

Drama Project 1

Project theme: Memorable Experiences

Level: Primary 6

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

Drama skills/techniques adopted:

Role on the Wall, Still Image, Thought Tracking, Interview, Teacher-in-role, Role-play, Big Machine and Writing-in-role

Prior knowledge:

Students have learnt to:

1. read and analyze the story elements of Charlie and the Chocolate Factory written by Roald Dahl
2. express different feelings using different stress and intonations
3. apply different reading strategies to help them gain a better understanding of the story

Learning objectives:

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

1. have a better understanding of the drama conventions such as Role-play, Still Image and Thought Tracking
2. perform the drama conventions within the framework of the characters and storyline of Charlie and the Chocolate Factory
3. understand characters' thoughts, motivations and feelings
4. understand the roles and responsibilities of a team member and the importance of teamwork
5. be confident in presentation, role-play and drama performance

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

Lesson 1

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>Activity 1: Introduction to the drama project</p> <ol style="list-style-type: none"> 1. Teacher tells students that they are going to do some drama activities after reading the story <i>Charlie and the Chocolate Factory</i> in this project. Before this drama project, students should have read and studied the story already. 2. Teacher recaps on the story with students quickly. Teacher tells students <i>Willy Wonka is a very successful chocolatier who owns the largest chocolate factory in history. Years have gone by and now he is getting older with no one running his factory. Therefore, he sent out five golden tickets for a factory tour to find his successor.</i> <p>Activity 2: Role on the Wall</p> <ol style="list-style-type: none"> 1. Teacher distributes the Role on the Wall worksheet and explains the elements of the characters analysis. Teacher says to students <i>Write words or phrases describing Charlie Bucket on the inside or outside of the outline. You can include facts such as physical appearance, age, gender, location around the outline. Ideas such as likes/dislikes, relationships with family, opinions, motivations, secrets and dreams can also be included inside the outline.</i> 2. In groups, students brainstorm and create a Role on the Wall for Charlie Bucket. 3. The groups will share their answers with the class. 	<p><u>Speaking skills</u></p> <ul style="list-style-type: none"> • present information, ideas and feelings clearly and coherently <p><u>Generic skills</u></p> <ul style="list-style-type: none"> • critical thinking skills • communication skills • problem solving skills • creativity 	<p>Role on the Wall Worksheet (Appendix 1)</p>	<p>A,B,C,D</p>



DC = Drama Conventions

Lessons 2 – 3

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>Activity 1: Design your golden ticket</p> <ol style="list-style-type: none"> 1. Teacher asks students to design their golden tickets on the worksheet. 2. Teacher invites them to share their design with their classmates. <p>Activity 2: Still Image (Practice)</p> <ol style="list-style-type: none"> 1. In groups, students will act out the scene in which Charlie found the golden ticket in the second bar of chocolate. He then went home and told his family. 2. Teacher reminds students that there should be multiple characters when performing. Students can also create a setting for the performance. 3. Teacher gives students some time to practice their Still Images. <p>Still Image (Action)</p> <ol style="list-style-type: none"> 1. Teacher has the class in a circular shape where the actors are in the middle, and the audience surround the actors. 2. Teacher signifies the freeze of action by using a ding bell. When hearing a ‘ding’ sound, actors have to stay frozen. Audience can walk around the group and look at the actors more closely. 3. Audience will discuss the activities and feelings of the characters and setting. <p>Activity 3: Thought Tracking</p> <ol style="list-style-type: none"> 1. Teacher taps on the shoulder of the actors to let them speak up their thoughts or feelings. 2. Teacher can ask the following questions: <ul style="list-style-type: none"> ➤ Who are you? ➤ What are you doing? ➤ How are you feeling? Why? 	<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"> • present information, ideas and feelings clearly and coherently 	<p>Golden Ticket Worksheet (Appendix 3)</p>	<p>C,D</p>



DC = Drama Conventions

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>3. For example, <i>I am Charlie Bucket. I am showing the golden ticket to my grandparents. I am very happy because I found the fifth golden ticket. / I am Grandpa Joe. I am hugging Charlie now. I am happy because we can visit Willy Wonka's chocolate factory!</i></p> <p>4. Teacher initiates a short discussion on the good points and areas of improvement of the groups' performance.</p>			

Lessons 4 – 5



Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>Activity 1: Golden Ticket Interview</p> <p>1. Teacher tells students about the task. The TV station is going to interview the four children who got the golden tickets (Augustus, Veruca, Violet and Mike).</p> <p>2. Teacher may play the video clip to the class and do a quick recap on their personalities. Characters of the ticket winners: https://www.youtube.com/watch?v=zslNn8Cd0-A</p> <p>3. Teacher says to students <i>With your partner, one of you will pretend to be a television reporter and the other will pretend to be Augustus/ Veruca/ Violet or Mike. It is the reporter's job to ask appropriate and interesting questions that the television viewers (classmates) will be interested in hearing. It is the interviewee's job to take on the role of the character and answer the questions like the character would.</i></p>	<p><u>Speaking skills</u></p> <ul style="list-style-type: none"> present information, ideas and feelings clearly and coherently <p><u>Generic skills</u></p> <ul style="list-style-type: none"> communication skills collaboration skills critical thinking skills creativity 	<p>Interview Worksheet (Appendix 2)</p>	<p>A,B,C,D,E</p>

DC = Drama Conventions



Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>4. Teacher asks students to write down their questions and answers on the worksheet first. Practice reading aloud with their partners and some of them will perform for the class.</p> <p>Activity 2: Teacher-in-role and Monarch game (Role-play)</p> <ol style="list-style-type: none">1. Teacher clears a space in front of the class and place one chair for the monarch (Mr Willy Wonka)'s throne. Place one chair next to it.2. Teacher puts on a hat or a bow tie to get in the role of Willy Wonka. Teacher tells students that he is trying to find a suitable person to be his successor. Five students will come out and pretend to be the five children from the story. They will try to convince Mr Wonka to pick him/her to be the successor.3. To make the game fun, the teacher will try to take on the role of a fickle monarch, quickly impressed and bored, easily offended or angered. Once students are familiar with the game, the teacher can invite students to be the monarch.4. Players will take turns to convince the monarch that he/she is capable to be the successor. They can say 'I am suitable because...' They will show their talents to convince the monarch to let him/her sit on the chair.5. If someone better comes along, the monarch will throw the person sitting down out of the chair (in a fun and gentle way).6. The game ends when the monarch has chosen the successor.		Realia (A hat or a bow tie)	

DC = Drama Conventions

Lessons 6 – 8

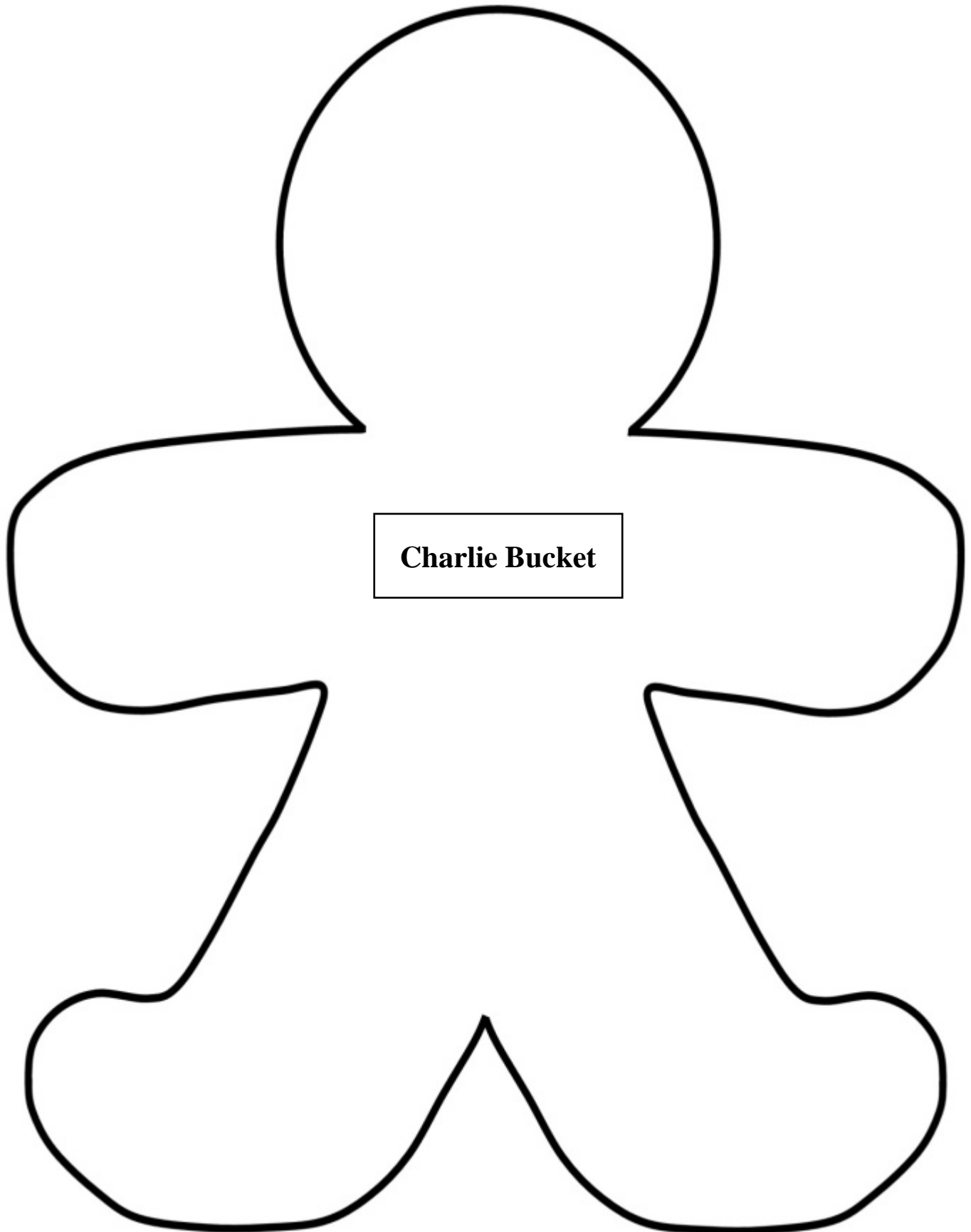
Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>Activity 1: Big Machine</p> <p>1. Teacher asks students to work in groups of 5 or 6.</p> <p>2. Teacher asks students to work together to create an incredible candy machine using sound and movement. One person in the group can be the ‘machine operator’. Teacher tells students <i>Each part should connect to the next. They should have interesting sounds as well. The final part of the machine should produce a new candy.</i></p> <p>3. Students discuss and decide on a type of machine and then everyone creates the new candy together.</p> <p>4. Teacher carries out reflection time with students.</p> <ul style="list-style-type: none"> ➤ What did you imagine the machine you created was? ➤ What was your part in making it? ➤ How could we make the machine better? 	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> • problem-solving skills • critical thinking skills • creativity 		C,D & E
<p>Activity 2: Writing-in-role</p> <p>1. Teacher tells students <i>You are Charlie and now you are the owner of the factory. You will design a poster to advertise the new candy.</i></p> <p>2. Teacher uses the Poster Sample to introduce the poster features to the class.</p> <p>3. After finishing the poster, students will present their product to the class.</p>	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> • creativity <p><u>Writing skills</u></p> <ul style="list-style-type: none"> • Text type: Poster, Persuasive Text 	<p>Poster Sample (Appendix 4)</p> <p>Writing Worksheet (Appendix 5)</p>	
<p>Activity 3: Reflection</p> <p>1. Teacher asks students to do a reflection on the drama project. They will write their ideas on the reflection sheet.</p>		<p>2 Stars and A Wish Worksheet (Appendix 6)</p>	

