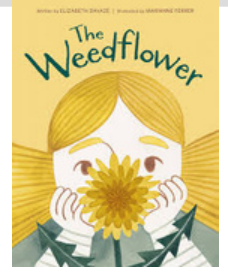


**“The Weedflower”
by
(Elizabeth Davaze)**

The Weedflower Story Drama



Grade: Kindergarten–Grade 2

Time: ~45–60 minutes

Focus: Small acts can make a big difference

Curriculum Connections

The Arts – Drama (Grades 1–2)

B1. Creating and Presenting

- **B1.1** Engage in dramatic play to explore stories, ideas, and real-life situations.
- **B1.2** Demonstrate role play by adopting the voice, gestures, and facial expressions of characters.
- **B1.3** Use movement, voice, and facial expression to communicate emotions and ideas.

B2. Reflecting, Responding, and Analyzing

- **B2.1** Express personal thoughts and feelings about what they experience through drama.
- **B2.2** Identify what was effective in their drama work and that of others.

B3. Exploring Forms and Cultural Contexts

- **B3.1** Demonstrate awareness that stories can express different points of view.

Language – Oral Communication (Grades 1–2)

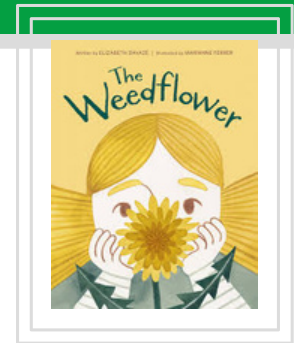
- **1.2** Demonstrate understanding of oral texts by retelling ideas and information.
- **2.2** Demonstrate an understanding of appropriate speaking behaviour in role and group discussions.
- **2.3** Communicate ideas clearly and respectfully in role and discussion.

Kindergarten Program (if used for K):

- **Belonging and Contributing:** Participate in group experiences and contribute ideas.
- **Self-Regulation and Well-Being:** Express emotions through movement, facial expression, and language.

Demonstrating Literacy and Mathematics Behaviours: Respond to stories and texts through talk, movement, and play.





1. Warm-Up: “Something Small” (5 min)

Invite students to form a circle or move safely around the room.

Prompt:

“Think of something small that made a big difference — maybe a smile, a kind word, or picking up garbage.”

Students mime or share their ideas.

Transition Prompt:

*“Today, we’ll meet someone who notices something *small* — a little weedflower that others don’t see the same way.”*

2. Story Sharing & Discussion (10 min)

Read *The Weedflower* aloud, pausing when:

- Sam first spots the bud
- Adults react
- The flower begins to spread

Ask:

- *“What do you notice about the little plant?”*
- *“How do the people around Sam feel about it?”*
- *“Why do you think Sam wants to keep it?”*

Invite students to show feelings through faces or body shapes.



3. Tableau: The Playground Before and After (8 min)



Explain that a tableau is a frozen picture made with our bodies.
In small groups or as a class:

- Before: How does the playground look and feel before the weedflower grows?
- After: What changes when the flower is there?

Prompt reflection:

"How did the playground feel before? How does it feel now?"

4. Role on the Wall: The Flower (5–7 min)

On chart paper, draw a large flower outline. Record student responses to the following prompts (or hand out sticky notes for students to write or draw their own thoughts)

Inside the flower/ flower petals: "How does the flower feel?"

Outside/ around the flower: "What do other people say or think about the flower?"

Students add words, phrases, or drawings together.



Forest Of Reading

5. Town Hall in Role (10–12 min)

Explain:

*"Some people want to pull the weedflower out,
and some want to let it grow. Let's have a meeting to decide!"*



Students choose simple roles: Sam, Student, Caretaker, Principal, Parent, Teacher. Sit in a circle for the "meeting."

Prompt discussion:

- "Why do you want to keep the flower?"
- "Why do you want to remove it?"
- "Can we find a way to make everyone happy?"

As a group, create a short message or petition to the "Principal" (teacher in role).

6. Peaceful Protest (10 min)

Students make short slogans or drawings on paper signs.

Examples:

- "Let It Grow!"
- "Flowers Belong Here!"
- "Small Things Matter!"

They hold a short peaceful protest, marching or chanting gently.

Teacher in Role as the Principal: listen and respond in role



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7. Closing: Growing Again Movement

“Let’s imagine we are all tiny seeds, growing into something beautiful and strong.”

Students stretch and “grow” together to end the session. Play music (Vivaldi’s *Spring* is effective for this)

8. Reflection Circle (5–10 min)

Gather back in a circle. Ask:

- “*What made you want to protect the flower?*”
- “*What can we learn from Sam and the weedflower?*”
- “*How can small things make a big difference in our world?*”

