

## Sample Checklist for Planning a Drama Mini-unit

Teachers should check most of the following for each mini-unit:

- Have I chosen a topic that unifies the lessons in the mini-unit?
- Have I identified appropriate learning objectives including learning objectives that address the Common Essential Learnings?
- Have I mapped out a structure for a dramatic context within a mini-unit?
- Have I included opportunities for the students to explore and to express themselves through a variety of drama strategies and processes?
- Have I included opportunities for the students to research ideas and topics?
- Have I included opportunities for both individual and group work?
- Have I included opportunities for discussion?
- Have I included opportunities for students' reflection on their own work?
- Have I included examples of dramatic artists from Canada, if applicable?
- Have I considered all three components (creative/productive, cultural/historical, and critical/responsive)?
- Have I included First Nation and Métis content either specifically or as examples of general concepts?
- Have I tried to make the activities relevant to the students and their communities?
- Have I made plans to assess the extent to which students have achieved the learning objectives during the mini-unit?
- Have I considered both process and product in the selection of assessment strategies?

Other: