

### Course: Too Many Cheeky Dogs

### Lesson Five: Immersing in the Text

**Learning Area:** The Arts

**Strands:** Drama

**Time:** 45 Minutes

**Year Level:** 3-4

#### Content Descriptor:

- Identify intended purposes and meaning of drama, starting with Australian drama, including drama of Aboriginal and Torres Strait Islander peoples, using the elements of drama to make comparisons (ACADRR034).

#### Learning Focus:

- Explore physical improvisation by moving as different animals.
- Explore the narrative of *Too Many Cheeky Dogs* through process drama.
- Reflect on the reasons behind why people or animals misbehave.

| Time:      | Teaching and Learning Strategies:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Preparation and Resources:                                                                                                                                                                                                                                                           |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10 minutes | <b>Warm-up</b><br>Remind students of the warm-up game “Yes, Let’s!”<br>This week we will explore the animals from the text from last week: <ul style="list-style-type: none"> <li>birds</li> <li>kangaroos</li> <li>wombats</li> <li>bats</li> <li>blue tongue lizards</li> <li>freshwater crocodile</li> <li>loggerhead turtle.</li> </ul>                                                                                                                                                                                                 | <b>Relevant ARTS:LIVE resources</b> <ul style="list-style-type: none"> <li>Supermarket Scene image sheet.</li> </ul> <b>Additional resources required</b> <ul style="list-style-type: none"> <li>teacher-in-role costume (a symbolic costume to represent a shop keeper).</li> </ul> |
| 30 minutes | <b>Process drama</b><br>Process drama is a form of whole-class improvisation that involves the teacher-in-role (TIR) leading the class through a range of improvisations that explore the world of the text. For each TIR character the teacher needs to find one piece of costume that can symbolically represent that character. The script below outlines the process drama activity. Tell the students that you are going to be pretending to be another character. Turn away and put on an apron, then turn back to face the children. |                                                                                                                                                                                                                                                                                      |

Shop keeper (TIR): “Hello there, everybody, thank you for coming to this town meeting. I called you all together because the dogs have been very naughty lately, they keep sneaking into my shop and stealing all the food. Now I haven’t got anything to sell and the people in the town haven’t got anything to eat. If we can’t find a way to keep the dogs out of the shop, I will call the dog catcher. I am going to go back to my shop now to serve some customers, but when I come back I will be wanting to hear your ideas – if not, I will call the dog catcher!”

Turn away and take off your apron.

Teacher: “Wow, everyone, he/she was very angry. Have the dogs really been sneaking into the shop? Let’s look at the picture from the book.”

Show students the Supermarket Scene image sheet from *Too Many Cheeky Dogs*.

Ask students to make a whole-class tableaux with each person joining onto the frozen image one at a time.

### Group presentations

The shop keeper is very angry and we are going to have to put our thinking caps on!

Organise students into groups of five and ask them to find a creative way to keep the dogs out of the shop. Ask them to turn this into a short advertisement that advertises this idea. It might involve one person narrating and the other four acting.

Practise these presentations.

Teacher: “Gather together students, I hear that the shop keeper is coming back to hear your ideas. I hope you she/he likes them!”

Turn around and put the apron back on.

Shop keeper (TIR): “I’m back and I can’t wait to see your presentations. Who is going to show me theirs first?”

As the shop keeper, watch the presentations from each group. After you have seen them all, announce to the group:

Shop keeper (TIR): “I really liked all of those ideas and have decided to try them all. Three cheers for all of you, now we don’t have to call the dog catcher. I am going back to my shop to get chocolates for all of you for being such a good help. Goodbye!”

Turn around and take off apron.



Get Inspired

Dance

Drama

Media Arts

Music

Visual Arts

5 minutes

### Reflection

Gather students into a circle sitting on the floor. Ask them to think about the reasons behind the dogs stealing the food. Were they trying to be naughty or were they just hungry? Going around in the circle, ask students to think about one reason that a person or animal might be naughty.