

I am Human - Unit Plan

Weeks / Themes	Learning experience	Teaching strategies	Assessment	Resources
Week 1 Who am I? I am Human.	<p>Students sit in a Drama circle.</p> <p>Activity 1: Game: Who Are You? The Wind Blows for* Start in the circle (dots on the carpet) I am a human who Stand up if ...</p> <ul style="list-style-type: none"> • You have a sister • You have a brother • You have always lived in your street. <p>Activity 2: Teacher models the process of completing the portrait/role on the wall by writing internal qualities within the figure and dreams within a thought bubble beside the figure. Dreams are linked to the qualities; students collaborate to connect dreams with qualities mentioned internally in the portrait/externally in the dreams. Save this class project for next week.</p> <p>Activity 3: Art Gallery of Dreams - Things you're interested in/like to do. Individuals think about their dreams. Sit down and slowly rise on the teacher's count to create a frozen pose in a space of their own.</p> <p>Reflection and exit ticket: The teacher circulates among the frozen poses, attempting to identify the dreams</p>	<p>Sharing</p> <p>Human on the wall (Role on the wall)</p> <p>Dream in the form of bubble</p> <p>Freeze frames</p> <p>Elements of drama: focus/role /</p>	<p>Verbal feedback</p>	<p>"I am Human" book by Susan Verde</p> <p>https://www.youtube.com/watch?v=Qd5EVFzRiOw</p> <p>POWERPOINT: https://docs.google.com/presentation/d/115WdGkrzgnVTEdRhxA-EiwRwl_rrvKMTI2Zmqf8LM/edit?usp=sharing</p> <p>Butcher paper/ whiteboard or projection of Michelin man</p> <p>https://coloringnation.com/coloring/4i9/aLo/4i9aLoaRT.jpg</p>

	shown. Those whose dreams are identified are released from their frozen pose to line up or leave the room.	mood/relationships Exit ticket		
Week 2: Emotions	<p>Introduction: Students sit in drama circle:</p> <p>Activity 1: Share the human on the wall from Week 1 with the class and reflect on internal qualities. Display blank human on the wall with a heart inside. Discuss emotions they know, add these emotions to the human. Example: Happy/Sad/Annoyed/Disgusted/Loving/Fearful/Frustrated/Supportive.</p> <p>Activity 2: Character Walk: The teacher calls out emotions from the Week 2 human on the wall (and new ones) and students show them in motion (no sound) and then freeze in the moment when they hear the teacher say “freeze” showing the emotion through facial expression and embodiment - teach students “ways of moving”: <u>Size of movement</u>: wide, narrow, high, low, tiptoe, slouching <u>Time of movement</u>: slow, fast <u>Weight of movement</u>: heavy, light <u>Direction of movement</u>: Laban pattern direction movement <u>Tension of movement</u>: tense, relaxing <u>Focus of movement</u>: looking - direction of the gaze</p> <p>Reflection and exit ticket: Change to the next slide (emoji poster) - Reflection on task - pick an emoji from the poster</p>	Sharing Human on the Wall with Heart Freeze frames Character walks Role, situation and action Element of drama: Movement/tension/focus/		Human on the wall form Week 1 https://docs.google.com/presentation/d/115WdGkrzgnVTEdRhxA-EiwRrwI_rrvKMTI2Zmqf8IM/edit?usp=sharing Emoji poster - https://www.mindfulpe.com/2021/08/checking-in-emoji-emotions-chart.html

	<p>to show how they feel. Wear your emotion in line, teacher to acknowledge on their way out.</p>	Exit ticket		
Week 3: My Attitude/how do I treat other people?	<p>Introduction: Students sit in a drama circle. The teacher asks students about their attitude towards others. "When someone treats you well how does that make you feel? Brainstorm - Situations they can relate to and discuss how you feel as the person doing it and the person receiving it.</p> <p>Activity 1: Students line up in two lines facing each other and work with the partner opposite them to mime/act out the following situations: A loses toy in bag, B looks for it and finds it. A reacting to someone teasing them, B hears it and consoles them. A walks along and slips, B stops to help them. Students work on each situation in their own time as the teacher describes/prompts it.</p> <p>Activity 2: Teacher introduces the pre-text and shows the picture in the book where the children are playing. Teacher asks students to create a freeze frame of two children playing happily and encourages them to show why they are happy in their freeze frame. Students work with their partners to create a freeze frame of two children playing happily together. On the teacher's count, they practice</p>	<p>Extended role play Mime/situation Brainstorming</p> <p>Element of drama: relationship/role /situation</p>	<p>https://docs.google.com/presentation/d/115WdGkrzgnVTEdRhzxAEiwRrwLrrvKMTI2Zmqf8IM/edit?usp=sharing</p>	<p>Use "I am Human" book Words in book: "I have a playful side. I find joy in friendships"</p>

