

Carousel Players

Presents

Danny, King of the Basement

By David S. Craig

Teacher's Study Guide

By Christina Barlas and Ryan Corkum



Tour sponsored by



Danny Carter and his mom have lived in more places than most kids his age. The family of two is always on the move, but Danny still manages to make friends in an hour, best friends in a day. He also recognizes that his friends have newer things than him and certainly eat better, but they seem to have other problems. Together they discover that courage, creativity and imagination can help them overcome life's challenges.

THEMES

Character Education

Literacy

Friendship Building

Challenging Stereotypes

Kindness & Empathy

Poverty & Homelessness

Self-Esteem

You can download this study guide at www.carouselplayers.com

Danny, King of the Basement

by David S. Craig

Directed by **Pablo Felices-Luna**

Set and Costume Design by **Andjelija Djuric**

Composer and Sound Design by **Rick Sacks**

Lighting Design by **Glenn Davidson**

Study Guide by **Christina Barlas and Ryan Corkum**

Stage Management by **Kevin Olson**

Cover Illustration by **Natasha Pedros**

The Cast

Danny – **Aaron Stern**

Louise – **Stephanie Jones**

Penelope – **Mayko Nguyen**

Angelo – **Mark Crawford**

Danny, King of the Basement by David S. Craig was originally developed and produced by Roseneath Theatre (www.roseneath.ca) with Artistic Director David S. Craig and Director Richard Greenblatt. It premiered at Lorraine Kimsa Theatre for Young People in Toronto in November 2001.

Recipient of the prestigious Canada Council for the Arts “Theatre for Young Audience Prize in 2002, ***Danny, King of the Basement*** was inspired by The Golden Report on Homelessness (Toronto) which reports that 25% of homeless people are children under the age of twelve.

David S. Craig (Playwright) has written more than twenty professionally produced plays including the hit comedy *Having Hope at Home* and the *Neverending Story* for Imagination Stage and the Seattle Children’s Theatre. For Roseneath Theatre, he has written the internationally acclaimed ***Danny, King of the Basement*** (Dora Mavor Moore Award for Best Production) as well as *Smokescreen* and *Rocket and the Queen of Dreams*. His one-man show *Napalm the Magnificent* was performed extensively in Canada and at the John Houseman Theatre Centre on Theatre Row in Manhattan. NOW magazine has called David S. Craig, “one of the top twenty playwrights in Canada.” He is currently the Artistic Director of Roseneath Theatre (www.roseneath.ca), Ontario’s largest touring theatre.

WHAT THE CRITICS SAID ABOUT THE PLAY AND ITS DIFFERENT PRODUCTIONS:

“..written with insight and compassion...everything that you want a show for young audiences to be....Fast, hip, well-acted and socially relevant without getting preachy...speaking to kids in a language they understand with images they recognize and humour they can relate to. A lesson in life, and fun, too!”

-Richard Ouzounian TORONTO STAR

“David S. Craig shines a penetrating light on the mind set of a wanting kid most citizens would drive by thoughtlessly on one of our sorry streets. Funny, real and ultimately uplifting.”

-Kevin Prokosh, WINNIPEG FREE PRESS

Carousel Players

Carousel Players is an award-winning professional theatre for young audiences based in St. Catharines that is committed to the development of new work and the production of theatre that entertains and challenges our audiences. We present inspiring and creative plays for children aged 5 to 14 in schools, theatres and other venues. We ensure that our performances, theatre school and classroom programs are affordable for all children regardless of their socio-economic status or situation. Our home is in the Old Courthouse in downtown St. Catharines at 101 King Street and 7 theatre and dance companies regularly perform in our space – the Sullivan Mahoney Courthouse Theatre.

Our Activities

Throughout our 38 year history, over 2.7 million students, teachers and families have seen our productions. We regularly perform in schools across Ontario, and frequently tour to theatres in London, Toronto and Orangeville and festivals in Ottawa, Vancouver, Winnipeg, and Calgary. Our award-winning plays have toured as far away as England and Japan. Carousel Players offers March Break programs and summer drama programs to youth aged 5 to 14, a creative writing group for youth called Uth Ink and is a partner with Brock University in the new Commotion Youth Theatre Project. We host student volunteer placements and internships for young professionals.

