

# INSTRUCTIONS FOR USING REMOTE LEARNING PROJECTS

These materials were developed with the intention of easing the transition between in-class and temporary remote learning. Learning experiences are aligned with curricular outcomes and assessment tools have been included with each project.

## Note:

1. The teacher either sends a link to the appropriate project or sends the document itself.
2. The teacher ensures that parents/caregivers receive any required school supplies (bin with pencils, markers, paper, etc.).
3. The teacher reassures parents/caregivers that communication will be maintained between home and school.
4. Parents/caregivers may access additional resources at:
  - My Learning at Home ([www.edu.gov.mb.ca/k12/mylearning](http://www.edu.gov.mb.ca/k12/mylearning))
  - My Child in School ([www.edu.gov.mb.ca/k12/mychild/index.html](http://www.edu.gov.mb.ca/k12/mychild/index.html))

## PROJECT OVERVIEW

|                                 |   |
|---------------------------------|---|
| <b>Grade:</b>                   | Kindergarten  |
| <b>Main Subject:</b>            | Drama   |
| <b>Big Idea:</b>                | Design and stage a pretend campsite set to use in an imaginary play and storytelling activity.  |
| <b>Title:</b>                   | DRAMA TIME-LET'S GO CAMPING!  |
| <b>Essential Learning Area:</b> | Drama Language and Performance Skills, Creative Expression in Drama, and Valuing Drama Experience   |
| <b>Duration:</b>                | 1.5 hours   |
| <b>Materials:</b>               | Sketch book/paper, pencil, pencil crayons, crayons, markers, tape, glue/glue gun, scissors (with adult supervision), coloured paper (construction, tissue, wrapping), recycled and/or craft materials (toilet paper/paper towel rolls, chop sticks, foam, cotton balls), household items (blanket, sleeping bag, flashlight, pillow, stuffed animals, snacks, chairs, play tent), video camera, or smartphone.  |
| <b>Short Description:</b>       | Students will watch a read aloud story and an instructional video to learn about camping and how to make a pretend campfire. They will use the information to design their own campsite that they will use in a dramatic play activity. Students will record themselves describing the props they constructed and the additional elements they added from around their home to create their set. They will be asked to pretend that they are setting up their campsite, roasting marshmallows, and telling stories around a campfire. Through this activity, students will exercise story-telling skills and practice their performance skills. |

## LEARNING OUTCOMES

Drama: [www.edu.gov.mb.ca/k12/cur/arts/index.html](http://www.edu.gov.mb.ca/k12/cur/arts/index.html)

K-4 DR-L2.8, K DR-L3.1, K-1 DR-C1.4, K-4 DR-C3.3, K-4 DR-V1.1, K-1 DR-V4.3

## ASSESSMENT

| LANGUAGE ARTS             |               |                             |               |                   | MATHEMATICS                 |                          |                 | SCIENCE                     |                            |                                  | SOCIAL STUDIES              |                            |                                   |
|---------------------------|---------------|-----------------------------|---------------|-------------------|-----------------------------|--------------------------|-----------------|-----------------------------|----------------------------|----------------------------------|-----------------------------|----------------------------|-----------------------------------|
| COMP. Listening & Viewing | COMP. Reading | COMM. Speaking & Represent. | COMM. Writing | Critical Thinking | Knowledge and Understanding | Mental Math & Estimation | Problem Solving | Knowledge and Understanding | Scientific Inquiry Process | Design Process & Problem Solving | Knowledge and Understanding | Research and Communication | Critical Thinking and Citizenship |
|                           |               |                             |               |                   |                             |                          |                 |                             |                            |                                  |                             |                            |                                   |

Original concept created by: Jenn Jacques

## LEARNING EXPERIENCES AND ASSESSMENT

### Referenced Resources:

- SpongeBob Campfire Song Song! <https://youtu.be/MWTBxPudQig>
- Pete the at Goes Camping: <https://youtu.be/Z9c8bKE7K44>
- Maisy Goes Camping: <https://youtu.be/f4Hfl6bNkuk>
- Olivia Goes Camping: <https://youtu.be/nbttXmPBI5U>
- How To Make Bonfire At Home—DIY Crafts: <https://youtu.be/4NYJbn123ys>

### Teacher's instructions:

Should your students be unfamiliar with campsites, take a few moments to brainstorm key aspects like having a tent, sleeping in a sleeping bag, cooking your food on a fire, etc.