DC = Drama Conventions

Appendix 1

Role on the Wall Worksheet

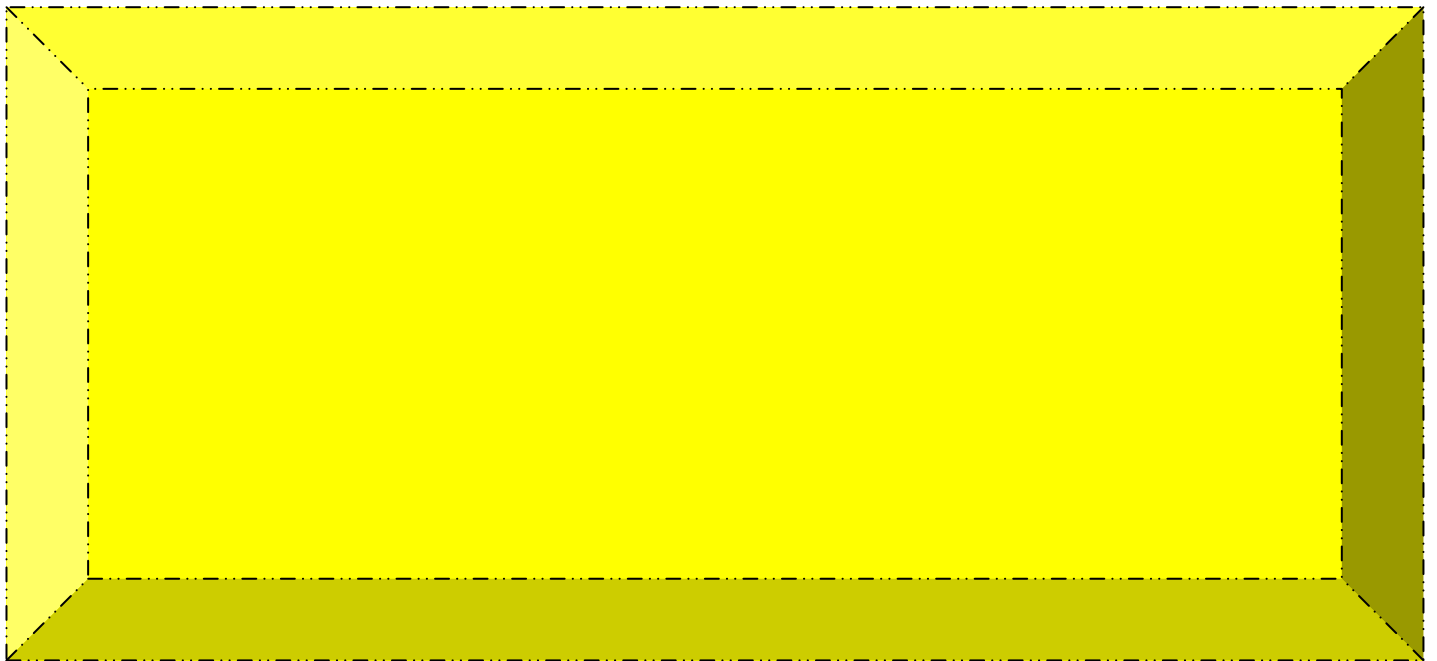
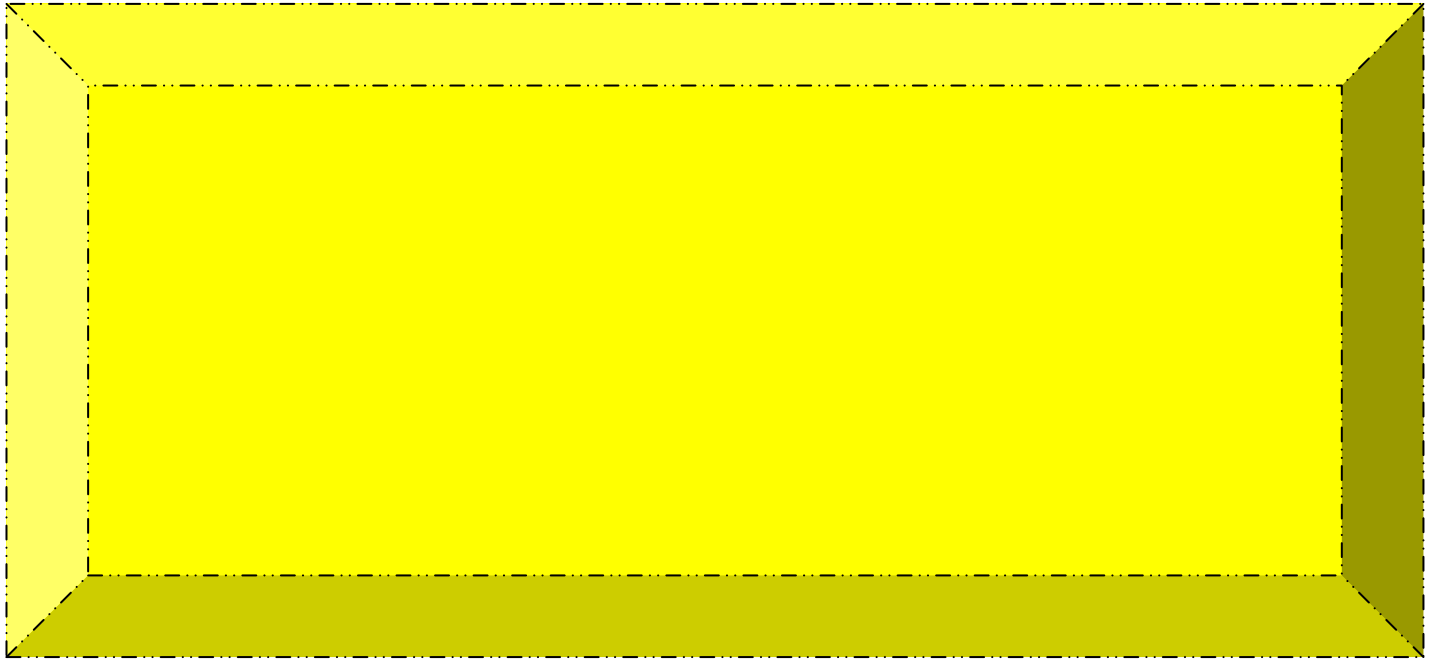
Add details about the characters outside or inside the outline. You can add facial expressions or costumes if you wish.



Appendix 3

Golden Ticket Worksheet

Design your golden ticket in the spaces below.





