

Drama Project 4

Project theme: Hobbies

Level: Primary 4

Suggested time: 30 – 40 minutes (for each lesson)

Drama skills/techniques adopted:

Three-action Miming, Still Images, Thought Tracking, Conscience Alley and Reader's Theatre

Prior knowledge:

Students have learnt to:

1. talk about different hobbies and the reasons for liking and disliking
2. express different feelings using stress and intonation
3. use adjectives to describe feelings

Learning objectives:

By the end of the project, students will be able to:

1. write a simple dialogue with stage directions
2. perform a Reader's Theatre

Expected learning outcomes:

By the end of the project, students are expected to:

- A. use appropriate stress and intonation to convey intended meanings and feelings
- B. identify the features of a text which indicate writers'/characters' attitudes and feelings when reading a variety of text types
- C. organise and express their own ideas and feelings
- D. understand the roles and responsibilities of a team member and the importance of teamwork
- E. explore and respect different views, values and cultures

Lesson plans

Lessons 1 – 2



Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>Activity 1: Three-action Miming</p> <ol style="list-style-type: none"> 1. Teacher tells students that they are going to play a miming game. Each student gets a card with an activity on it. 2. Students need to mime the activity (e.g. go swimming). Students should do three actions about the activity (Before, During and After). 3. Other students need to guess what the hobby is. 	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> • creativity 	<p>Three-action Miming PowerPoint (Appendix 1)</p> <p>Activities Words Cards (Appendix 2)</p>	<p>D</p>
<p>Pre-reading</p> <p>Activity 2: Predicting</p> <ol style="list-style-type: none"> 1. Teacher shows a picture to students. 2. Teacher tells students: <p><i>It's good that we all have a hobby. But I know one girl who did not have a hobby. She is called Katy. One day, her teacher told the class to write a letter to a friend and tell their friend about their hobby. So Katy had to find a hobby.</i></p> 3. Teacher asks: <p><i>What can you see in the picture? What is Katy (main character of the story) doing?</i></p> <p>to elicit students' answers.</p> 4. Teacher asks them to jot down their answers to the following questions: <ul style="list-style-type: none"> ➤ <i>What is Katy holding on her hands?</i> ➤ <i>The things show some hobbies that she tried out. What are these hobbies?</i> ➤ <i>Do you think Katy liked them? How do you know?</i> ➤ <i>Why didn't she like these</i> 	<p><u>Reading skills</u></p> <ul style="list-style-type: none"> • understand the information provided on the book cover 	<p>Picture (Appendix 3)</p>	<p>A, B & C</p>

DC = Drama Conventions

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p><i>hobbies? Can you guess why?</i></p> <p>5. Teacher tells students that they are going to do a Reader's Theatre in this project. Before that, they will read the script first.</p>			
<p>While-reading Activity 3: Reading the script</p> <p>1. Teacher introduces the text type features of a play script. Teacher asks students to read scene 1 as an introduction. Teacher encourages students to predict the possible development of the story. Teacher asks students to share their answers.</p> <p>2. Teacher asks the class to find out what will happen to Katy by reading scenes 2 and 3. Teacher asks students to check if the story development matches their prediction.</p> <p>3. Teacher rereads any difficult parts with students. Teacher checks students' understanding by asking them questions about the script.</p>	<p><u>Language form</u></p> <ul style="list-style-type: none"> text types: Play script <p><u>Reading skills</u></p> <ul style="list-style-type: none"> work out meaning of an unknown word or expression by using visual clues, context and knowledge of the world read written language in meaningful chunks 	<p>Script (Appendix 4)</p>	<p>A, B & C</p>
<p>Post-reading Activity 4: Summarizing and reflecting</p> <p>1. After reading, teacher recaps the script with students.</p> <p>2. Teacher asks students to work in groups and discuss the following questions:</p> <ul style="list-style-type: none"> ➤ <i>Talk about one interesting hobby you found about the story.</i> ➤ <i>Do you like the activities mentioned in the story? Would you try them out?</i> 	<p><u>Speaking skills</u></p> <ul style="list-style-type: none"> present information, ideas and feelings clearly and coherently 		<p>C</p>

