DSLC LESSON PLAN

Date of Implementation: 20 June 2019

Age Group: Kindergarten 2 (5 – 6 years old)

No. of Students: 4

Children's Profile:

The children generally follow instructions well and are able to communicate their thoughts fluently in short sentences when questions are posed to them. They often interact positively and mostly play cooperatively with one another. They also show empathy and concern when their peers are injured.

Duration of lesson: 15 minutes

SEL Objectives

Children will be able to:

- Explore choices, dilemma and decision-making using Conscience Alley.
- Propose solutions to solve a problem using Mantle of the Expert.

(Ministry of Education, 2013)

Lesson Outcomes	Activity	Duration	Procedures (Step-by-step)	Resources /Material
	Group Improvisation	12 min	**<u>Start of Drama Journey</u>** • Get the children to sit down in a circle formation at the **Neutral Location**. • Introduce the rules for the lesson. • Tell the children that we will now be going on an adventure in the roles of Red Riding Hood (girls) and her brother, Blue Riding Hoodie (boys). • Introduce the magic hats that will bring them to Red Riding Hood and Blue Riding Hoodie's home. • Distribute the blue magic hats to the Blue Riding Hoodies (boys) and the red magic hats to the Red Riding Hoods (girls). • Give instructions for the children to put on the hats, shut their eyes and clap twice together. • Tell the children to open their eyes and the adventure has begun. They are now in Red Riding Hood and Blue Riding Hoodie's room. • Provide context of the adventure by saying: "Today is a special day! It is Grandma's birthday and we will be going to her house to celebrate her birthday."	• Red & blue magic hats

Lesson Outcomes	Activity	Duration	Procedures (Step-by-step)	Resources /Material
			• Tell the children to pretend to pick up the birthday cake and gifts prepared for Grandma. • Tell the children that we are ready to set off to Grandma's house. • Ask the children to stand and line up in pairs behind you. • Tell the children that we will be singing and doing actions of the group song as we move from one location to another. • Demonstrate the actions while singing the group song (Refer to Appendix B) • Get the children to repeat after you after each stanza. • Guide them in singing and doing the actions of the group song while moving to **Location 1 – Entrance of Wolf's Garden**	

Lesson Outcomes	Activity	Duration	Procedures (Step-by-step)	Resources /Material
Children need to individually make a decision and give a simple reason for it by the count of 5			**<u>Location 1 – Entrance of Wolf's Garden</u>** • Stop at **Location 1 – Entrance of Wolf Garden** and tell children that you smell something sweet. • Tell the children that we are now at the entrance of a garden that has beautiful flowers and a playground. • Ask them to take a deep breath to smell the sweet flowers. • Say "Hm.. I wonder who this garden belongs to." • After that, tell the children that you see a wolf coming. • Tell the children "When I put on the Wolf mask, I will become the Wolf". • Wear a mask and take on the role of the Wolf. • Approach the children and say "Hello little boys and girls. Would you like to come and play in my garden?" in a deep voice. • Remove the mask and ask the children: ○ "Do you think we should play in the Wolf's garden?" [Yes/No] • Tell the children to take 5 seconds to think about whether we should go into the Wolf's Garden and why they think so.	• Wolf mask

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.			• At the count of 5, get them to form 2 rows, facing each other.
			  ○ Tell those who wants to go into the garden to stand on the teacher's left-hand side.
			  ○ Tell those who does not want to go into the garden to stand on the teacher's right-hand side.
			• Walk between the rows and ask each child to verbalise their decisions and the reasons for it **(Conscience Alley)**:
			  ○ Should we play in the Wolf's garden? [Yes/No]
			  ○ Why? [It's fun to play in the garden/The wolf may eat us up]
			• Ask if anyone wants to change sides after hearing other's opinions.
			• Summarise their responses and pick the dominant decision made by the majority.
			• Tell the children "Let's reply the wolf and see what happens".
			• Inform them that you will become the wolf when you wear the mask.	

