

Drama Project 3

Project theme: Funny Invention

Level: Primary 5

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

Drama skills/techniques adopted:

Story Whoosh, Intonation and Stress, Big machine, Still Image, Teacher-in-role, Conscience Alley and Student-in-role

Prior knowledge:

Students have learnt to:

1. read and analyze the story of Goldilocks and the Three Bears
2. use some of the action verbs in writing procedural text

Learning objectives:

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

1. understand the perspectives of different characters in the story
2. create a household tool and explain its functions




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: Still Image</p> <ol style="list-style-type: none"> Teacher asks students to make a still image of different things. <ul style="list-style-type: none"> ➤ each of them make a chair ➤ make an ice-cream with 2 people ➤ make an elephant with 5 people ➤ make a plane with 6-7 people ➤ make a birthday cake with 10 people Teacher goes to different groups and chooses the best still image. Teacher pretends sitting on the chairs, eating the ice-cream, etc. 	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> • communication skills • collaboration skills • creativity <p><u>Drama skills</u></p> <ul style="list-style-type: none"> • use gestures and facial expressions to convey meaning and intention 		D, E
<p> Activity 2: Story Whoosh</p> <ol style="list-style-type: none"> Teacher divides the students into two big groups. Group 1 acts out the story and Group 2 will be the audience. Teacher acts as the narrator and reads the story. Teacher guides students to be the main characters and do the corresponding actions while the teacher is reading the story. Group 2 will be the actors in round 2. The teacher can act as the narrator or one student from Group 1 can be chosen to do the role. 	<p><u>Drama skills</u></p> <ul style="list-style-type: none"> • use gestures and facial expressions to convey meaning and intention • use appropriate intonation and stress, and vary volume, tone of voice and speed to convey intended meanings and feelings 	Story Whoosh Script (Appendix 1)	
<p> Activity 3: Still Image</p> <ol style="list-style-type: none"> Teacher divides students into 6 groups and asks each group to choose a place in the bears' house. <ul style="list-style-type: none"> ➤ Bedroom ➤ Living Room ➤ Kitchen ➤ Toilet ➤ Dining Room ➤ Play Room 	<p><u>Drama skills</u></p> <ul style="list-style-type: none"> • use gestures and facial expressions to convey meaning and intention 		

DC = Drama Conventions

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>2. Teacher asks students to create the objects that can be found in the rooms that they have chosen.</p> <p>Activity 4: Teacher-in-role</p> <p>1. Teacher explains to the students that he/she is Goldilocks and is going to visit the bears' house.</p> <p>2. Teacher narrates, <i>Wow! There is a house over there. I'm very hungry now. Maybe I can go there and see if there's something for me to eat. (Knocking at the door) Hello, anybody home? No one is inside the house. Let see if there is any food in the fridge. (Goldilocks opens the door of the fridge but she accidentally breaks the door)...</i></p> <p>3. Students act out how the objects are broken and create the breaking sound.</p> <p>4. Teacher asks students to guess what their classmates are pretending.</p> <p>Activity 5: Conclusion</p> <p>1. Teacher encourages students to share their reflections with one another. They may use the following questions to discuss and share.</p> <ul style="list-style-type: none"> ➤ What was your group pretending to be? ➤ Which part of the object were you? ➤ Do you think you did well? How ➤ What do you think about Goldilocks's behavior in the bear's house? 	<p><u>Drama skills</u></p> <ul style="list-style-type: none"> • use gestures and facial expressions to convey meaning and intention <p><u>Generic skills</u></p> <ul style="list-style-type: none"> • evaluate one's own progress and note one's strengths and weaknesses 	<p>Headband</p>	



