

# STUDY GUIDE

DISCIPLINE:  
**DRAMA**

ARTIST:  
**JACQUI DU TOIT**



**The following package is provided as a supplemental resource to enhance and support the artist’s visit.**

It includes curricular connections, assessment strategies, and suggested classroom extensions. All materials are intended for use at the teacher’s discretion and may be adapted as necessary to suit the specific needs of the students.

## THIS STUDY GUIDE

Discipline / Artist Example:



**Curriculum  
Connections**



**Suggested Classroom Extensions**



**Assessment  
Strategies**

# TABLE OF CONTENTS

**STUDY GUIDE: DRAMA ..... 4**

    Program Overview ..... 4

    Curriculum Connections ..... 6

    Extend the Learning (Discussion Prompts)..... 7

**DRAMA OVERVIEW ..... 9**

**APPENDIX ..... 10**

    Vocabulary bank/glossary:..... 10

    Student Health and Well-Being ..... 11

    Additional Resources ..... 11

# STUDY GUIDE: DRAMA

## CHARACTER DEVELOPMENT

### Program Overview

**Artist Name:** Jacqui Du Toit

**Artist Bio:** Born and raised in South Africa, Jacqui Du Toit is known for her animated stories from the mother land. By combining gestures, movement, singing, facial expressions, and dramatic impersonations that spark the audience, Jacqui knows how to captivate the audience with more than just words. She is the co-owner of The Origin Arts and Community Centre.

**Program Description:** Dive into the captivating world of character development using the fun and imaginative world of the animal kingdom and bring your stories to life. Participants will develop skills in oral language and body expressions while expanding their understanding of archetypal animal characters found in folklore, mythology, and literature. By the end of this workshop, participants will have a toolbox of techniques, insights, and inspiration to create captivating characters that resonate with diverse audiences.

**Artistic Discipline:** Drama, Literary Arts

**Recommended Grade Levels:** 4 – 12

**Session Logistics:** In person or online



**Cultural Context:** Black, Culturally Diverse, Person of Colour, Women+

**Vocab bank/glossary:** [Click here](#)



# CHARACTER DEVELOPMENT

## Curriculum Connections

### Learning Themes:

- Strand A – Creating and Presenting
  - Apply the creative process (see pages 19–22) to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories. (Grades 4-8)
  - Use the elements and conventions of drama effectively in creating individual and ensemble drama works, including works based on a variety of sources. (Grades 9-12)
- Strand B – 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. (Grades 4-8)
  - Identify knowledge and skills they have acquired through drama activities and ways in which they can apply this learning in personal, social, and career contexts. (Grades 9-12)
- Strand C: Exploring Forms and Cultural Contexts
  - Demonstrate an understanding of a variety of drama and theatre forms and styles from the past and present, and their social and/or community contexts. (Grades 4-8)
  - Demonstrate an understanding of the nature and function of drama forms, elements, conventions, and techniques, including the correct terminology for the various components. (Grades 9-12)

# CHARACTER DEVELOPMENT

## Extend the Learning (Discussion Prompts)

Here are optional discussion prompts to extend the artist session in the classroom. These are recommended and are not mandatory. Please use what is best for your classroom. You can also find suggested activities in the additional resources package.

GRADES

4-6

### Pre

- What animals do you think show bravery, cleverness, or kindness? Why?
- Have you ever heard a story with an animal as the main character? What made it memorable?
- How do animals in stories help us learn about human traits or lessons?

### During

- What animal are you choosing to represent? What personality does it have?
- How are you using your face, body, and voice to act like this animal?

### Post

- What did you learn about yourself by pretending to be someone or something else?
- What other kinds of characters would you like to create next time?

**GRADES**

**7-8**

**Pre**

- What do animals symbolize in different cultures or folktales?
- Why do you think animals are often used to represent human traits in stories?

**During**

- What traits or emotions are you trying to express through your chosen animal?
- What storytelling or drama tools are helping you connect with the audience?

**Post**

- What techniques helped you best express your character?
- What challenges did you face when creating a non-human character?

**GRADES**

**9-12**

**Pre**

- How can embodying an animal character deepen your understanding of identity, metaphor, or cultural storytelling?
- How might personal or cultural background influence how we interpret different animal symbols?

**During**

- How are you exploring both physicality and psychology in developing your character?
- What's the relationship between your animal character and the story or audience?

**Post**

- How did working through an animal archetype help you express something deeper about the human experience?
- What storytelling or theatrical skills do you feel you developed?



# DRAMA OVERVIEW

Drama is an art form that reflects and shapes culture while promoting equity, diversity, inclusion, and reconciliation. Through storytelling and performance, it fosters empathy and deepens understanding of diverse experiences. Drama education builds essential skills like communication, collaboration, creativity, and problem solving, while supporting student well-being by offering a safe space to explore identity and self-expression.

**The creative and critical analysis process** guide students in imagining, planning, interpreting, and reflecting on artistic work and can complement artist-led sessions. These frameworks empower students to become thoughtful creators, reflective learners, and active participants in building a more just and connected world.

Drama is inherently an interdisciplinary art form and serves as a powerful tool for cross-curricular learning. The discussion prompts and suggested activities in this guide are designed to help bridge connections across subjects, deepen engagement, and extend the learning in relevant, authentic, and transformative ways.



# APPENDIX

## Vocabulary bank/glossary:

- **Archetype:** A typical character, symbol, or situation that represents universal patterns.
- **Folklore:** Traditional stories, beliefs, and customs passed down in a culture.
- **Mythology:** A collection of myths belonging to a culture, often explaining natural events.
- **Character Development:** The process of building a believable and engaging character.
- **Non-verbal Communication:** Expressing ideas without words through body language, facial expressions, etc.
- **Symbolism:** Using a symbol (like an animal) to represent an idea or quality.
- **Voice Modulation:** Adjusting tone, pitch, and pace to enhance vocal expression.
- **Embodiment:** Fully expressing a character using body, movement, and emotion.
- **Persona:** A character or role adopted by a performer.
- **Physical Theatre:** A form of performance where movement, rather than dialogue, is the primary method of storytelling.

# Student Health and Well-Being

## How did today's activity make you feel (body and mind)?

- Choose a colour to describe that feeling. Use one word to describe how your energy changed after the activity.

## Mini-Activity: Feelings Freeze Frame (Tableau)

- Ask students to create a freeze-frame (tableau) that shows how they're feeling right after the activity.
- Then, they can:
  - Share it with a partner or small group
  - Draw their freeze-frame in a journal
  - Write or talk about what made them feel that way

## Additional Resources

- Assessment Guide
- Cultural Protocol/Sensitivity Guide
- Evaluation Document
- Resource Database for Further Learning