An eye catching layout

3-COURSE DINNER GUM



Colourful photos or pictures

Short sentences and phrases

**Tomato Soup, Roast Beef
with Baked Potato &
Blueberry Pie flavour**

*Don't let
hunger
happen to
you!*

A catchy slogan

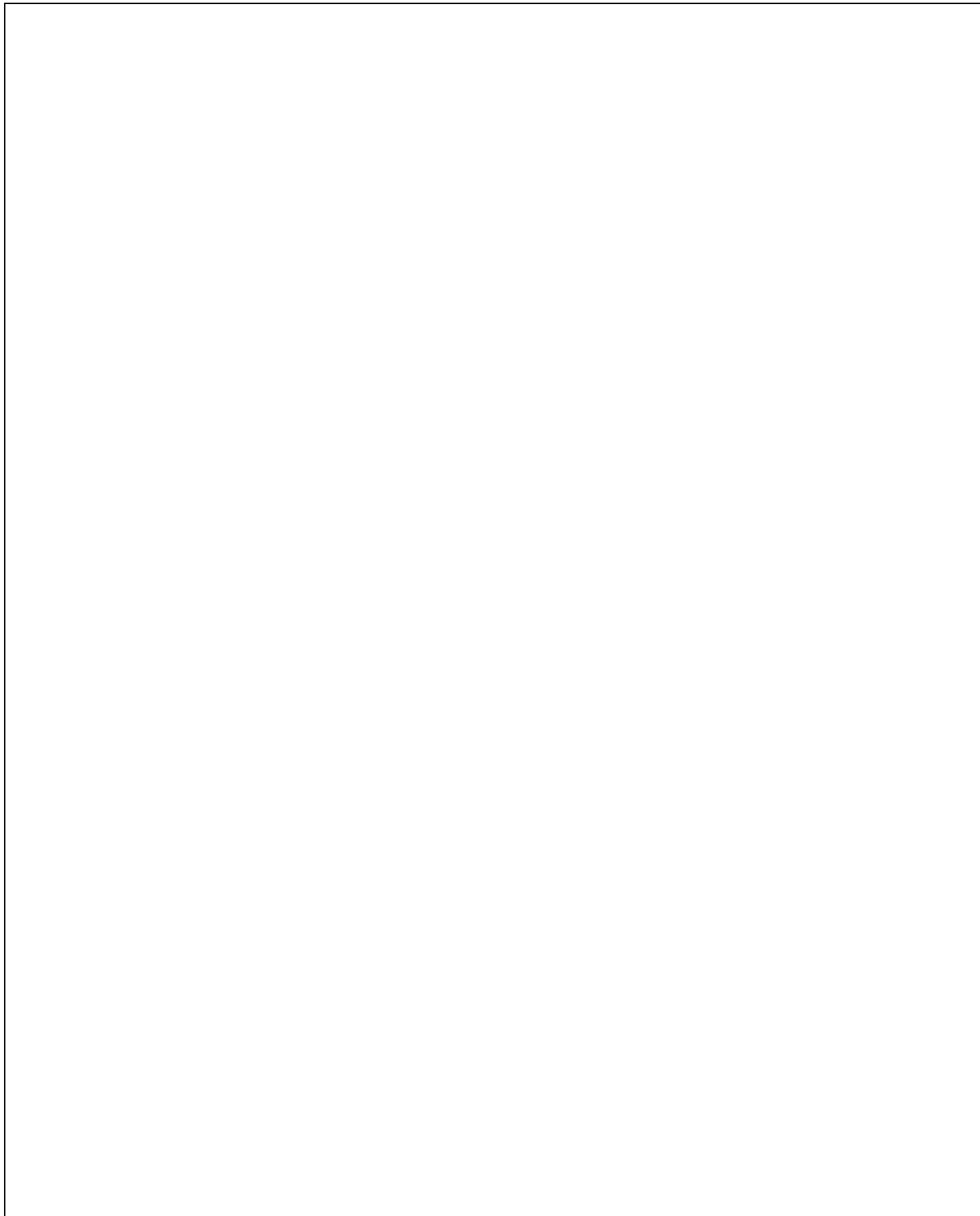
Something to offer

*ON SALE
TRY NOW!*

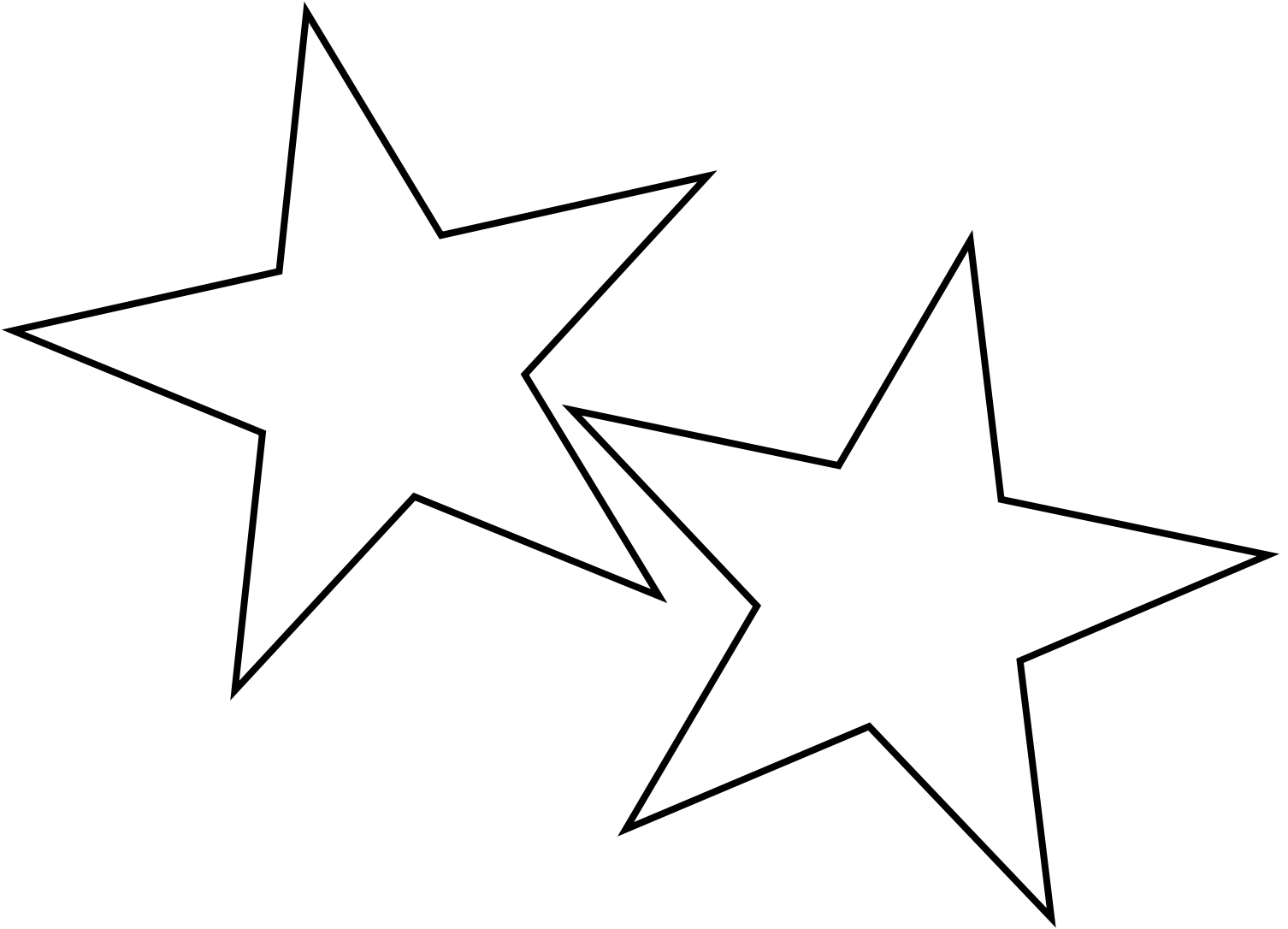
Appendix 5

Writing Worksheet

You are Charlie. You have created a new candy for the factory. Design a poster for the new candy. Include some pictures and descriptions on your poster.

A large, empty rectangular box with a thin black border, intended for the student to draw and design a poster for their new candy. The box occupies most of the page below the instructions.

Two things I learnt in this drama project:



One thing I would like to improve:

Drama Project 2

Project theme: Shiloh

Level: Primary 5

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

Drama skills/techniques adopted:

Empty Chair, Spectrum of Difference, Still Image, Thought Tracking, and Writing-in-role.

Prior knowledge:

Students have learnt to:

1. express different feelings using stress, intonation and facial expressions
3. apply different reading strategies to help them gain a better understanding of the story

Learning objectives:

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

1. use appropriate language items to advise/convince others with logical reasons (e.g. ‘You should’, ‘It would be good to’, ‘This is your chance to’, ‘I think it is good for’...)
2. analyse different situations and consider the positives and negatives (for and against) surrounding an issue when dealing with dilemma
3. choose the correct intonation, gestures and facial expression to demonstrate the emotions of the character, as well as the problem, solution and setting of the story

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: Lead-in</p> <ol style="list-style-type: none"> Teacher asks students <ul style="list-style-type: none"> ➤ <i>Do you have any pets?</i> ➤ <i>What pets do you keep?</i> ➤ <i>Do you want to keep pets? Why? / Why not?</i> Teacher elicits responses from students. Teacher plays the movie trailer to students: <i>Shiloh (1996)</i> https://www.youtube.com/watch?v=Y7fGNsgCcHc Students are asked to share their thoughts and feelings with others. 	<p><u>Listening skills</u></p> <ul style="list-style-type: none"> listen for the gist <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> present information, ideas and feelings clearly and coherently 	<p>YouTube</p>	<p>C & E</p>
<p>Pre-reading</p> <p>Activity 2: Predicting</p> <ol style="list-style-type: none"> Teacher shows a picture of the storybook <i>Shiloh</i>. Teacher asks students the following question to elicit students' answers. <i>What can you see in the picture?</i> Teacher asks students to predict the story development, guess whether the ending is a sad or happy one, and give reasons to support their prediction. 	<p><u>Speaking skills</u></p> <ul style="list-style-type: none"> present information, ideas and feelings clearly and coherently 	<p>Picture (Appendix 1)</p>	<p>C</p>

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>Activity 3: While-reading</p> <ol style="list-style-type: none"> 1. Teacher reads some important episodes in the book <i>Shiloh</i> written by Phyllis Reynolds Naylor together with the class. 2. Teacher invites some students to read some important lines in the story using appropriate stress and intonation to convey intended meanings and feelings. 3. Teacher discusses the characters and plot development with the class. 	<p><u>Reading skills</u></p> <ul style="list-style-type: none"> ● read written language in meaningful chunks ● work out the meaning of an unknown word or expression by using visual clues, context and knowledge of the world 		A & B
<p>Activity 4: Empty Chair</p> <ol style="list-style-type: none"> 1. Teacher divides the class into five groups. Each group is assigned with a role: <ul style="list-style-type: none"> ➤ <i>Shiloh</i> ➤ Dad ➤ Mum ➤ Judd Travers ➤ The judge (an imaginary character) 2. Teacher asks <i>If Marty (who decides to keep Shiloh) were sitting in the chair, what would you tell him?</i> 3. Groups discuss about what they are going to say as if they were the characters. They may write their messages down on a piece of paper. 4. Empty Chair <ul style="list-style-type: none"> ➤ The chair represents Marty. ➤ The class is divided into five groups. ➤ Each group will have 5 minutes for discussion. ➤ A representative from each group takes turns to act out the assigned role. ➤ They have to express their feelings, thinking and so on, or give advice to Marty. They may express their opinions using the 	<p><u>Speaking skills</u></p> <ul style="list-style-type: none"> ● present information, ideas and feelings clearly and coherently ● use appropriate intonation and stress, and vary volume, tone of voice and speed to convey intended meanings and feelings <p><u>Generic skills</u></p> <ul style="list-style-type: none"> ● problem-solving skills ● critical thinking skills ● communication skills ● creativity 	Empty Chair (Appendix 2)	A, C, D & E



