

DRAMA/DANCE - IN OR OUT - Adapted for Return to Schools during COVID

Elementary Drama/Dance: Junior - Public

Adapted from <https://www.code.on.ca/resource/or-out>

Lesson 8: Reflecting and Taking Action

As a review of the unit, students revisit the Unit Guiding Questions and the related documentation on the wonder wall, and then write a personal reflection. In small groups students share their reflections, selecting a few phrases and thoughts to weave together in a presentation that includes tableaux, movement and choral speaking. Students share their performances with classmates and provide peer feedback. The final step involves applying their new learning and understanding. In small groups, students develop action plans to address issues of exclusion that are being experienced by primary students in the school yard.

Physical Distancing Adaptations

When conducting these warm-ups and conventions, it is important to adhere to the Physical Distancing guidelines from your school board. Students should remain 2m apart at all times. Students in grades 4 -12 are required to wear a mask. CODE recommends that all dance and drama work be done with 1-2 metres of social distancing. Think about using alternate learning spaces such as the gymnasium, library or school yard.

Whole Class Instruction: With floor tape, demark areas where students can stand in the classroom with a metre grid or a peripheral circle so that they can participate in drama/dance conventions at a safe distance from one another. Floor tape that is slip-resistant and made of vinyl to prevent wear and tear during cleaning is recommended.

Partner work: Students can face a partner 2m across from each other. When face to face, outstretched hands should not touch one another. Refer back to personal-space warm-ups.

Small Group work: No more than 3 or 4 students per group to allow for recommended spacing of 2m between students.

If you must move your desks to create space, please ensure that each student is moving only their own desk and chair and then retrieving their own desk and chair in order to avoid contact with others belongings.

Refer to *General Tips for Safety in our Classrooms* in the overview.

Safety adaptations specific to the instructional strategies and drama conventions in this lesson are embedded in green throughout it.

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How to use Materials and BLMs during Physical Distancing

In a classroom following physical distancing guidelines it is important to reduce the amount of paper and other materials distributed in class. Many Dance & Drama experiences include source images and text which can be projected safely instead of distributed to students. To avoid the use of hand-held manipulatives and artifacts, take photos of them and project the images to students.

Often *Black Line Masters* (BLMs) are given to students to generate ideas, report, self-assess, peer assess, reflect, and to use as final exit cards. BLMs in our resources are all PDFs. Some can be projected, however others will need to be converted for independent or group use.

A few ways to do this include:

1. Convert the PDF to a Word or Google Doc and assign it to individuals or groups of students via Google Classroom:
 - Download the PDF onto your hard drive
 - Upload the PDF into your Google Drive
 - Open *file as a Google Doc*
 - Reformat as needed
 - Share copies with students
2. Create slides and assign them to individuals or groups. The slides have the original document as a background and add a text box on top of it so that students can type into it.
3. Put the questions on a Jamboard or other collaborative interactive program and assign a board to each group.

Materials

- BLM #24 Group Script and Planning Sheet photocopied for students
- BLM #25 Self/Peer Assessment and Reflection photocopied for students
- BLM #26 Guided Visualization
- BLM #27 2 Stars and A Wish photocopied for students
- BLM #28 Success Criteria for Culminating Task
- BLM #29 Rubric for Culminating Task
- BLM #30 Taking Action photocopied for students
- Chart paper
- Pencils/Pens/Markers/Music/CD Player

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Curriculum Expectations

Drama

B1.1 Creating and Presenting: engage actively in drama exploration and role play, with a focus on examining issues and themes in fiction and non-fiction sources from diverse communities, times, and places

B2.1 Reflecting, Responding, and Analysing: express personal responses and make connections to characters, themes, and issues presented in their own and others' drama works

Dance

A1.2 Creating and Presenting: use dance as a language to explore, interpret, and communicate ideas derived from a variety of literature sources.

A2.2 Creating and Presenting: identify the elements of dance used in their own and others' dance pieces and explain how they help communicate a message.

Language – Reading

1.6 extend understanding of texts by connecting ideas in them to their own knowledge, experience, and insights, to other familiar texts and to the world around them.

Big Ideas

People feel excluded for many different reasons and exclusion is directly related to various forms of discrimination.

Power relationships and dynamics are always present in acts of inclusion, exclusion and discrimination.

There are different forms and expressions of power.

Awareness and understanding of different expressions of power is empowering to individuals and communities.

Dance, drama and critical literacy are effective vehicles for understanding power and combating exclusion and discrimination.

