Outcome Related Other Subject Areas:

Students will be able to:

- Demonstrate the ability to collaborate to develop a group display for the school or community (BC Visual Arts IRPs, Appendix A, Prescribed Learning Outcomes, Curriculum Organizer: Context (Creating and Communicating), Grade 4)

Rationale:

Students work together to develop non-verbal communication and to examine interaction and cooperation.

Activity: Paired Drawings

Today we are going to discover different ways to communicate. You will have to use your imagination and work cooperatively with a partner to complete a task without talking.

1. To form pairs number students off (1-13). If there is an odd number then there will be one group of 3.
2. Tell students that they do not need to bring anything with them for this activity.
3. Have students find their partner and sit down on the floor.
4. Explain Activity. With your partner you will be given one sheet of paper and a felt to share. You and your partner will create a picture together. You will both

- hold the felt so that you can both draw at the same time. Each pair will be given a word for example: cat to draw. This may sound easy but, you must communicate with you partner how you will draw the picture with out using words. You will be given 2-3 minutes.
5. What are some ways that you could communicate other than writing?
 6. To ensure understanding ask the question, “Can I have one student explain in their own words what we are going to do in this activity?”
 7. Handout paper and felts
 8. Start activity and timer.
 9. Once time is up have each pair show their picture to the class.
 10. Ask students how they communicated with their partner? Was there a leader in the activity? And Are they satisfied with the picture that hey created?
 11. Repeat activity, but this time don’t give them a topic to start with. This means they need to communicate with their partner what they want to draw. Instead of being given a word.
 12. Have students turn over the paper so that they have a clean side to draw on.
 13. Start activity and timer.
 14. Once again have students show the class their drawing.
 15. Ask the students these questions
 - a. How did you decide on what to draw?
 - b. Did you communicate differently this time?
 - c. Was there a leader?

Closure:

Ask “What are some of the ways you used your body to communicate? How does this activity change the way you think about communicating? Does this make you think about what it might be like to be deaf?”

Assessment:

Personal Response Journal – have students write about their response to this activity. Provide guiding questions such as: How did this activity make you feel? How did you communicate with your partner?

Resources:

Swarts, Larry (2002). *The New Drama themes* 3rd edition. Markham, Ontario: Pembroke Publishers.