

Drama Project 2

Project theme: Shiloh

Level: Primary 5

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

Drama skills/techniques adopted:

Empty Chair, Spectrum of Difference, Still Image, Thought Tracking, and Writing-in-role.

Prior knowledge:

Students have learnt to:

1. express different feelings using stress, intonation and facial expressions
3. apply different reading strategies to help them gain a better understanding of the story

Learning objectives:

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

1. use appropriate language items to advise/convince others with logical reasons (e.g. ‘You should’, ‘It would be good to’, ‘This is your chance to’, ‘I think it is good for’...)
2. analyse different situations and consider the positives and negatives (for and against) surrounding an issue when dealing with dilemma
3. choose the correct intonation, gestures and facial expression to demonstrate the emotions of the character, as well as the problem, solution and setting of the story

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: Lead-in</p> <ol style="list-style-type: none"> Teacher asks students <ul style="list-style-type: none"> ➤ <i>Do you have any pets?</i> ➤ <i>What pets do you keep?</i> ➤ <i>Do you want to keep pets? Why? / Why not?</i> Teacher elicits responses from students. Teacher plays the movie trailer to students: <i>Shiloh (1996)</i> https://www.youtube.com/watch?v=Y7fGNsgCcHc Students are asked to share their thoughts and feelings with others. 	<p><u>Listening skills</u></p> <ul style="list-style-type: none"> listen for the gist <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> present information, ideas and feelings clearly and coherently 	<p>YouTube</p>	<p>C & E</p>
<p>Pre-reading</p> <p>Activity 2: Predicting</p> <ol style="list-style-type: none"> Teacher shows a picture of the storybook <i>Shiloh</i>. Teacher asks students the following question to elicit students' answers. <i>What can you see in the picture?</i> Teacher asks students to predict the story development, guess whether the ending is a sad or happy one, and give reasons to support their prediction. 	<p><u>Speaking skills</u></p> <ul style="list-style-type: none"> present information, ideas and feelings clearly and coherently 	<p>Picture (Appendix 1)</p>	<p>C</p>

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>Activity 3: While-reading</p> <ol style="list-style-type: none"> 1. Teacher reads some important episodes in the book <i>Shiloh</i> written by Phyllis Reynolds Naylor together with the class. 2. Teacher invites some students to read some important lines in the story using appropriate stress and intonation to convey intended meanings and feelings. 3. Teacher discusses the characters and plot development with the class. 	<p><u>Reading skills</u></p> <ul style="list-style-type: none"> ● read written language in meaningful chunks ● work out the meaning of an unknown word or expression by using visual clues, context and knowledge of the world 		A & B
<p>Activity 4: Empty Chair</p> <ol style="list-style-type: none"> 1. Teacher divides the class into five groups. Each group is assigned with a role: <ul style="list-style-type: none"> ➤ <i>Shiloh</i> ➤ Dad ➤ Mum ➤ Judd Travers ➤ The judge (an imaginary character) 2. Teacher asks <i>If Marty (who decides to keep Shiloh) were sitting in the chair, what would you tell him?</i> 3. Groups discuss about what they are going to say as if they were the characters. They may write their messages down on a piece of paper. 4. Empty Chair <ul style="list-style-type: none"> ➤ The chair represents Marty. ➤ The class is divided into five groups. ➤ Each group will have 5 minutes for discussion. ➤ A representative from each group takes turns to act out the assigned role. ➤ They have to express their feelings, thinking and so on, or give advice to Marty. They may express their opinions using the 	<p><u>Speaking skills</u></p> <ul style="list-style-type: none"> ● present information, ideas and feelings clearly and coherently ● 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"> ● problem-solving skills ● critical thinking skills ● communication skills ● creativity 	Empty Chair (Appendix 2)	A, C, D & E



DC = Drama Conventions

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
following structures <i>You should/shouldn't...</i> <i>If I were you/Marty, I would ...</i>			
Conclusion 1. Teacher summarises the views of different characters and invites students to respond to the character's standpoints.	<u>Generic skills</u> <ul style="list-style-type: none"> ● problem-solving skills ● critical thinking skills 		C