DC = Drama Conventions

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
following structures <i>You should/shouldn't...</i> <i>If I were you/Marty, I would ...</i>			
Conclusion 1. Teacher summarises the views of different characters and invites students to respond to the character's standpoints.	<u>Generic skills</u> <ul style="list-style-type: none"> ● problem-solving skills ● critical thinking skills 		C

Lessons 3 – 4

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>Activity 1: Review</p> <p>1. Teacher begins the lessons by summarising the important points students raised in Empty Chair.</p>	<p><u>Listening skills</u></p> <ul style="list-style-type: none"> ● listen for the gist 		
<p>Activity 2: Meeting</p> <p>1. Teacher gets the class into six groups.</p> <p>2. Groups are asked to discuss the 6 questions in 10 – 15 minutes:</p> <ol style="list-style-type: none"> a. If you were Marty and you wanted to keep Shiloh, what would you do? b. Should Marty hide Shiloh? Think of the pros and cons of hiding Shiloh. c. What problems will Marty face if he hides Shiloh? Think of all the possible problems, difficulties and consequences that Marty might face. d. Is it right for Marty to lie to Judd (that he didn't see his new dog)? Should he tell the truth and give Shiloh back to Judd? Why/ Why not? e. Is it worth doing everything at all costs for Shiloh, a dog that does not belong to him (Marty)? Think of the possible problems and consequences that Marty might face. f. Marty thinks 'having Shiloh a secret is like a bomb waiting to go off'? Why? Any advice for Marty? <p>3. Groups take turns to share both their reflection and decision. When each reporting group has finished sharing their decision, the rest of groups may raise questions to query/criticise the decision of the reporting group.</p>	<p><u>Listening skills</u></p> <ul style="list-style-type: none"> ● listen for the gist <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> ● present information, ideas and feelings clearly and coherently <p><u>Generic skills</u></p> <ul style="list-style-type: none"> ● problem-solving skills ● critical thinking skills ● communication skills ● collaboration skills ● creativity ● develop higher order thinking 	<p>Meeting PowerPoint (Appendix 3)</p> <p>Meeting Worksheet (Appendix 4)</p>	<p>B, D & E</p>

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>The reporting group has to respond to the questions and give reasons to justify their decision.</p> <p>4. Students need to briefly jot down the solution of Reporting Groups and the queries/criticism raised by other groups.</p> <p>5. Teacher summarises the decision of different groups.</p>			
<p>Activity 3: Spectrum of Difference</p> <p>1. Teacher raises the issue: <i>Judd wants to get Shiloh back by Sunday. It is Saturday night, Marty's last night with Shiloh. If you were Marty, what would you do?</i></p> <p>2. Students have to decide their standpoints.</p> <p>3. Spectrum of Difference</p> <ul style="list-style-type: none"> ➤ Teacher defines the position of a line on the floor across the classroom. ➤ The two ends of the line represent two opposing choices/opinions, i.e. return Shiloh to Judd vs. not to return Shiloh to Judd. ➤ Each student in the class decides how much he/she prefers the two choices by positioning himself/herself on the line. The closer the student stands towards one end of the line, the more the students support that choice or opinion. ➤ When all the students have chosen their positions, teacher invites people on different positions to share their reasons. Teacher may ask students at different positions to debate if students are high ability ones. 	<p><u>Listening skills</u></p> <ul style="list-style-type: none"> ● listen for the gist <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> ● present information, ideas and feelings clearly and coherently <p><u>Generic skills</u></p> <ul style="list-style-type: none"> ● problem-solving skills ● critical thinking skills ● communication skills ● collaboration skills ● creativity ● develop higher order thinking 	<p>Spectrum of Difference PowerPoint (Appendix 5)</p>	<p>A, C, D & E</p>
<p>Conclusion</p> <p>1. Teacher comments on students' opinions in the drama activity.</p>			




DC = Drama Conventions

Lessons 5 – 6

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
Activity 1: Review 1. Teacher recaps students' learning in the previous lesson.	<u>Listening skills</u> <ul style="list-style-type: none"> ● listen for the gist 		
<div style="display: flex; align-items: center;"> <div style="font-size: 2em; margin-right: 5px;">✦</div> <div> DC Post-reading Activity 2: Still Image (Practice) 1. In groups, students will choose act out one important moment of the story. 2. There should be multiple characters when performing the Still Images. 3. Teacher gives students some time to practice their Still Images. Still Image (Action) 1. Teacher has the class in a circular shape where the actors are in the middle, and the audience surround the actors. 2. Teacher signifies the freeze of action by using a ding bell. When hearing a 'ding' sound, actors have to stay frozen. Audience can walk around the group and look at the actors more closely. 3. Audience will discuss the activities and feelings of the characters and setting. They will also guess the activities and festivals. Activity 3: Thought Tracking 1. Teacher taps on the shoulder of the actors to let them speak up their thoughts or feelings. 2. Teacher initiates a short discussion on the good points and areas of improvement of the groups' performance. </div> </div>	<u>Generic skills</u> <ul style="list-style-type: none"> ● communication skills ● collaboration skills ● creativity 	Still Image PowerPoint (Appendix 6)	C, D & E
Conclusion 1. Teacher comments on students' performance in the lesson.			

DC = Drama Conventions

Lessons 7 – 8

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
Activity 1: Review 1. Teacher revisits students' work in the previous lesson.	<u>Listening skills</u> <ul style="list-style-type: none"> ● listen for the gist 		
 Activity 2: Writing-in-role 1. Teacher tells student about the writing task. Teacher tells students <i>You are Shiloh. Write a diary entry about the day that Judd finally let Marty keep you. Write about what happened and how you felt on that day.</i> 2. Students will do the individual writing on the writing worksheet. 3. Teacher invites some students to share their ideas.	<u>Language form</u> <ul style="list-style-type: none"> ● Text type: Diary entry <u>Writing skills</u> <ul style="list-style-type: none"> ● present information, ideas and feelings effectively with appropriate vocabulary and structures. <u>Generic skills</u> <ul style="list-style-type: none"> ● problem-solving skills ● creativity ● develop higher order thinking 	Writing Worksheets (Appendix 7)	B & C
Conclusion 1. Teacher asks students to do a self-reflection on the drama project. 2. Teacher summarises students' learning in the whole project.		Drama Project Reflection (Appendix 8)	

PHYLLIS REYNOLDS NAYLOR

SHILOH



Appendix 2

EMPTY CHAIR

SITUATION

If Marty (who decides to keep Shiloh secretly) were sitting in the chair, what would you tell him?

EMPTY CHAIR

- **THE CLASS IS DIVIDED INTO 5 GROUPS, EACH GROUP WILL BE ASSIGNED WITH ONE ROLE.**
- **5 MINS DISCUSSION**
- **A REPRESENTATIVE FROM EACH GROUP TAKES TURNS TO ACT OUT THE ASSIGNED ROLE.**
- **STUDENTS ACTING THE CHARACTERS HAVE TO EXPRESS FEELINGS, THINKING, ..., OR GIVE ADVICE TO MARTY.**

ROLES

1. **SHILOH**
2. **DAD**
3. **MUM**
4. **JUDD TRAVERS**
5. **THE JUDGE**

EXPRESSIONS

YOU MAY EXPRESS YOUR OPINIONS USING THE FOLLOWING STRUCTURES

- ***YOU SHOULD/SHOULDN'T...***
- ***IF I WERE YOU/, I WOULD ...***
- ***YOU'D BETTER ... BECAUSE...***

Appendix 3

* Meeting

* Discuss the following questions:

* Question 1

If you were Marty and you wanted to keep Shiloh, what would you do?

* Question 2

Should Marty hide Shiloh? Think of the pros and cons of hiding Shiloh.

* Question 3

What problems will Marty face if he hides Shiloh? Think of all the possible problems, difficulties and consequences that Marty might face.

* Question 4

Is it right for Marty to lie to Judd (that he didn't see his new dog)? Should he tell the truth and give Shiloh back to Judd? Why/Why not?

Appendix 3

* Question 5

Is it worth doing everything at all costs for Shiloh, a dog that does not belong to him? Think of the possible problems and consequences that Marty might face.

* Question 6

Marty thinks 'having Shiloh a secret is like a bomb waiting to go off'? Why? Any advice for Marty?

Appendix 4

Meeting Worksheet

1. D (Discuss): Discuss the question assigned to your group. Then, write down the solution after your discussion.
2. L (Listen): After your presentation, jot down the queries/criticism raised by other groups.
3. W (Write): When other groups present their questions, jot down the solution they raised. Then write down the queries/criticism of other groups.
4. A (Analyse): Analyse the solutions and opinions. Then put a '✓' to show your standpoint.

Fill in the following table.

