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## **Picture This: Activating Multiple Literacies Using Picture Books as Provocations (K-12) (2019-2020)**

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### **Introduction to working with Drama**

#### **Creating Sacred Space and Respectful Rituals for Drama**

Start with games and activities that build focus and the ability to follow directions (non verbal, freeze, make groups without talking, listening.)

Create rituals that create a trusting, respectful environment to create Drama activities. Teaching students how to get into a ***Drama circle*** can help this a lot.

It is important to continually stress that games and activities are not just for fun (they are fun) but they have a purpose. For warm up games it is to become sensitive to others and to work together to create something or to meet a challenge as a group.

The first skills to build with young students are: Working non verbally, Listening, being able to “freeze”, and to build focus skills as a class.

The students are now *ACTORS*- empower them with that. Actors must understand how other people look, feel, move and most importantly why other people do the things they do.

Trying new things can be scary. It's important that we encourage and reward students for trying something new and developing new routines.

#### **1st Peoples Principles of Learning – As guide for the Creative process and Purposeful Play**

***Learning*** ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

***Learning*** is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

***Learning*** involves recognizing the consequences of one's actions.

**Learning** involves generational roles and responsibilities.

**Learning** recognizes the role of indigenous knowledge.

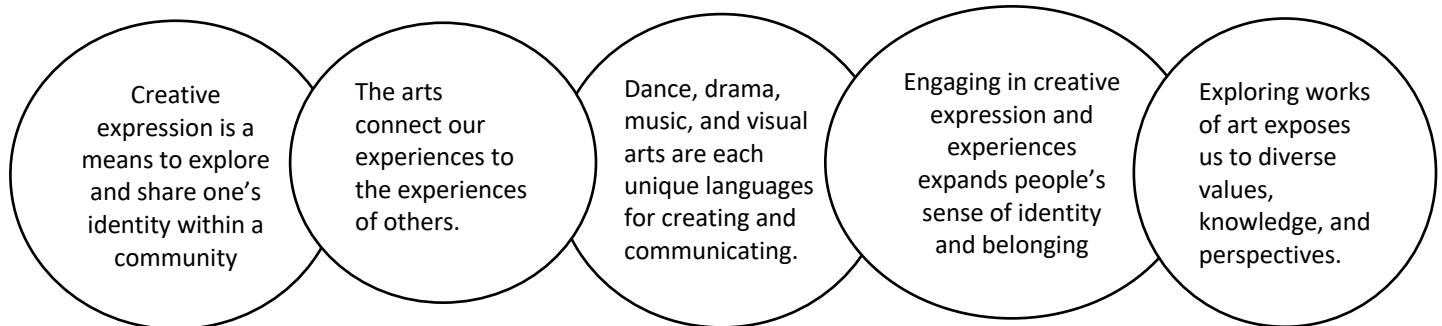
**Learning** is embedded in memory, history, and story.

**Learning** involves patience and time.

**Learning requires exploration of one's identity.**

**Learning** involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

## **BIG IDEAS**



## **CURRICULAR COMPETENCIES**

### **Exploring and creating**

Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and **purposeful play**

***Explore identity, place, culture, and belonging through arts experiences***

Explore relationships among cultures, communities, and the arts

**Purposeful Play:** learning that uses real-life and/or imaginary situations to engage and challenge learners' thinking. Through planned purposeful play, students express their natural curiosity while exploring the world around them. It also provides a means for high-level reasoning and problem solving in a variety of ways

### **Reasoning and reflecting**

Reflect on creative processes and make connections to personal experiences

Connect knowledge and skills from other areas of learning in planning, creating, and interpreting works for art

### **Communicating and documenting**

Express feelings, ideas, and experiences in creative ways

Describe and respond to visual and performing art pieces and provide constructive feedback

Experience, document and share creative works in a variety of ways

Explore identity, place, culture, and belonging through arts experiences

## **Introduction Activity:**

### **Magical Box activity**

A way of self-identifying elements of identity, personality and past experience  
Shows we have much more in common than they first think

### **Skills developed:** Non-verbal, Focus, Reflection, Risk-taking

Ideas for “I” statements:

Broken a bone, told a lie, been lied to by a friend, likes cats more than dogs, feels lonely sometimes, play a musical instrument, traveled outside Canada, speak another language, accidentally hurt someone’s feelings, scared about climate change.

### **Name/Action Game:** A way of building focus, creativity, and non-verbal communication

Every student creates a sound and action that will represent them in this game. Students will try to remember others identity as well as their own. Students are then asked to switch identities and continue with the game.

## **DRAMA EXTENTIONS FOR “The Name Jar” By Yangsook Choi**

**Sound/action name game:** (Listening, focus, risk taking and communication)

**Role on the wall:** A way of identifying character by what they say, what they say about others, what others say about them, and the feelings, thoughts and inner feelings.

Cut out of each character (life size) and hang on the wall at the beginning of the unit

Groups write (on the outside) the outward characteristics/actions/behavior of the character

Groups write on the inside the feelings, dreams, hopes anxiety of the character.

The students can develop deeper understandings of characters, and how outside behaviors are linked to inside feelings.

Students reflect on the characters changes throughout the unit.

**Tableaux-** Teaching techniques that help students create the physical energy of a freeze or frozen tableaux. They can create family pictures, inner struggles and interpret characters motivation and objectives.

**EXAMPLES:** In groups, students create a frozen picture of the scene at the airport with the Grandmother. After each group presents, ask the audiences how the different characters are feeling, and how they *know*.

Have students create a frozen picture of the scene on the bus. Each student should decide how their character feels about what they are seeing/doing. Students can then write how their character felt and how they showed that to the audience.