

What I Really Want to Know

Activity

Resource:

Engaging Students in Healthy Living through Drama

Grade(s): 9 10

What is it all about?

Use a Word Wall to help students generate questions of curiosity about healthy living concepts such as mental health, bullying and harassment, stereotypes, sexually transmitted infections (STIs), sexual health and/or healthy relationships. Provide answers to their questions, and share their learning through a performance as an approach to a unit of learning.

Curriculum Connections

Grade 9: C1.4, C1.5, C2.2, C2.3, C3.2, C3.3, C3.4

Grade 10: C1.1, C2.3, C2.4, C2.5, C3.4, C3.5

How is it done?

- Create a Word Wall using words that represent the healthy living concepts in the curriculum expectations for your chosen grade. Provide students with a blank [KWLQ chart](#).
- Have students' select two to three concepts from the Word Wall that spark their interest.
- Working alone or in pairs, have students complete the first two columns of their KWLQ chart.
- Have students form small groups and create one or two questions they or others may have about the concepts represented on the Word Wall.

- Provide groups with time to explore their questions and gather information to answer their questions.
- Have students create and perform a skit, creative dance, song, or spoken word poem to communicate what they have learned about their chosen concepts.
- After each performance, have students share what they hoped to convey through their performance and any additional learnings not included in the performance.
- Encourage the rest of the class to provide constructive feedback.
- Facilitate a group debriefing session. Have the students reflect on what they learned, theirs and others' reaction to the work of their peers, and what the class as a whole can take away from the session.
- Have students reflect on their performance by completing the last two columns of their KWLQ chart.

What may be needed?

- KWLQ chart
- A list of healthy living concepts relevant to the chosen grade
- Time and space for students to explore their topic and to create and perform their skit, dance, song, or spoken word poem
- An assessment checklist to be used to assess student achievement of the learning goals during the student performance and student reflections

Opportunities for assessment

- Use the KWLQ chart to assess what students know and what they want to know more about to guide their learning before they explore their concepts.
- Use the completed KWLQ chart to assess what students have learned through their exploration, through the creation of their performance, and from viewing other student performances.
- Use an assessment checklist to assess students' achievement of the learning goals using the co-constructed success criteria.

Ideas for Extension

- Have students take advantage of experiential learning opportunities through community partnerships (for example, visiting their local sexual health clinic; calling a distress centre for information).
- Have students generate further questions they may have based on another student performance, to spark further healthy living learning.
- Have the class generate alternative endings to the students' performances once students have performed for their peers.

Educator notes

- The educator should moderate the post-performance discussion, ensuring class feedback remains constructive, correcting any misinformation presented in the work, and answering any questions that may arise, referring to relevant resources as needed.
- If any inappropriate content or gestures come up in a performance, do not react in a disciplinary manner, but correct it.
- Acknowledge humour as a useful tool that increases memory, confidence, and self-efficacy and helps to combat stigma and diffuse awkwardness.
- For youth who may not be comfortable performing, create an option to participate in a behind-the-scenes capacity (that is, writer, director, stage manager, music).