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			• Ask: “Would you like to come in and play?”
			  ○ If the dominant decision is YES, say “Come in and enjoy yourself!”. After about 10 seconds, say “AHA all of you have been tricked by me! Now I will catch you and eat you all for dinner!
			  ○ If the dominant decision NO, say “Oh no! No children to eat for dinner! ARGH! I’m going to come and catch you!”
			• Remove the mask and return to the role of the teacher.
			• Tell the children that we need to find something to throw at the wolf so that he will be on the ground and unable to chase after us.
			• Ask the children what we can find to throw at the wolf.
			• Get the children to pretend to throw item suggested (e.g. rocks) at the wolf.
			• Then, inform them that the wolf is already lying on the ground.
			• Tell the children to hurry along so that the wolf would not catch up.
			• Give instructions for them to quickly line up in pairs behind you while you move to **Location 2 – Grandma’s House.**
			• Guide them in singing and doing actions of the group song swiftly.	

Lesson Outcomes	Activity	Duration	Procedures (Step-by-step)	Resources /Material
Children need to suggest and work on suggested solutions as a group to solve existing problem instantaneously.			**<u>Location 2 – Grandma's House</u>** • Inform the children that we have arrived at Grandma's house. • Ask the children to pretend to knock on Grandma's door. • Tell the children that Grandma is sleeping. • Tell them to continue knocking on the door while you wake Grandma. • Tell the children that Grandma has woken up and you will become Grandma once you put on the Grandma mask. • Teacher to wear the Grandma mask and take on the role of Grandma. • Pretend to open an imaginary door. Greet the children by saying "Come in darlings. I am so happy to see you all." in a soft and weak voice. • Get children to sit in a circle. • Suggest singing a birthday song and eat the birthday cake together. • Halfway through eating, introduce the problem by saying: o "Ah... I feel sick and my tummy is painful." • Introduce the children's role: o "All of you are now doctors. Can you all help me to feel better?" **(Mantle of the Expert)**	• Grandma mask

Lesson Outcomes	Activity	Duration	Procedures (Step-by-step)	Resources /Material

			• Elicit some solutions by asking:
			  ○ What do you think you can do to help me feel better?
			  [Give medicine, cook porridge, injection]
			• Invite the children to act out on the solutions they suggested.
			• Tell them you feel better and thank them for their help.
			• Tell them that they have returned to the roles of Red Riding Hood and Blue Riding Hoodies and are not doctors anymore.
			• Thank the children for celebrating your birthday with you.
			• Tell them “It’s getting late, you should head home now!”
			• Remove the Grandma’s mask and return to the teacher’s role.
			• Tell the children that we will return to Red Riding Hood & Blue Riding Hoodie’s House.
			• Give instructions for them to line up in pairs behind you while you move back to **Neutral Location**.
			• Guide them in doing actions of the group song (Refer to Appendix B)
			• Get the children to sit down in a circle.
			• Say that adventure has ended, and we will go back to our classroom.
			• Ask them to shut their eyes, clap twice and remove their hats.
			• Tell them to open their eyes. They are now back in the classroom.	

Lesson Outcomes	Activity	Duration	Procedures (Step-by-step)	Resources /Material

	Lesson Closure	3 min	**Closure**
			• Ask the children to share what they have learnt today.
			• Recap moments in the Garden, where the children were approached by the wolf and had to decide whether to play in the Wolf's Garden.
			• Ask these questions to capture learning of decision-making:
			  ○ When we met the wolf at the entrance of the garden, we had to make a decision. What did we have to decide? [We have to decide on whether to go into the wolf's garden]
			  ○ We chose to go/not go into the Garden. Why? [We thought that it would be fun to play in the Garden/We were worried that the wolf might eat us up]
			  ○ (If children did not enter) What do you think could happen if we went into the garden? [We may get eaten by the wolf]
			  ○ Do you think we have made a good decision? Yes, If we went in, the wolf may have eaten us up, like how the wolf ate Grandma in Little Red Riding Hood story/ No, we almost got eaten by the wolf.]
			  ○ Why do you think it is important to make good decisions? [If we make bad decision, bad things will happen.]	

