



TEACHER NOTES

DRAMA

Lesson 1: The Magic Hurley

Strand: Drama To Explore Feelings, Knowledge And Ideas, Leading To Understanding.

Strand Unit: Exploring And Making Drama.

Aims:

1. To develop an understanding of the relationship between role and character and teach the pupils to maintain either role or character for as long as the dramatic activity requires.
2. To demonstrate how the use of space and objects can help in building context and in signifying dramatic themes.

Resources: A Hurler, whiteboard, school hall.

Introduction

The children stand in a circle. Place a Hurler in the middle of the circle. Explain to the children that they must imagine the Hurler as something else completely and come up with a number of things it could be, e.g. a walking stick, a horse etc.



1. Development

Ask the children to imagine that the Hurler has special powers. Discuss the following and decide:

- (i) The magic powers it holds.
- (ii) Are they good/bad powers?
- (iii) The pros and cons of having such a Hurler.
- (iv) The consequences of owning such a Hurler.

2. Teacher In The Role

The teacher takes on the role of a girl called Aoife. Explain to the children that when you are holding the magic Hurler, you are in the role of Aoife. The children must listen to Aoife's story and they may be allowed to ask Aoife questions to find out more.

Aoife – Aoife is a very sad little girl as she is the only one in her class that is not on the school camogie team. She wishes more than anything that she was good enough to play just like all of her friends. If only she had something that could help her. Entice the children to suggest the magic Hurler that they have. Could this be the answer to all her problems?

Allow the children to ask any questions. The teacher, in the role of Aoife, must improvise to answer them. Aoife decides to take the Hurler. She knows that it is cheating but all she wants is to be able to play with her friends on the team.

3. Role On The Wall

The teacher draws a simple outline of the character Aoife on the board. Draw a brain and a heart on the character. The children will be asked to write expressive words/comments/sentences beside the brain (to represent what her head is telling her) and the heart (to represent what her heart is telling her). Discuss how these feelings will vary and why she feels like this. The children take turns to write their ideas.

4. Still Imaging

Revise the consequences of using the magic Hurler as discussed earlier in the lesson. Ask the children to imagine that Aoife decided to play in the school final. The opposition have never won



before and had been training very hard to win. Aoife scores the winning goal for her school. Divide the class into two or four groups. One/Two groups create a still image of Aoife's team (i.e. the winning team). The other group/groups create a still image of the opposing team (i.e. the losing team). Each child takes on the role of a player on the team and portrays their reactions through facial expression and body posture. Both teams face each other, forming two parallel lines so that they can view the other groups still image.

5. Thought Tracking

After the groups each take turns to portray their still image the teacher then asks the children to think of what each player is feeling or thinking at that moment. When the teacher taps a player on his/her shoulder the player speaks his/her inner thoughts.

6. Conscience alley

Aoife has a choice, to keep the Hurler or to get rid of it. Both teams are standing opposite each other, forming two lines. Each team has contrasting views. Allow the children time to decide what they feel she should do. The teacher, in the role of Aoife, walks slowly down the 'alley' (the space between the two teams) and listens to the children's words of persuasion, as if Aoife was attempting to come to a decision.



Conclusion

Ask the children to return to their seats. Discuss what feelings are going through Aoife's head and what they think her final decision will be.

Extension Exercises:

- The children individually decide what they believe Aoife will do. Write Aoife's story and what happened next.
- Write Aoife's diary entry for the day of the school final.
- Write a letter from Aoife to her friend explaining what she did and why. (Is feidir leat é seo a dhéanamh i nGaeilge freisin.)

Lesson 2: Cúchulainn

Strand: Drama To Explore Feelings, Knowledge And Ideas, Leading To Understanding.

Strand unit: Reflecting On Drama.

Aims:

1. To encourage the child to use reflection on and evaluation of a particular dramatic action to create possible alternative courses for the action.
2. To enable the pupil to learn through drama, the relationship between story, theme and life experience.

Resources: Large piece of card, tape recorder, story of Cúchulainn (**worksheets 4B, 4C**).

Introduction

Read the Cúchulainn story while the children follow the text. Discuss the story and ask the children questions to stimulate discussion on its content. Brainstorm the key moments for Cúchulainn in the story and write them on the whiteboard.

Development

1. Teacher In The Role

The teacher takes on the role of Setanta and the children get the opportunity to meet him and ask any questions he/she may like to know about the character. The teacher improvises to answer any tricky questions.

