



Teacher Pack



Collection: Story Corner
Course: Too Many Cheeky Dogs
Year Level: 3-4
Lessons: 9 x 45 Minutes



Overview

Too Many Cheeky Dogs supports students to create a drama performance from a book.

This course introduces Johanna Bell & Dion Beasley's warm and entertaining children's book *Too Many Cheeky Dogs* along with the colourful characters, animals and landscapes of Tennant Creek in the remote Australian outback. This resource also introduces students to sign language and explores disability through the book's presentation and translation into Auslan (Australian sign language). The book is used as a stimulus for the students from Westfield Park Primary School to create a performance of the narrative.

Through this resource students use Process Drama techniques to create tableaux, play a range of drama games and create a performance carousel to develop their portrayal.

ARTS:LIVE courses are supported by engaging videos, audio files, student activity sheets and home learning activities. Further information related to this course including teaching tips, pedagogical approaches, glossary terms and more can be accessed through the Too Many Cheeky Dogs Overview webpage.

Course: Too Many Cheeky Dogs

Lesson One: Exploring the Text

Learning Area: The Arts

Strands: Drama

Time: 45 Minutes

Year Level: 3-4

Content Descriptor:

- Shape and perform dramatic action using narrative structures and tension in devised and scripted drama, including exploration of Aboriginal and Torres Strait Islander drama (ACADRM033).

Learning Focus:

- Students use their bodies to create still images to represent scenes from a text.
- Students improvise physically to explore the movement of Australian animals.
- Students display an understanding of how outback towns differ from the city.

Time:	Teaching and Learning Strategies:	Preparation and Resources:
10 minutes	Warm-up game: “Yes, Let’s!” Ask students to find a space on the floor and begin to move through that space in different ways. For example: - Walk through hot sand in bare feet. - Walk through thick mud. - Walk on the moon. Now tell students that you will call out names of Australian native animals for everyone to explore. For example: “Let’s hop like kangaroos”. Students must respond with “Yes, Let’s!” as they start exploring that movement. Here are some examples: - Let’s sleep like a wombat. - Let’s chew like a koala. - Let’s slither like a snake. - Let’s fly like a kookaburra. - Let’s run like a dingo.	Relevant ARTS:LIVE resources <i>Too Many Cheeky Dogs</i> video - Australian Outback Images image sheet.
10 minutes	Discussion Ask students what they know about outback Australia. Has anyone visited there? Can they imagine what it must be like to live there?	

5 minutes

Whole group tableaux: starting in a circle

Show slide of the desert with Uluru in the background.

Using the image, ask students to recreate that whole image with all of their bodies. Remind them that they don't have to be humans; for example, they can be animals, trees or rocks, etc. Ask students one at a time to come into the circle and take up a position from the picture; they can make their own image or join in with someone else's.

10 minutes

Too Many Cheeky Dogs

Watch the *Too Many Cheeky Dogs* video and discuss with students what their favourite parts or images were. Where do they think this book is set? Is an outback town different from the city? Why?

10 minutes

Closing circle reflection

Sitting in a circle ask students the question: 'if I were a dog, I would be a...because...' Have each student answer in turn, ensuring everyone gets a chance to speak.

Course: Too Many Cheeky Dogs

Lesson Two: Connecting the Story

Learning Area: The Arts

Strands: Drama

Time: 45 Minutes

Year Level: 3-4

Content Descriptor:

- Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama (ACADRM031).

Learning Focus:

- Students explore making objects and animals with their bodies.
- Students begin to develop an understanding of tableaux.
- Students share a story with a group.