Lesson 3

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>Activity 1: Learn about the vocabulary</p> <ol style="list-style-type: none"> 1. Teacher introduces the objectives of the lesson. Today, we will become action heroes and learn some new vocabulary about feelings and actions. 2. Teacher introduces the vocabulary to the class using the PowerPoint. When the teacher reads out the vocabulary, the class will do the action together. 3. Teacher asks students to complete the Action Hero Worksheet. 		<p>Action Hero PowerPoint (Appendix 5)</p> <p>Action Hero Worksheet (Appendix 6)</p>	
<p>DC Activity 2: Still Image and Thought Tracking</p> <ol style="list-style-type: none"> 1. Teacher has the class in a circular shape where the actors are in the middle, and the audience surround the actors. 2. Teacher asks students to choose an action and a feeling and do the Still Images at the same time. 3. Teacher signifies the freeze of action by using a ding bell. When hearing a 'ding' sound, actors have to stay frozen. Audience can walk around the group and look at the actors more closely. 4. Audience will discuss about the activities and feelings of the characters. 5. Teacher taps on the shoulder of the actors to let them speak up their thoughts or feelings. 6. Teacher initiates a short discussion on the good points and areas of improvement of the groups' performance. <p>Sum up</p> <ol style="list-style-type: none"> 1. Teacher sums up the learning in the lesson. 	<p><u>Speaking skills</u></p> <ul style="list-style-type: none"> • use gestures and facial expressions to convey meaning and intention 		C, D & E

Lessons 4 – 5

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>Activity 1: Motivation</p> <ol style="list-style-type: none"> Teacher asks students the following questions to elicit students' responses. <ul style="list-style-type: none"> ➤ <i>Have you ever thought of copying your classmates' homework?</i> ➤ <i>Have you ever thought of playing on computer when mum is not at home?</i> ➤ <i>Have you ever thought of playing a trick on your friend?</i> Teacher tells students: <i>Imagine there are a good angel and a bad angel trying to tell you to do these things (or not). What would they say to you?</i> Teacher chooses a few students to act as the good angel and the bad angel. 		<p>Good Angel / Bad Angel PowerPoint (Appendix 7)</p>	<p>C</p>
<p>Objective of this lesson</p> <ol style="list-style-type: none"> Teacher states to students: <i>We are going to discuss the topic 'Is playing video games good for Katy?'</i> Remind all students that they have to be devoted into the topic and to express their opinion. The audience needs to be patient and respect each other. 		<p>Good Angel / Bad Angel PowerPoint (Appendix 7)</p>	
<p>Activity 2: Brainstorming</p> <ol style="list-style-type: none"> Students work individually. Teacher asks each student to jot down 3 good things and 3 bad things they can think of about playing video games as a hobby for Katy. 		<p>Good Angel / Bad Angel Worksheet (Appendix 8)</p>	<p>C</p>
<p>Activity 3: Group Discussion</p> <ol style="list-style-type: none"> Students work in groups and discuss the topic 'Is playing video games good for Katy?' Each student needs to share at least one good point and one bad point on this topic. Students are given 5 minutes for this activity. 	<p><u>Speaking skills</u></p> <ul style="list-style-type: none"> maintain an interaction by asking and responding to others' opinions 		<p>C & E</p>