2. Role on the Floor

Explain to the children that the class must create a 'Role on the floor' using the evidence from the story and also their imagination. The teacher could also read other stories about Setanta in order to get an insight into the character. Alternatively, the children could look up Setanta on the internet



to find out more. Draw the outline of Setanta on a piece of card on the floor. The children write words inside this outline to describe the character, his feelings, thoughts etc.

3. Mime

Divide the class into groups. Assign a key moment from the story to each group. Inform the children that you would like each group to tell the story of their key moment through movements and actions but no words may be spoken. Allow the groups sufficient time to discuss their understanding of the key moment. The children should be allowed to create other characters that may have accompanied Setanta and also take on these roles. Read again the story and each group creates their mime as their moment is read aloud.

4. Adding Words

Explain to the children that they are now going to bring their mimes to life. The characters in each mime may only speak one sentence so explain to the groups they should choose their sentences carefully in order to best portray their thoughts/feelings. Once appropriate time has been allowed, remind the children of the order in which the groups will create their mime (i.e. the group with the first lines from the poem will go first).



5. Improvisation

Ask the children to develop their scene even more by allowing free-flowing conversation. The children discuss what the characters in their scene will do and what they will say. Each group gets the opportunity to enact their scene for the rest of the class.

Conclusion

The children record their improvisation and write it in scripted form.

Extension Exercises:

- The children write a poem to portray the story.
- The children could write in the first person about the character from the poem.
- Draw a picture to portray their group's key moment.
- Improvise conversations between Setanta and other characters from the story. For example; his master Culann.

Lesson 3: A Day In The Life Of A GAA Star

Strand: Drama To Explore Feelings, Knowledge And Ideas Leading To Understanding.

Strand Unit: Co-operating And Communicating In Making Drama.



Aims:

1. To enable the children to develop, in role, the ability to co-operate and to communicate with others in helping to shape the drama.
2. To enact spontaneously for others in the group a scene from the drama, or share with the rest of the class a scene that has already been made in simultaneous small-group work.

Resources: DVD, **Worksheet 7F**.

Introduction

Show 'Star players question time' in the English section of the DVD and discuss its content with the class. Divide the children into groups and ask them to choose one player to profile. Give each group **Worksheet 7F** and explain that they will need to research the player in order to find out some of the information. Information on all these players can be found at www.cúl4kidz.com.



Development

1. Moulding 'Clay'

After this activity the children should have an idea of the player's character and image. Put the children into pairs. One child moulds his/her partner into the image they have developed of the character.

2. The GAA Figure

Discuss a typical match day for this GAA player; the morning, the journey, the match, the result and the aftermath. Discuss the feelings that he/she may experience, the people he/she would be with, the reactions to certain things etc. at different times of that day.

3. Still Images

Divide the class into groups. Give each group a specific moment of the day. The children discuss all aspects of that moment in the day for that character and other characters involved. The children take on the role of the characters and create three still images, one leading into another, that portray that part of the player's day.

4. Match Day

Discuss the different moments of the day that the class are focusing on. Ask the children to put them in the order in which they might occur. The 'morning' group begins. Explain to the children that they are to create their first still image, hold it and then after the teacher claps, they create their second and third image as smoothly as possible.

5. Role Play

The groups will then role play their three images, i.e. their images come to life. The children improvise the conversations.



Conclusion

Scene Interruption (Forum Theatre)

Ask the first group to create their scene again. Explain to the rest of the children (the audience) that they will now get the opportunity to interrupt the scene by clapping and taking a character's place in the scene. The other children in the scene should adapt to the change and act or speak accordingly.

Extension Exercises:

- Write an essay entitled "A day in the life of....."
- Write a diary entry of a player on All-Ireland final day.

Warm Up, Cool Down Drama Activities

These games are designed to help establish trust, confidence and a sense of playfulness in the classroom. They can promote the social integration of the class and if used indiscriminately, may also become a substitute for drama. The activities may be adapted to suit the specific needs of your class.

Foul

The children form a circle. One person is holding a ball. That player begins the game by saying the word "pass" and he/she passes the ball to the person beside them and so on, around the circle. Explain to the class if someone says "foul" the ball changes direction and the game continues.

One word story

The children form a circle. The group creates a story by each child adding one word onto the story as it develops. For example: Once...there...was....a....boy....called...Sean... etc.

DVD scene

Divide the children into groups of three. Show the children a scene from the DVD. They write down everything that they see. Discover which group noticed the most.