Lesson Outcomes	Activity	Duration	Procedures (Step-by-step)	Resources /Material

			• Recap moments at Grandma's House, where Grandma was unwell, and they had to formulate solution to help her feel better.
			• Ask these questions to capture learning in problem-solving:
			  ○ There was a problem that we faced at Grandma's house. What was it? [Grandma had a stomach-ache]
			  ○ What roles did you take on? [Doctor]
			  ○ What are some ideas that you all came up with to help Grandma? [Give her medicine, injection, cook porridge]
			  ○ Did the ideas you came up with helped Grandma to feel better? [Yes.]
			  ○ What other times do we have to come up with solutions to solve problem? [When we spill water from our water bottle, we need to think of ideas on how we can clear up the water so that nobody will slip and fall.]
			• Summarise the learning points elicited from the children above.
			• Praise and thank the children for their attention and active participation.	

Reference

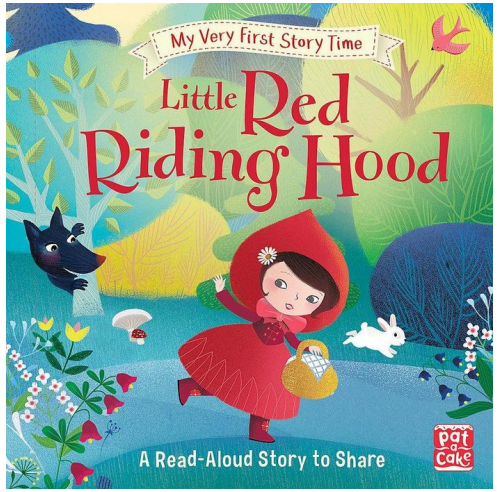
Elliot, R. & Rohrbach, S. (2017). *My Very First Story Time: Little Red Riding Hood*. London: United Kingdom. Hachette Children's Group

Masketeers. (n.d.). Character mask package: Members area. Retrieved from http://secure.masketeers.com/

Ministry of Education. (2013). *Nurturing Early Learners*. *A curriculum for kindergartens in Singapore - Social and emotional development.* Retrieved from https://www.moe.gov.sg/docs/default-source/document/education/preschool/files/nel-edu-guide-social-emotional-development.pdf

Appendices

Appendix A: Story Synopsis



(Elliot & Rohrbach, 2017)

Synopsis:

Little Red Riding Hood was a little girl who always wore a bright red cloak with a bright red hood. One day, Little Red Riding Hood's mother sent her on an errand to deliver some cakes to her Grandma who was ill and reminded her about Rules of the Woods – 1. Keep to the path, 2. Do not talk to wolves.

However, she did not follow the rules and told a wolf that she was visiting her Grandma when she met one in the woods. The wolf rushed to Grandma's house and ate Grandma up. He disguised as Grandma and waited to eat Little Red Riding Hood. When Little Red Riding Hood arrived, she noticed that "Grandma" looked different. She shouted for help and a woodcutter saved her and her Grandma from the wolf by cutting its stomach open.

Rationale for choice:

This story was chosen as it has a simple storyline and is suitable in helping to achieve learning of responsible decision-making skills. It illustrates a cause and effect to show how a decision made leads to a consequence. With the hindsight of a negative consequence of not following the mother's advice by talking to the wolf, the children can learn from it and not make that same decision. Thus, in a similar scenario in my lesson, the children can then refer to the story outcomes and make a better decision.