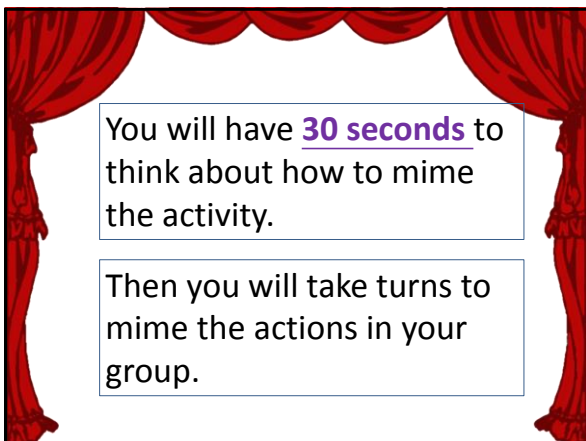
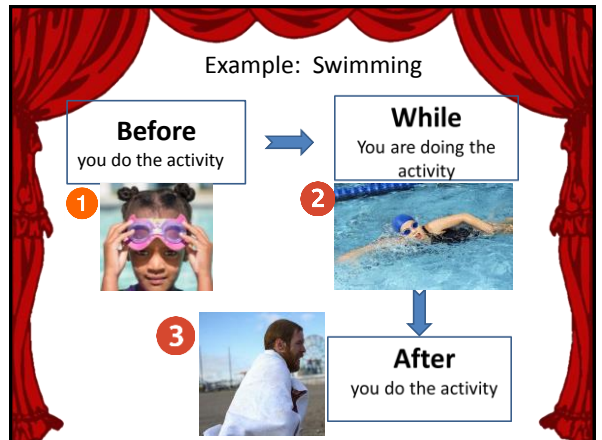
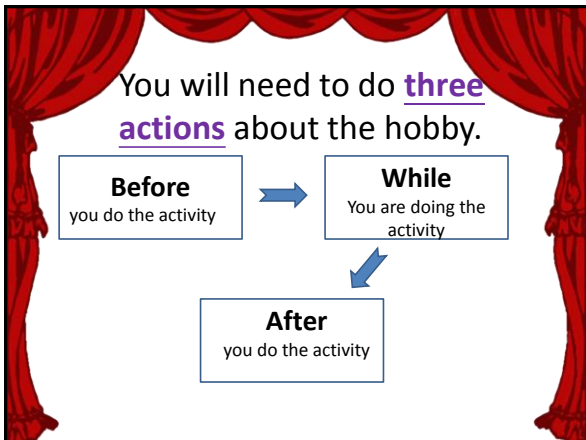
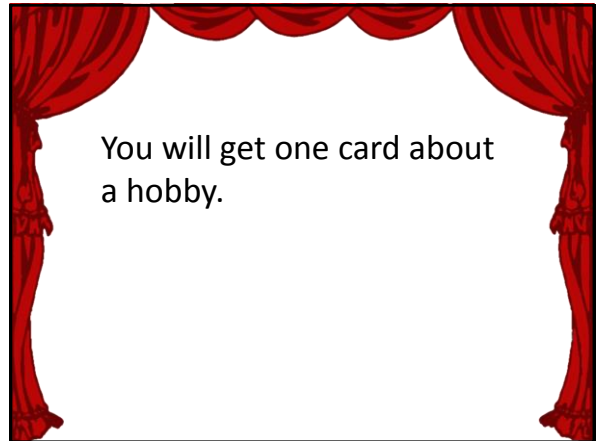
Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>Activity 4: Conscience Alley</p> <p>Preparation:</p> <ol style="list-style-type: none">1. The teacher shows the video clip and explains to the class how Conscience Alley is carried out. https://www.youtube.com/watch?v=nYxUvNpYXuo2. The groups are given 2 minutes to prepare for the activity. <p>Conscience Alley:</p> <ol style="list-style-type: none">1. Students are divided into two groups, teacher asks the groups to form in two straight lines (one on good point, one on bad point). They face each other to create an alley.2. The two groups express different views on the situation. Only one person speaks at a time.3. The central character can be played by the teacher. She walks slowly down the alley and listens to the voices when she passes them.4. Repeat the activity two times, so that all students have the chance to express both good and bad points.5. Students in the two lines have to speak loudly so that the whole alley can hear all the other opinions clearly. <p>Feedback:</p> <ol style="list-style-type: none">1. Teacher invites students to give feedback.2. Teacher comments after the activity. <p>Reflection and Conclusion:</p> <ol style="list-style-type: none">1. Teacher asks students to reflect on the ideas and opinions they obtained from the lesson.2. Teacher summarises the learning covered in the lesson.	<p><u>Speaking skills</u></p> <ul style="list-style-type: none">• use appropriate intonation and stress, and vary volume, tone of voice and speed to convey intended meanings and feelings <p><u>Generic skills</u></p> <ul style="list-style-type: none">• critical thinking skills	<p>YouTube</p>	<p>C & E</p>

Lessons 6 – 8

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>Activity 1: Watching videos about a Readers’ Theatre</p> <ol style="list-style-type: none"> 1. Teacher introduces Reader’s Theatre to students. Teacher says: <i>Reader’s Theatre is a drama activity in which we read aloud from a script. It is a fun, interactive way to improve our reading fluency, tone and speaking skills.</i> 2. Teacher plays the videos to the class. https://www.youtube.com/watch?v=6gV6lm59IYY https://www.youtube.com/watch?v=P-Suvry_pw8 		YouTube	B
<p>Activity 2: Writing the stage directions</p> <ol style="list-style-type: none"> 1. Teacher introduces what stage directions are to the class. Teacher highlights its importance in the drama performance. 2. In groups, students write the stage directions and feelings for scene 1 to 3 in the script. 3. Teacher checks answers with students. 	<p><u>Language form</u></p> <ul style="list-style-type: none"> • text types: play scripts <p><u>Writing skills</u></p> <ul style="list-style-type: none"> • use appropriate formats, conventions and language features when writing 	<p>Stage Directions PowerPoint (Appendix 9)</p> <p>Stage Direction Worksheet (Appendix 10)</p>	B
<p>Activity 3: Writing a new scene</p> <ol style="list-style-type: none"> 1. Teacher introduces the script writing task to students. Teacher tells students: <i>Now think of a new hobby for Katy. Write a new scene in groups. Remember to include the dialogues and stage directions in your script.</i> 2. Teacher gives students time to discuss and write scene 4 of the script. 	<p><u>Language form</u></p> <ul style="list-style-type: none"> • text types: play scripts <p><u>Writing skills</u></p> <ul style="list-style-type: none"> • use appropriate formats, conventions and language features when writing • draft, revise and edit written texts with teach and/or peer support 	Script Writing Worksheet (Appendix 11)	B
<p>Activity 4: Reader’s Theatre Preparation</p> <p>In groups, students will practice scenes 1 to 4.</p>	<p><u>Speaking skills</u></p> <ul style="list-style-type: none"> • use appropriate intonation and stress, and vary volume, tone 		A, B, C & D



Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>Performance</p> <ol style="list-style-type: none"> 1. The groups take turns to perform in front of the class. 2. Teacher gives comments and provides suggestions for students to improve their performance. <p>Feedback</p> <ol style="list-style-type: none"> 1. Students are asked to do Self-Evaluation and Peer Evaluation. 2. Teacher summarizes the good points and areas of improvement of student performance. 3. Teacher asks students to think about the actions for further improvement. <p>Reflection</p> <ol style="list-style-type: none"> 1. Teacher summarizes what have been learnt in the project. 2. Teacher asks students to reflect on their learning in this project. 	<p>of voice and speed to convey intended meanings and feelings</p> <p><u>Generic skills</u></p> <ul style="list-style-type: none"> • critical thinking skills 	<p>Self-Evaluation for Drama Performance (Appendix 12)</p> <p>Peer Evaluation for Drama Performance (Appendix 13)</p>	



Activities Word Cards

Go cycling	Go fishing
Go ice-skating	Painting
Playing basketball	Playing computer games
Playing football	Playing the violin
Reading comics	Go swimming

That's Not My Hobby!



Rosalie Eisenstein

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Illustrated by Andy Hammond

Appendix 4

That's Not My Hobby written by Rosalie Einstein

Reader's Theatre Script

Characters: Narrator, Mrs Riley, Katy, Other Students, Mum, Jan and Student 1

SCENE 1

At the classroom

Narrator In school today, the children are having their English lesson. Mrs Riley wants them to write a letter.

Mrs Riley Write a letter to a friend telling them about your hobby.

Katy I do not have a hobby, so I do not write the letter.

Narrator Katy does not write the letter. She does not have a hobby.

Other students *(They are writing the letters about their hobbies.)*

Mrs Riley *(feeling angry)* You must find a hobby, Katy, and you must write the letter.

Narrator So now Katy has to find a hobby.

SCENE 2

At Katy's home

Narrator Katy returns home from swimming class.

Katy I don't like swimming. My ears get blocked up.

Mum Maybe you can learn knitting from Mrs Jones.

Narrator Mrs Jones visits Katy and teaches her knitting.

Katy I tried knitting but my knitting got smaller, not bigger.

Narrator So knitting is not Katy's hobby. Jan invites Katy to go over and try out drumming.

Jan You could play the drums. Drumming is a good hobby.

Narrator *(Sound effect)* Jan taps all the time.

Katy Mum, can I play drums at home?

Mum No! Just No! Drumming is too noisy.

Narrator So drumming is not Katy's hobby. Katy tries different activities but she is still not satisfied about them.

Appendix 4

SCENE 3

At Katy's home

Narrator Mum teaches Katy how to make a pie. Their family enjoys eating it.

Mum You can try cooking.

Katy I think I can make a pie.

Narrator Katy makes a pie. She is happy.

Mum Real cooks have helpers to wash up. I am a real cook. You can be my helper.

Katy I like cooking. I can make a great pie, but then I have to do the washing up.

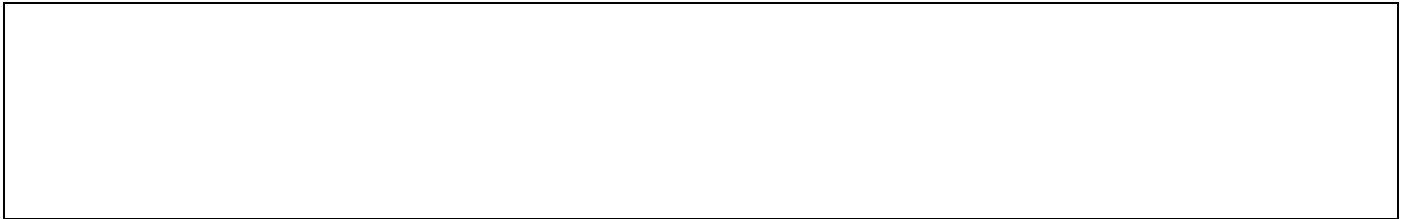
Narrator So cooking is not Katy's hobby.

Narrator Katy finishes washing and she starts to play video games.

Katy Playing video games is a good hobby.

Mum Katy, stop playing video games. It is not a good hobby. Go and find a hobby outside.

SCENE 4



SCENE 5

At the classroom

Narrator Students from the class read aloud their letters one by one.

