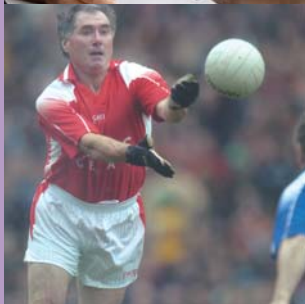




TEACHER CARDS

# DRAMA

12



- Exploring and making Drama
- Reflecting on Drama
- Co-operating and communicating in making Drama

Module

12



[www.gaa.ie](http://www.gaa.ie)



## Strand Unit: Warm-up activities

The children find a space in the hall. Fast music is played and the children begin by running on the spot.

The children imagine

- They are stretching for a hurley in front of them that is always out of arms reach.
- Someone is chasing them but their legs won't move.
- On the spot, they imagine sprinting up the football field to score a goal.
- The warm-up activity could end with the children doing a triumphant lap of honour around the pitch (hall).
- Begin bouncing an imaginary beach ball. The teacher explains to the children that on his/her call, the ball changes into something else- a Gaelic football, a sliotar, a handball.

## Strand Unit: Word games

- This could be done using a variety of sentences. An example of a sentence to begin could be; Rounders is a fast game. Continue this in a round, with the children changing the adjective.
- "I went to a match and brought a..." Continue as a round adding to the list and remembering everything that has already been mentioned.
- Running commentary- children give an imaginary commentary on a GAA match for 30 seconds.

## Strand Unit: Exploring and making Drama

1. Déan dráma i ngrupaí beaga, as liosta focail ag baint leis an gCumann Lúthchleas Gael, a thugtar dóibh. (See Irish Section).
2. Enact a drama about a GAA team entering into Croke Park to compete in the All- Ireland final for the first time. The children imagine the emotions a player would feel- allow the children to use their imagination, e.g. there may be a player whose parents disapprove of him playing GAA, a player who does not care whether his/her team win or lose etc.
3. The members of a GAA club have been called to a meeting (children as members). Tell them that there is a rumour that the club may close. Teacher in role as chairperson of the meeting and eliciting responses and emotions from those present.
4. Thought processes
  - One child enacts that he/she is the captain who is thinking about a difficult match ahead. He/she walks around the circle created by the children acting as spectators and the children offer their advice to him/her.
  - A player is thinking of retiring. He/she walks around the circle while the children remind him/her of the pros and cons of retirement.
  - A child imagines that he/she is the referee in a Go-Games Blitz. He/she walks around the classroom and the children act as his/her conscience reacting to a decision he/she made.



5. A GAA team arrive back to their home county after losing an All-Ireland final. Create and be aware of the tension/feelings, both positive and negative that is displayed by different members of the community.
6. Place a hurley in the middle of the circle of children. Explain to the children that they must come up with as many ways as they can to use the hurley for something other than playing hurling, e.g. a walking stick, a horse etc.
7. GAA Wax Museum:  
In pairs, one child creates a statue of a GAA character. This is done by positioning the other child into a GAA stance. Talking is not permitted once each member of the pairs have created their image, all of the sculptors walk through the "GAA Wax Museum" and make comments on the different sculptures that they see. The roles are then reversed and the other member of each pair then get the opportunity to mould their statue.

## Strand Unit: Reflecting on Drama

1. Participate in hot-seating
  - A child acts as the referee in the match and answers the other children's questions about his/her decisions in the match.
  - A trainer takes off the team's best player for no apparent reason. Hot seat the trainer to assess the reasons why.
  - A player is banned from the championship for three months due to foul play. Interview the player.  
It may be interesting to interview the referee to gain his perspective, too.
2. Write a poem to portray emotion; for example, a player who was not chosen for an important match might write, and then decide what course of action he/she is likely to take.
3. Improvisation
  - You are not chosen for a football team. Indicate how you would react.
  - You must convince a ticket seller why you deserve to get the last available All-Ireland ticket.
  - Two supporters debate why they believe their team will win the championship.
  - A player misses training three weeks in a row before an important match. Improvise the conversation between the player and trainer.
  - A child is trying to convince one of his parents/guardians to let him play football. His over protective parent/guardian is worried that he/she will get injured.



## Strand Unit: Co-operating and communicating in making Drama

- The role of the GAA Games Development Committee is to develop initiatives that encourage players to develop their skills and to play Gaelic games e.g. U CAN skill awards, Go Games etc. Children imagine that they are members of this Committee. Their task is to create new initiatives to promote the fun element of Gaelic games, and then present their ideas to the class.
- Enact a scene that depicts the reaction of a family whose son has just captained his team to win the All-Ireland. Another group could depict a contrasting image of a defeated captain's family.
- Enact a scene in which the footballers/ hurlers are uninterested in the advice and talk been given by their trainer before a match.
- Déan cómhra idir beirt lucht leanúna atá tar éis dóibh bhéith ag cluiche iontach.
- The children imagine that they are the goalkeeper/umpire in a GAA match and all the action is down the other side of the pitch. The children enact his/her reaction to the game as he watches it. The children should decide what way to approach this- it could vary from a comic stretch to a serious mime.
- Children enact alternative endings to a commentary of a GAA match with the feelings, emotions and thought processes of the characters portrayed. (check out [www.rte.ie](http://www.rte.ie))
  - Create a still image of the alternative endings.
  - Thought tracking: The teacher taps the characters in the still image on the shoulder and they come to life and give their opinions on the match.
  - The children pretend that they are spectators at this GAA match. They mime their reactions to the commentary read out by a member of the class. Commentary could include their favourite team scoring, goal disallowed by referee, a foul, a goal scored by the opponent, their best player gets injured, ball kicked into the crowd etc.