Appendix B: Lyrics of group song/words of chants

We're going to Grandma's House

In the tune of "London Bridge"

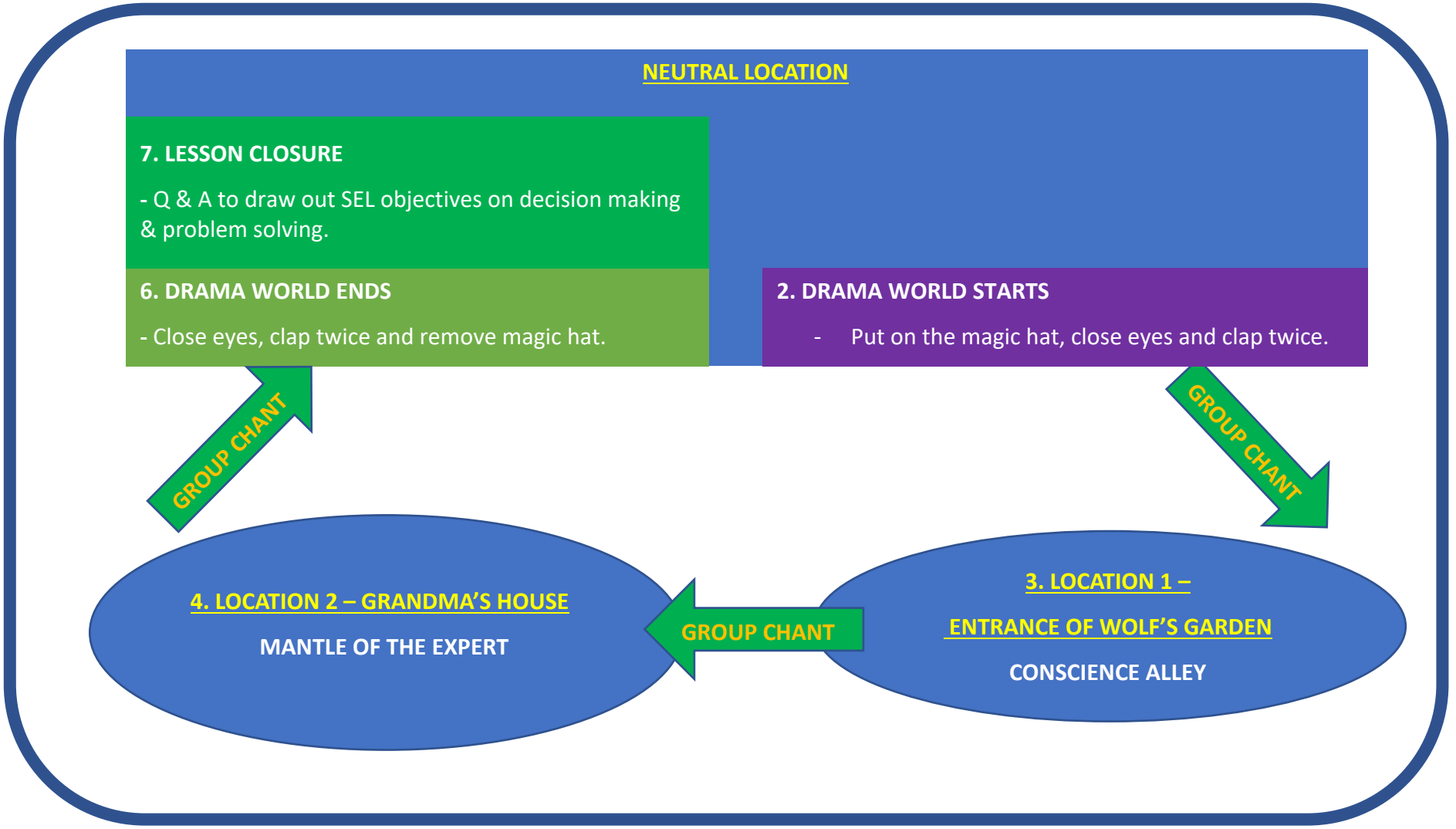
We are going to Grandma's house, grandma's house, grandma's house.
We are going to Grandma's house to celebrate her birthday!

Actions:

House – Lift your hands over your head, put the tips of your fingers together and bend your elbows slightly to form a triangular shape pointing upwards.

Celebrate her birthday – Roll both of your hands and then throw them in air.

