

STUDY GUIDE

DISCIPLINE:
DRAMA

ARTIST:
OTTAWA CHILDREN'S THEATRE



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**

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STUDY GUIDE: DRAMA

ACTING UP

Program Overview

Artist Name: Ottawa Children's Theatre

Artist Bio: Founded in 2013, The Ottawa Children's Theatre is dedicated to theatre that is by, for, and about youth. Our mandate comes out of a deep and profound desire to enrich the lives of children and youth through theatre and the performing arts. We're process-oriented, and our class sizes are small to ensure maximum attention on each student.

Program Description: In our Acting Up workshops, children learn how to use language, music, movement and visual arts to express ideas. Students will use their voices and bodies to tell stories, create characters, and understand the arc of a story. It's a highly creative and fun class that helps develop confidence, empathy and creativity.

Artistic Discipline: Drama

Recommended Grade Levels: 1 – 3

Session Logistics: In person or online

Cultural Context: Culturally Diverse, Men+, Women+



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

ACTING UP

Curriculum Connections

Learning Themes:

- Strand A – Creating and Presenting
 - Development of storytelling skills such as character creation, understanding story arcs, and using voice and body to convey meaning.
 - Encourages confidence in speaking and acting in front of others.
 - Students use language, movement, music, and visual arts to express ideas through performance.
- Strand B – Reflecting, Responding and Analyzing
 - Interpreting and responding to different dramatic scenarios, fostering reflective thought.
 - Roleplaying promotes communication of thoughts, feelings, and ideas, enhancing both empathy and self-awareness.
 - Building self-assurance in performance through expressive choices and peer interaction.

ACTING UP

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
1-3

Pre

- What kind of character would you like to be today?
- How will you use your voice to make your character sound real?
- What do you think might happen in our scene or story?

During

- How can you show your character's feelings with your face or body?
- What can you do next to help tell the story?
- How can you work with your partner or group so the scene works well?

Post

- What was the best part of acting in today's scene?
- What is one thing you saw a friend do that you liked?
- If we did the scene again, what would you change or add?

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:

- **Actor:** a person who performs a role in a play or scene.
- **Character:** a person, animal, or figure in a story.
- **Role:** the part an actor plays.
- **Script:** written words for a performance, including dialogue and stage directions.
- **Dialogue:** conversation between characters.
- **Monologue:** speech by one character.
- **Improvisation:** creating words or actions without a script.
- **Blocking:** planned movement on stage.
- **Gesture:** movement of the body or hands to express an idea.
- **Facial expression:** using the face to show emotions.
- **Voice projection:** speaking clearly and loudly enough for the audience to hear.
- **Stage:** the area where the performance takes place.
- **Props:** objects used in a performance.
- **Costume:** clothing worn to show a character.
- **Cue:** a signal to speak or move.

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