Prepare resources that will inspire your students to create a pretend campsite. Provide a song that they would like such as *SpongeBob Campfire Song Song!* Include an age appropriate story about camping. Attached is a link to a read aloud of, *Pete the Cat Goes Camping*. Other possible titles are *Maisy Goes Camping* and *Olivia Goes Camping*. Encourage students to make note of the items the characters pack and set up at their campsites. They should begin to consider what they would like to include in their pretend campsite. You may also provide them with a list of suggestions such as sleeping bags, flashlights, camping chairs and a tent.

Instruct students on how to make a Design Plan that illustrates the campsite they would like to create. Tell them that Design Plans are used by artists to plan out ideas prior to creating an art piece. The experience of creating a Design Plan allows students to synthesize the information from the song, the story, the list you provided, and any personal experiences they might have had with camping. Design Plans are intended to be quick sketches using any medium and do not require a lot of detail, shading, or colour. You may, however, request that students label each object in their plan as an additional literacy connection. Students may complete their Design Plan for this activity in their Idea Journal. Idea Journals are sketchbooks that artists use to collect drawings, clippings, swatches, and text to use as inspiration for art making. If students do not have Idea Journals, instruct them to use a blank piece of paper or use the template provided in the appendix.

Next, have students view an instructional video on how to use craft materials to create a pretend campfire. This is a link to a campfire made with paper rolls and construction paper, <https://youtu.be/4NYJbn123ys>. The campfire prop will act as the focal point for the campsite set they create. Once their stage is set, students will record their performance as they work through a series of acting prompts. Acting prompts should be open ended; allowing for as much individual interpretation as possible.

Assessment will be based on each student's ability to embrace the suspension of disbelief they have created and as well as establish a narrative. Performance elements such as using a clear voice and awareness of the audience may also be considered. Consult the [Kindergarten to Grade 8 Drama Manitoba Curriculum Framework of Outcomes](#) document for further information on drama-specific terminology.

As students will have varying levels of prior knowledge about camping and drama performances, teachers should anticipate a variety of submissions. The intent of this exercise is to expose students to subject specific vocabulary such as staging, set, props, drama, acting. All contribution will provide the teacher with valuable information about their student's ability to process information from video and story, and their ability to engage in dramatic play activities.

Template:

The following was created in Seesaw as a template for students to upload their Design Plans and videos for sharing purposes.



Assessment:

Drama Journals are an important part of the creative process in acting. Learners of all ages are frequently asked to respond to acting experiences in this format. If it is your student's first experience reflecting on their involvement in a drama activity, use this template. Add a picture of their campsite Design Plan or ideally, a picture of them in character on their "set." Review the Drama Journal questions prior to them completing it. Read each question for them, giving students time to think before they attempt to write or dictate a response. The goal here is to lay the foundation for students being able to evaluate their performance skills.

Composing specific compliments and critiques can be challenging at first. In the early years, it is appropriate to give the students suggestions about how to respond to each question. Through this process they will gain more subject specific vocabulary such as character, plot, set, and staging. Be sure to encourage students to dig deeper than "I did a good job." or "I don't know." Ask them, "What did you do a good job at? ... Using a clear voice? Acting like you were at a real campsite? ... Or telling a story with your actions or words?"

As students gain more experience with this process, the types of reflection questions can become more complex.

