

Rights Dramatization Lesson Plan

Grade Level/Subject: Grade 6	Date/Period:
Title:	Lesson #:

Lesson Objective/Rationale (What is the point of the lesson? What should learners be able to do at the end of the lesson?)

For students to critically examine the importance of rights in our society and evaluate what it would look like if they were taken away.

Outcomes (What are learners expected to know? Refer to the provincial Program of Studies)

How does the Canadian Charter of Rights and Freedoms protect the individual rights and freedoms of all Canadians? (I, PADM)

How does the Canadian Charter of Rights and Freedoms protect collective rights in Canada (i.e., Aboriginal rights, the linguistic rights of official language minorities)? (I, PADM)

Assessment (What do you want learners know now?)

Students should be able to provide a critical analysis of what their world looks like without a certain right and be able to present and perform in front of their classmates

Differentiation (What accommodations and modifications are necessary to support diverse learners? Does your plan offer open-ended opportunities for diverse learners?)

The students will be grouped with their classmates, and for the group to perform well they need to ensure everyone has a part to play in their presentation, meaning the ownership will be on them to ensure low students are participating in the work. For certain groups teacher intervention might be necessary to help ensure the group is being inclusive as possible.

Resources/Materials (What resources need to be prepared and available for various elements of the lesson?)

	Time Allotted (How much time will you allow?)	Teaching Activities (What will you do? How will you adjust the lesson for depth and pace?)	Learner Activities (What can we see students doing?)
Introduction/Hook (What is in it for the students? Why should they want to learn this? What do they already know?)	10-20 minutes	If not already done, intro the project. Then take them through the rubrics so the students know how they'll be assessed. Then divide them into their groups and have them reiterate the steps to you.	Students will listen and participate in the discussion.
Activities (What will students be doing – i.e., the step by step activities?)	Three-Four Days.	Supervise and provide support when students are compiling their research. Check student's ideas before they advance to make sure they are on topic and appropriate. Help and assist when students need help writing their scripts. When they are complete, make sure they are a good length of time (roughly three to four pages depending on	Students will accomplish their initial research on the right they have chosen, and must discuss what the world will look like. Before they write a script, they must clear their idea with the instructor. Once they have received their clearance, they must compose a script from which to work off of, and then receive one last clearance on it from an instructor that its an appropriate length and content.

		spacing) appropriate, and on topic. As they rehearse provide feedback when requested or when they need it.	They will then have the remaining time to rehearse their script and practice before their performance day.
Closure (What have students learned and how will it link to future learning? How do students reflect on that they have learned?)	1 day	Open with discussion based around play etiquette, open them to answering questions from their classmates about the plays. Watch and grade their performances based on the rubrics. After everyone has performed, ask them if they think any of the situations are similar to the Dystopian novels they've been reading. With time remaining open it up to a discussion on the violation of rights and how that creates dystopias. If time permitting, provide students with a reflection piece about how they worked together as a group.	Students will perform in their skits, and watch the others.

Reflection/Self-Assessment (What went well? Why did it go well? How did it contribute to student learning? In what ways might you change the lesson to increase student learning? Why? How does this inform the next lesson?)



Adapted from Mount Royal University, Department of Education, Bachelor of Education – Elementary, EDUC 4020 Practicum Handbook, 2016.