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MINDFULNESS & WELLNESS IN THE DRAMA CLASSROOM

Instructor

CLAIRE BROOME

Materials

Video modules, Handouts, Transcripts, MP3 Files, PDF of Powerpoint Slides, Completion Certificate

Course length

13 modules
3 hours, 30 minutes of video
5 credit hours

Course Description

In this course, instructor Claire Broome shares what mindfulness is, and why it is so important in the Drama Classroom. The course covers how mindfulness and wellness can help both students and teachers.

Claire discusses how to prepare students for this kind of learning, and provides various activities to bring into your classroom, as well as a variety of extensions for these activities that can be applied to character creation and possible projects.

About the Instructor

Claire Broome is a Drama teacher, Lead Teacher for the Arts and Culture Specialist High Skills Major program, and Curricular Head of the Arts at John Fraser Secondary School in Mississauga, Canada. Claire is a graduate of the Theatre and Drama Studies program at UTM and Sheridan College.

In her "spare" time Claire writes plays, and collaborates with students to create a Youtube show called "Student Government". In her younger days, Claire performed in touring children's theatre shows.

Course Curriculum

Module 1: Introduction *4:45*

This module introduces the course and outlines the way in which teachers and students will be introduced to the concept of mindfulness and wellness in the drama classroom.

Module 2: What is Mindfulness & Wellness Education? *5:02*

This module focuses on what mindfullness and wellness education is, and how it can apply to the drama classroom.

Module 3: Prepping Your Class *13:41*

The goal of these activities are to understand your students' starting place for exploring Mindfulness, Meditation and Wellness. This is not to teach students about these topics, but rather to see where their entry point can be.

Module 4: Movement & Focus Games *11:45*

If the goal of Mindfulness is to help students stay in the present in the moment; then these games and activities will help students to do so. These games require students to stay focused.

Module 5: Meditation Part One *30:04*

In this module we will explore four introduction meditations. These meditations take about five minutes each. You can expand them if you find they are working for your classes, but I find shorter meditations work best for beginners.

Module 6: Meditation Part Two *01:02:45*

In this Module we will explore more detailed meditations.

Module 7: Gratitude Exercises *13:28*

This module focuses on gratitude practice - another Wellness tool that has been proven to show great benefits.

Module 8: Writing Exercises *11:38*

In this module, we will use writing as a way to bring Mindfulness and Wellness into the Drama class.

Module 9: Yoga Poses *15:19*

This module takes you through beginner yoga exercises you can introduce to your class.

Module 10: Wellness Life Skills *13:56*

In this module, we will discuss ways to explore how to include discussions about sleep, meditation, nutrition and exercise into your Drama classroom. We will also explore ways of dealing with stress.

Module 11: Extending Mindfulness & Wellness *2:43*

In this module we will look at ways of extending Mindfulness and Wellness into the school community.

Module 12: Summary *1:44*

This module concludes the course and provides a list of resources for further exploration.

BONUS Module: Distance Learning Option *24:05*

This video provides ideas for distance learning options.

Standards Connections

Common Core

Language

CCSS.ELA-LITERACY.CCRA.L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.CCRA.L.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Reading: Literature

CCSS.ELA-LITERACY.RL.9-10.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Language

CCSS.ELA-LITERACY.L.9-10.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.9-10.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Florida Sunshine State Standards

Historical & Global Connections

TH.912.H.3.4 - Create a routine of wellness and care for the actor's physical being as a performance instrument.

Skills, Techniques & Processes

TH.912.S.2.8 - Strengthen acting skills by engaging in theatre games and improvisations.

Texas Essential Knowledge and Skills for Theatre Arts

MS 117.213 LIII - Foundations: Inquiry and Understanding

B.1.B - explore preparation and warm-up techniques.

HS 117.315 LI - Creative Expression: performance

C.2.A - demonstrate safe use of the voice and body.

Alberta, Canada

Speech Drama 10

2 - apply effective breathing techniques

Improvisation Drama 10

- 2 - demonstrate the ability to be still
- 3 - maintain concentration during exercises
- 4 - demonstrate heightened sensory awareness
- 5 - create experiences through imaging, visualizing and fantasizing

Acting Drama 20

1 - analyze a script for explicit character clues

Movement Drama 10

- 1 - display the ability to be still
- 2 - demonstrate understanding of basic anatomy
- 3 - recognize the necessity for physical warmups
- 4 - perform a physical warmup
- 5 - demonstrate effective breathing techniques
- 7 - display proper body alignment
- 8 - extend flexibility
- 9 - display increased ability to balance

Junior Orientation

- demonstrate a willingness to take calculated and reasonable risks
- focus concentration on one task at a time
- generate imaginative and creative solutions to problems
- listen effectively
- meet deadlines and follow through on individual and group commitments
- recognize the purposes of and participate in warmup activities
- share ideas confidently with others
- support positivity the work of others
- work cooperatively and productively with all members of the class in pairs, small groups and large groups

Movement Level I - Beginning

- 15 - display increased balance and coordination
- 3 - use physical relaxation techniques effectively
- 4 - recognize the need for and demonstrate warmup activities
- 6 - use proper posture

Improvisation/Acting Level I - Beginning

- 3 - demonstrate the ability to be still

Junior Goal I Objectives

- develop a positive self-image
- develop self-confidence
- develop self-discipline
- develop the ability to interact effectively and constructively in a group process
- strengthen powers of concentration

Theatre Studies Level III - Advanced (The script)

- 12 - analyze a script to identify character, setting and plot

Senior Goal I Objectives

- apply imaginative and creative thought to problem-solving situations
- develop a positive and realistic self-image
- extend the ability to concentrate
- extend understanding of, acceptance of and empathy for others
- increase self-confidence
- increase self-discipline

Orientation Drama 10

- concentrate on the task at hand
- listen to self and others
- positively support the work of others
- share ideas confidently
- work with abstract concepts

Ontario, Canada

Grades 9 & 10 - Reflecting, Responding and Analyzing - Connections Beyond the Classroom

B.3.2 - identify skills they have developed through drama activities and explain how they can be useful in work and other social contexts (e.g., explain in a journal how their brainstorming and negotiation skills support teamwork in a variety of contexts)

Grades 9 & 10 - Reflecting, Responding and Analyzing - Drama and Society

B.2.3 - describe ways in which different types of dramatic exploration and drama presentations contribute to the school and broader community (e.g., list school productions, community theatre, professional theatre, street theatre, children's theatre, or school-spirit assemblies they have attended, and describe how they and the audience benefited from the experience)

Grades 9 & 10 - Creating and Presenting - The Creative Process

A.1.3 - use role play and characterization to explore personal and social issues (e.g., with a partner, create or assume a role that explores an issue such as bullying; create a scenario that reveals details about a character's motivation)

Grade 11 - Foundations - Responsible Practices

C.3.1 - identify and follow safe and ethical practices in all drama activities

Grade 11 - Reflecting, Responding and Analyzing - Drama and Society

B.2.3 - identify ways in which drama can influence the broader community