Our History

Carousel Players is a non-profit charitable organization that was founded in 1972 by Desmond Davis, a Professor of Drama at Brock University in St. Catharines. Des and his wife Faye came to Canada in 1970 from Australia where both had gained considerable experience in professional theatre and created a theatre to serve youth in Niagara. The name for the company is inspired by one of Canada's oldest carousels in nearby Port Dalhousie where you can still take a ride for just a nickel. Other artistic leaders of the company include Duncan McGregor (1977 to 1990), Pierre Tetrault (1990 to 1998), Kim Selody (1999 to 2006) and Pablo Felices-Luna (2007 to present).

Carousel Players Staff

Pablo Felices-Luna (Artistic Director), Jane Gardner (General Manager), Anrita Petraroia (Interim Production Manager), Donna Vandecoevering (Accounts & Tour Manager)

Carousel Players Board of Directors

Debra McLauchlan (Chair), Carolyn Mackenzie (Vice-Chair/Secretary), Corey Miles (Treasurer), Janis Barlow, Glen McCann, Margaret Newby, Paddy Parr, Gyllian Raby.

Carousel Players acknowledges the support of our generous funders



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Danny, King of the Basement

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Synopsis

Danny, King of the Basement tells a story about a boy and his mother and the power of family, friends, and imagination. Danny and his mother, Louise, are constantly on the move from place to place, and eventually try their luck with a basement apartment on Clinton Street. Danny may not have money and his clothes may be ragged, but he makes up for his shortcomings with a keen sense of direction, an extremely vivid imagination, and the ability to become friends with anyone he meets. Sure enough, Danny quickly befriends another young boy, Angelo, and a girl, Penelope. Danny soon realizes that Angelo and Penelope both have struggles of their own. Through imaginary play, he helps his new friends deal with their problems. However, Danny himself must face a challenge he's never dealt with before, and uses the help of his mother, his friends, and a little imagination to overcome it.

Themes in the Play

Danny King of the Basement illustrates serious and controversial themes of homelessness, poverty, illiteracy, family problems and stresses, as well as the importance of friendship, imagination, and resourcefulness. By displaying leadership, Danny invites his new friends into a world of imagination and creativity, a world that empowers young people to become agents of change within their lives and society. The purpose of this study guide is to target themes within the play while allowing students to create connections between the play and their own lives. Making issues relevant and personal to the students by exploring their creative capabilities, brainstorming, and critical thinking skills makes learning fun!

CLASSROOM ACTIVITIES - *Before the Performance*

ACTIVITY # 1 (Language Arts)

What is Literacy?

- Display the following “Mystery Passage” and ask students to read it silently to themselves.
- Invite a volunteer to read the passage aloud to the class.
- Explain that people who read well can understand the passage by playing a “mind trick” on themselves. Poor readers, however, would not be as successful in deciphering the meaning.



Discuss the following questions:

1. How did you manage to read the words despite the fact that there are so many spelling errors?
2. What does it mean to be literate/illiterate?
3. How do you think you would feel if you did not know how to read?
4. How would being unable to read affect your life?

Mystery Passage

Cna yuo raed tihs? if yuo cna raed tihs, yuo hvae a sgrane mnid, too.

I cdnuolt blveiee taht I cluod aulatcly uesdnatnrd waht I was rdanieg. The phaonmneal pweor of the hmuan mnid, aoccdrnig to a rscheearch at Cmabrigde Uinervtisy, is taht it dseno't mtaetr in waht oerdr the ltteres in a wrod are, the olny iproamtnt tihng is taht the frsit and lsat ltteer be in the rghit pclae.

The rset can be a taotl mses and you can sitll raed it whotuit a pboerlm. Tihs is bcuseae the huamn mnid deos not raed ervey lteter by istlef, but the wrod as a wlohe.

Azanmig hhu?

ACTIVITY #2 (Drama & Character Education)

Role-Models

Ask students to think of a famous positive role-model in their lives. This person might be an actor, scientist, athlete, musician, activist, etc.