	<p>their freeze frames together as a class. Students create rolling freezeframe.</p> <p>All sit down and one pair at a time stand up and show their freezeframe until all groups have shown.</p> <p>Reflection and exit ticket: Teacher asks students to reflect on how they feel and express this using their own facial expression as an emoji.</p>	<p>Freezeframe / rolling freezeframe</p> <p>Exit ticket</p>	<p>Verbal feedback from the teacher/</p> <p>Peer feedback</p>	<p>I am human”</p>
<p>Week 4:Continuing My Attitude</p>	<p>Introduction: Students sit in a drama circle. The teacher reminds them of what they did in the previous lesson about making freeze frames with their partners. The teacher introduces/makes a ‘magic wand’ and reveals that it has the power to bring freeze frames to life and that it will be used later in the lesson.</p> <p>The teacher shows the page in the “I am Human” book. (See words in the previous section)</p> <p>Activity 1: Students find their partners from the previous lesson. The teacher asks students to remake or make a new freeze-frame of two children playing together in a space of their own. The teacher uses their ‘magic wand’ to bring freeze frames to life and encourages students to use words and actions to show children playing together.</p> <p>Sitting down with their partners, the teacher asks whether this is an interesting story yet and discusses the need for a problem to make a story interesting.</p>	<p>Elements of drama: tension / narrative structure/ role/ relationship and situation.</p> <p>Group work</p> <p>Thought aloud (magic wand)</p> <p>Freeze frame</p> <p>Questions</p>		<p>“Magic wand” - Ask students to pick one object in the classroom to be a magic wand, e.g, a pencil, a ruler.</p> <p>Use colourful pipe cleaners to decorate the magic wand</p> <p>“I am Human”</p> <p>Words in the book: “<i>But being human means I am not perfect.</i></p>

	<p>Activity 2: The teacher reads the next pages of the book and asks students to discuss with their partner what could happen between the two characters that might hurt someone's feelings. Students make a freeze frame showing their hurtful situation. Using the magic wand, the teacher brings them to life, reminding them to be respectful and to use their words and actions safely.</p> <p>Reflection and exit ticket: Project the emoji poster and ask students to reflect on how the activity makes them feel, reminding them that this is just a story. They wear their emotion in line, and the teacher acknowledges them on their way out.</p>	<p>Narrative structure of a play</p> <p>Elbow partner</p> <p>Role play</p> <p>Exit ticket</p>	<p>Verbal feedback</p>	<p><i>I make mistakes. I can hurt others with my words, my actions, and even my silence I can be hurt too."</i></p> <p>Emoji poster slide in PowerPoint from Week 2</p>
<p>Week 5:Continuing My Attitude - how to move forward</p>	<p>Introduction: Students sit in a drama circle. The teacher tells students that they have nearly made a whole story/play in the previous lesson and that today they will learn how to end the story. The teacher reads the pages "I can move forward" to "I can say 'I'm sorry' and ask for forgiveness".</p> <p>Activity 1: Discuss the different concepts (<i>thoughtfulness, kindness, compassion, equality, saying I'm sorry, asking for forgiveness</i>) with the students and ask them to use these ideas to end their story. Remind them that a story has a beginning, middle and end.</p>	<p>Role play - embodiment Soundscape</p> <p>Elements of drama: movement/focus / mood / tension /role</p>		

	<p>Activity 2:</p> <p>Ask students to find a space in the room with their partner and make the beginning freeze frame.</p> <p>The teacher tells the students that she/he will narrate the story to help them with the beginning, middle and end.</p> <p>When they are ready in their pairs, the teacher uses the magic wand and something like:</p> <p>“Once upon a time, there were two children playing happily together... Then, someone made a mistake... But then, someone made a better choice... The end.”</p> <p>Tell students that they have made a whole story and that the magic wand will pick 3/4 groups to share their story with the rest of the group.</p> <p>Reflection and exit ticket: Ask the class to come up with 3 different words that sum up the experience of the lesson. Students get the opportunity to share the success of the performance by clapping together and bowing.</p>	Teacher narration		
Week 6: Assessment	Rehearsal and performance	Exit ticket	Peer feedback	
Week 7: Assessment	Rehearsal and performance		Summative (use rubric)	
Week 8: I am amazed by nature	<p>Introduction:</p> <p>Students sit in a drama circle.</p> <p>Tell students that we have made a story about humans, but now they will make a story about animals. The teacher</p>			<p>“I am Human” book</p> <p>Words from book:</p> <p><i>I have endless curiosity</i></p> <p><i>I make discoveries.</i></p>

