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Speech and drama lesson plans

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Laser hair removal You can expect permanent results in all but one area. Do you know which one? Scar treatment If you want to diminish a noticeable scar, know these 10 things before having laser treatment. Botox It can smooth out deep wrinkles and lines, but the results aren't permanent. Here's how long botox tends to last. Childhood conditions Teach healthy habits Kids' camp Lesson plans Surviving acne Having acne can feel devastating for a teenager. Here are 5 things you can do to help your teen. Prevent hand-foot-and-mouth disease It's contagious, but you can reduce your child's risk of catching it. Find out what helps. Scabies? Treat everyone! If your child develops scabies, everyone in your household will need treatment. Follow this advice to treat everyone safely and effectively. Skin Cancer, Take a Hike!™ Together, we're raising funds to reduce the incidence and mortality rates of skin cancer. Join the AAD virtually as we hike across the country. Kids' camp - Camp Discovery A chronic skin condition can make attending summer camp unrealistic for some children. Camp Discovery changes that. Find a Dermatologist You can search by location, condition, and procedure to find the dermatologist that's right for you. Your safety Here's what dermatologists are doing to keep you safe during the coronavirus pandemic. Welcome to the American Academy of Dermatology's youth education campaign, Good Skin Knowledge. The goal is to teach young people the facts about common skin, hair, and nail conditions. Misunderstanding can lead to teasing and bullying, which is associated with anxiety and depression. These lesson plans and accompanying handouts are designed to be easily implemented in a variety of settings for the two age groups of 8-10 year olds and 11-13 year olds.Each subject area has various subtopics from which to choose, with a lesson plan and coordinated activity. Contact us to learn how Girl Scouts, Boys and Girls clubs, youth groups, after school programs, and more can use these fun, easy-to-use lesson plans about skin health! Yes, I'm interested Good Skin Knowledge lesson plan library All content solely developed by the American Academy of Dermatology The American Academy of Dermatology gratefully acknowledges the support from Dermstore. Advertisement Getting students to talk about the differences between the past and present is a great way to get students using a variety of tenses and cementing their understanding of the differences and time relationships between the past simple, present perfect (continuous), and present simple tenses. This exercise is quite easy for students to understand and helps to get students thinking in the right direction before beginning the task. Aim: Conversation lesson focusing on the use of the past simple, present perfect, and present simple tenses Activity: Drawing diagrams as a support for conversation in pairs Level: Intermediate to advanced Outlines: Give students the example above or draw a similar example on the board. Read through the example sentences showing the relationship between the two circles ('life then' and 'life now'). Ask students why you used the various tenses (i.e. past simple, present perfect (continuous), and present simple (continuous)). Have students draw two circles. Each circle should have 'me' at the center with a universe of friends, hobbies, relationships, etc. surrounding. One circle is drawn for the past and one drawn for 'life now'. Students break up into pairs and explain their diagrams to each other. Walk around the room and listen to the discussions, take notes on the most common mistakes made. As a follow-up, go through the most common mistakes made by the students to focus on the problems they are still having with certain tenses (i.e. using the present perfect instead of past simple for definite past). Look at the two circles describing 'life then' and 'life now'. Read the sentences below describing how the person's life has changed. For example: In 1994, I lived in New York. Since then, I have moved to Livorno where I have been living for the past five years. In 1994, I had been married to Barbara for four years. Since then, we have had our daughter Katherine. Katherine is three years old. Barbara and I have been married for ten years. I used to play squash twice a week when I lived in New York. Now I play tennis twice a week. I have been playing tennis for over a year. My best friends were Marek and Franco in New York. Now my best friend is Corrado. I loved going to the opera in New York. Now, I love going to museums around Tuscany. I worked at the New York Association for New Americans for two years in New York. Now I work at the British School. I have been working there for over four years. Draw two circles of your own. One describing life a few years ago and one describing life now. Once you have finished, find a partner and describe how your life has changed over the past few years. Halloween, celebrated annually on Oc. 31, is a secular holiday combining harvest festivals with costume-wearing, trick-or-treating, and creating pranks and decorative imagery based on the changing of the seasons, death and the supernatural. No matter how old your students are, chances are they'll feel cheated if you don't do anything to recognize what has become this most-beloved