- Students will research their role models and identify 5 reasons why the person is a positive influence on them.
- Students will create visual displays of their role models.
- Pretending to be their role models, students will take turns participating in an imaginary press-conference. Classmates will take the role of news reporters and ask a series of questions (For example, How did you get involved in your profession? What obstacles have you overcome on your road to success? What accomplishment are you most proud of? What are your goals for the future? What advice do you have for others looking to follow in your footsteps?).

ACTIVITY #3 (Drama & Language Arts)

“I am...”

Ask students to write an “I am” poem of approximately 5-8 lines. Students can be creative in how they write and use metaphors and rhyme if they wish.

Some guiding topics they might address include:

- Where you are from (city, town, neighborhood, etc.);
- Information about your cultural background/religion;
- Information about your friends and family;
- Activities you participate in;
- Your favourites (colours, food, games, school subjects, etc.);
- Your dreams for the future.



Invite students to read their poems aloud. Discuss common elements of the poems.

Discuss the following questions:

1. What aspects of life seem most important to people your age?
2. How might issues of poverty and family problems affect young people?

CLASSROOM ACTIVITIES - *After the Performance*

ACTIVITY # 4 (Language Arts)

What If?

As people get older, they often neglect their imaginations and instead focus only on what's real. *Danny, King of the Basement* teaches that it's important to maintain a healthy imagination because it allows people to picture themselves doing and being anything they want to be.



- List several “What if?” problem situations and ask students to write their imaginative solutions on a sheet of paper.
- To begin, provide an example: What if there were no phones or email? How would we communicate with people? (Possible Solution: Use telepathic chips to send and receive mind messages.)

What If?

What if there were no police officers? How would we keep order?

What if there were no buildings? Where would we live?

What if there were no televisions? What would we watch?

What if there were no refrigerators? How would we keep our food fresh?

What if there was no fire? How would we keep warm?

What if there were no doctors? How would we heal people?

What if there were no schools? How would we learn?

What if dinosaurs still existed? How would we deal with them?

What if there was no electricity? How would we survive?

ACTIVITY #5 (Healthy Living/Physical Education)

Managing Stress

Characters in *Danny, King of the Basement* face several stressful situations. The play teaches us that dealing with stress involves making either positive or negative choices of behavior.

- Ask students to define the word “stress”.
- Explain that stress is a feeling of uneasiness, worry, or frustration. Examples of stressful situations can include studying for a test, performing in front of others, taking a penalty shot in soccer or hockey, and arguing with friends or siblings.
- Write three columns on the board:



COLUMN #1 STRESSFUL SITUATION	COLUMN #2 NEGATIVE RESPONSE	COLUMN #3 POSITIVE RESPONSE
Provide an example of a stressful situation and write the example under Column 1. For Example, ✓ Preparing for a test	Describe to the students a time when you studied for a test and did not handle it in the best way. Write under Column 2 the way you handled the situation For Example, ✓ Waiting until the night before to cram everything at once	Brainstorm with the class more positive ways to handle the stress of studying for a test and write these responses under Column 3. For Example, ✓ Begin early ✓ Take several breaks for exercise ✓ Eat healthily ✓ Get plenty of sleep ✓ Stay positive

- Instruct students to list on paper three different examples of times when they were stressed (Column 1), provide possible negative responses (Column 2), and suggest positive ways to handle the situation (Column 3).
- From the students’ examples, create a chart of positive choices when dealing with stress.

ACTIVITY #6 (Visual Art/Healthy Living)

Friendship Collage/Scrapbook Page

Before beginning the activity, ask students to bring in photos of themselves with friends (or family) that they are able to use for an art project (photocopies are good) as well as any magazines they have permission to cut up.



- Working in groups of three, students will create a collage/scrapbook page that amalgamates the photos they have each contributed. The page will be split in half, with one side being the pictures of students with friends, and the other side, magazine pictures of friends together.
- When the collage is finished, students can add post-it notes labeling the activities represented (e.g., having fun, laughing, helping others, etc.)
- Display the finished products to the class.

Discuss the following questions:

1. What sorts of things do people seem to do with friends? How do you spend time with friends?
2. How do people show support, love and concern for friends?
3. How do people become friends?
4. How would you describe a true friend? What characteristics do true friends possess?
5. Why is friendship important?