Lessons 3 – 4

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>Activity 1: Review</p> <p>1. Teacher begins the lessons by summarising the important points students raised in Empty Chair.</p>	<p><u>Listening skills</u></p> <ul style="list-style-type: none"> ● listen for the gist 		
<p>Activity 2: Meeting</p> <p>1. Teacher gets the class into six groups.</p> <p>2. Groups are asked to discuss the 6 questions in 10 – 15 minutes:</p> <ol style="list-style-type: none"> a. If you were Marty and you wanted to keep Shiloh, what would you do? b. Should Marty hide Shiloh? Think of the pros and cons of hiding Shiloh. c. What problems will Marty face if he hides Shiloh? Think of all the possible problems, difficulties and consequences that Marty might face. d. Is it right for Marty to lie to Judd (that he didn't see his new dog)? Should he tell the truth and give Shiloh back to Judd? Why/ Why not? e. Is it worth doing everything at all costs for Shiloh, a dog that does not belong to him (Marty)? Think of the possible problems and consequences that Marty might face. f. Marty thinks 'having Shiloh a secret is like a bomb waiting to go off'? Why? Any advice for Marty? <p>3. Groups take turns to share both their reflection and decision. When each reporting group has finished sharing their decision, the rest of groups may raise questions to query/criticise the decision of the reporting group.</p>	<p><u>Listening skills</u></p> <ul style="list-style-type: none"> ● listen for the gist <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> ● present information, ideas and feelings clearly and coherently <p><u>Generic skills</u></p> <ul style="list-style-type: none"> ● problem-solving skills ● critical thinking skills ● communication skills ● collaboration skills ● creativity ● develop higher order thinking 	<p>Meeting PowerPoint (Appendix 3)</p> <p>Meeting Worksheet (Appendix 4)</p>	<p>B, D & E</p>

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>The reporting group has to respond to the questions and give reasons to justify their decision.</p> <p>4. Students need to briefly jot down the solution of Reporting Groups and the queries/criticism raised by other groups.</p> <p>5. Teacher summarises the decision of different groups.</p>			
<p>DC Activity 3: Spectrum of Difference</p> <p>1. Teacher raises the issue: <i>Judd wants to get Shiloh back by Sunday. It is Saturday night, Marty's last night with Shiloh. If you were Marty, what would you do?</i></p> <p>2. Students have to decide their standpoints.</p> <p>3. Spectrum of Difference</p> <ul style="list-style-type: none"> ➤ Teacher defines the position of a line on the floor across the classroom. ➤ The two ends of the line represent two opposing choices/opinions, i.e. return Shiloh to Judd vs. not to return Shiloh to Judd. ➤ Each student in the class decides how much he/she prefers the two choices by positioning himself/herself on the line. The closer the student stands towards one end of the line, the more the students support that choice or opinion. ➤ When all the students have chosen their positions, teacher invites people on different positions to share their reasons. Teacher may ask students at different positions to debate if students are high ability ones. 	<p><u>Listening skills</u></p> <ul style="list-style-type: none"> ● listen for the gist <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> ● present information, ideas and feelings clearly and coherently <p><u>Generic skills</u></p> <ul style="list-style-type: none"> ● problem-solving skills ● critical thinking skills ● communication skills ● collaboration skills ● creativity ● develop higher order thinking 	<p>Spectrum of Difference PowerPoint (Appendix 5)</p>	<p>A, C, D & E</p>
<p>Conclusion</p> <p>1. Teacher comments on students' opinions in the drama activity.</p>			