children's holiday. But creating creative lesson plans—even for a holiday that is so captivating for young students—can be a challenge. These activities can spark ideas to help you create lessons celebrating Halloween spanning all areas of learning across the curriculum. Make a tiny witch doll and a pumpkin. Have your students paint a pumpkin. Do your warm-up exercises making ghost sirens. Make iron-on graphics for T-shirts. Middle school students may enjoy a Halloween Hunt for facts. Have improvisation exercises in which students randomly walk around the stage impersonating a ghost, bat, cat, pumpkin or Frankenstein. Have groups present Halloween children's storybooks with one person reading and the others impersonating scenery and contributing sound effects. Do the same as above with readings from "The Fall of the House of Usher" by Edgar Allen Poe or with Excerpts from Ann Rice's novels. Describe your scariest childhood Halloween memory. Describe the best Halloween costume made yourself or that you helped to make. Describe the best way for children to celebrate Halloween. How would you like to celebrate Halloween differently? Describe Halloween from the viewpoint of a vampire bat. Create a holiday you would like to substitute for Halloween. Write an autobiography of a jack-o'-lantern. Write a poem about Halloween. Describe a neighborhood street on Halloween night. Describe a memorable Halloween party. Describe in detail an unusual Halloween costume. Explain why Halloween is celebrated today in the United States. Explain why you think trick-or-treating is (or is not) dangerous. Explain the likely consequences of vandalizing property. Persuade a local merchant to give children candy on Halloween. Persuade your parents to let you have a Halloween party on a school night. Persuade your best friend to be the rear section of your _____ costume. (You decide what the costume will be.) Persuade your school principal to show _____ all afternoon to celebrate Halloween. (Name a movie) You and your students will enjoy these challenging monster math word problems involving addition, subtraction, multiplication and division. Use Halloween as a reason to learn about bats. Learn about the history of Halloween. The multiple uses of the verb "have" can be confusing at times for students. This lesson provides a variety of activities to help students learn the subtle differences between the use of "have" as a helping verb, as the main verb, as a modal verb, as a causative verb, as well as when used as a causative verb. Ideally, students know a wide range of these uses, so the lesson is aimed at intermediate to high intermediate level classes. If you're teaching a lower level class, it's best to leave out a few uses of have such as the causative and "had had" in the past perfect. Aim: Help students recognize the wide range of uses for the verb "have." Activity: Classroom discussion followed by identification activity Level: Upper-intermediate Start a conversation with the class by using some questions with 'have' such as: Have you had a good day? Do you have to come to school every day? Have you ever had your car washed? Do you have any brothers and sisters? Once you've had a short round of question and answer, ask students to repeat back some of the questions you've asked. Write the various questions up on the board. Ask students what the difference in usage of the verb "have" can be found in each question. Provide a further explanation for the various forms of "have" as questions arise. Pass out the activity on "have" usage provided below. Ask students to identify each use of "have" based on the key included with the worksheet. Once students finish, have them pair up and check their answers. Have students explain their choices to each other in the case of disagreement. Correct worksheet as a class. Use "have" as a helping verb in perfect tenses and perfect continuous tenses. These include: Present Perfect: She has lived in Canada for ten years. Present Perfect Continuous: They've been working for more than ten hours. Past Perfect: Jennifer had already eaten by the time Peter arrived. Past Perfect Continuous: They had been waiting for two hours by the time the concert began. Future Perfect: I will have finished the report by Friday. Future Perfect Continuous: My friends will have been studying for ten hours straight by the time he takes the test. Use "have" for possession. I have two cars. Omar has two brothers and three sisters. Use "have got" for possession. This form is more common in the UK. He has got a house in Miami. They've got two children. Use "have" as the main verb to expression actions such as "have a bath," "have a good time" and with meals "have breakfast/lunch/dinner". We had a great time last week. Let's have breakfast soon. Use "have" as a causative verb to express that you ask someone else to do something for you. We had our house painted last week. The children are going to have their teeth examined next week. Use "have to" as a modal verb to express an obligation, often to express a work routine. I have to drive to work every morning. She has to wear a uniform to work. Use the following letters to explain the use of "have" in each of the sentences. Be careful! Some of the sentences use "have" twice, identify each of the uses. "Have" as helping verb = HH "Have" as possession = HP "Have" as main action = HA "Have" as a causative verb = HC "Have" as modal = HM Did you have to work