ACTIVITY #7 (Language Arts & Character Education)

Good Qualities

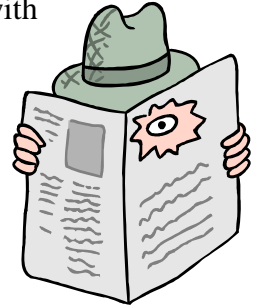
Everyone has good qualities regardless of age, gender, social status, and ethnicity. Therefore, it's important not to judge people without getting to know them first. For example, although Danny is poor and has problems reading, he's very intelligent, helpful, and friendly. Penelope may at first seem to be a rich snob, but we soon learn that she is very caring to her friends. Angelo may not be the best hockey player in the world, but he has a great imagination and is easy to get along with. It's very important to let people know that you appreciate their good qualities because it makes them feel good and gives them confidence.

- Make a list of class names for every student.
- Instruct the students to write a good quality beside the name of each classmate.
- Collect the sheets, amalgamate the responses for each student, and return separately.
- Discuss the qualities most valued by the class.

ACTIVITY #8 (Healthy Living & Character Education)

“Game Agents”

The purpose of this activity is for students to recognize the value of intangible “possessions”. Remind students that Danny loved to pretend to be a “game agent” and play games with his friends. Explain that Danny may have been “poor” because he had no money or fancy clothes, but he possessed a rich imagination and loved the company of others. Penelope, on the other hand, had lots of money and expensive objects, but initially did not treat others very well.



- Like Danny, students will create their own “game agents.” Danny’s Agent was named D. Delco – invite students to think of a fun name for their agent.
- Students will create their agent from a list of different “possessions” their agents will be given. These possessions might include objects, personality or character traits, and other aspects of life. From the list provided below, students will select seven (7) possessions to give their game agents.
- After selecting the possessions, students will draw their game agent, using symbols or physical features to represent the possessions they have chosen.
- Students will write their game agents’ possessions on the back of the picture.
- Post the game agents on a wall in classroom. Have the class examine the game agents to determine which possessions were most frequently selected by the class.
- Ask students to explain why these possessions are so valuable to them.

Choice of Possessions for Game Agents (Select 7 from the list)

- Amazing video game skills
- Ability to make new friends
- 10 new outfits of your choice
- Physical fitness
- A brand new convertible
- Vivid imagination
- Financial wealth but few friends
- Good looks
- Pizza and nachos whenever you want them
- Living alone in a mansion with 100 rooms plus servants
- Living with your family in a small comfy house
- Literacy
- A winning lottery ticket
- Respect and trust of others
- I-Pod
- Honesty
- Cell phone
- Kindness
- Genius IQ

ACTIVITY #9 (Physical Education)



Game Day

Danny and his friends loved to play games together. Sometimes these games would be sports, like hockey, and sometimes they'd role-play imaginary situations. Practicing imagination is important because it sets no limit on what you can do and who you can be.

- In small groups, students will create a game or activity to share with the class. (Preliminary ideas must be discussed with and approved by the teacher.)
- Groups write a description of the game including how it is played, what its rules are, and how the game is scored/won. These descriptions will be submitted to the teacher on the day that the group presents the game to the class.



- Groups must let teacher know ahead of time (at least a day before presentation) whether any equipment is needed to play the game.
- Each group is given appropriate time to teach their game to the class.

On page 17 of this Study Guide are links to Grade 8 Physical Education curriculum expectations with Sample Assessment Components for this activity.

ACTIVITY # 10 (Language Arts & Character Education)

Helping a Newcomer

Everyone experiences a time of being a newcomer, either in a school, on a team, in an activity, or in a town. It can be very nerve-wracking to fit into new surroundings, and this experience happens to Danny all the time because he and his mother are always moving.

- The class will imagine that a student from a different planet has just arrived in town. The newcomer has human appearance and can speak all human languages, but needs help adjusting to our daily routines and activities.
- Students will pretend that you have been assigned to help the newcomer through his or her first few days of school.
- Ask students to imagine some difficulties the newcomer might face on a typical school day, and write a one-page story about an incident he or she might help the newcomer with.
- Compile the class stories into a booklet of adventures about the newcomer.



ACTIVITY # 11 (Healthy Living & Dramatic Arts)

Food Group Commercials

Danny and his mother have to be careful when they shop for food because they don't have much money and need to be sure that the food they select is healthy.