Questions/Problems	Solutions	Queries/Criticism
a. If you were Marty and you wanted to keep Shiloh, what would you do?	<input type="checkbox"/>	<input type="checkbox"/>
b. Should Marty hide Shiloh? (Pros and cons of hiding Shiloh.)	<input type="checkbox"/>	<input type="checkbox"/>
c. What problems will Marty face if he hides Shiloh? (Think of all the possible difficulties/consequences that Marty might face.)	<input type="checkbox"/>	<input type="checkbox"/>
d. Is it right for Marty to lie to Judd (that he didn't see his new dog)? Should he tell the truth and give Shiloh back to Judd? Why/Why not?	<input type="checkbox"/>	<input type="checkbox"/>

Appendix 4

e. Is it worth doing everything at all costs for Shiloh, a dog that does not belong to him? (Think of the possible problems / consequences that Marty might face.)	<input type="checkbox"/>	<input type="checkbox"/>
f. Marty thinks ‘having Shiloh a secret is like a bomb waiting to go off’? Why? Any advice for Marty?	<input type="checkbox"/>	<input type="checkbox"/>

Appendix 5

Spectrum of Difference

If you were Marty,
what would you do?

Where will you stand?
Why?



Return Shiloh to Judd

Not to return Shiloh to Judd

Appendix 6

Shiloh Drama

Still Images

What is Still Image?

- We create an image using our bodies – with no movement.
- How do we demonstrate feelings and actions if we can't move?



Still Images

- Emotions are shown through our expressions.
- Actions are shown with our hands, feet and expressions too!



Shiloh Drama Project

- In groups, you will choose act out one important moment of the story.
- There should be multiple characters when you are performing the Still Images.



What am I looking for?

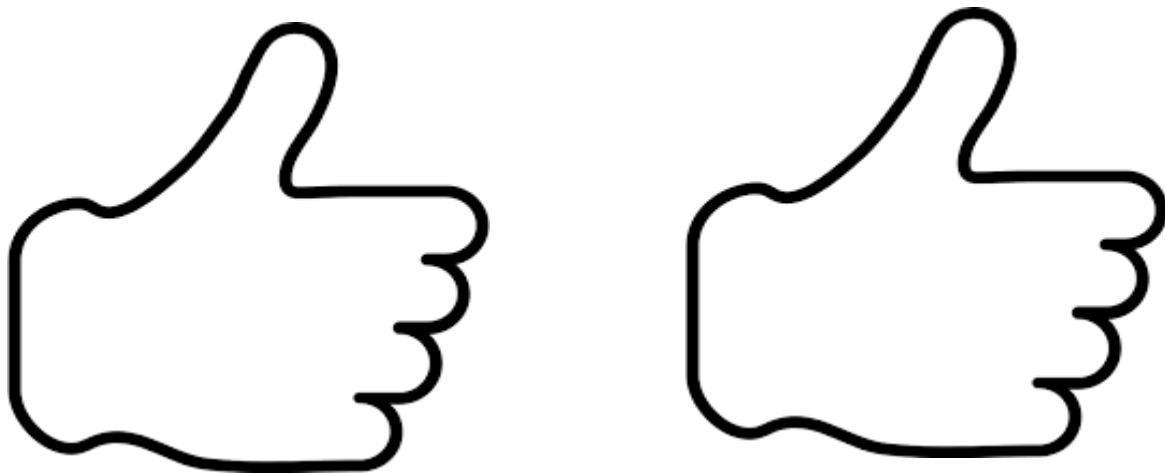
- Clear voice from the narrator
- Good use of drama expressions and actions
- Able to freeze appropriately
- Able to act WITHOUT LAUGHING!!!

Think of your experiences in the drama project. Then, respond to the questions below:

Three things I learned:

Three dashed-line boxes for writing answers.

Two things I did well:



One thing I must do to improve:

A large rectangular box with a horizontal line across the middle, for writing the one thing to improve.

Confidence on my English proficiency:



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 		

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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> <ol style="list-style-type: none">1. Teacher explains to the students that he/she is Goldilocks and is going to visit the bears' house.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>3. Students act out how the objects are broken and create the breaking sound.4. Teacher asks students to guess what their classmates are pretending. <p>Activity 5: Conclusion</p> <ol style="list-style-type: none">1. Teacher encourages students to share their reflections with one another. They may use the following questions to discuss and share.<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>DC 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>

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<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>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.

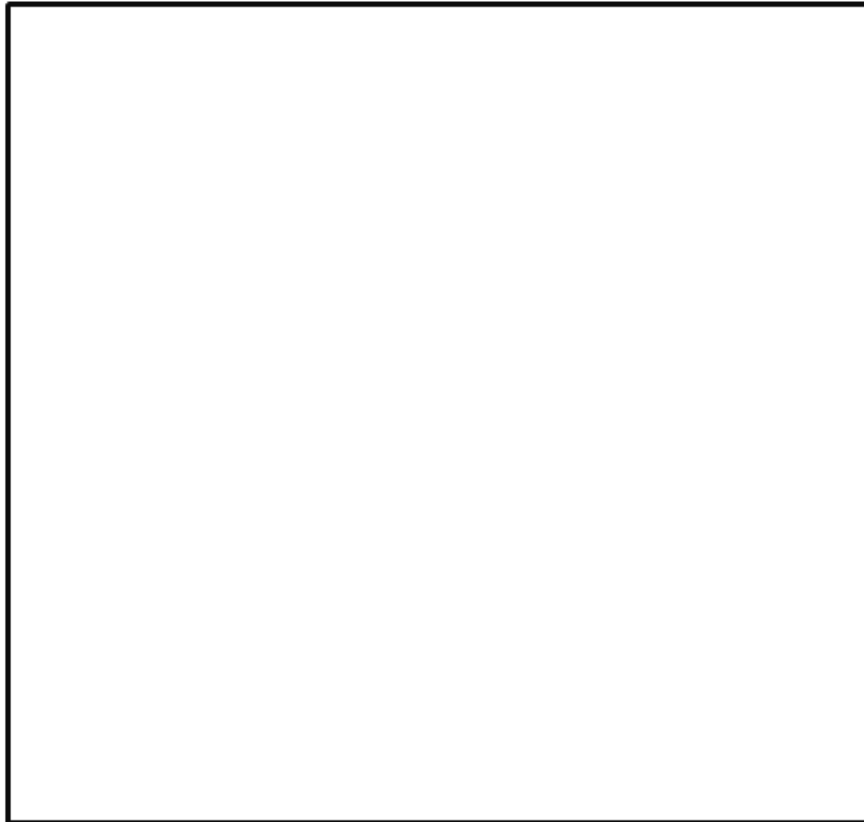
Note: The number in () refers to the number of students who can join in and act out the underlined objects or situations.

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.

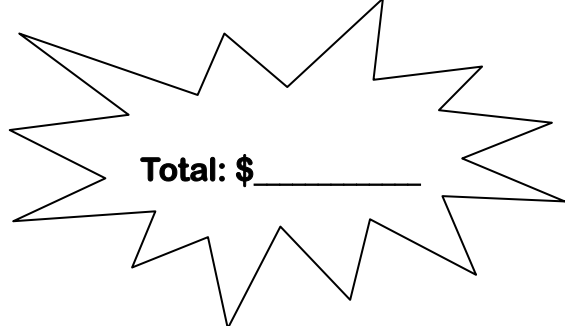
Bill Payment

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.

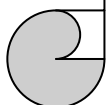
Dear _____, _____, 2018

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. _____

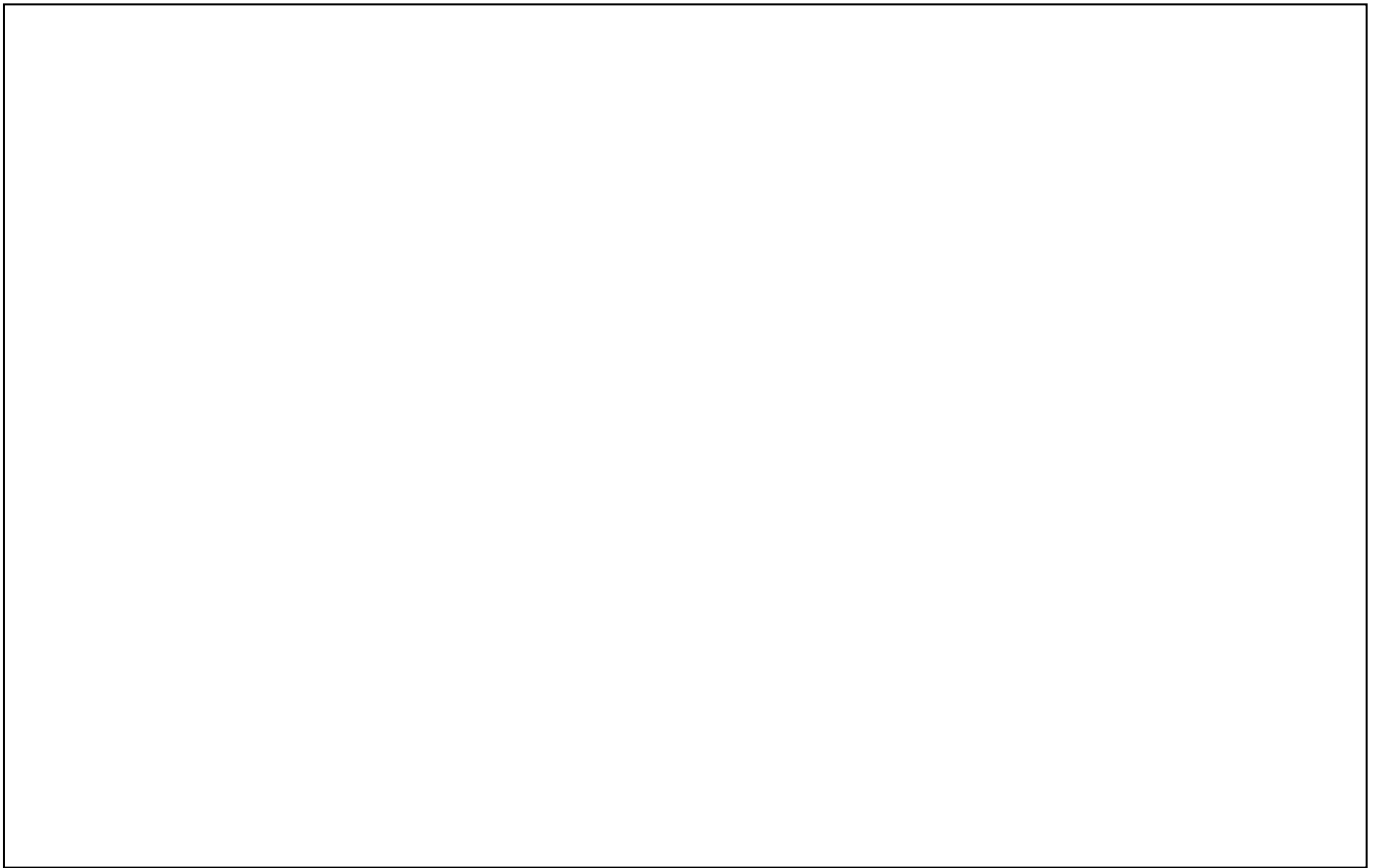
Yours sincerely,

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?