Lessons 3 – 4

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>DC Activity 1: Introducing Conscience Alley</p> <ol style="list-style-type: none"> 1. Teacher explains to students that Conscience Alley is a way of exploring a character’s mind at a moment of problem/ dilemma/ decision making. 2. Teacher plays the video: https://www.youtube.com/watch?v=-Hs0LirW9v8 to the class. <p>Assign Roles</p> <ol style="list-style-type: none"> 1. Teacher tells students that they will give Goldilocks some ideas in making her decisions. 2. The class will be divided into two big groups. Group one comes up with ideas to support why Goldilocks should mess up the three bears’ house. Group two come up with ideas to support why she should not mess up the house. 3. Teacher arranges the students so they are standing in two lines facing each other. 4. Students in one line represent the ideas of “the good conscience” in the other the ideas of “the bad conscience”. <p>Conscience Alley</p> <ol style="list-style-type: none"> 1. The two groups form an alley for Goldilocks to walk through. 2. Teacher chooses a student to be Goldilocks and then asks the rest of the class to try to persuade Goldilocks as she walks down conscience alley. <p>DC Activity 2: Teacher Narration and Writing-in-role</p> <ol style="list-style-type: none"> 1. Teacher narrates: <i>Papa Bear was very angry with Goldilocks. He drew a Wanted poster and wanted to find out where Goldilocks was. He also sent a bill to Goldilocks’s</i> 	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> • communication skills • collaboration skills • critical thinking skills • creativity <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> • use gestures and facial expressions to convey meaning and intention • participate effectively in oral interaction • present information, ideas, intended meanings, views, attitudes and feelings clearly, coherently and appropriately in a variety of contexts 	<p>YouTube Video</p>	<p>A, C & E</p>

DC = Drama Conventions

<p><i>mother and asked her to pay for the new furniture. He even wrote a complaint letter to Goldilocks' mum. Goldilocks' mother saw the poster, the complaint letter and the bill. She was very angry with Goldilocks. She made Goldilocks write an apology letter to the three bears.</i></p> <p>2. Teacher divides the class into six groups.</p> <ul style="list-style-type: none"> ➢ One group will work on the Wanted Poster. ➢ One will work on the Bill Payment Worksheet. ➢ Two groups will work on the Letter of Complaint. ➢ Two groups will work in the Letter of apology. <p>3. Teacher provides some time for students to complete their tasks.</p> <p>4. Teacher asks students to present their works.</p>	<p><u>Writing skills</u></p> <ul style="list-style-type: none"> • plan and organize information, and express own ideas and feelings by identifying purpose and audience for a writing task • present main and supporting ideas and, where appropriate, with elaboration • use appropriate formats, conventions and language features when writing a variety of text types (poster, complaint letter and apology letter) <p><u>Generic skills</u></p> <ul style="list-style-type: none"> • critical thinking skills 	<p>Wanted Poster Worksheet (Appendix 2)</p> <p>Bill Payment Worksheet (Appendix 3)</p> <p>Letter of Complaint Worksheet (Appendix 4)</p> <p>Letter of Apology Worksheet (Appendix 5)</p>	
<p>Activity 3: Teacher Narration</p> <p>1. Teacher narrates: 'Goldilocks' mother asked Goldilocks to help the three bears to clean up their house. Otherwise, she could not go out and play. However, Goldilocks hated doing housework. And actually, she didn't know how to do it. Goldilocks decided to invent some household tools to help her do the housework.</p> <p>Activity 4: Funny Invention</p> <p>1. Teacher tells students that if they were Goldilocks, what they would invent to help them doing the housework.</p> <p>2. Teacher asks students to make a household tool that can help them to clean up the three bear's house.</p> <p>3. Teacher asks students to draw their creation on the worksheet and write</p>	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> • communication skills • collaboration skills • critical thinking skills • creativity 	<p>Funny Invention Worksheet (Appendix 6)</p>	<p>C</p>



<p>description about the creation. They should cover the following aspects of the household tool:</p> <ul style="list-style-type: none"> ➤ Name of the invention ➤ What is it made of? ➤ What does it do? ➤ How does it make life easier? <p>4. Teacher invites students to present their inventions.</p> <p>5. Teacher asks students to vote for the best inventions.</p> <p>6. Teacher invites students to give reasons for their choices.</p> <p>Activity 5: Evaluation</p> <p>1. Teacher asks students to complete the student evaluation on the drama project.</p> <p>2. Teacher summarizes what students have learnt from the drama project.</p>		<p style="text-align: center;">Student Evaluation (Appendix 7)</p>	
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Appendix 1

Story Whoosh Script

1st Round

Once upon a time, there was a little girl named (1) Goldilocks. She went for a walk in the forest. Pretty soon, she came upon (3) a house. She knocked and, when no one answered, she walked right in.