Briefly review basic food groups with examples:

Meat	chicken, turkey, fish, poultry, steak
Dairy	milk, cheese, yogurt
Grain	bread, pasta, cereal
Fruits & Vegetables	apples, carrots, oranges, lettuce, tomatoes, pineapples

- In small groups, students are assigned one of the four food categories. Each group becomes an advertising company for their assigned category. The task is to create a one minute commercial identifying and highlighting the benefits of eating from the category.

Some suggestions for presentation ideas include:

- Scene depicting “real people” eating their lunch
 - Interview with a food group “expert” or satisfied customers
 - Rap, song or jingle
- Each group presents their commercial to the class.

On page 17 of this Study Guide are links to Grade 7 Physical Education curriculum expectations with Sample Assessment Components for this activity.

ACTIVITY #12 (Healthy Living)

Menu Preparation



- From the website, distribute the handout of the Canada Food Guide to each student.

<http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/order-commander/index-eng.php#1>

- Read the portions and daily intake of the four food groups with the class and be sure the students understand which foods belong to which food groups.
- In groups of four, students devise a three-day menu for themselves, including appropriate daily portions of the four food groups per day. Each day should consist of three meals and two snacks.

ACTIVITY #13 (Mathematics)

Creating a Budget

Danny's mother had difficulty managing the family's finances and Danny helped her stay on track.

Assign students the task of creating a monthly budget for Louise with the following terms:

- You have \$1800 to spend per month for yourself and your son, Danny.
- Your rent is \$750/month, and your Utilities (Hydro and Electric) cost another \$100.
- Gather food ads from the local newspaper, and determine how much it would cost to provide healthy meals for a week.

Questions for discussion:

- How much money will you spend on clothing? What kind of items will you be able to buy? Where will you shop?
- If you take the bus to work, how much money will you need per month for transportation?
- How much does it cost for TV, Phone, Internet?
- How much will you have left over for entertainment? What sorts of things will you be able to do?
- On the internet, research how many Canadians live in poverty.



ACTIVITY #14 (Drama & Language Arts)

Writing in Role

As a class, generate a list of questions to ask specific characters in the play. In role as a character of their choice, students write answers to the questions posed to them. For example, if a student selected the role of Danny, he or she might write a response to the question: “Why did you decide to run away?”

- Tell students to remember to write from the perspective of the character they have selected.
- Ask all students who selected the same character to share their responses with each other, and generate a group response.
- Responses can then be shared aloud to the entire class.

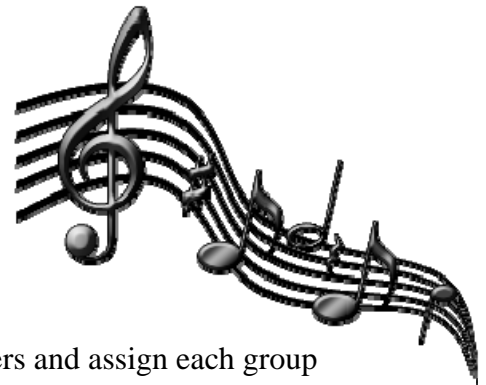
On page 17 & 18 of this Study Guide are links to Grade 7 Dramatic Arts curriculum expectations with Sample Assessment Components for this activity.

ACTIVITY #15 (Music)

Soundscaping

As a class, brainstorm the various locations of the play
(For example, on the bus, on the street, at school)

- Divide the class into groups of approximately 5 members and assign each group a location.
- Using any “found items” around the room, students will create a 30-second soundscape of their location.
- Allow time for students to rehearse their soundscapes several times before presenting them to the class.
- Present the soundscapes in the order the locations were introduced in the play.



ACTIVITY #16 (Drama)

Tableau Work

- Divide the class into groups of three, and ask each group to create two contrasting tableaus (frozen pictures) of the relationships between Danny, Penelope and Angelo.



- The first tableau should demonstrate their relationship at the beginning of the play.
 - The second tableau should demonstrate their relationship at the end of the play.
- Encourage students to create a slow-motion transitional movement between the two tableaus to demonstrate how the change in relationship occurred.
 - Once the groups have had ample time to discuss, create and rehearse their tableaus, each group will then present their work to the class.
 - Discuss similarities and differences among the tableau sequences presented.

