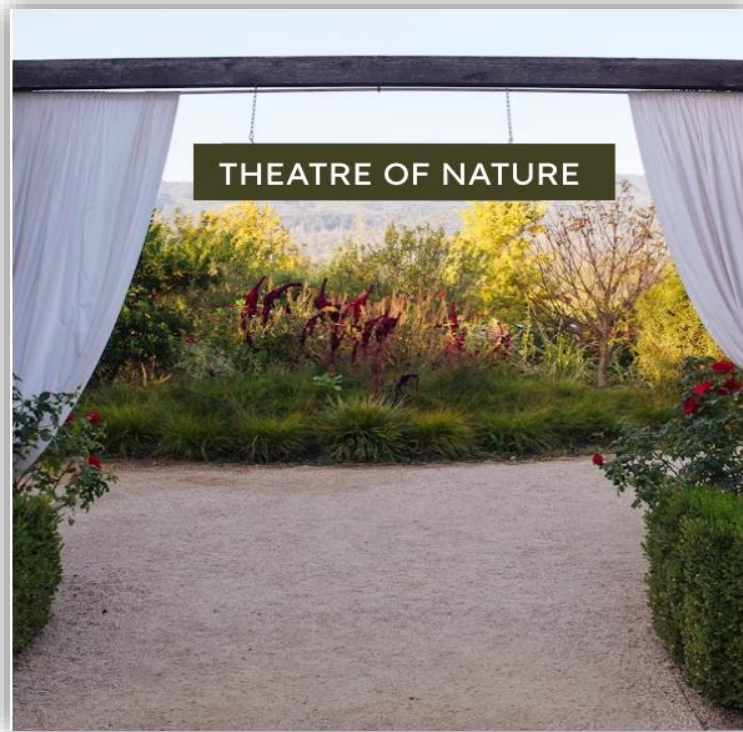


Grade 7

Environment



Title of Card: No 2



Character from Nature

Competencies

- ▶ Communicate ideas feelings and experiences through Drama
- ▶ Convey ideas, intentions and emotions through appropriate body language, tone of voice and facial expression
- ▶ Generate artistic ideas and mount artistic performances creatively
- ▶ Perform /present artistic work (tableau vivant, role play, slam) individually and collaboratively

Purpose of activity

- ▶ Develop learner's understanding of characterisation by exploring elements of nature
- ▶ Enhance learners sensibility and sensitivity towards elements of Nature through characterisation and story telling

Learning outcomes

By the end of the lesson, students will be able to:

1. **Create** an original character based on a natural element or endangered species
2. **Enact** a character to show understanding of environmental issues
3. **Express** emotions, perspectives, and conflicts using voice, movement, and staging
4. **Reflect** on their character's message and the real-world environmental issues it represents

Resources and Materials

- ▶ Nature-themed props (leaves, fabric, animal masks)
- ▶ Costume accessories (optional)
- ▶ Images of natural elements for inspiration
- ▶ Audio clips (e.g., river flowing, forest sounds - optional for ambiance)

Implementation guidelines

1. Introduction

- Begin with a discussion: *“If nature could talk, what would it say?”*
- Show examples:
 - River might speak of pollution (air, noise, water)
 - Forest might fear deforestation
 - Wind might feel invisible.
- Introduce the learning card and explain the task.

2. Character Creation Students choose or are assigned a natural element or endangered animal.

- They jot down notes on the characters' profiles:

- Name
- Element/Species
- Personality traits
- Hopes, fears, struggles
- A secret or unique insight



Implementation guidelines

3. Monologue Writing & Rehearsal

- Students write a short (1-2 minute) monologue from their character's perspective
- Encourage them to use theatrical techniques: tone, gesture, pacing
- Pair students for peer feedback and rehearsal

Assessment

Performance (25 mins)

- Students perform their monologues for the class by **reflecting** on their character's message and the real-world environmental issues it represents
 - Encourage respectful listening and applause



1. Warm-up & Introduction (10 mins)

- Icebreaker: “If the wind could whisper to you, what would it say?”
- Discuss the importance of storytelling in environmental activism.
- Introduce the prompt and explain the creative task.

2. Character Creation & Writing (20-30 mins)

- Students choose an element of nature or endangered animal.
- They complete a character profile:
 - Name
 - Natural form (e.g., River, Snow Leopard)
 - Personality
 - Voice and tone
 - Hopes, fears, struggles
- Begin writing a 1-2 minute monologue from the character’s point of view.

2. Character Creation & Monologue Writing

Step 1: Choose a Character

Students select a natural element or endangered species (e.g., Ocean, Polar Bear, Coral Reef, Fire, Tree).

Step 2: Fill Out a Character Profile

Have students answer the following in their drama journals or on a worksheet:

- **Name of Character:**
(E.g., “Old River,” “Ash the Polar Bear,” “Willow the Tree”)
- **Natural Form:**
(What part of nature are they?)
- **Personality:**
(Gentle? Angry? Wise? Playful?)
- **Voice and Tone:**
(Do they speak softly, shout like thunder, whisper like wind?)
- **Hopes:**
(What does this character wish for?)
- **Fears:**
(What threatens them?)
- **Struggles:**
(What challenges do they face due to humans or the environment?)