Student 1 Dear ...

Mrs Riley Did you write the letter, Katy?

Katy (*feeling happy*) Yes, Mrs Riley. I write to my pen pal all the time. My pen pal writes to me. We write about all the things we do. Writing letters is my hobby.

Action Hero



Actions



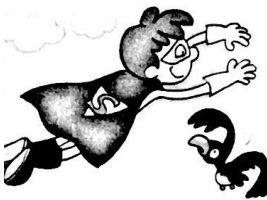
Chatting



Falling

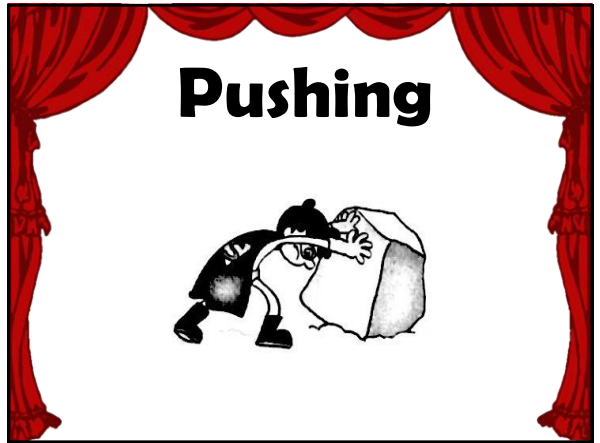
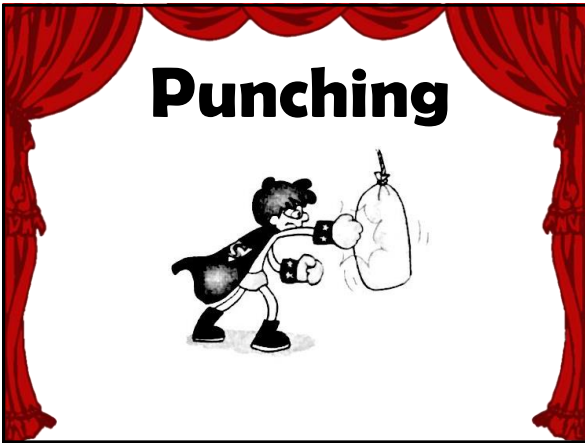


Flying

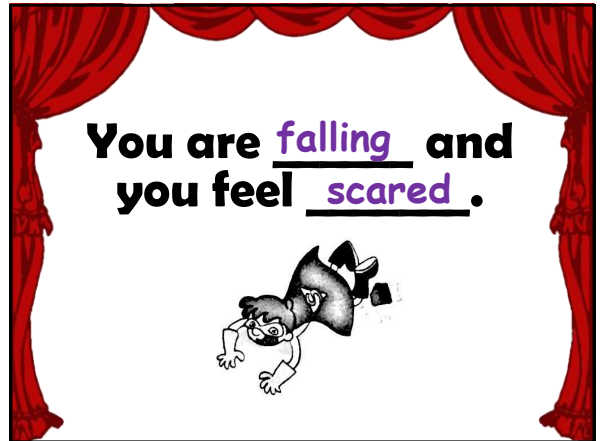
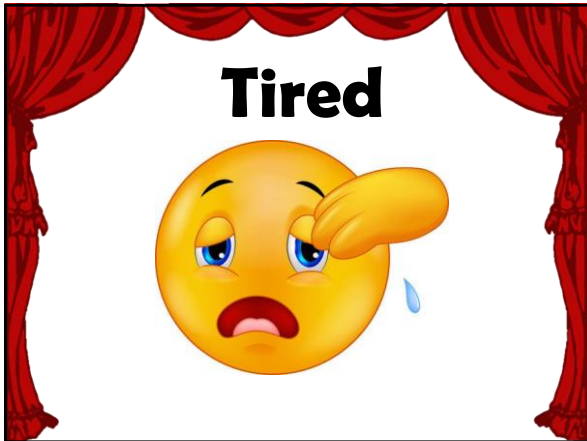


Ice-skating
















Action Hero Vocabulary Worksheet

A. Actions




		



	

Action Hero Vocabulary Worksheet

B. Feelings




		


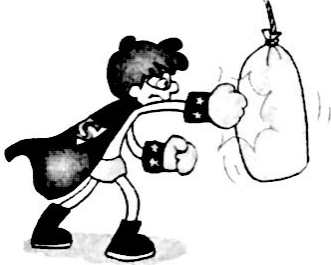

		


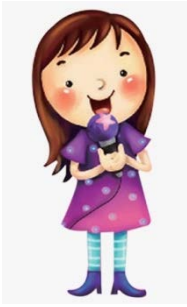
	

Action Hero Vocabulary Worksheet (Answers)









A. Actions

		
Chatting	Falling	Flying

		
Ice-skating	Punching	Pushing

	
Resting	Singing

B. Feelings

		
Angry	Disappointed	Excited
		
Pleased	Relaxed	Scared
		
Surprised	Tired	

Good Angel / Bad Angel



Have you ever thought of...



copying your classmates' homework?