### Step-by-step instructions for students:

- 1 Click the link to view the featured song, *SpongeBob Campfire Song Song!* (<https://youtu.be/MWTBxPudQig>).
- 2 Click the link to view a read aloud of, *Pete the Cat Goes Camping* (<https://youtu.be/Z9c8bKE7K44>). What are some of the things that Pete packed for the trip?
- 3 Now you are going to design your own campsite that we are going to use for drama time! Use your Idea Journal to sketch a picture of all of the things you would like to include in your campsite—if you don't have your Idea Journal, just use a piece of blank paper. Does it have a tent? Is there a lantern or flashlight? What about a sleeping bag or your favourite stuffie? Be sure to label each of the items you have drawn. If you need help with printing the words, be sure to ask an adult helper!
- 4 Take a picture of your campsite Design Plan.
- 5 Click this link <https://youtu.be/4NYJbn123ys> to watch the video on how to make your campfire. Now gather some materials from around your home, such as red, yellow, and orange craft paper or tissue paper, and some paper towel rolls, sticks, or dowels. If you don't have these items, you can make logs by rolling paper up and taping it together or feel free to use any other items you can think of! Now arrange your items to create your very own campfire! Can you make a marshmallow on a stick too? Maybe you have a stick and a cotton ball! What else could you use that would look like a marshmallow on a stick?
- 6 Next, set up an area in your home or yard that can be your imaginary campfire set. Place your campfire in the middle and add any of the items you thought of that will make your campsite awesome! What other props you think you should have while camping ... a chair, flashlight, sleeping bag/blanket?
- 7 Now record yourself pretending to have a marshmallow roast around your very own campfire! You can talk during your video and do all the things you would actually do if you were really roasting a marshmallow. What kind of things do you think you would say? Hmm...? Remember when you are acting you need to use a clear voice so everyone can hear what you are saying. You should also think about where the camera so we can be sure to see your face when you are acting out your camping trip!

Can you try some of these acting prompts too? Pretend to:

- pack your bag
  - set up the tent
  - roast a marshmallow
  - tell a story/sing a song around the campfire
  - go to sleep/wake up
8. When you have acted out all of the parts, you want to try to submit your video. Happy acting!

