



TEACHER NOTES DRAMA



MODULE

12

Lesson 1: Lost and Found

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

Strand Unit: Exploring and Making Drama.

Aims:

1. Use the ability to play at 'make believe' and to enter fully into participation in drama.
2. Use the pupils' emerging awareness of the differences in people in order to begin to develop an understanding of the relationship between role and character.
3. Experience how the fictional past and the desired fictional future influence the present dramatic action.

Resources: A large space, a whistle, art materials and a hat.

Development - Part 1

1. Discuss the games that the children play in the school playground. These could include hurling, chasing, football, rounders, skipping or make believe. Discuss what equipment is used, who the children sometimes pretend to be when playing certain games and what makes playtime so much fun. Ask the children to find a space in the room and when the teacher calls out a game the children should then mime playing that particular game. The teacher walks around the room and explains to the children that if they are tapped on the shoulder they must shout out how they are feeling playing the game. The children might respond that the game "is great fun".
2. Divide the children into groups of four. Ask the children to think of one playground game and allow them time to create a still image portraying that game. When the teacher blows the whistle the playground comes to life and each group enacts playing their own game.
3. Ask individual children what their favourite game is and the reasons why. The teacher might ask pupils: How does playing your favourite game make you feel? Does anyone have a GAA jersey of their favourite team? What colour is it? How do you feel wearing it?
4. Explain to the children that you received a letter today from a little boy who is very sad. "Would you like to hear why?" Read the letter to the children.



Dear (teacher's name),

My name is Sam and I am writing to you in the hope that you and your class will be able to help me. I have been really sad for the past week. The problem is that I have lost my (County name) jersey. This was no ordinary jersey either...it was signed by the WHOLE team! Please help me!

I think I left it in my classroom but when I came back for it, it was gone. I don't know where it went and mom says she won't buy me a new one. Do the children in your class have any ideas that could help me find it? I don't know what to do.

SAM



- Discuss the content of the letter with the children. "Why is Sam so sad? What has he lost? Where did he leave it?" Ask the children if they ever lost anything and how it made them feel. Discuss how the children could help Sam. What do people often do when they lose something precious? (Offer a reward; put notes in the local newspaper and radio station; put up 'missing' posters etc.) Suggest that the children in the class create 'missing' posters in order to retrieve the jersey for Sam. Discuss what information would need to be put on the poster. The children individually or in groups could create the posters for Sam. The teacher could put up the posters in different areas of the school until the next drama lesson.

Development - Part 2

- Discuss the letter that the class received and how the children tried to help Sam. Explain to the children that a girl saw one of the posters and came to see you. Discuss possible reasons the girl came to see the teacher. Elicit from the children that she has the jersey. How do you think she felt? Ask the children if they would like to meet the girl. The teacher asks the children to be nice to her as she wants to tell them her side of the story.
- The teacher puts on a hat and takes on the role of the girl. Explain to the children that while you are wearing the hat you are in role and when you take it off you are out of role. The girl explains to the children that she found the jersey the previous week in a classroom. She had always wanted a jersey but her mother said they were too expensive. The teacher asks the children what she should do. The children give the girl advice, as guided by the teacher.
- Conscience alley - the girl has two choices, she can give the jersey back to its owner or she could keep it as no-one knows she took it. The children form two lines in the room, as if creating a road for the girl to walk along on the way to the boy's house. As the girl passes the children, they tell her what they think she should do and why.
- Once the teacher, in role as the girl, reaches the end of the road she turns and faces the children. She then announces to the children that she has made up her mind and knows the right thing to do is to return the jersey to the owner.



Conclusion

Discuss how the girl will feel after giving the jersey back. How will the real owner feel? What will the boy say to the girl? How did we help both children? Discuss the importance of telling the truth and how lying can upset others. Suggest how the boy may be a bit upset that the girl had taken his jersey but that he should understand why she did it and that she is very sorry. Ask the children in pairs to enact the final conversation between the boy and girl.



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GAA Grassroots to National Programme (GNP)

TEACHER NOTES

Lesson 2: Down In The Dumps

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

Strand unit: Reflecting On Drama.

Aims: The child should be enabled to:

1. Use reflection on a particular dramatic action to create possible alternative courses for the action.
2. Experience, through drama, the relationship between story, theme and life experience.
3. Share insights while experiencing the drama or insights that arise out of the drama.

Resources: A large space and hurley.