At the table in the kitchen, there were (3) three bowls of porridge. Goldilocks was hungry. She tasted the porridge from the first bowl.

“This porridge is too hot!” she exclaimed.

So, she tasted the porridge from the second bowl.

“This porridge is too cold,” she said

So, she tasted the last bowl of porridge.

“Ahhh, this porridge is just right,” she said happily and she ate it all up.

After (1) Goldilocks had eaten the three bears’ breakfasts, she decided she was feeling a little tired. So, she walked into the living room where she saw (3) three chairs. Goldilocks sat in the first chair to rest her feet.

This chair is too big!” she exclaimed.

So she sat in the second chair.

“This chair is too big, too!” she whined.

So she tried the last and smallest chair.

“Ahhh, this chair is just right,” she sighed. But just as she settled down into the chair to rest, it broke into pieces!

(1) Goldilocks was very tired by this time, so she went upstairs to the bedroom. She lay down in the (2) first bed, but it was too hard. Then she lay in the (2) second bed, but it was too soft. Then she lay down in the (2) third bed and it was just right. Goldilocks fell asleep.

2nd Round

As she was sleeping, the (3) three bears came home.

“Someone’s been eating my porridge,” growled the Papa bear.

“Someone’s been eating my porridge,” said the Mama bear.

“Someone’s been eating my porridge and they ate it all up!” cried the Baby bear.

“Someone’s been sitting in my chair,” growled the Papa bear.

(1) “Someone’s been sitting in my chair,” said the Mama bear.

(1) “Someone’s been sitting in my chair and they’ve broken it all to pieces,” cried the Baby bear.

3) The Three Bears decided to look around some more and when they got upstairs to the bedroom, Papa bear growled, “Someone’s been sleeping in my bed,”

“Someone’s been sleeping in my bed, too” said the Mama bear

“Someone’s been sleeping in my bed and (1) she’s still there!” exclaimed Baby bear.

Just then, Goldilocks woke up and saw the three bears. She screamed, “Help!” And she jumped up and ran out of the room. Goldilocks ran down the stairs, opened the door, and ran away into the (4) forest. And she never returned to the home of the three bears.

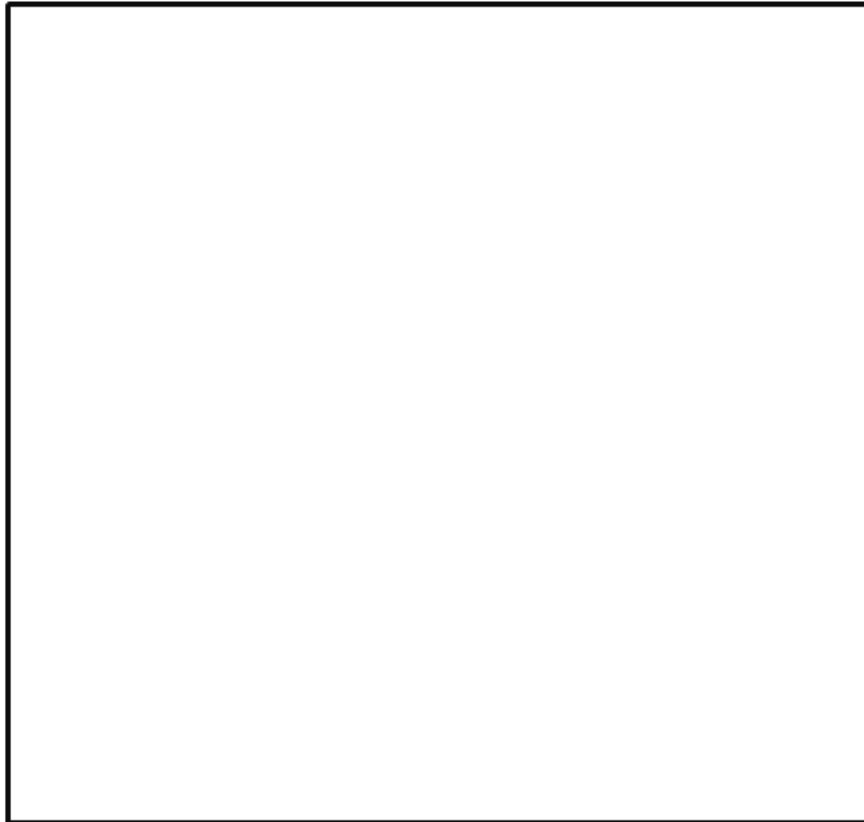
Note: The number in () refers to the number of students who can join in and act out the underlined objects or situations.

