

Course: Too Many Cheeky Dogs

Lesson Eight: Putting It All Together – Part 1

Learning Area: The Arts

Strands: Drama

Time: 45 Minutes

Year Level: 3-4

Content Descriptor:

- Use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place (ACADRM032).
- Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama (ACADRM031).

Learning Focus:

- Show an ability to work cohesively with a group to problem solve.
- Display an understanding of the context of the text through process drama.
- Build on skills learned to devise a small scene in a group.

Time:	Teaching and Learning Strategies:	Preparation and Resources:
10 minutes	Warm-up: stop, go, clap, jump When beginning a drama lesson, it is important to get students concentrating and focusing. This is a great activity to build those skills. Using techniques learned in the Focused Walking video from the Improvisation Starters course, ask students to walk neutrally in the space. Give them the commands: stop, walk, jump and clap. Practise this for a little while; when you are sure your group has understood these commands, explain that you are now going to reverse them, so stop means go, go means stop, clap means jump and jump means clap. Try again a few more times with these new commands. Repeat faster and faster.	Relevant ARTS:LIVE resources • Improvisation Starters course: Focused Walking video. Additional resources required • teacher-in-role costume (a symbolic costume to represent a mayor).
10 minutes	Whole-class process drama: teacher-in-role (TIR) Gather the students on the floor in front of you. Explain that you are going to be putting on a costume and becoming someone else. Turn around and put on a hat to represent the mayor of the town and then turn around to face the children. Mayor (TIR): Hello everyone, thank you so much for meeting here in the town centre today. I have some very important news from our local MP: the government is thinking about closing down our town as it is so small! Instead, they would like to build a huge solar energy plant here, as you know our town gets plenty of sun! The good news is that they government will buy us all new houses in the city and we can go to newer and bigger schools there. I know that some of you have been wanting to move out of this town as it is so small and some of you	

really believe in the future of solar energy too, but some of you will find this news really sad because this town is our home. The good news is that we can decide: if we all don't want to move, then we don't have to. This is such a big decision and I want you all to think about your favourite memories here. When I come back tomorrow you can tell me your decision. I've got to go now and talk to our local MP further, see you tomorrow.

Turn around and remove the hat. Turn back to the students.

Teacher: Wow! That is some really big news! I wonder what everyone will decide. Well, we better do what the mayor suggests and think about our favourite memories of the town. Let's remember all of our favourite places.

On the board list the places that the students can remember from the text. Make sure you include:

- Grandpa's camp
- the clinic
- the swimming hole
- the school
- the football pitch
- the supermarket.

Improvisation

Divide students into groups of four or five. Ask each group to choose a different place and to devise a short improvisation that features one memory (the memory can be taken from the text or it can be an imagined one). Some examples include:

- the time the dogs stole food from the store
- the time the dogs played on the see-saw at school
- the time the dogs won a grand final at footy (imagined).

Reflection

Gather students into a circle sitting on the floor. Explain that in drama everyone has to have the courage to share their ideas and join in even if they are feeling really shy. Ask students one at a time to answer the question: what is my special place?

Note: This activity could have a possible link to science: what is solar energy? How important is renewable energy to the future of our planet?

20 minutes

5 minutes