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Lessons 5 – 6

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
Activity 1: Review 1. Teacher recaps students' learning in the previous lesson.	<u>Listening skills</u> <ul style="list-style-type: none"> ● listen for the gist 		
<div style="display: flex; align-items: center;"> <div style="margin-right: 10px;">  </div> <div> Post-reading Activity 2: Still Image (Practice) 1. In groups, students will choose act out one important moment of the story. 2. There should be multiple characters when performing the Still Images. 3. Teacher gives students some time to practice their Still Images. Still Image (Action) 1. Teacher has the class in a circular shape where the actors are in the middle, and the audience surround the actors. 2. 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. 3. Audience will discuss the activities and feelings of the characters and setting. They will also guess the activities and festivals. Activity 3: Thought Tracking 1. Teacher taps on the shoulder of the actors to let them speak up their thoughts or feelings. 2. Teacher initiates a short discussion on the good points and areas of improvement of the groups' performance. </div> </div>	<u>Generic skills</u> <ul style="list-style-type: none"> ● communication skills ● collaboration skills ● creativity 	Still Image PowerPoint (Appendix 6)	C, D & E
<div style="display: flex; align-items: center;"> <div style="margin-right: 10px;">  </div> <div> Conclusion 1. Teacher comments on students' performance in the lesson. </div> </div>			

DC = Drama Conventions

Lessons 7 – 8

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
Activity 1: Review 1. Teacher revisits students' work in the previous lesson.	<u>Listening skills</u> <ul style="list-style-type: none"> ● listen for the gist 		
 Activity 2: Writing-in-role 1. Teacher tells student about the writing task. Teacher tells students <i>You are Shiloh. Write a diary entry about the day that Judd finally let Marty keep you. Write about what happened and how you felt on that day.</i> 2. Students will do the individual writing on the writing worksheet. 3. Teacher invites some students to share their ideas.	<u>Language form</u> <ul style="list-style-type: none"> ● Text type: Diary entry <u>Writing skills</u> <ul style="list-style-type: none"> ● present information, ideas and feelings effectively with appropriate vocabulary and structures. <u>Generic skills</u> <ul style="list-style-type: none"> ● problem-solving skills ● creativity ● develop higher order thinking 	Writing Worksheets (Appendix 7)	B & C
Conclusion 1. Teacher asks students to do a self-reflection on the drama project. 2. Teacher summarises students' learning in the whole project.		Drama Project Reflection (Appendix 8)	

PHYLLIS REYNOLDS NAYLOR

SHILOH



EMPTY CHAIR

SITUATION

If Marty (who decides to keep Shiloh secretly) were sitting in the chair, what would you tell him?

EMPTY CHAIR

- THE CLASS IS DIVIDED INTO 5 GROUPS, EACH GROUP WILL BE ASSIGNED WITH ONE ROLE.
- 5 MINS DISCUSSION
- A REPRESENTATIVE FROM EACH GROUP TAKES TURNS TO ACT OUT THE ASSIGNED ROLE.
- STUDENTS ACTING THE CHARACTERS HAVE TO EXPRESS FEELINGS, THINKING, ..., OR GIVE ADVICE TO MARTY.

ROLES

1. SHILOH
2. DAD
3. MUM
4. JUDD TRAVERS
5. THE JUDGE

EXPRESSIONS

YOU MAY EXPRESS YOUR OPINIONS USING THE FOLLOWING STRUCTURES

- *YOU SHOULD/SHOULDN'T...*
- *IF I WERE YOU/, I WOULD ...*
- *YOU'D BETTER ... BECAUSE...*

*** Meeting**

*** Discuss the following questions:**

*** Question 1**

If you were Marty and you wanted to keep Shiloh, what would you do?

*** Question 2**

Should Marty hide Shiloh? Think of the pros and cons of hiding Shiloh.

*** Question 3**

What problems will Marty face if he hides Shiloh? Think of all the possible problems, difficulties and consequences that Marty might face.

*** Question 4**

Is it right for Marty to lie to Judd (that he didn't see his new dog)? Should he tell the truth and give Shiloh back to Judd? Why/Why not?

*** Question 5**

Is it worth doing everything at all costs for Shiloh, a dog that does not belong to him? Think of the possible problems and consequences that Marty might face.

*** Question 6**

Marty thinks 'having Shiloh a secret is like a bomb waiting to go off'? Why? Any advice for Marty?

Appendix 4

Meeting Worksheet

1. D (Discuss): Discuss the question assigned to your group. Then, write down the solution after your discussion.
2. L (Listen): After your presentation, jot down the queries/criticism raised by other groups.
3. W (Write): When other groups present their questions, jot down the solution they raised. Then write down the queries/criticism of other groups.
4. A (Analyse): Analyse the solutions and opinions. Then put a '✓' to show your standpoint.