Time:	Teaching and Learning Strategies:	Preparation and Resources:
10 minutes	Warm-up: energy circle Gather students into a circle. Explain that one student will start by making a small movement and a small accompanying sound. The student next to them must repeat the sound and movement, but make them slightly larger. This is then repeated all around the circle, getting larger and larger, until it comes back to the person who started. At this point, everybody repeats the sound and movement together as loudly and as large as they can. Continue around the circle until everyone has had a turn. Remind students of the narrative and illustrations of <i>Too Many Cheeky Dogs</i> and discuss.	Additional resources required story sticks – an object that you pass around the circle and only the person holding the stick can tell their story. They can be made from anything you have in your home or kitchen, e.g. a wooden spoon with a ribbon tied around it.
10 minutes	Ten second objects The aim of this activity is for students to explore their creativity by creating objects with their bodies in groups. It will help to improve group dynamics and teamwork skills. In groups of six, ask students to make the following objects and animals while you count down from ten to one. By the time you get to one, the object must be complete. - a robot dog - a dog kennel with a dog inside - dog biscuits in a bowl - a dog toy - dogs sneaking into a supermarket.	

10 minutes

Exploring tableaux

Remind students that tableaux are still images. You may like to describe them as Freeze Frames. In their groups of six, ask students make the tableaux below. Ask them to create them and then show them one at a time:

- children playing in the outback
- dogs stealing food at a picnic
- feeding a pack of dogs.

10 minutes

Storytelling with the story stick

Ask students if anyone has a pet that sometimes does funny things. Share a story from your own experience of a pet or animal you know that has done something funny.

In their groups, ask students to think of a funny story that happened to either their pet, a friend's pet or in a movie. They must pass the story stick around until everyone in their group has told a story. Walk around and monitor the activity. When all the groups are finished, ask one or two students to share their story with the rest of the class.

5 minutes

Reflection

Gather students into a circle 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. This reflection is a chance for students to say one thing that they saw someone else doing that took courage. It could be just joining in with a game or sharing a story. Make sure that no one mentions the same person twice. This activity will help you to build a safe, positive environment in the drama class.

Course: Too Many Cheeky Dogs

Lesson Three: Grandpa's Camp

Learning Area: The Arts

Strands: Drama

Time: 45 Minutes

Year Level: 3-4

Content Descriptor:

- Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama (ACADRM031).

Learning Focus:

- Students explore making objects and animals with their bodies.
- Students begin to develop an understanding of tableaux.
- Students share a story with a group.

Time:	Teaching and Learning Strategies:	Preparation and Resources:
10 minutes	Warm-up Watch the Focused Walking video in the Improvisation Starters course. Use activity notes to explore different ways of walking.	Relevant ARTS:LIVE resources - Barkly Arts Haywire Postcard video - Improvisation Starters course: Focused Walking video. Additional resources required - story sticks – an object that you pass around the circle and only the person holding the stick can tell their story. They can be made from anything you have in your home or kitchen, e.g. a wooden spoon with a ribbon tied around it.
10 minutes	Discussion In the text <i>Too Many Cheeky Dogs</i> , the boy in the story goes to his Grandpa's camp. Discuss with students: - What would an outback camp look like? - Would the one in the text be similar? Gather ideas and write these on the board.	
10 minutes	Whole-class tableaux Using the ideas listed on the board as a stimulus, create a whole-class tableaux of Grandpa's camp. Remember to include all the cheeky dogs being naughty and Grandpa spraying them with a hose. Invite students one at a time to come into the centre of the space and take up a position. Make sure they tell the group what they are representing.	

10 minutes

Storytelling with the story stick: our grandparents

Arrange students into groups of five. Give each group a story stick and ask them to each tell one brief story about their grandparents, older relative or friend.

5 minutes

Reflection

Gather students into a circle sitting on the floor. Ask them to think about the person they talked about in the storytelling activity. One at a time, each student in the circle must complete the sentence: 'I love my...because...' Remind them that they can only say one sentence so they may need a minute or two of thinking time.

Course: Too Many Cheeky Dogs

Lesson Four: Dreaming Stories

Learning Area: The Arts

Strands: Drama

Time: 45 Minutes

Year Level: 3-4

Content Descriptor:

- Shape and perform dramatic action using narrative structures and tension in devised and scripted drama, including exploration of Aboriginal and Torres Strait Islander drama (ACADRM033).

