

# Life in Images

## *Activity*

### **Resource:**

Engaging Students in Healthy Living through Drama

**Grade(s):** 9 10

## What is it all about?

Use images to help students consolidate their learning about the healthy living concepts explored such as healthy relationships, stereotypes, peer pressure, online communication, personal limits, social influences on substance use, and create a performance to share their learning with others.

## Curriculum Connections

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

Grade 10: C1.2, C3.3

## How is it done?

- Find and post images that relate to the healthy living concepts explored around the space.
- Have students complete a Gallery Walk (Consult [Teaching Strategy Descriptions](#)) individually or in small groups, reflecting on the message each image conveys.
- Have students reflect on what they have learned in the unit about each concept illustrated in the images.
- Have students select the image(s) that capture their attention the most.

- Have students use the image(s) as inspiration to create and perform a skit that tells the story behind the image and communicates what they have learned.
- After each skit, 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, their and others' reaction to the work of their peers, and what the group as a whole can take away from the session.

## What may be needed?

- Images related to the healthy living concepts explored
- Space for students to complete a Gallery Walk
- [Gallery Walk graphic organizer](#) for students to record their reflections

## Opportunities for assessment

- Observe small group conversations between students as they complete their Gallery Walk and reflect on their learning.
- Collect the Gallery Walk individual student reflections to assess what students have learned about each concept and to determine further learning that may be needed.

## Ideas for Extension

- After students have completed their Gallery Walk, conduct a large group discussion about the message each image conveys to help students consolidate their learning before demonstrating it through their performance.
- Have the class generate alternative endings to the last scene of each skit once all groups have performed their skits for their peers.

## Educator notes

- The educator should moderate the post-performance discussion, ensuring class feedback remains constructive, correcting any misinformation presented in the scene, 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.