

General Tips for Distance Learning Contexts

- Connect and share in real time via Google Meet or other virtual platform (if your board/school allows and parents agree)
- Real time brainstorming and collaboration can happen via interactive board, on a discussion thread, slide, shared document or virtual meeting (if allowed in your school board)
- Draw, photograph, or record work and submit to the teacher (if permission is given)
- Use puppets or other objects as characters to improvise or explore text
- Warm up routines and dance breaks can be maintained via audio or video files posted to your online platform
- Simple Google Forms or quizzes can be used as exit cards

Other Considerations for Distance Learning in Elementary Drama and Dance

- Establish protocols and norms for the remote community learning prior to attempting dance and drama work
- Break lessons into small steps with lots of check-in and reflection; this is vital when beginning drama and dance work
- Many of these tips assume that teachers have already done collaborative dance and drama work with their students; make selections based on the prior knowledge of your students
- Because we cannot see how students are feeling or responding to the material, be even more selective when choosing sources to ensure there are adequate supports in place
- If students are shy to participate in class, they may also be reluctant to share in a remote learning environment. Offer options for participation in activities
- If teaching drama and dance in the context of Indigenous studies, please consult the CODE guide [In a Good Way: Drama, Dance, and Indigenous Studies](#)