Appendix 2

Wanted Poster Worksheet

You are Papa Bear. You would like to find out where Goldilocks is. Complete the poster below.

WANTED



If you have seen _____,

please call _____.

Crime: _____.

Last seen at _____.

REWARD: \$ _____

Write down the new items to be purchased and the charges for Goldilocks below.

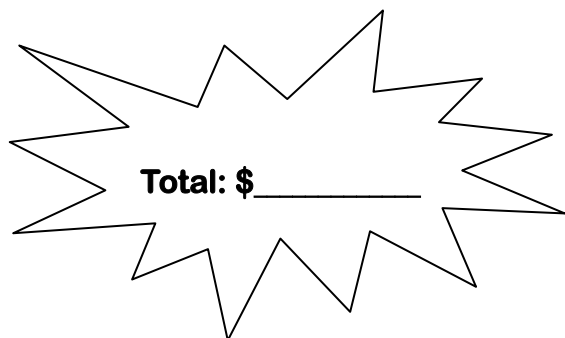
Bill Payment

New Items Purchased:

Charges:

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____

- \$ _____
- \$ _____
- \$ _____
- \$ _____
- \$ _____
- \$ _____
- \$ _____
- \$ _____
- \$ _____
- \$ _____



Payment methods:

- 1. **By Account Transfer at ATMs:** My account number is 08-123-456 at Big Bear Bank.
- 2. **By Mail:** Cheque payment can be by post to “No.2 Beary Village, 225 Forest Road, N.T.” Cheque should be crossed and made payable to Mr Papa Bear.
- 3. **By e-banking:** My account number is 08-123-456 at Big Bear Bank.

Appendix 4

Letter of Complaint Worksheet

You are Papa Bear. You are writing a complaint letter to Goldilocks's mother.

Dear _____, _____, 2018

Letter of Complaint

I'm writing to inform you that your daughter, Goldilocks _____

Yours sincerely,

Papa Bear

Appendix 5

Letter of Apology Worksheet

You are Goldilocks. Write a letter of apology to the three bears for damage you have done to their house.