Learning Focus:

- Students explore improvisation through mime.
- Students begin to develop an understanding of the role of Dreaming stories in Aboriginal culture.
- Students use a performance carousel to summarise a Dreaming story.

Time:	Teaching and Learning Strategies:	Preparation and Resources:
10 minutes	Setting the scene: mime Discuss if students can remember all the places that the dogs like to play in <i>Too Many Cheeky Dogs</i> and write them on the board. Try to come up with a list of at least four. These could be: - the swimming pool - the supermarket - the football field - the clinic/hospital. Gather students into a circle and explain that you are going to go into the centre and mime being in one of these places. If the students think they know where you are then they can come in one at a time and join in the mime without saying anything. Once you have a few students miming, take yourself out of the mime so that you can encourage other students to join in. Once everyone has joined the mime, announce that you will be tapping people on the shoulder one at a time to go back to the outside of the circle. Go around and tap nearly everyone until only a few students remain. Ask them to find an ending to the mime. Continue this activity until you have explored the four places listed above.	Relevant ARTS:LIVE resources - How Frogmouth Found Her Home video - Appendix B scene cards.

10 minutes

Discussion: Dreaming stories

Ask children if they have ever heard of any Aboriginal Dreaming stories and do they know why they are told? Explain that in Aboriginal culture, the Dreaming is the beginning of all knowledge and reflects their understanding of the world. All knowledge comes from the country, therefore Aboriginal knowledge is different from place to place. Explain that we are now going to watch the reading of a Dreaming story that comes from the Nyoongar nation in Western Australia. It explains how the tawny frogmouth (which is a native Australian bird) found her home.

15 minutes

Sharing stories

Watch the How Frogmouth Found Her Home video and generate a discussion about all the animals that Frogmouth helped in her journey.

List the animals and characters that Frogmouth met on her way on the board:

- Grandmother Frogmouth
- Kangaroo
- Wombat
- Bat
- Blue-Tongue Lizard
- Freshwater Crocodile
- Loggerhead Turtle
- Sun
- Moon.

Divide students into groups of two or three and give each group a numbered scene card which has a scenario for them to explore in mime.

Ask them to practise a brief 30 second scene to show their scenario.

10 minutes

Performance carousal

When they are ready, ask the groups to find their own space in the room. Explain that when you turn on the music, all groups are to begin their mime together. When you call out a number, all the other groups must freeze while that group performs. After 30 seconds, ask that group to freeze while you call out another number. Go through all the numbers in order from one to nine. This is called a performance carousal and it is a great way to summarise the text.

5 minutes

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. This reflection is a chance for students to say one thing that they saw someone else doing that took courage. It could be just joining in with a game or sharing a story. Make sure that no one mentions the same person twice. This activity will help you to build a safe positive environment in the drama class.

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:

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

Time:	Teaching and Learning Strategies:	Preparation and Resources:
10 minutes	Warm-up Remind students of the warm-up game “Yes, Let’s!” This week we will explore the animals from the text from last week: - birds - kangaroos - wombats - bats - blue tongue lizards - freshwater crocodile - loggerhead turtle.	Relevant ARTS:LIVE resources - Supermarket Scene image sheet. Additional resources required - teacher-in-role costume (a symbolic costume to represent a shop keeper).
30 minutes	Process drama 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.

Course: Too Many Cheeky Dogs

Lesson Six: The Swimming Hole

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).

Learning Focus:

- Students develop number skills through counting as a group.
- Students show an ability to work cohesively with a group.
- Students develop an understanding of the text through structured role-play.

