

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:

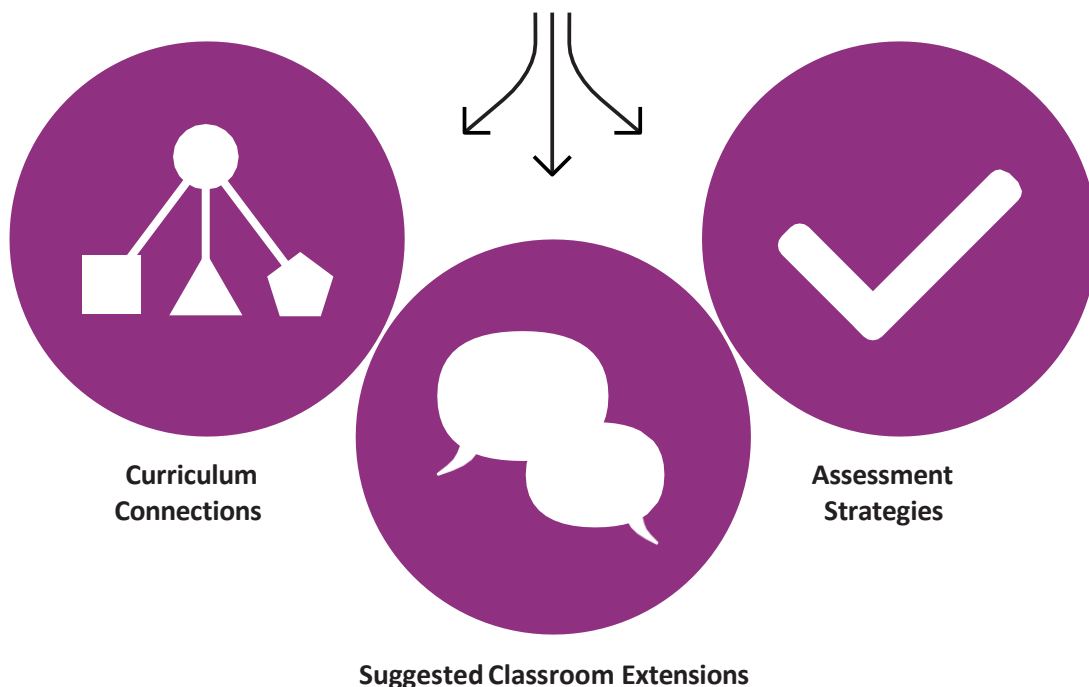


TABLE OF CONTENTS

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

EXPRESSIVE WRITING FOR THEATRE

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: Writing for theatre is a wonderful way for young people to explore ideas that really matter to them. In this workshop, we'll be expressing thoughts through script writing while learning how to build narrative and character. Group writing exercises will allow for an interactive experience, as we engage students to think about world issues and how to construct their perspective.

Artistic Discipline: Drama

Recommended Grade Levels: 9 – 12

Session Logistics: In person or online

Cultural Context: Culturally Diverse, Men+, Women+



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

EXPRESSIVE WRITING FOR THEATRE

Curriculum Connections

Learning Themes:

- Strand A – Creating and Presenting
 - Develops original scripts, monologues, and dialogues for performance.
 - Applies elements of drama in written work and performed work.
 - Explores narrative structure, sequencing events for clarity and impact.
- Strand B – Reflecting, Responding and Analyzing
 - Discusses and evaluates, own scripts and performances, considering audience.
 - Reflects on how characters, dialogue and setting communicate ideas and emotions.
 - Connects themes in writing to personal experiences, community issues, or global topics.

EXPRESSIVE WRITING FOR THEATRE

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
9-12

Pre

- What do you want the audience to feel or think after your scene?
- Which character will be the most challenging to write or perform, and why?
- How can you use dialogue to show your character's personality without directly describing it?

During

- How are you showing your character's motivation through actions and words?
- Does the pacing of your dialogue feel natural for the scene?
- What can you add or change so the audience understands the conflict more clearly?

Post

- Which part of your script or performance was most effective, and why?
- How did peer feedback influence your writing or acting choices?
- What is one thing you would keep the same and one thing you would change for 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:

- **Script:** the written words for a play, including dialogue and stage directions.
- **Dialogue** conversation between characters.
- **Monologue:** a long speech by one character.
- **Character:** the person, animal, or figure in the story.
- **Role:** the part an actor plays.
- **Scene:** a short section of a play where the action happens in one place and time.
- **Setting:** where and when the story happens.
- **Stage directions:** instructions in the script that tell actors what to do.
- **Blocking:** planned movement for actors on stage.
- **Pacing:** the speed of speech or action in a performance.
- **Voice projection:** speaking loudly and clearly so the audience can hear.
- **Improvisation:** making up actions or words without a script.
- **Rehearsal:** practice for a performance.
- **Critique:** a detailed evaluation of a piece of work.
- **Interpretation:** how a script or role is understood and performed.

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