Have you ever thought of...



playing on the computer when mum is not at home?

Have you ever thought of...



playing a trick on your friend?



Katy loves playing video games but Mum asks her to find another hobby.



Is it playing video games a good hobby for Katy?




Appendix 7




What will the good angel say?
What will the bad angel say?

In your worksheet, write down at least 2 reasons
that the good angel will tell Katy.



In your worksheet, write down at least 2 reasons
that the bad angel will tell Katy.



3 of your classmates come out
playing Good Angel, Bad Angel
and Katy.

- Good Angel states all the reasons first.
- Then Bad Angel states all the reasons.
- Katy decides who she would listen.

Good Angel / Bad Angel Worksheet

Katy likes playing video games but her mother tells her to find a new hobby. Write down what would the angels say to her in the space below.

1. _____

2. _____

3. _____

1. _____

2. _____

3. _____



Stage directions


Speaking Character ← JACK → Stage Directions
(happy) →
I love this game, dad. We should play more often.
→ Lines of Dialogue

To show that the character is angry.

stomping feet

frowning

putting hands on hips



To show that the character is ...

covering ears with hands


turning away



To show that the character...

nodding heads

shaking heads



To show that the character...

having the mouth open

showing thumbs up



Appendix 10

**That's Not My Hobby written by Rosalie Einstein
Reader's Theatre Script**

Characters: Narrator, Mrs Riley, Katy, Other Students, Mum, Jan and Student 1

SCENE 1

At the classroom

Narrator *In school today, the children are having their English lesson. Mrs Riley wants them to write a letter.*

Mrs Riley Write a letter to a friend telling them about your hobby.

Katy I do not have a hobby, so I do not write the letter.

Narrator *Katy does not write the letter. She does not have a hobby.*

Other students (They are writing the letters about their hobbies.)

Mrs Riley (feeling angry) You must find a hobby, Katy, and you must write the letter.


Narrator *So now Katy has to find a hobby.*

SCENE 2

At Katy's home

Narrator *Katy returns home from swimming class.*


Katy (feeling annoyed) I don't like swimming.

My ears get blocked up. ( _____)

Mum Maybe you can learn knitting from Mrs Jones.


Narrator *Mrs Jones visits Katy and teaches her knitting.*

Katy (feeling _____) I tried knitting but my knitting got smaller, not bigger.

( _____)

Narrator *So knitting is not Katy's hobby. Jan invites Katy to go over and try out drumming.*


Jan (feeling _____) You could play the drums.

Drumming is a good hobby. ( _____)

Narrator (Sound effect) *Jan taps all the time.*

Katy (feeling _____) Mum, can I play drums at home?

Mum (feeling _____) No! Just No!

Drumming is too noisy. ( _____)

Narrator *So drumming is not Katy's hobby. Katy tries different activities but she is still not satisfied about them.*

Appendix 10

SCENE 3

At Katy's home


Narrator *Mum teaches Katy how to make a pie. Their family enjoys eating it.*

Mum (feeling _____) You can try cooking.

Katy I think I can make a pie. ( _____)

Narrator *Katy makes a pie. She is happy. (in a/an _____ voice)*

Mum Real cooks have helpers to wash up.

Mum I am a real cook. You can be my helper. ( _____)

Katy I like cooking. I can make a great pie, but then I have to do the washing up.

Narrator *So cooking is not Katy's hobby. (in a/an _____ voice)*

Narrator *Katy finishes washing and she starts to play video games.*

Katy (feeling _____) Video games are a good hobby.

Mum (feeling _____) Katy, stop playing video games. It is not a good hobby. Go and find a hobby outside. ( _____)

SCENE 4

SCENE 5

At the classroom

Narrator *Students from the class read aloud their letters one by one.*

Student 1 Dear ...

Mrs Riley Did you write the letter, Katy?

Katy (feeling happy) Yes, Mrs Riley. I write to my pen pal all the time. My pen pal writes to me. We write about all the things we do. Writing letters is my hobby.

Appendix 10

Stage Directions Worksheet (Answers)

Characters: Narrator, Mrs Riley, Katy, Other Students, Mum, Jan and Student 1

SCENE 1

At the classroom

Narrator In school today, the children are having their English lesson. Mrs Riley wants them to write a letter.

Mrs Riley Write a letter to a friend telling them about your hobby.