## APPENDIX (PRINTABLE SUPPORT MATERIALS INCLUDING ASSESSMENT)

Kindergarten: Video: Student Work Compilation

Kindergarten: Design Plan

Kindergarten: Samples of Student Work

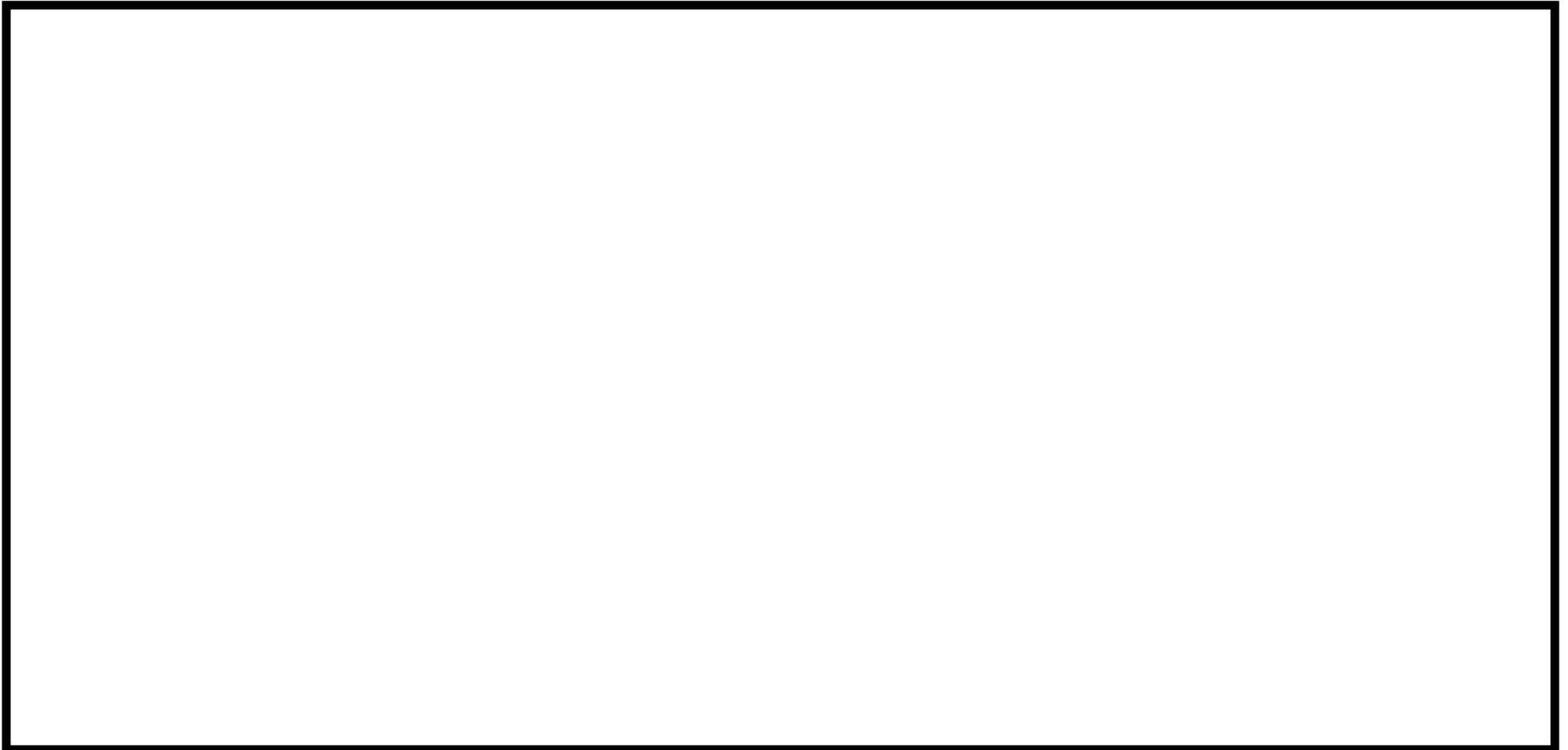
Kindergarten: Drama Journal

Name: \_\_\_\_\_

# Design Plan

## Drama Time—Let's Go Camping!

Use the space provided to draw a sketch of your ideal campsite. Think about the things you saw in the videos, such as a sleeping bag, backpack, flashlight, and campfire. Can you think of other things you might use when you go camping?

A large, empty rectangular box with a thick black border, intended for a student to draw a sketch of their ideal campsite. The box is currently blank.

## Samples of Student Work—Design Plan and Finished Art Work

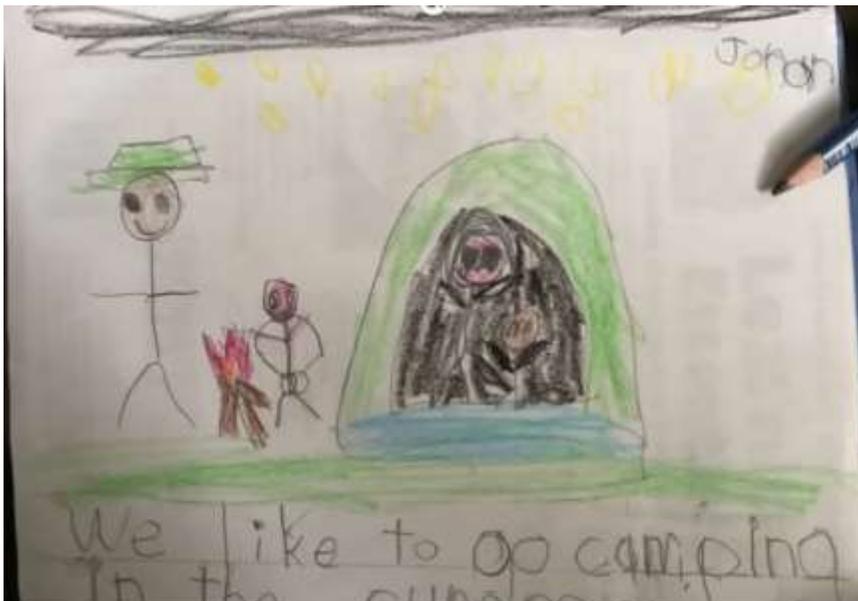
Student #1



Student #2



Student #3



Student #4

**DESIGN PLAN**



**CAMPFIRE VIDEO**



Name: \_\_\_\_\_

# Drama Journal

Acting Challenge: *Create a pretend campsite to use as a set for your imaginary camping trip.*



1. Do you think you did a good job pretending to be on a camping trip? (*I was really good at . . .*)

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2. What was the hardest part about going on an imaginary camping trip? (Deciding what to include in your Design Plan, making your props, saying in character—acting like you were really there!)

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3. What do you think staying in character means?

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