Fill in the following table.

Questions/Problems	Solutions	Queries/Criticism
a. If you were Marty and you wanted to keep Shiloh, what would you do?	<input type="checkbox"/>	<input type="checkbox"/>
b. Should Marty hide Shiloh? (Pros and cons of hiding Shiloh.)	<input type="checkbox"/>	<input type="checkbox"/>
c. What problems will Marty face if he hides Shiloh? (Think of all the possible difficulties/consequences that Marty might face.)	<input type="checkbox"/>	<input type="checkbox"/>
d. Is it right for Marty to lie to Judd (that he didn't see his new dog)? Should he tell the truth and give Shiloh back to Judd? Why/Why not?	<input type="checkbox"/>	<input type="checkbox"/>

Appendix 4

e. Is it worth doing everything at all costs for Shiloh, a dog that does not belong to him? (Think of the possible problems / consequences that Marty might face.)	<input type="checkbox"/>	<input type="checkbox"/>
f. Marty thinks ‘having Shiloh a secret is like a bomb waiting to go off’? Why? Any advice for Marty?	<input type="checkbox"/>	<input type="checkbox"/>

Spectrum of Difference

If you were Marty, what would you do?

Where will you stand?
Why?



Return Shiloh to Judd

Not to return Shiloh to Judd

Shiloh Drama

Still Images

What is Still Image?

- We create an image using our bodies – with no movement.
- How do we demonstrate feelings and actions if we can't move?



Still Images

- Emotions are shown through our expressions.
- Actions are shown with our hands, feet and expressions too!



Shiloh Drama Project

- In groups, you will choose act out one important moment of the story.
- There should be multiple characters when you are performing the Still Images.



What am I looking for?

- Clear voice from the narrator
- Good use of drama expressions and actions
- Able to freeze appropriately
- Able to act WITHOUT LAUGHING!!!

Appendix 8

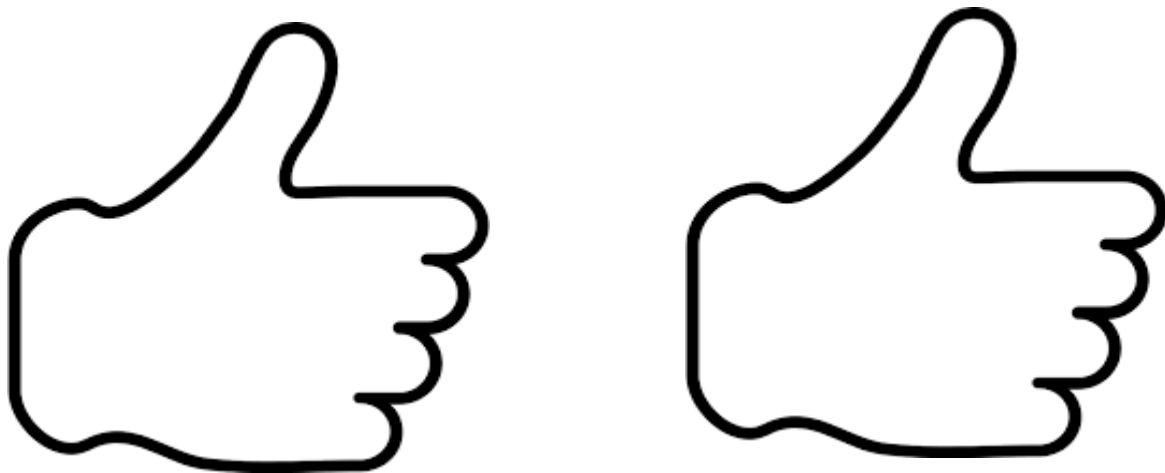
Drama Project Reflection

Think of your experiences in the drama project. Then, respond to the questions below:

Three things I learned:

Three dashed-line boxes for writing answers.

Two things I did well:



One thing I must do to improve:

A large rectangular box with a horizontal line across the middle, intended for writing one area for improvement.

Confidence on my English proficiency:

