

Course: Too Many Cheeky Dogs

Lesson Nine: Putting It All Together – Part 2

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: eight-count shake When starting a drama class, it is important for students to physically warm up their bodies and build up their energy levels. This is a simple activity that warms up isolated body parts. Gather students into a circle. Count from one to eight while students shake their left hand, right hand, left leg, right leg. When you get to eight on the right leg, call 'shake out' and shake the whole body. Repeat counting to seven decreasing every time until you get to one. Shape shifter This is an activity that is great for getting students ready to be expressive with their bodies. Gather students into a circle and put them into pairs. Call out different letters, numbers and shapes. The pairs have to create these shapes while you count down from ten. To make the activity more challenging, ban verbal communication to see how this affects the way the students work.	Additional resources required • teacher-in-role costume (a symbolic costume to represent a mayor).

10 minutes

Rehearsal

Remind students of the scenes they worked on in Lesson Eight. Ask students to get back into their groups for a final rehearsal of the improvised scenes. Let them practise while you check in with every group to make sure they have something to show.

When you know the groups are ready, remind students of the process drama activity in Lesson Eight.

Teacher: Remember how we had a special visit from the Mayor last week? Well, I heard that he/she is coming back to visit us in a few minutes!

Whole-class process drama: teacher-in-role

Gather the students onto the floor in front of you and 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, turn around to face the children.

Mayor (TIR): Hello, everyone, it's nice to see you again. I have just been meeting with our local MP and the energy company that want to build a huge solar power plant here in our town. As you know, you have to decide if you would like to move to the city or stay here in the town. But first, I know that you have some memories to share with me about your life here in town.

Staying in character, ask the groups one at a time to perform their scenes to the rest of the class. The scenes should include:

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

Mayor (TIR): Wow, what wonderful memories! Thank you for sharing them with me, what fun times you have had here. Now it is the time to make your decision!

20 minutes

Decision Ally

Staying in the role of Mayor, ask the class to make two rows facing each other down the centre of the space. The left row represents the decision to stay in town and the right row represents the decision to leave the town and move to the city.

Mayor (TIR): Now, please go to the side that represents your decision. As I walk down in between the rows, you are going to call out the reasons why you made your decision. I need to hear them all because I have to report back to the MP straight away!

As the Mayor, walk down the centre of the rows. Encourage students to call out their decision and their reasons.

Some examples for staying could be:

- This is our home, where all our memories are. Don't take that away from us.
- Where will all the dogs go? We need to stay to look after them

Some examples for leaving could be:

- We will go to better schools in the city and live in nice new homes.
- This town is too small and there is not enough to do here.

Once you get to the end of the line, you will know what the town has decided.

Mayor (TIR): Well, that was a very tough decision, but you have made a wise choice. The town has decided to <summarise what the decision is here>. This is a very good decision and one that you won't regret. Now I have got to go and inform the MP. Again, thank you for all sharing your thoughts and memories with me, goodbye!

5 minutes

Reflection

Gather students into a circle sitting on the floor. Discuss how they made their decision. Was it a hard one to make? Why?

Ask students to reflect on all the activities they participated in over the course of this series. Ask them to answer the following question one at a time:

- What is one moment that was a highlight for me during the course and why?