_____, 2018

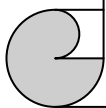
Dear _____,

Letter of Apology

Sorry for what I did to your family last week. _____

Yours sincerely,

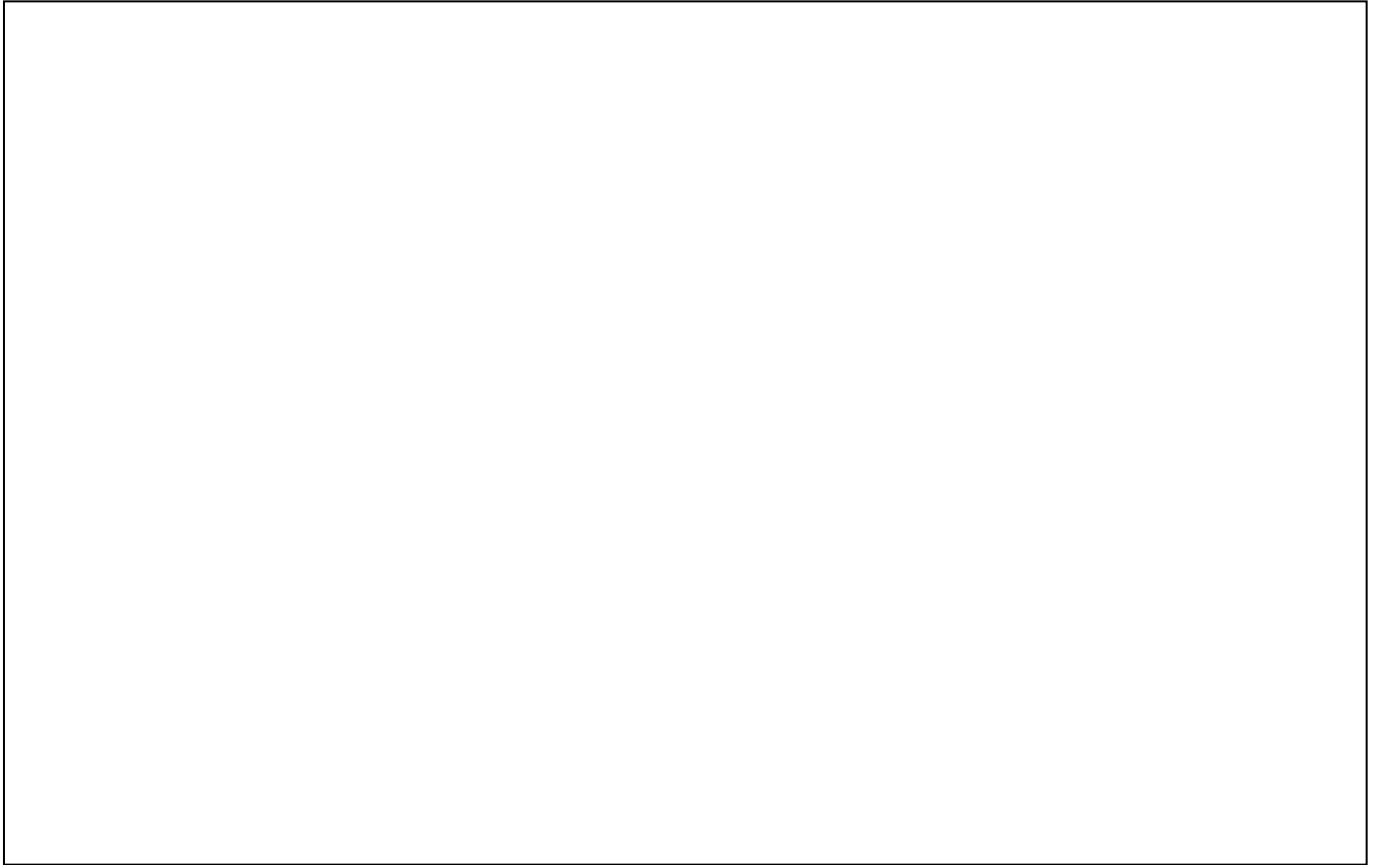
Goldilocks



Appendix 6

Funny Invention Worksheet

A. Draw a picture of your household tool in the space below.



B. Describe your household tool.

My invention is called

What is it made of?

What does it do?

How it makes life easier?

Appendix 7

Student Evaluation

A. Which activity/activities do you like? Tick the appropriate boxes.

Still Image

Story Whoosh

Writing-in-role (*please circle the suitable one)
(Wanted poster/ Bill payment/ Complaint letter/ Apology letter)

Conscience Alley

B. Which drama activity do you **like** most? Why?

C. What is one thing that **you did well** and one thing **you can improve** in this project?