Drama Project 4

Project theme: Hobbies

Level: Primary 4

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

Drama skills/techniques adopted:

Three-action Miming, Still Images, Thought Tracking, Conscience Alley and Reader's Theatre

Prior knowledge:

Students have learnt to:

1. talk about different hobbies and the reasons for liking and disliking
2. express different feelings using stress and intonation
3. use adjectives to describe feelings

Learning objectives:

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

1. write a simple dialogue with stage directions
2. perform a Reader's Theatre

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: Three-action Miming</p> <ol style="list-style-type: none"> 1. Teacher tells students that they are going to play a miming game. Each student gets a card with an activity on it. 2. Students need to mime the activity (e.g. go swimming). Students should do three actions about the activity (Before, During and After). 3. Other students need to guess what the hobby is. 	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> • creativity 	<p>Three-action Miming PowerPoint (Appendix 1)</p> <p>Activities Words Cards (Appendix 2)</p>	<p>D</p>
<p>Pre-reading</p> <p>Activity 2: Predicting</p> <ol style="list-style-type: none"> 1. Teacher shows a picture to students. 2. Teacher tells students: <p><i>It's good that we all have a hobby. But I know one girl who did not have a hobby. She is called Katy. One day, her teacher told the class to write a letter to a friend and tell their friend about their hobby. So Katy had to find a hobby.</i></p> 3. Teacher asks: <p><i>What can you see in the picture? What is Katy (main character of the story) doing?</i></p> <p>to elicit students' answers.</p> 4. Teacher asks them to jot down their answers to the following questions: <ul style="list-style-type: none"> ➤ <i>What is Katy holding on her hands?</i> ➤ <i>The things show some hobbies that she tried out. What are these hobbies?</i> ➤ <i>Do you think Katy liked them? How do you know?</i> ➤ <i>Why didn't she like these</i> 	<p><u>Reading skills</u></p> <ul style="list-style-type: none"> • understand the information provided on the book cover 	<p>Picture (Appendix 3)</p>	<p>A, B & C</p>

DC = Drama Conventions

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p><i>hobbies? Can you guess why?</i></p> <p>5. Teacher tells students that they are going to do a Reader's Theatre in this project. Before that, they will read the script first.</p>			
<p>While-reading Activity 3: Reading the script</p> <p>1. Teacher introduces the text type features of a play script. Teacher asks students to read scene 1 as an introduction. Teacher encourages students to predict the possible development of the story. Teacher asks students to share their answers.</p> <p>2. Teacher asks the class to find out what will happen to Katy by reading scenes 2 and 3. Teacher asks students to check if the story development matches their prediction.</p> <p>3. Teacher rereads any difficult parts with students. Teacher checks students' understanding by asking them questions about the script.</p>	<p><u>Language form</u></p> <ul style="list-style-type: none"> text types: Play script <p><u>Reading skills</u></p> <ul style="list-style-type: none"> work out meaning of an unknown word or expression by using visual clues, context and knowledge of the world read written language in meaningful chunks 	<p>Script (Appendix 4)</p>	<p>A, B & C</p>
<p>Post-reading Activity 4: Summarizing and reflecting</p> <p>1. After reading, teacher recaps the script with students.</p> <p>2. Teacher asks students to work in groups and discuss the following questions:</p> <ul style="list-style-type: none"> ➤ <i>Talk about one interesting hobby you found about the story.</i> ➤ <i>Do you like the activities mentioned in the story? Would you try them out?</i> 	<p><u>Speaking skills</u></p> <ul style="list-style-type: none"> present information, ideas and feelings clearly and coherently 		<p>C</p>

Lesson 3

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>Activity 1: Learn about the vocabulary</p> <ol style="list-style-type: none"> 1. Teacher introduces the objectives of the lesson. Today, we will become action heroes and learn some new vocabulary about feelings and actions. 2. Teacher introduces the vocabulary to the class using the PowerPoint. When the teacher reads out the vocabulary, the class will do the action together. 3. Teacher asks students to complete the Action Hero Worksheet. 		<p>Action Hero PowerPoint (Appendix 5)</p> <p>Action Hero Worksheet (Appendix 6)</p>	
<p>DC Activity 2: Still Image and Thought Tracking</p> <ol style="list-style-type: none"> 1. Teacher has the class in a circular shape where the actors are in the middle, and the audience surround the actors. 2. Teacher asks students to choose an action and a feeling and do the Still Images at the same time. 3. Teacher signifies the freeze of action by using a ding bell. When hearing a 'ding' sound, actors have to stay frozen. Audience can walk around the group and look at the actors more closely. 4. Audience will discuss about the activities and feelings of the characters. 5. Teacher taps on the shoulder of the actors to let them speak up their thoughts or feelings. 6. Teacher initiates a short discussion on the good points and areas of improvement of the groups' performance. <p>Sum up</p> <ol style="list-style-type: none"> 1. Teacher sums up the learning in the lesson. 	<p><u>Speaking skills</u></p> <ul style="list-style-type: none"> • use gestures and facial expressions to convey meaning and intention 		C, D & E

DC = Drama Conventions

Lessons 4 – 5

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>Activity 1: Motivation</p> <ol style="list-style-type: none"> Teacher asks students the following questions to elicit students' responses. <ul style="list-style-type: none"> ➤ <i>Have you ever thought of copying your classmates' homework?</i> ➤ <i>Have you ever thought of playing on computer when mum is not at home?</i> ➤ <i>Have you ever thought of playing a trick on your friend?</i> Teacher tells students: <i>Imagine there are a good angel and a bad angel trying to tell you to do these things (or not). What would they say to you?</i> Teacher chooses a few students to act as the good angel and the bad angel. 		<p>Good Angel / Bad Angel PowerPoint (Appendix 7)</p>	<p>C</p>
<p>Objective of this lesson</p> <ol style="list-style-type: none"> Teacher states to students: <i>We are going to discuss the topic 'Is playing video games good for Katy?'</i> Remind all students that they have to be devoted into the topic and to express their opinion. The audience needs to be patient and respect each other. 		<p>Good Angel / Bad Angel PowerPoint (Appendix 7)</p>	
<p>Activity 2: Brainstorming</p> <ol style="list-style-type: none"> Students work individually. Teacher asks each student to jot down 3 good things and 3 bad things they can think of about playing video games as a hobby for Katy. 		<p>Good Angel / Bad Angel Worksheet (Appendix 8)</p>	<p>C</p>
<p>Activity 3: Group Discussion</p> <ol style="list-style-type: none"> Students work in groups and discuss the topic 'Is playing video games good for Katy?' Each student needs to share at least one good point and one bad point on this topic. Students are given 5 minutes for this activity. 	<p><u>Speaking skills</u></p> <ul style="list-style-type: none"> maintain an interaction by asking and responding to others' opinions 		<p>C & E</p>



Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>Activity 4: Conscience Alley</p> <p>Preparation:</p> <ol style="list-style-type: none">1. The teacher shows the video clip and explains to the class how Conscience Alley is carried out. https://www.youtube.com/watch?v=nYxUvNpYXuo2. The groups are given 2 minutes to prepare for the activity. <p>Conscience Alley:</p> <ol style="list-style-type: none">1. Students are divided into two groups, teacher asks the groups to form in two straight lines (one on good point, one on bad point). They face each other to create an alley.2. The two groups express different views on the situation. Only one person speaks at a time.3. The central character can be played by the teacher. She walks slowly down the alley and listens to the voices when she passes them.4. Repeat the activity two times, so that all students have the chance to express both good and bad points.5. Students in the two lines have to speak loudly so that the whole alley can hear all the other opinions clearly. <p>Feedback:</p> <ol style="list-style-type: none">1. Teacher invites students to give feedback.2. Teacher comments after the activity. <p>Reflection and Conclusion:</p> <ol style="list-style-type: none">1. Teacher asks students to reflect on the ideas and opinions they obtained from the lesson.2. Teacher summarises the learning covered in the lesson.	<p><u>Speaking skills</u></p> <ul style="list-style-type: none">• use appropriate intonation and stress, and vary volume, tone of voice and speed to convey intended meanings and feelings <p><u>Generic skills</u></p> <ul style="list-style-type: none">• critical thinking skills	<p>YouTube</p>	<p>C & E</p>