CURRICULUM CONNECTIONS

Ontario Ministry of Education Curriculum Expectations (Grades 4-8)

As the following charts indicate, study guide activities for *Danny, King of the Basement* provide numerous links to Ontario Ministry of Education Grades 4-8 curriculum expectations in Language Arts, The Arts, Mathematics, and Health and Physical Education.

LANGUAGE ARTS

Oral Communication

- Identify purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks.
- Identify a variety of purposes for speaking.
- Communicates in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form.

Reading

- Identify a variety of purposes for reading and choose reading materials appropriate for those purposes.
- Make inferences about texts using stated and implied ideas from the texts as evidence.
- Extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them.

Writing

- Generate ideas about a potential topic using a variety of strategies and resources.
- Write more complex texts using a variety of forms.
- Identify the topic, purpose, and audience for a variety of writing forms.
- Generate ideas about a potential topic using a variety of strategies and resources.
- Spell familiar words correctly.
- Identify their point of view and other possible points of view on the topic, and determine whether their information sufficiently supports their own view.
- Use specific words and phrases to create an intended impression.
- Identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on specific features.
- Make revisions to improve the content, clarity, and interest of their written work, using several types of strategies.
- Generate ideas about a potential topic and identify those most appropriate for the purpose.
- Determine whether the ideas and information they have gathered are relevant, appropriate, and adequate for the purpose, and do more research if necessary.
- Establish a distinctive voice in their writing appropriate to the subject and audience.

THE ARTS

Music

- Create an accompaniment for a story, poem, or drama presentation, using their knowledge of beat, rhythm, and tone colour.

Visual Arts

- Produce works of art that communicate a range of thoughts, feelings, and ideas for specific purposes and to specific audiences.

Drama & Dance

- Demonstrate awareness of audience when writing in role, and use the appropriate language, tone of voice, gestures, and body movements when speaking as a character in a drama.
- Demonstrate the ability to sustain concentration in drama and dance.
- Rehearse and perform small-group drama and dance presentations drawn from novels, poems, stories, plays, and other source materials.
- Write in role in various forms, showing understanding of the complexity of a dramatic situation and using appropriate vocabulary, tone, and voice for the character portrayed.
- Select appropriate themes that deal with specific situations and that are aimed at a specific audience.
- Demonstrate understanding of the appropriate use of the voice, gestures, and the level of language in different dramatic situations.
- Research and dramatize material from various sources.

MATHEMATICS

- Make connections among mathematical concepts and procedures, and relate mathematical ideas to situations or phenomena drawn from other contexts.
- Develop, select, apply, and compare a variety of problem-solving strategies as they pose and solve problems and conduct investigations, to help deepen their mathematical understanding.

HEALTH AND PHYSICAL EDUCATION

Healthy Living

- Analyze, over a period of time, their own food selections, including food purchases and determine whether or not they are healthy choices.
- Identify the characteristics of healthy relationships.
- Identify the challenges and responsibilities in their relationships with family and friends.
- Identify strategies to deal positively with stress and pressures that result from relationships with family and friends.
- Adopt personal food plans, based on nutritional needs and personal goals, to improve or maintain their eating practices.
- Apply a problem-solving/decision-making process to address issues related to friends, peers and family relationships.
- Examine the effects of healthy eating and regular physical activity on body size and shape, and on self-esteem.
- Identify factors affecting healthy body weight.
- Describe causes and symptoms of stress and positive ways to relieve stress.

Fundamental Movement Skills

- Apply locomotion/travelling, manipulation, and stability skills in combination and in sequence in specific physical activities.

Active Participation

- Participate vigorously in all aspects of the program.
- Follow the rules of fair play and sports etiquette in games and activities.
- Demonstrate respectful behavior towards the feelings and ideas of others.