Katy I do not have a hobby, so I do not write the letter.

Narrator Katy does not write the letter. She does not have a hobby.

Other students *(They are writing the letters about their hobbies.)*

Mrs Riley *(feeling angry)* You must find a hobby, Katy, and you must write the letter.


Narrator So now Katy has to find a hobby.

SCENE 2

At Katy's home

Narrator Katy returns home from swimming class.


Katy *(feeling annoyed)* I don't like swimming.

My ears get blocked up. ( *Katy covers her ears.*)

Mum Maybe you can learn knitting from Mrs Jones.


Narrator Mrs Jones visits Katy and teaches her knitting.

Katy *(feeling disappointed)* I tried knitting but my knitting got smaller, not bigger.

( *Katy looks at her knitting and then puts it down.*)

Narrator So knitting is not Katy's hobby. Jan invites Katy to go over and try out drumming.


Jan *(feeling excited)* You could play the drums.

Drumming is a good hobby. ( *Jan shows Katy how to play drums.*)

Narrator *(Sound effect)* Jan taps all the time.

Katy *(feeling happy)* Mum, can I play drums at home?

Mum *(feeling annoyed)* No! Just No!




Drumming is too noisy. ( *Mum shakes her head.*)

Narrator So drumming is not Katy's hobby. Katy tries different activities but she is still not satisfied about them.

Appendix 10

SCENE 3

At Katy's home

- Narrator Mum teaches Katy how to make a pie. Their family enjoys eating it.
- Mum (*feeling happy*) You can try cooking.
- Katy I think I can make a pie. ( *Katy is looking at the sky.*)
- Narrator Katy makes a pie. She is happy. (*in a cheerful voice*)
- Mum Real cooks have helpers to wash up.
- I am a real cook. You can be my helper. ( *Mum points to Katy.*)
- Katy I like cooking. I can make a great pie, but then I have to do the washing up.
- Narrator So cooking is not Katy's hobby. (*in a sad voice*)
- Narrator Katy finishes washing and she starts to play video games.
- Katy (*feeling satisfied*) Playing video games is a good hobby.
- Mum (*feeling angry*) Katy, stop playing video games. It is not a good hobby. Go and find a hobby outside. ( *Mum pointing at the door.*)

SCENE 4

SCENE 5

At the classroom

- Narrator Students from the class read aloud their letters one by one.
- Student 1 Dear ...
- Mrs Riley Did you write the letter, Katy?
- Katy (*feeling happy*) Yes, Mrs Riley. I write to my pen pal all the time. My pen pal writes to me. We write about all the things we do. Writing letters is my hobby.

Katy is going to try a new hobby. Write a scene about her experience of finding a new hobby.

SCENE 4

_____ :

_____ :

_____ :

_____ :

_____ :

_____ :

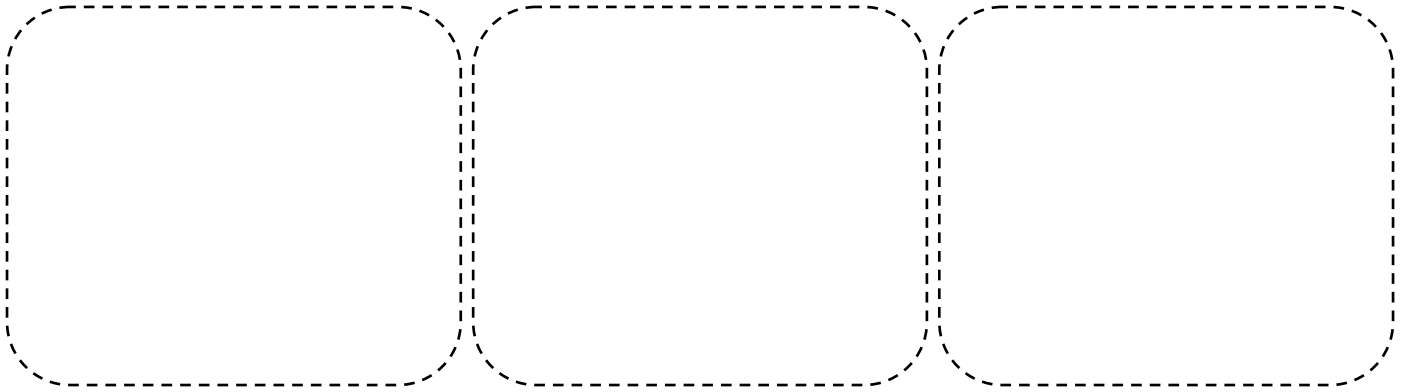
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_____ :