DC = Drama Conventions

Lessons 6 – 8

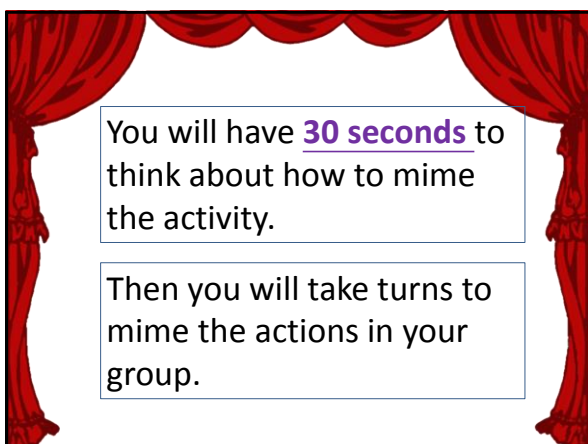
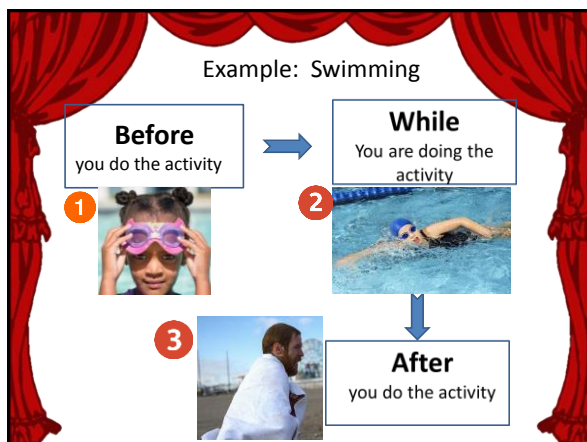
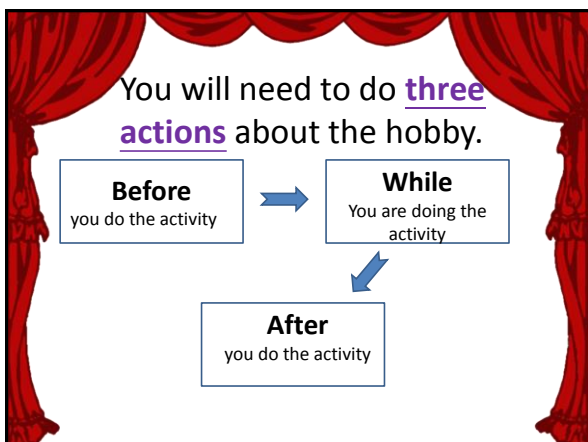
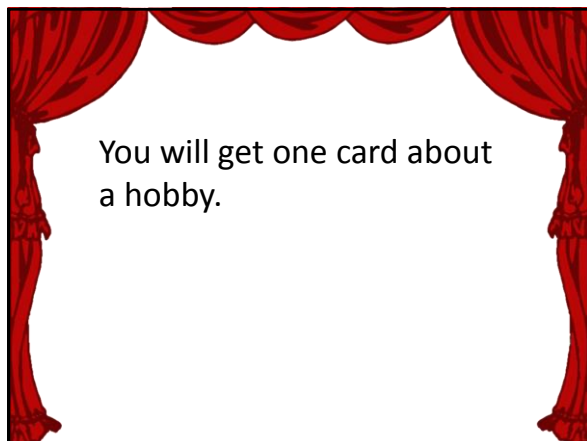
Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>Activity 1: Watching videos about a Readers’ Theatre</p> <ol style="list-style-type: none"> Teacher introduces Reader’s Theatre to students. Teacher says: <i>Reader’s Theatre is a drama activity in which we read aloud from a script. It is a fun, interactive way to improve our reading fluency, tone and speaking skills.</i> Teacher plays the videos to the class. https://www.youtube.com/watch?v=6gV6lm59IYY https://www.youtube.com/watch?v=P-Suvry_pw8 		YouTube	B
<p>Activity 2: Writing the stage directions</p> <ol style="list-style-type: none"> Teacher introduces what stage directions are to the class. Teacher highlights its importance in the drama performance. In groups, students write the stage directions and feelings for scene 1 to 3 in the script. Teacher checks answers with students. 	<p><u>Language form</u></p> <ul style="list-style-type: none"> text types: play scripts <p><u>Writing skills</u></p> <ul style="list-style-type: none"> use appropriate formats, conventions and language features when writing 	<p>Stage Directions PowerPoint (Appendix 9)</p> <p>Stage Direction Worksheet (Appendix 10)</p>	B
<p>Activity 3: Writing a new scene</p> <ol style="list-style-type: none"> Teacher introduces the script writing task to students. Teacher tells students: <i>Now think of a new hobby for Katy. Write a new scene in groups. Remember to include the dialogues and stage directions in your script.</i> Teacher gives students time to discuss and write scene 4 of the script. 	<p><u>Language form</u></p> <ul style="list-style-type: none"> text types: play scripts <p><u>Writing skills</u></p> <ul style="list-style-type: none"> use appropriate formats, conventions and language features when writing draft, revise and edit written texts with teach and/or peer support 	Script Writing Worksheet (Appendix 11)	B
<p>Activity 4: Reader’s Theatre Preparation</p> <p>In groups, students will practice scenes 1 to 4.</p>	<p><u>Speaking skills</u></p> <ul style="list-style-type: none"> use appropriate intonation and stress, and vary volume, tone 		A, B, C & D



DC = Drama Conventions

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>Performance</p> <ol style="list-style-type: none"> The groups take turns to perform in front of the class. Teacher gives comments and provides suggestions for students to improve their performance. <p>Feedback</p> <ol style="list-style-type: none"> Students are asked to do Self-Evaluation and Peer Evaluation. Teacher summarizes the good points and areas of improvement of student performance. Teacher asks students to think about the actions for further improvement. <p>Reflection</p> <ol style="list-style-type: none"> Teacher summarizes what have been learnt in the project. Teacher asks students to reflect on their learning in this project. 	<p>of voice and speed to convey intended meanings and feelings</p> <p><u>Generic skills</u></p> <ul style="list-style-type: none"> critical thinking skills 	<p>Self-Evaluation for Drama Performance (Appendix 12)</p> <p>Peer Evaluation for Drama Performance (Appendix 13)</p>	

Appendix 1



Activities Word Cards

Go cycling	Go fishing
Go ice-skating	Painting
Playing basketball	Playing computer games
Playing football	Playing the violin
Reading comics	Go swimming

That's Not My Hobby!



Rosalie Eisenstein

.

Illustrated by Andy Hammond

Appendix 4

That's Not My Hobby written by Rosalie Einstein

Reader's Theatre Script

Characters: Narrator, Mrs Riley, Katy, Other Students, Mum, Jan and Student 1

SCENE 1

At the classroom

Narrator In school today, the children are having their English lesson. Mrs Riley wants them to write a letter.

Mrs Riley Write a letter to a friend telling them about your hobby.

Katy I do not have a hobby, so I do not write the letter.

Narrator Katy does not write the letter. She does not have a hobby.

Other students *(They are writing the letters about their hobbies.)*

Mrs Riley *(feeling angry)* You must find a hobby, Katy, and you must write the letter.

Narrator So now Katy has to find a hobby.

SCENE 2

At Katy's home

Narrator Katy returns home from swimming class.

Katy I don't like swimming. My ears get blocked up.

Mum Maybe you can learn knitting from Mrs Jones.

Narrator Mrs Jones visits Katy and teaches her knitting.

Katy I tried knitting but my knitting got smaller, not bigger.

Narrator So knitting is not Katy's hobby. Jan invites Katy to go over and try out drumming.

Jan You could play the drums. Drumming is a good hobby.

Narrator *(Sound effect)* Jan taps all the time.

Katy Mum, can I play drums at home?

Mum No! Just No! Drumming is too noisy.

Narrator So drumming is not Katy's hobby. Katy tries different activities but she is still not satisfied about them.

Appendix 4

SCENE 3

At Katy's home

Narrator Mum teaches Katy how to make a pie. Their family enjoys eating it.

Mum You can try cooking.

Katy I think I can make a pie.

Narrator Katy makes a pie. She is happy.

Mum Real cooks have helpers to wash up. I am a real cook. You can be my helper.

Katy I like cooking. I can make a great pie, but then I have to do the washing up.

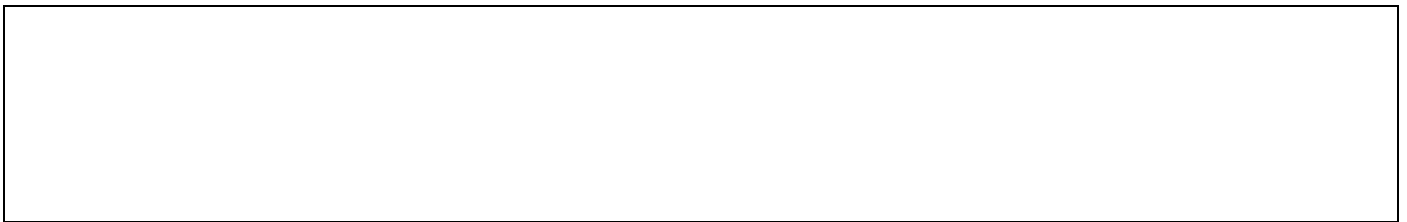
Narrator So cooking is not Katy's hobby.

Narrator Katy finishes washing and she starts to play video games.

Katy Playing video games is a good hobby.

Mum Katy, stop playing video games. It is not a good hobby. Go and find a hobby outside.

SCENE 4



SCENE 5

At the classroom

Narrator Students from the class read aloud their letters one by one.

Student 1 Dear ...

Mrs Riley Did you write the letter, Katy?

Katy (*feeling happy*) Yes, Mrs Riley. I write to my pen pal all the time. My pen pal writes to me. We write about all the things we do. Writing letters is my hobby.

