

CURRICULUM CONNECTIONS

For Theatre of the Oppressed - Post-show Activity

**Study Guide - Ladies and Gentlemen, Boys and Girls by Dave Deveau
Roseneath Theatre 2018**

Drama

Grade 4-6 Overall Expectations

B1. Creating and Presenting: apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories;

B2. Reflecting, Responding, and Analysing: apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences;

B3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of drama and theatre forms, traditions, and styles from the past and present, and their sociocultural and historical contexts

Grade 4-6 Specific Expectations

B1.1 engage actively in drama exploration and role play, with a focus on exploring drama structures, key ideas, and pivotal moments in their own stories and stories from diverse communities, times, and place

B1.3 plan and shape the direction of the drama or role play by posing questions and working with others to find solutions, both in and out of role

B2.1 construct personal interpretations of drama works, connecting drama issues and themes to their own and others' ideas, feelings, and experiences

B2.2 explain, using drama terminology, how elements and drama conventions are used to produce specific effects and/or audience responses in their own and others' drama works

B3.1 identify and describe some similarities in the purposes of process drama and more formal, traditional theatre productions

Health and Physical Education

Grades 4-6 Overall Expectations

C1. demonstrate an understanding of factors that contribute to healthy development;

C2. demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being

C3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.

Grade 4-6 Specific Expectations

C1.3 identify factors that affect the development of a person's self-concept (e.g., environment, evaluations by others who are important to them, stereotypes, awareness of strengths and needs, social competencies, cultural and gender identity, support, body image, mental health and emotional well-being, physical abilities) [PS]

C2.3 apply personal skills and interpersonal skills (e.g., self-awareness and self-management skills, including anger management; communication skills, including listening skills and assertiveness skills) to promote positive interaction and avoid or manage conflict in social situations

C2.6 make informed decisions that demonstrate respect for themselves and others and help to build healthier relationships, using a variety of living skills

C3.2 explain how a person's actions, either in person or online, can affect their own and others' feelings, self-concept, emotional well-being, and reputation

C3.3 assess the effects of stereotypes, including homophobia and assumptions regarding gender roles and expectations, sexual orientation, gender expression, race, ethnicity or culture, mental health, and abilities, on an individual's self-concept, social inclusion, and relationships with others, and propose appropriate ways of responding to and changing assumptions and stereotypes [PS, CT]

Language: Writing

Grades 4-6 Overall Expectations

1. generate, gather, and organize ideas and information to write for an intended purpose and audience
2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience

Grades 4-6 Specific Expectations

- 1.1 identify the topic, purpose, and audience for a variety of writing forms
- 2.1 write longer and more complex texts using a wide range of forms
- 2.2 establish a distinctive voice in their writing appropriate to the subject and audience

Grades 7-8

Opening Discussion:

- What is oppression or what does it mean to be oppressed?
- What were some scenes in the play where a character was being oppressed?

Health and Physical Education

Grade 7-8 Overall Connections

C1. demonstrate an understanding of factors that contribute to healthy development;

C2. demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;

C3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being

Grade 7-8 Specific Connections

C1.5 demonstrate an understanding of gender identity (e.g., male, female, two-spirited, transgender, transsexual, intersex), gender expression, and sexual orientation (e.g., heterosexual, gay, lesbian,

bisexual), and identify factors that can help individuals of all identities and orientations develop a positive self-concept [PS]

C2.2 assess the impact of different types of bullying or harassment, including the harassment and coercion that can occur with behaviours such as sexting, on themselves and others, and identify ways of preventing or resolving such incidents

C2.4 demonstrate an understanding of physical, emotional, social, and psychological factors that need to be considered when making decisions related to sexual health

Drama

Grade 7-8 Overall Expectations

B1. Creating and Presenting: apply the creative process to process drama and the development of drama works, using the elements and conventions of drama to communicate feelings, ideas, and multiple perspectives

B2. Reflecting, Responding, and Analysing: apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences

B3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of drama and theatre forms, traditions, and styles from the past and present, and their sociocultural and historical contexts.

Grade 7-8 Specific Expectations

B1.1 engage actively in drama exploration and role play, with a focus on examining multiple perspectives related to current issues, themes, and relationships from a wide variety of sources and diverse communities

B1.3 plan and shape the direction of the drama by working with others, both in and out of role, to generate ideas and explore multiple perspectives

B2.1 construct personal interpretations of drama works, connecting drama issues and themes to their own and others' ideas, feelings, and experiences

B2.2 analyse and describe, using drama terminology, how drama elements are used to communicate meaning in a variety of drama works and shared drama experiences

B3.1 compare and contrast how social values are communicated in several different drama forms and/or styles of live theatre from different times and places

Language: Writing

Grade 7-8 Overall Expectations

1. generate, gather, and organize ideas and information to write for an intended purpose and audience

2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience

Grade 7-8 Specific Expectations

1.1 identify the topic, purpose, and audience for more complex writing forms

2.1 write complex texts of different lengths using a wide range of forms

2.2 establish a distinctive voice in their writing appropriate to the subject and audience