

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:

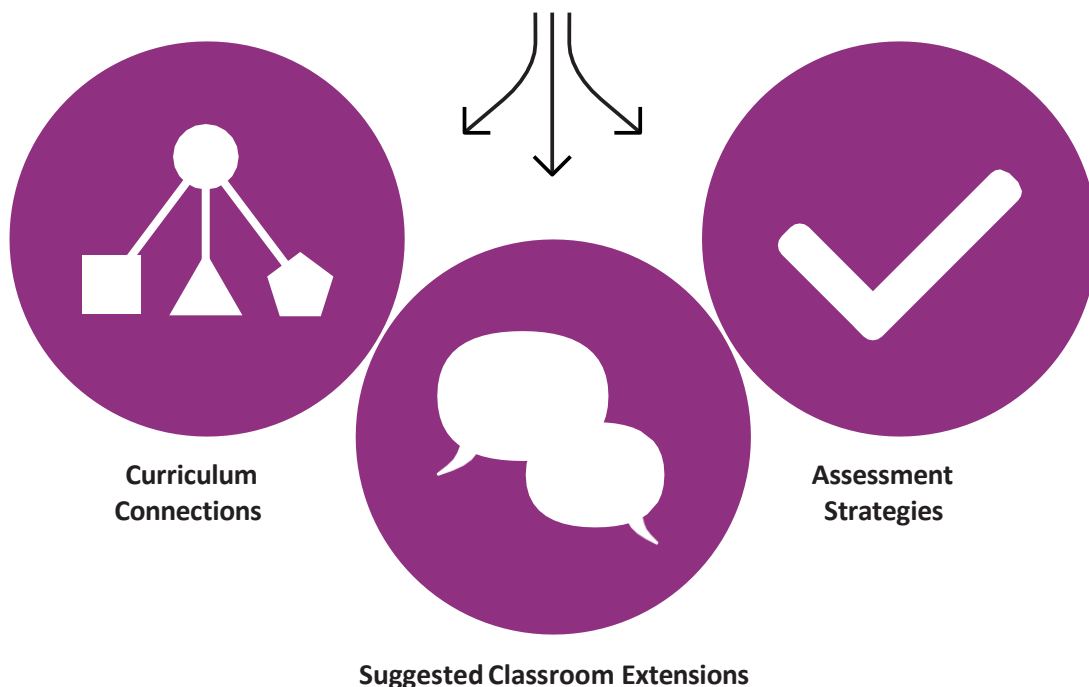


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STUDY GUIDE: DRAMA

DRAMA WEAVERS: FOR CHILDREN ON THE AUTISM SPECTRUM AND WITH SPECIALIZED LEARNING NEEDS.

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: Every child benefits from an arts experience. Through sensory materials, storybooks/graphic novels, and dramatic play, this workshop creates enriching opportunities for children with Autism and other specialized learning needs. We explore creativity, movement and storytelling, and balance individual expression with collaboration. The result is a workshop that is inventive, inspiring and fun for everyone. Notes: Information about students' specialized needs are requested at least one week before the start of the workshop. Special support workers are encouraged to participate alongside the students. Number of participants: Maximum 7

Artistic Discipline: Drama



Recommended Grade Levels: JK – 6

Session Logistics: In person or online

Cultural Context: Culturally Diverse, Men+, Women+

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



DRAMA WEAVERS: FOR CHILDREN ON THE AUTISM SPECTRUM AND WITH SPECIALIZED LEARNING NEEDS.

Curriculum Connections

Learning Themes:

- Strand A – Creating and Presenting
 - Using the body, voice, and imagination to create and present drama.
 - Exploring role play, improvisation, movement, and storytelling.
 - Developing characters and situations through dramatic play.
- Strand B – Reflecting, Responding and Analyzing
 - Discussing feelings, thoughts, and ideas about drama experiences.
 - Responding to peers' work in a respectful, constructive way.
 - Making personal connections between the drama and one's own experiences.

DRAMA WEAVERS: FOR CHILDREN ON THE AUTISM SPECTRUM AND WITH SPECIALIZED LEARNING NEEDS.

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.

JK-SK

Pre

- **What do you think our story will be about today?**
- Which prop or costume would you like to use?
- How can we be a good audience for our friends?

During

- How can you move to show your character?
- What sound would your character make right now?
- Who is your character talking or playing with in the story?

Post

- What was your favourite part of the drama?
- How did your character feel in the story?

GRADES
1-3

Pre

- What do you think might happen in our story?
- What kind of character would you like to be today?
- Which prop or costume could help tell your story?

During

- How does your character feel right now, and how can you show it?
- What should your character do next in the scene?
- How can you use your prop in a new or interesting way?

Post

- What part of the story did you enjoy the most?
- How did your character change from the start to the end?
- What is something you liked about someone else's performance?

GRADES
4-6

Pre

- What do you think the main problem or conflict will be in the story?
- What is your character's goal or motivation?
- Which prop or costume could make your role more believable?

During

- How can you show your character's emotions with both body and voice?
- What choices can your character make to move the story forward?
- How can you use movement or props to help the audience understand your character?

Post

- What was the most powerful or interesting moment in the scene?
- How well did your group work together to tell the story?
- What is one idea that could make the scene stronger next time?

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:** person who plays a character.
- **Character:** person, animal, or thing in a story.
- **Role:** the part you play.
- **Scene:** short part of a play or story.
- **Story:** events told in words, actions, or pictures.
- **Improvisation:** making it up without a script.
- **Movement:** using the body to show ideas or feelings.
- **Gesture:** a hand or body movement that shows meaning.
- **Facial expression:** the way the face shows feelings.
- **Voice:** the sound you make when you speak or make noises.
- **Props:** objects used in a play.
- **Costume:** clothes worn by an actor for their role.
- **Stage:** place where the drama happens.
- **Cue:** 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