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| The UmbrellaA Process Drama written by Philippa Branson (Education Officer, Resourcelink, Brisbane Catholic Education) |
| **Process Drama** | **Time:****60 mins** | **Suitability:****Years 3-6** |
| **Lesson Outcomes:*** To get students to work together to solve problems
* To get students to use visual literacy to interpret Picture Books
* To get students to work collaboratively
* To get students to engage in dramatic storytelling
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| **Resources:*** ‘The Umbrella’, by Ingrid & Dieter Schubert
* Projector and computer
* Speech bubbles
* White board markers
* Jigsaw pieces – hide these prior to the lesson
 | **Context:**A dramatic telling of a wordless picture book**General Capabilities Covered:**Literacy, ICTs, critical and creative thinking, personal and social capability, ethical understanding |

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| **Step** | **Time** | **Strategy / Convention** | **Organisation** | **Action by Teacher** | **Action by students** |
| 1 | 5 mins | Teacher in Role | Participants in a circle | Teacher shows the image of the dog being blown away on screen.“ What do you notice?”*dog, leaves, cat, house, umbrella*Teacher prompts about where the dog might be going?Teacher plays sound reflective music and asks the participants to close their eyes and imagine the dog being swept away on an adventure.Where does he go?What can you see?Who is there with him?Did they see a picture in their head?Get one participant to describe their picture in their head.Read it as if that picture is actually in the book. | Participants each tell the group what they notice in the image.Get participants to tell the group what they imagined.  |
| 2 | 10 mins | Freeze Frame Wave | Students get into groups  | In groups, get the participants to come up with a place and an activity where the dog may end up.Show group in a Freeze Frame Wave. Slowly move into position, freeze, begin together, end together, slowly move to seated position as the next group slowly rises and so on. | Participants work in groups to develop a short scene. |
| 3 | 10 mins | Treasure Hunt | Students walk around the space searching for the missing pieces  | The teacher tells the students that an image of where the dog ventured to has been scattered everywhere by the wind and that they are to locate the missing pieces Teacher tells the students to split up and look for the scattered pieces of the postcard. The teacher works with the students to solve the jigsaw and identify where the dog has gone.“What do they notice?” | The participants search the room to find the scattered pieces of a postcard from dog. Participants work together to piece the postcard back together and figure out where the dog has gone. |
| 4 | 10 mins | Soundscape | Students in a circle | The teacher asks the participants:What noises would the animals make?What do you think would be some common noises that you might hear in the African Safari? | Participants choose a noise to take on. Discuss repetition and pace, soft and loud noises and in groups with a conductor create a short performance of how the African Safari would sound. |
| 5 | 5 mins | Writing in roleFreeze Frame | Give each group a white board marker and a speech bubble | The teacher tells the participants that each of the groups of animals has just noticed the dog and the red umbrella in the sky. The teacher tells the participants that they are to create a frozen image of the moment that they see the dog and one student in the image must hold up the speech bubble. | They are to work together to decide on a statement of ‘hope’ and a statement of ‘fear’ in their reaction to seeing the dog.Participants write on the speech bubble and create an image of the moment they notice the dog in the sky. |
| 6 | 2 mins | Teacher in Role | Participants sit facing the data projector | The teacher shows the image of the crocodile cornering the dog.“What do you notice?”  | Participants engage in the conversation |
| 7 | 5 mins | Gossip | Participants move around the room | The teacher tells the participants that they are to gossip about what they saw when the crocodiles cornered the dog, but that they must not let the ranger overhear them because they will all get in trouble and you don’t want to get into trouble with the Rangers. Bad things happen to you. | Participants go up to different people and gossip about the trouble with the crocodiles and the dog and what they saw the elephants do in the situation. |
| 8 | 5 mins | Hot Seating | 3 chairs. Participants sit facing it on the floor. | The teacher tells the participants that they have invited a crocodile, the dog and an elephant to talk through how they saw the events unfold. After they tell their version, the participants, out of role, are able to ask the characters question they have about how they dealt with the fallout and raise some issues that they have with their motives and actions towards other groups of animals, in particular the dog.GIVE SOME EXAMPLE QUESTIONS FOR THE TEACHERS | Participants listen to each side of the story and ask questions to each character about why they acted as they did towards each other. |
| 9 | 5 mins | Conscience Alley | Participants line up parallel to each other | Discuss how the crocodile, the dog and the elephant behaved.“What advice would you give them?” | Participants call out their advice to each character as they walk past them down the aisle. |
| 10 | 5 mins | Discussion outside the drama | Participants sit in a circle | Without mentioning any names, who are the crocodiles in your playground?What do you see them do?Are you an elephant?How could you be an elephant in your playground? | Teacher leads a discussion about issues in the playground. |