SAMPLE ASSESMENT COMPONENTS

Food Group Commercials

CURRICULUM EXPECTATIONS

Grade 7 Physical Education- Healthy Living

- Examine the effects of healthy eating and regular physical activity on body size and shape, and on self-esteem.
- Identify factors affecting healthy body weight

Rubric - Presentation

Criteria	Level 4	Level 3	Level 2	Level 1
Food Benefits Clarity & Importance	The benefits of eating from the selected food group are very evident and their importance is thoroughly examined.	The benefits of eating from selected food group are clear and their importance is discussed.	The benefits of eating from selected food group are somewhat clear. Their importance is briefly mentioned.	The benefits of eating from selected food group are un-clear or non-existent. Their importance is not discussed.
Participation Dialogue & Enthusiasm	All members have dialogue and display strong enthusiasm at all times.	All members have dialogue and display enthusiasm most of the time.	All members have dialogue and display some enthusiasm.	Only a few members have dialogue and little or no enthusiasm is displayed.
Concentration	All members remain in character at all times.	Group members remain in character most of the time.	A few problems remaining in character occur.	Most members do not remain in character at all.
Oral & Visual Communication	All members can be seen and heard clearly at all times.	Members can be seen & heard clearly most of the time.	Some members can be seen and heard clearly.	It is difficult to see and hear people clearly.

Game Day

CURRICULUM EXPECTATIONS

Grade 8 Physical Education- Fundamental Movement Skills/Active Participation

- Participate vigorously in all aspects of the program.
- Follow the rules of fair play and sports etiquette in games and activities.
- Demonstrate respectful behavior towards the feelings and ideas of others.
- Apply locomotion/travelling, manipulation, and stability skills in combination and in sequence in specific physical activities.

Rubric - Presentation of Game

Criteria	Level 4	Level 3	Level 2	Level 1
Rules	Rules are simple & do not detract from enjoying the game. Explained clearly with demonstration & enforced at all times.	Rules are simple & do not detract from enjoying the game. Explained clearly & usually enforced.	Rules are complex & detract somewhat from enjoying the game. Explanation is somewhat clear and enforced sometimes.	Rules are very complex & detract from enjoying the game. Explanation is unclear and rules are poorly enforced.
Participation/ Enjoyment of class	All students enjoy maximum participation at all times.	Most students participate most of the time.	Some students participate while others mostly watch.	Only a few students participate in and/or enjoy the game.
Preparedness	Members are clearly prepared, all equipment ready. Confidence is high.	Members are generally prepared: most equipment ready. Members display some confidence.	Members are somewhat prepared: some equipment ready. Members display some nervousness.	Members not prepared: no equipment ready . Little to no confidence is shown.
Instructions	Description of game-play is thorough with a demonstration provided.	Description of game-play is clear.	Description of game-play is somewhat clear.	Description of game-play is not included or unclear.
Clarity & Enthusiasm	All members clearly heard & understood. All display strong enthusiasm.	All members heard & understood. All display some enthusiasm.	Members can somewhat be heard & understood.	Few members can be heard & understood. Little or no enthusiasm.

Writing in Role

CURRICULUM EXPECTATIONS

Grade 7 Dramatic Arts

- Write in role in various forms, showing their understanding of the complexity of a dramatic situation, and using appropriate vocabulary, tone, and voice for the character portrayed.
- Recognize and use criteria for evaluating the quality of drama and dance performances.
- Research and dramatize material from various sources.

Rubric - Writing in Role

Criteria	Level 4	Level 3	Level 2	Level 1
Understanding of the character's problem or situation	Limited evidence of understanding.	Some evidence of understanding of situation shown with a mix of personal and character's perspective.	Evidence of understanding shown. Perspective of character is clear	Character's perspective is very clear & strongly understood.
Understanding of the play's context	References and role are not clearly set.	Some evidence that the role is in the proper context.	Role clearly viewed as being part of a particular time and place with considerable knowledge of the topic.	Role consistently viewed as being part of a particular time and place using rich detail to describe context.
Assumption of role	Limited attempt to be in role.	Attempt to be in role clearly seen, though the role-taking may not be consistent.	Role-taking is consistent.	Role-taking is consistent so that the reader/listener feels “in the moment” with the character.
Organization of writing	Limited effort to organize so that communication lacks coherence.	Some organization shown with conventions of speech and writing are observed at least some of the time.	Organization shown with conventions of speech and writing are observed most of the time.	Organization is clear and conventions of oral and written communication are consistently observed.