Introduction

Discuss important people in charge of different aspects of life. These could include a parent, grandparent, teacher, principal, priest, garda etc. Discuss who is in charge on a football pitch. For example, what are the roles of the trainer, referee, captain, goalkeeper, umpires, linesmen etc? Ask the children to take on the role of one of these people. The teacher counts to three and the children freeze in their new role. The teacher walks around the children and taps a child on the shoulder. The child, in character, then comes to life. The teacher asks the child questions to find out who he/she is pretending to be. The teacher could ask: Are you on your way somewhere? What have you in your hand? What have you on your head? The rest of the children guess who the person is pretending to be.

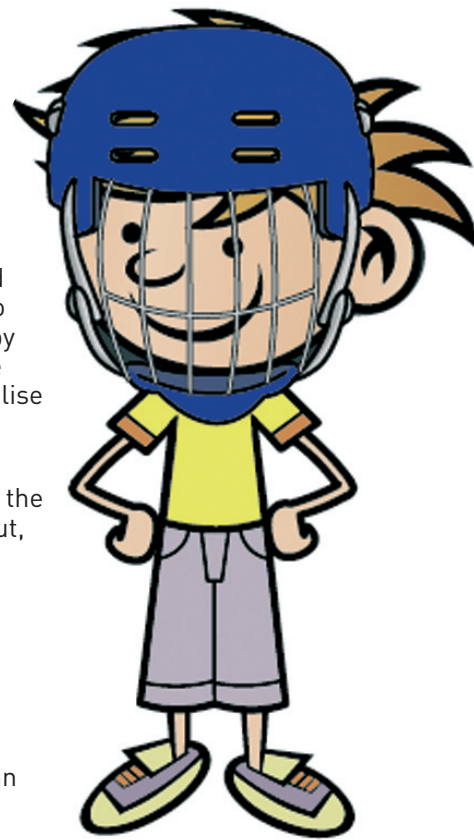
Development

1. Introduce a hurley as a prop for the lesson. Explain to the children that you found this hurley in the bin at a school hurling match. Who may it belong to? Does it look broken? Then why might it have been in the bin? Explain to the children that when you found the hurley you asked some of the spectators at the match if they knew who it belonged to. The children are then asked to stand in front of you as though they are watching a match. The children take on the role of the spectator as the teacher interrupts their thoughts to ask them if they own or know the owner of the hurley. Encourage the children to take on different roles such as grumpy / bored / angry / happy / disinterested / helpful spectator. You should get a suggestion that a player may be the owner. Thank the spectators and come out of role.
2. Explain to the children that as you left the football pitch you noticed a person standing alone. Tell the children that they are now going to meet this person but they have to be very nice to him as he seemed very upset about something. The teacher takes on the role of Kevin, the goalkeeper of the team that lost the schools' final. Kevin is very sad, dragging his heels, shoulders low and head bowed. He is saying things such as: "I'm so upset, I can't do anything right." Ask the children if they'd like to know why the boy is so upset.
3. The teacher, in role tells the children Kevin's story: "I always wanted to be a goalkeeper. I used to practice every day, hitting the ball off a wall and saving it as it came back. I used to run around cheering then. When I made the school team I was so happy. I knew all my hard work had paid off. We really deserved to get into the final. My teacher was so excited and so were we. But then I ruined it for everyone. I didn't mean to drop the ball. Everything happened so quickly. Before I knew it, the other team had hit the ball into the net and the game was over. My captain was furious with me and he was right to be. We lost, and it's all my fault."



4. The children get the opportunity to ask Kevin questions in order to fully understand why he is so sad. The teacher, in role, portrays a sad, pitiful character who is blaming himself for the loss. Out of role the teacher discusses Kevin's problem with the children. Was it really his fault? Did anything similar ever happen to you? Ask the children what could be said to Kevin to reassure him that it wasn't his fault and what they could say to make him feel better. Is there anything else that could be done? The teacher then goes back into role and the children explain to the Kevin that it's not his fault and that these things happen in sport.
5. Suggest to the children that they go back in time to see what happened when the goalkeeper dropped the ball. Divide the children into groups of five. The children take on the roles of the people involved, i.e. Kevin, an opposing player, the referee, a supporter of Kevin's team and a supporter of the opposing team. Ask the children to create a still image of the scene and to imagine what their character would be thinking at that moment. Explain to the children that you will walk around the room and will bring characters to life by tapping them on the shoulder. If a child is tapped on the shoulder they may say one sentence to portray how their character is feeling or what he/she is thinking at that moment. Once the child says a sentence the teacher taps him/her on the shoulder again and the child re-freezes.
6. Discuss the different attitudes towards Kevin when he dropped the ball. How were they different? (Contrast the happiness of the winning team with the disappointment of the losing team.) Kevin thinks that everyone is blaming him for his team's loss, particularly the captain of his team. Suggest to the children that if they got the opportunity to meet the captain, Seán, they could explain how terrible Kevin is feeling.
7. The teacher takes on the role of Seán. Seán is grumpy and quite angry. He blames Kevin for his team's loss. It is up to the children to persuade him that Kevin dropped the ball by accident and that he feels awful. At first Seán doesn't care about what the children have to say but soon begins to realise how Kevin must be feeling.
8. The teacher comes out of role as the captain and tells the children that they have left Seán feeling very confused. On the one hand, he is still very disappointed that his team lost but, on the other hand, he knows that the crucial goal wasn't really Kevin's fault. Create two lines in the hall by dividing the children on either side in order to create an image of the path from Seán's house to Kevin's house. The children speak Seán's inner thoughts as the teacher, in the role of Seán, passes by. When you reach the end of the line, you may turn and address the class:

"Yes, I admit I wanted to win the final. I wanted it more than anything in the world. When Kevin let that goal in I was really disappointed and I said some things that I shouldn't have. I know that now. I never stopped to think how Kevin must have been feeling. He wanted to win as much as I did. I only thought of myself. I'm going to go over to Kevin's house and say sorry. Hopefully he'll be able to forgive me."



Conclusion

The children discuss if they think Seán has made the right decision. What do you think caused him to realise his mistake? What do you think Kevin will say when he hears Seán's apology? It may be idea for the children, in pairs, to create a still image of Seán and Kevin after Seán apologises.



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GAA Grassroots to National Programme (GNP)

TEACHER NOTES

Lesson 3: Santa's GAA workshop

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

Strand Unit: Exploring And Making Drama.

Aims: The child should be enabled to:

1. Experience how the fictional past and the desired fictional future influence the present dramatic action.
2. Begin to see how tension adds to drama and that suspense ensures the interest of the participants.



Introduction

Discuss with the children what they imagine Santa's workshop to be like.

What sports equipment might be made in the GAA workshop?

What materials would Santa and his helpers use when making a hurley/helmet/jersey/sliotar/gloves etc.?

What other type of workshops would Santa have? Who would help Santa make these things?

Development

1. Explain to the children that you would like them to imagine that they are Santa's helpers working in the GAA workshop. Elicit what the different workers would be doing. For example they would be shaping, bouncing, hammering, packaging or moving objects. Explain to the children that you, the teacher, will take on the role of Santa and as you pass each child he/she comes to life as Santa's helper. The teacher could also ask the children questions: You look busy, what are you making there? Are you busy today? How many of those have you made today? What tools are you using?
2. The teacher remains in role as Santa and informs the children that an important part of their work is to ensure that the products they make are of the highest quality and are in perfect working order so that all children will be happy Christmas morning. Therefore the children must test each product they make. The children mime testing out different GAA objects e.g. by swinging a hurley, bouncing, soloing, or hand-passing a ball, pucking a sliotar etc.
3. The teacher in role as Santa announces that he/she has just received a phone call from a very angry squirrel who demands to speak to them as soon as possible. What might be wrong with the squirrel? Suggest that you invite him in to see the workshop and the children may be able to ask him questions then.
4. The teacher takes on the role of the angry squirrel.
"You gave me no choice but to come here today. I am really fed up. The amount of wood that is being used in this factory is just outrageous. Do you even know where this wood comes from? It's MY HOUSE!!! You want wood, you cut a tree and I lose a house! I've had to move 12 times already this year because you use so much wood in this factory. Can you not use some other materials instead of wood? I will return tomorrow and I want to see a lot of changes around the workshop. Otherwise, I will ensure that this workshop will be forced to close and those GAA obsessed children can do without their fancy toys."
5. The teacher comes out of role and asks the children for suggestions as to what changes the factory could make in order to reduce the amount of wood being used. Could they, for example, make the hurleys, goal posts, tools, chairs, tables etc. using alternative materials? The workers mime designing and making new toys as the teacher, in role as Santa, calls out instructions and suggestions while they work. The teacher reminds the children that any other material can be used other than wood. The teacher walks around the classroom asking the children what they're making, how they're making it and what materials they are using.
6. The teacher, in the role of Santa, congratulates the children on their hard work and says he/she can only hope that they've done enough to save the workshop.
The teacher takes on the role of the squirrel and the children report the changes that have occurred around the workshop. The children mime showing the squirrel the new products they've made. The squirrel is hesitant and is unsure at first but finally decides that the workers have done enough to save the workshop.

Conclusion

Discuss the work the children did during the drama:

- What was wrong with the squirrel?
- Why did he need their help?
- How did they help him?
- How did they help Santa?