Time:	Teaching and Learning Strategies:	Preparation and Resources:
20 minutes	Warm-up The warm-up games will focus on number skills to connect with the counting that is an integral part of the text. Group count This is an excellent concentration and team work activity. Ask students to stand in a circle. The idea is that as a group they must count to 20 spontaneously. Only one person can say a number at a time, if two or more people speak they must start from the beginning again. Buzz Seat students in a circle on the floor and ask them to count to 50 in order around the circle. Call out a number and students must replace multiples of this number with the word 'buzz'. Start with two as a warm-up and once student understand the game try again using multiples of three. Clumps Ask students to find a spot in the space. Begin the Focused Walking activity from the Improvisation Starters course. When you are ready, call out a number and students must make a group of that number without speaking. See the Clumps video in Improvisation Starters for a demonstration.	Relevant ARTS:LIVE resources - Swimming Hole Scene image sheet - Improvisation Starters course: Focused Walking video - Improvisation Starters course: Clumps video <i>Too Many Cheeky Dogs</i> video.

5 minutes

Exploring the swimming hole

Show students the Swimming Hole Scene image sheet. Ask the students what they can see in the picture.

- How many different animals are there?
- What do you think they are doing?
- Are they playing, swimming, drinking or chasing each other?
- Do you think any are scared of the big monster in the middle?

15 minutes

Performance

Arrange students into groups of five. In their groups, they must all pick a different animal from the picture and devise a scene where they all meet up at the waterhole. Make sure the students are clear about why their animals are there and what happens when they meet the monster.

Students will use the performance carousel device to present these improvised scenes. Ask groups to find their own space in the room and to sit down in that space. One at a time, bring each group to life to show their scene. After they have performed, they must sink back down to the floor and the next group 'comes to life'. Once all the scenes have been presented, bring all the groups to life at the same time.

5 minutes

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 to answer the question: what am I afraid of? If they are feeling really uncomfortable about sharing don't force them, just ask them to listen and reflect on their own.

Course: Too Many Cheeky Dogs

Lesson Seven: Performance Carousel

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:

- Students show an ability to work cohesively with a group.
- Students develop an understanding of the text through structured role-play.
- Students display an understanding of narrative sequencing.

Time:	Teaching and Learning Strategies:	Preparation and Resources:
15 minutes	Warm-up: energy circle This activity is designed to build the energy of the participants and is great for developing strong group cohesion. Gather students into a circle. Explain that one student will start by making a small movement and a small accompanying sound. The student next to them must repeat that but making the sound and movement slightly larger. This is then repeated all around the circle getting larger and larger until it comes back to the person who starts it. At this point, everybody repeats the sound and movement together as loud and as large as they can. Continue around the circle until everyone has had a turn. Object transformation Watch the Object Transformation video in the Improvisation Starters course and gather students into a circle. Using an everyday object, ask students to pretend it is something else and mime using it. Bringing the text to life It is time to bring the whole book to life! Start by watching the <i>Too Many Cheeky Dogs</i> video to familiarise students with the text.	Relevant ARTS:LIVE resources • <i>Too Many Cheeky Dogs</i> video • Improvisation Starters course: Object Transformation video • Appendix C scene cards.

20 minutes

Group rehearsals

Arrange students into nine groups. Allocate seven groups a number between one and seven. Allocate the other two groups as Yesterday and Today.

Using the Appendix C scene cards, ask students to devise a way they can perform their text and accompanying action. When put together they will be acting out the whole book.

Go around to all the groups to make sure they are on task and to help out.

5 minutes

Performance carousel

Use the performance carousel device to present the scenes.

Ask groups to find their own space in the room. In the order that they appear in the text, bring each group to life to show their scene. After they have performed, they must sink back down to the floor and the next group 'comes to life'.

Once the last group has performed, all students are to shout the last words of the text: 'Quick! Run!'

5 minutes

Reflection

Gather students into a circle sitting on the floor. One at a time, they must answer the question: "My favourite part of the book is..."

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:

- Students show an ability to work cohesively with a group to problem solve.
- Students display an understanding of the context of the text through process drama.
- Students 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	

20 minutes

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).

5 minutes

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?

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:

- Students show an ability to work cohesively with a group to problem solve.
- Students display an understanding of the context of the text through process drama.
- Students build on the 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?