Appendix C: Diagram of drama lesson movement and flow

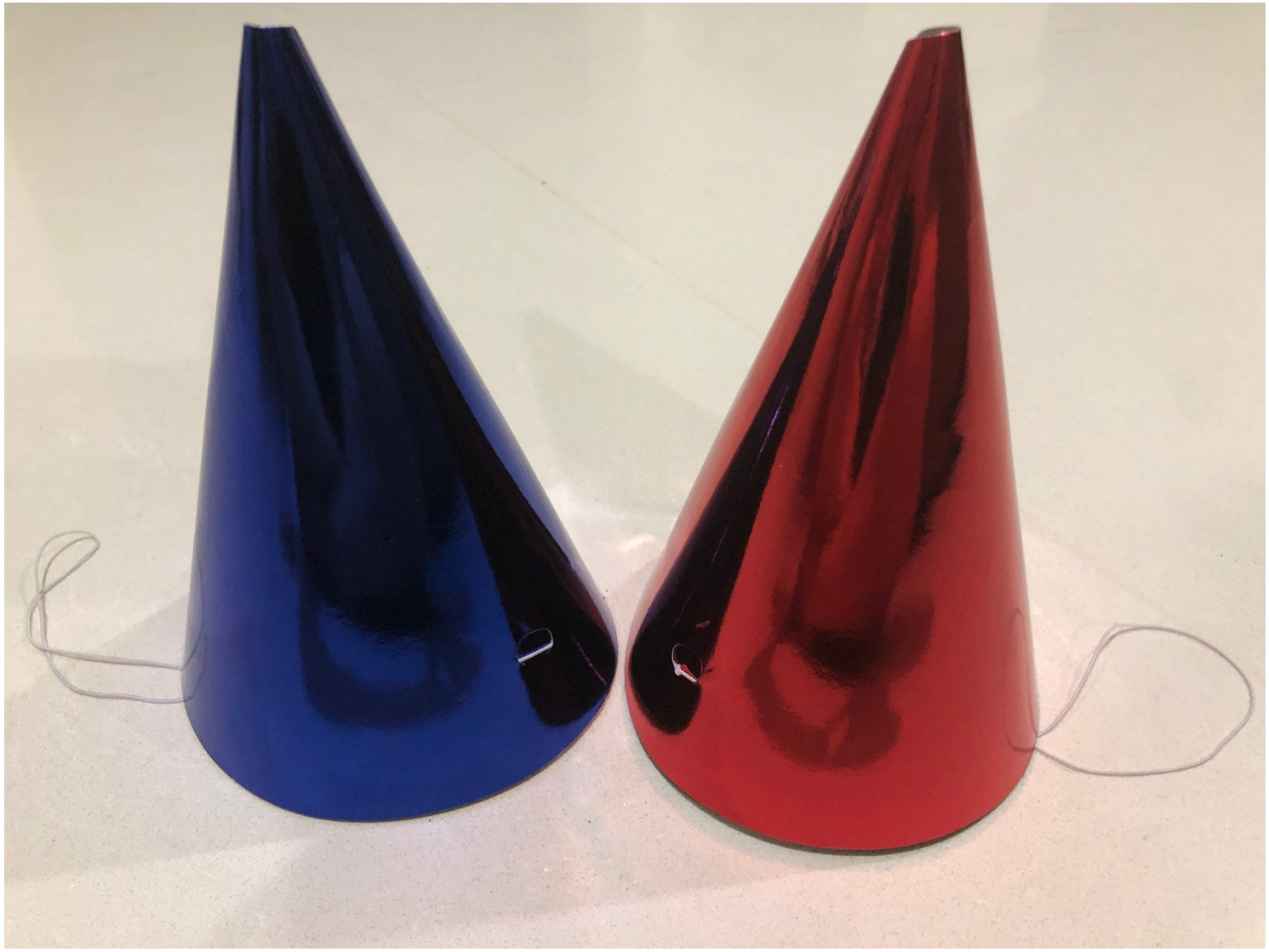


Appendix D: Pictures of resources

D1: Grandma Mask

(Masketeers, n.d.)

D2: Wolf Mask

(Masketeers, n.d.)

D3: Red & Blue Magic Hats