Elementary Drama/Dance: Junior - Public MINDS ON

Whole Class > Guided Visualization

Ask students to find a comfortable sitting position, at their desk or sitting on the carpet. Explain that you are going to take them on a journey in their imaginations, guiding them from an experience of exclusion to an experience of inclusion. Invite students to close their eyes, listen carefully, and allow their imaginations to be active. Once the students are settled and attentive, read the guided visualization (see **BLM #26: Guided Visualization**).

Following the visualization, invite students to comment on the experience. Explain to students that the ability to imagine positive outcomes is a form of power within. Prompt: *Can you think of examples of times when it might be helpful to use your imagination in this way?*

Whole Class > Revisiting the Guiding Questions

Direct student attention to the Guiding Questions that were introduced at the beginning of the unit and posted to the **Collaborative Document** /Wonder Wall.

Unit Guiding Questions

- *What do inclusion and exclusion look like and feel like?*
- *In what ways is exclusion related to discrimination?*
- *How can one remain personally empowered in the face of exclusion and/or discrimination?*
- *How can I use drama, dance and critical literacy to interpret ideas and communicate meaning?*
- *How can I use drama, dance and critical literacy strategies to explore, challenge, and shift both my own and others point of view?*
- *How can we use power constructively to build inclusive communities?*

Suggest to students that the answers to these important questions now reside in their hearts and minds, and in the collaborative document except for the final question which they are going to work on together. Check for understanding of each question and invite students to identify activities from the unit or items on the **Collaborative Document**/Wonder Wall that address each question. Explain that the final culminating task of this unit involves four steps. Distribute **BLM #24 Group Script and Planning Sheet** and explain that you will guide them through each step and share success criteria related to each step.

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Step 1: Personal Reflection

Explain that students must pick two or more of the Guiding Questions and compose a personal response to the questions based on what they have learned throughout the unit. Encourage students to use words, phrases and images from the [Collaborative Document](#) / Wonder Wall or from remembered experiences to compose their response. The response can take the form of prose, a poem or rap, a song, or an illustration with a short paragraph.

Step 2: Creation: Weaving Reflections Together

In small groups of 3 or 4, students will share their personal response with each other. As a group, students then pick 3-5 lines from each of their personal reflections. [This can be done as a collaborative doc, slide, jam board, flipgrid \(or other interactive app\).](#) Students find a way to weave them together using tableau, choral speaking, and movement. Give students adequate time to create and rehearse their piece.

Step 3: Performance: Sharing Reflections

Explain that each group will share their piece with the class, and provide feedback to each other. Use **BLM #27 2 Stars and A Wish** and/or **BLM #25 Self/Peer Assessment and Reflection** for peer assessment. Also, review **BLM #28 Success Criteria for Culminating Task** with students.

Whole Class > What Needs To Change in Our Own Classroom Community

Invite students to take stock of how inclusive their own classroom is. Prompts: How inclusive are we as a community? If the boy were to come to our class, would he feel welcome? What needs to change in our classroom? Revisit the Classroom Agreement related to gender, created at the end of Lesson 6. Ask students if any other agreements are required. Also discuss how they will be monitored and what should happen if an agreement is not honoured.

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Taking Action to Build a More Inclusive Community

This is an opportunity to discuss as a group how the class can work together to help foster a sense of inclusion and belonging in our school. Especially since social and physical distancing, many people throughout the COVID-19 have felt isolated. Explain that some of the primary students in the school may even be experiencing exclusion in the school yard at recess and lunch time. In small groups, ask students to create a plan to address this situation. Direct them to use **BLM #30 Taking Action** to review the success criteria for this task and to outline their plan, identify timelines, and resources needed to implement the plan. Emphasize that the plan must **respect physical distancing**, be realistic and do-able so that they can actually put the plan into action (e.g. organizing school yard games; teaching chants and rhymes; performing for the primary students; showing videos and leading discussions; reading stories about inclusion during reading buddies; a poster or psa campaign, etc).

Next Steps:

Establish a system for monitoring progress of building a more inclusive community, both in their own classroom and in the school yard. When students feel comfortable and ready, they can share their performances with other classes using the wonder wall as a backdrop. The performances can be used as a workshop to teach younger students in the school about the importance of inclusion, about being true to yourself, and how important it is to treat others the way you would like to be treated. **Junior** students can also design and facilitate activities and discussion around the theme of inclusion/exclusion for their audiences.