late last week? He's had enough time to finish the report. I think you should have your car washed. Have you got any friends in Dallas? I hadn't read the report he asked me about. They had a great time at the party. My sister had the party catered by her favorite restaurant. I'm afraid I have to go. She doesn't have enough experience for the position. I think I'll have a bath as soon as I get home. HM HH / HA HC HH HA HC HM HP HA Including movies in your lessons can help enhance learning and increase student interest while providing direct instruction on the topic. Although there are pros and cons to including movies in lesson plans, you can ensure that the movies you choose have the learning impact you desire. If you are unable to show an entire film because of time constraints or school guidelines, you may want to select specific scenes or clips to share with your students. To increase understanding of particularly complex dialogue, use the closed caption feature when showing the film. A variety of effective ways will allow you to include movies in your classroom lessons that will reinforce learning objectives. Caiaimage / Chris Ryan / Getty Images If you plan to show movies regularly in class, consider creating a generic worksheet that you can use for all the movies you show over the course of the year. Include a list of issues and questions that are relevant to all movies, including: What is the setting of the movie? What is the basic plot? Who is (are) the protagonist(s)? Who is the antagonist? Give a brief summary of the movie. What are your impressions of the movie? How does the movie relate to what we are studying in class? What are some film techniques that the director uses to enhance the message? Movie score soundtrack Lighting Sound Camera point of view Photo/Alto / Frederic Cirou / Getty Images If there is a particular movie that fits well in your lesson plan, create a worksheet specific to that film. Watch the movie yourself in advance to determine the sequence of events you want your students to observe as they watch. Include general information, such as the title of the film and the director, as well as specific questions that the students should answer as they watch the movie. To ensure that students are noting the most important aspects of the movie, pause the film occasionally to allow them time to fill in their answers. Include space on the worksheet for open-ended questions about major plot points in the film. David Schaffer / Getty Images It is important that students learn how to take notes effectively. Before instructing your students to take notes during a film, teach them proper note-taking skills. The underlying benefit of taking notes during the movie is that students will pay attention to details as they decide what is important enough to include in their notes. By writing down their thoughts as they view the film, they are more likely to have responses that they can share later during class discussions. Klaus Vedfelt / Getty Images A cause-and-effect worksheet asks students to analyze specific plot points in the movie. You might start them off with an example, providing them with the cause, and then explain how that impacted the story, also called the effect. A basic cause-and-effect worksheet might start with an event and then include a blank space where the students can fill in the effect of that event A cause-and-effect worksheet on the film "The Grapes of Wrath" might start with a description of the drought in Oklahoma: "Event: A terrible drought has hit Oklahoma. Because of this event, (x and y happened)." Hero Images / Getty Images With this lesson plan idea, you stop the movie at key points so that students can respond as a class to questions posted on the board. As an alternative, you may choose not to prepare questions in advance but rather to allow the discussion to unfold organically. By stopping the movie to discuss it, you can take advantage of teachable moments that arise in the film. You can also point out historical inaccuracies in the movie. To assess whether this method is effective for your class, keep track of the students who participate in each discussion. Mayur Kavade / Getty Images Another way to see how much your students are learning from a film is to have them write a movie review. Before the movie begins, go over the elements of a great movie review. Remind students that a movie review should include a description of the movie without spoiling the ending. Share a selection of well-written movie reviews with the class. To ensure that students include pertinent information, provide them with a list of the specific elements you expect to see. You might also show them the grading rubric that you plan to use as another way of indicating what their final review should include. Tara Moore / Getty Images One way to have students better understand a scene in a piece of literature is to show different film adaptations of the same work. For example, there are multiple film adaptations of the novel "Frankenstein." Ask students about the director's interpretation of the text or whether the content of the book is accurately represented in the movie. If you are showing different versions of a scene, such as a scene from one of Shakespeare's plays, you can deepen student understanding by having them note the different interpretations and offer explanations for those differences.

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