<p>uses the pages of the book about nature and animals. Ask the students to think about: What kind of animals do we find in nature? What kind of plants do we see in nature?</p> <p>Activity 1: Teacher asks students to think of different animals in nature. 1. The teacher calls out different animals, and without sound, students take the pose of that animal. 2. Teacher asks students to move like that animal. 3. Teacher asks students to only make the sound of the animal.</p> <p>Activity 2: Teacher tells students that they will now use their bodies and voices to tell a nature story. Teacher asks students to find a space in the room and make a beginning freeze frame for their animal. The teacher narrates the following story: "Once upon a time, there were lots of animals living in a big forest. They were very happy living together and got along very well... But one day, a big storm could be seen on the horizon. The storm approached, and the animals had to find shelter in groups to protect themselves. Then the storm was on them..... (I wonder what the storm would sound like - can you show me with your voices? Or the teacher uses a rainmaker instrument to make the sound of the storm.) And then the storm passed and the animals came together in a group to celebrate ..."</p>	<p>Embodiment Focus Role</p> <p>Embodiment</p> <p>Narration Soundscape</p>			<p><i>I have a feeling of wonder. I am amazed by nature.</i></p>
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	Reflection and exit ticket: The teacher asks students to reflect on how they feel about the soundscape and movement activity, and what they enjoyed most.			
Week 9: Reflection	Activity 1: Finishing the book (last three pages - from "I am human to 'I am human'). Divide the class into three groups to decorate a "human on the wall" with wings (see book) on pieces of butcher paper. Once finished, groups report back to the rest of the class and present their human on the wall. What was the highlight of the term? What did you learn? What gives them hope?	Group reflections		Colouring pens to share Butcher paper Book - "I am Human"
Week 10: Celebration	Drama games - the celebration of learned skills: <ul style="list-style-type: none">• Pattern maker• Popcorn (similar to 21)• 10-second objects	Opportunity to discuss games and why they work/don't work, which skills are required, which strategies work, how it feels to make mistakes and support each other, etc?		

Rubric: Year 1 and 2 Drama:

Content descriptions	Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
Developing practice and skills: use the elements of drama and imagination in dramatic play	<u>Purposeful</u> use of some drama elements and imaginative dramatic play	<u>Informed</u> use of some drama elements and imagination in dramatic play	<u>Use</u> of some drama elements and imagination in dramatic play	<u>Guided</u> use of some drama elements and imagination in dramatic play	<u>Directed</u> use of some drama elements and imagination in dramatic play
Creating and making: create and co-create fictional situations based on imagination and/or experience	<u>Skillful and effective</u> creation and co-creation of fictional situations based on imagination and/or experience using: <ul style="list-style-type: none"> • Role • Situation • Focus 	<u>Effective</u> creation and co-creation of fictional situations based on imagination and/or experience using: <ul style="list-style-type: none"> • Role • Situation • Focus 	<u>Creation and co-creation</u> of fictional situations based on imagination and/or experience using: <ul style="list-style-type: none"> • Role • Situation • Focus 	<u>Guided</u> creation and co-creation of fictional situations based on imagination and/or experience using: <ul style="list-style-type: none"> • Role • Situation • Focus 	<u>Directed</u> creation and co-creation of fictional situations based on imagination and/or experience using: <ul style="list-style-type: none"> • Role • Situation • Focus
Presenting and performing: share their drama in informal settings	<u>Skilful and effective</u> sharing of drama in an informal setting using: <ul style="list-style-type: none"> • Role • Situation • Focus 	<u>Effective</u> sharing of drama in an informal setting using: <ul style="list-style-type: none"> • Role • Situation • Focus 	<u>Sharing</u> of drama in an informal setting using: <ul style="list-style-type: none"> • Role • Situation • Focus 	<u>Guided</u> sharing of drama in an informal setting using: <ul style="list-style-type: none"> • Role • Situation • Focus 	<u>Directed</u> sharing of drama in an informal setting using <u>aspects of</u> : <ul style="list-style-type: none"> • Role • Situation • Focus

Prep to Year 2 Drama standard elaborations

		Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
The folio of a student's work has the following characteristics:						
Responding		clear and informed description about: <ul style="list-style-type: none">• what happens in drama made, performed and viewed• where and why there is drama	informed description about: <ul style="list-style-type: none">• what happens in drama made, performed and viewed• where and why there is drama	description about: <ul style="list-style-type: none">• what happens in drama made, performed and viewed• where and why there is drama	guided description about: <ul style="list-style-type: none">• what happens in drama made, performed and viewed• where and why there is drama	statements about: <ul style="list-style-type: none">• what happens in drama made, performed and viewed• where and why there is drama
		clear and informed identification of some elements of drama	informed identification of some elements of drama	identification of some elements of drama	guided identification of some elements of drama	directed identification of some elements of drama
Making	Forming	improvisation and making of dramatic play, with skilful and effective use of: <ul style="list-style-type: none">• role• situation• focus	improvisation and making of dramatic play, with effective use of: <ul style="list-style-type: none">• role• situation• focus	improvisation and making of dramatic play, with use of: <ul style="list-style-type: none">• role• situation• focus	improvisation and making of dramatic play, with guided use of aspects of: <ul style="list-style-type: none">• role• situation• focus	improvisation and making of dramatic play, with directed use of aspects of: <ul style="list-style-type: none">• role• situation• focus
	Performing	presentation of cohesive drama, with skilful and effective use of: <ul style="list-style-type: none">• role• situation• focus	presentation of drama, with effective use of: <ul style="list-style-type: none">• role• situation• focus	presentation of drama, with use of: <ul style="list-style-type: none">• role• situation• focus	presentation of drama, with guided use of aspects of: <ul style="list-style-type: none">• role• situation• focus	presentation of drama, with directed use of aspects of: <ul style="list-style-type: none">• role• situation• focus