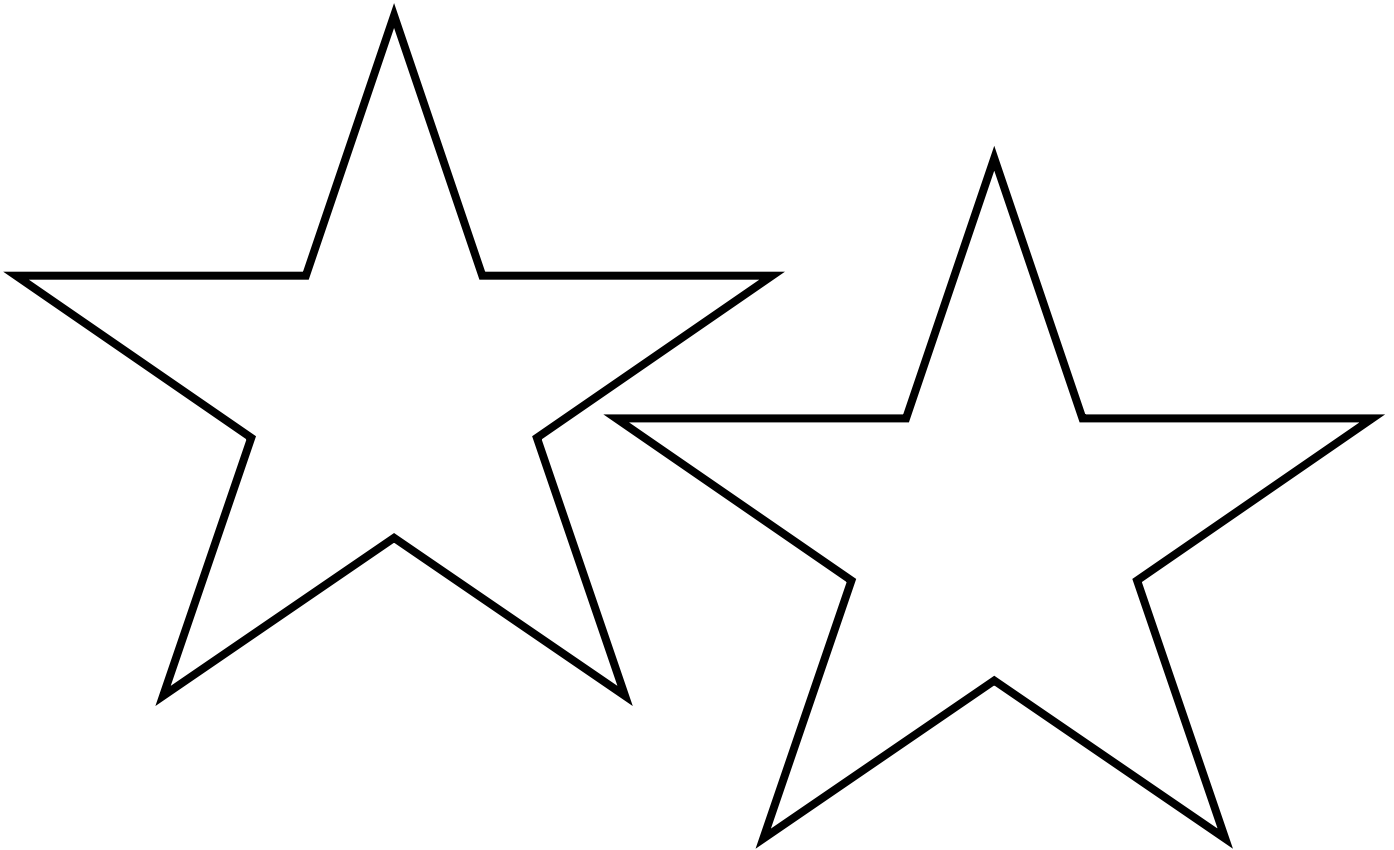
_____ :

3-2-1 Reflection Sheet

Three things I learned:

Three dashed-line boxes arranged horizontally, intended for writing three things learned.

Two things I have done well:



One thing I would like to improve:

Three horizontal lines within a rectangular border, intended for writing one thing to improve.

Peer Evaluation for Reader’s Theatre

Performing Group _____

Feedback from Group _____

Circle the scores and write some comments in the table.

Criteria	Score			Comments
	☹	☺	☺	
1. Language				
➤ Fluency and pronunciation	1	2	3	
➤ Stress and intonation	1	2	3	
➤ Volume	1	2	3	
➤ Movement, facial expressions and gestures	1	2	3	
2. Performance				
➤ Enjoyable	1	2	3	
➤ Appropriate use of props	1	2	3	
➤ Creativity	1	2	3	
3. Collaboration				
➤ Team work	1	2	3	

Overall, I think the performance was

If the group has a chance to perform again, I would suggest that they