Action Hero



Actions



Chatting



Falling

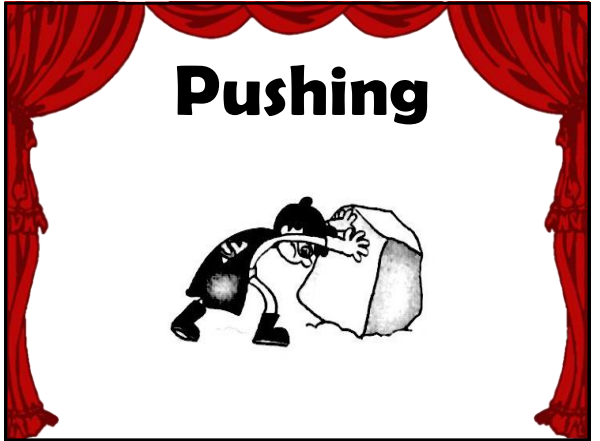


Flying



Ice-skating





Disappointed



Excited



Pleased



Relaxed

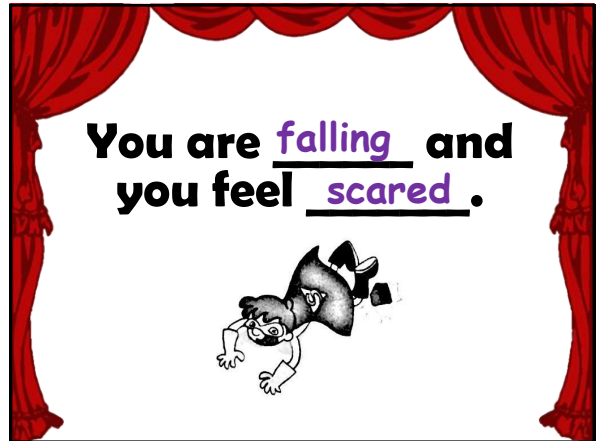


Scared






Surprised










Action Hero Vocabulary Worksheet

A. Actions




		




		



	

Action Hero Vocabulary Worksheet

B. Feelings




		


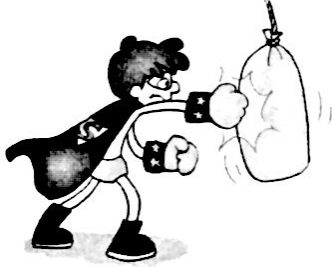

		

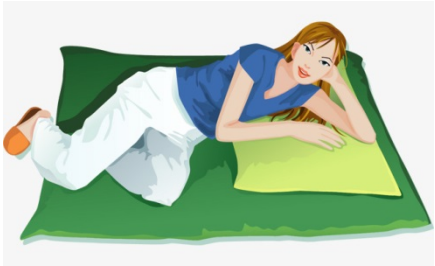
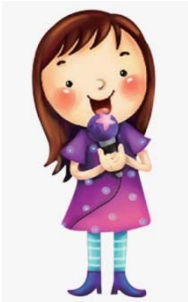
	

Action Hero Vocabulary Worksheet (Answers)









A. Actions

		
Chatting	Falling	Flying

		
Ice-skating	Punching	Pushing

	
Resting	Singing

B. Feelings

		
Angry	Disappointed	Excited
		
Pleased	Relaxed	Scared
		
Surprised	Tired	

Good Angel / Bad Angel



Have you ever thought of...



copying your classmates' homework?

Have you ever thought of...



playing on the computer when mum is not at home?

Have you ever thought of...



playing a trick on your friend?



Katy loves playing video games but Mum asks her to find another hobby.



Is it playing video games a good hobby for Katy?




Appendix 7




What will the good angel say?
What will the bad angel say?

In your worksheet, write down at least 2 reasons
that the good angel will tell Katy.



In your worksheet, write down at least 2 reasons
that the bad angel will tell Katy.



3 of your classmates come out
playing Good Angel, Bad Angel
and Katy.

- Good Angel states all the reasons first.
- Then Bad Angel states all the reasons.
- Katy decides who she would listen.

Good Angel / Bad Angel Worksheet

Katy likes playing video games but her mother tells her to find a new hobby. Write down what would the angels say to her in the space below.

1. _____

2. _____

3. _____

1. _____

2. _____

3. _____



Stage directions


Speaking Character ← JACK → Stage Directions
(happy) →
I love this game, dad. We should play more often.
→ Lines of Dialogue

To show that the character is angry.

stomping feet

frowning

putting hands on hips



To show that the character is ...

covering ears with hands


turning away



To show that the character...

nodding heads

shaking heads



To show that the character...

having the mouth open

showing thumbs up



Appendix 10

**That's Not My Hobby written by Rosalie Einstein
Reader's Theatre Script**

Characters: Narrator, Mrs Riley, Katy, Other Students, Mum, Jan and Student 1

SCENE 1

At the classroom

Narrator *In school today, the children are having their English lesson. Mrs Riley wants them to write a letter.*

Mrs Riley Write a letter to a friend telling them about your hobby.

Katy I do not have a hobby, so I do not write the letter.

Narrator *Katy does not write the letter. She does not have a hobby.*

Other students (They are writing the letters about their hobbies.)

Mrs Riley (feeling angry) You must find a hobby, Katy, and you must write the letter.


Narrator *So now Katy has to find a hobby.*

SCENE 2

At Katy's home

Narrator *Katy returns home from swimming class.*


Katy (feeling annoyed) I don't like swimming.

My ears get blocked up. ( _____)

Mum Maybe you can learn knitting from Mrs Jones.


Narrator *Mrs Jones visits Katy and teaches her knitting.*

Katy (feeling _____) I tried knitting but my knitting got smaller, not bigger.

( _____)

Narrator *So knitting is not Katy's hobby. Jan invites Katy to go over and try out drumming.*


Jan (feeling _____) You could play the drums.

Drumming is a good hobby. ( _____)

Narrator (Sound effect) *Jan taps all the time.*

Katy (feeling _____) Mum, can I play drums at home?

Mum (feeling _____) No! Just No!

Drumming is too noisy. ( _____)

Narrator *So drumming is not Katy's hobby. Katy tries different activities but she is still not satisfied about them.*

Appendix 10

SCENE 3

At Katy's home


Narrator *Mum teaches Katy how to make a pie. Their family enjoys eating it.*

Mum (feeling _____) You can try cooking.

Katy I think I can make a pie. ( _____)

Narrator *Katy makes a pie. She is happy. (in a/an _____ voice)*

Mum Real cooks have helpers to wash up.

Mum I am a real cook. You can be my helper. ( _____)

Katy I like cooking. I can make a great pie, but then I have to do the washing up.

Narrator *So cooking is not Katy's hobby. (in a/an _____ voice)*

Narrator *Katy finishes washing and she starts to play video games.*

Katy (feeling _____) Video games are a good hobby.

Mum (feeling _____) Katy, stop playing video games. It is not a good hobby. Go and find a hobby outside. ( _____)

SCENE 4

SCENE 5

At the classroom

Narrator *Students from the class read aloud their letters one by one.*

Student 1 Dear ...

Mrs Riley Did you write the letter, Katy?

Katy (feeling happy) Yes, Mrs Riley. I write to my pen pal all the time. My pen pal writes to me. We write about all the things we do. Writing letters is my hobby.

Appendix 10

Stage Directions Worksheet (Answers)

Characters: Narrator, Mrs Riley, Katy, Other Students, Mum, Jan and Student 1

SCENE 1

At the classroom

Narrator In school today, the children are having their English lesson. Mrs Riley wants them to write a letter.

Mrs Riley Write a letter to a friend telling them about your hobby.

Katy I do not have a hobby, so I do not write the letter.

Narrator Katy does not write the letter. She does not have a hobby.

Other students *(They are writing the letters about their hobbies.)*

Mrs Riley *(feeling angry)* You must find a hobby, Katy, and you must write the letter.


Narrator So now Katy has to find a hobby.

SCENE 2

At Katy's home

Narrator Katy returns home from swimming class.


Katy *(feeling annoyed)* I don't like swimming.

My ears get blocked up. ( *Katy covers her ears.*)

Mum Maybe you can learn knitting from Mrs Jones.


Narrator Mrs Jones visits Katy and teaches her knitting.

Katy *(feeling disappointed)* I tried knitting but my knitting got smaller, not bigger.

( *Katy looks at her knitting and then puts it down.*)

Narrator So knitting is not Katy's hobby. Jan invites Katy to go over and try out drumming.


Jan *(feeling excited)* You could play the drums.

Drumming is a good hobby. ( *Jan shows Katy how to play drums.*)

Narrator *(Sound effect)* Jan taps all the time.

Katy *(feeling happy)* Mum, can I play drums at home?

Mum *(feeling annoyed)* No! Just No!

Drumming is too noisy. ( *Mum shakes her head.*)

Narrator So drumming is not Katy's hobby. Katy tries different activities but she is still not satisfied about them.


Appendix 10

SCENE 3

At Katy's home


Narrator Mum teaches Katy how to make a pie. Their family enjoys eating it.

Mum (*feeling happy*) You can try cooking.

Katy I think I can make a pie. ( *Katy is looking at the sky.*)

Narrator Katy makes a pie. She is happy. (*in a cheerful voice*)

Mum Real cooks have helpers to wash up.


I am a real cook. You can be my helper. ( *Mum points to Katy.*)

Katy I like cooking. I can make a great pie, but then I have to do the washing up.

Narrator So cooking is not Katy's hobby. (*in a sad voice*)

Narrator Katy finishes washing and she starts to play video games.

Katy (*feeling satisfied*) Playing video games is a good hobby.

Mum (*feeling angry*) Katy, stop playing video games. It is not a good hobby. Go and find a hobby outside. ( *Mum pointing at the door.*)

SCENE 4

SCENE 5

At the classroom

Narrator Students from the class read aloud their letters one by one.

Student 1 Dear ...

Mrs Riley Did you write the letter, Katy?

Katy (*feeling happy*) Yes, Mrs Riley. I write to my pen pal all the time. My pen pal writes to me. We write about all the things we do. Writing letters is my hobby.

Katy is going to try a new hobby. Write a scene about her experience of finding a new hobby.

SCENE 4

_____ :

_____ :

_____ :

_____ :

_____ :

_____ :

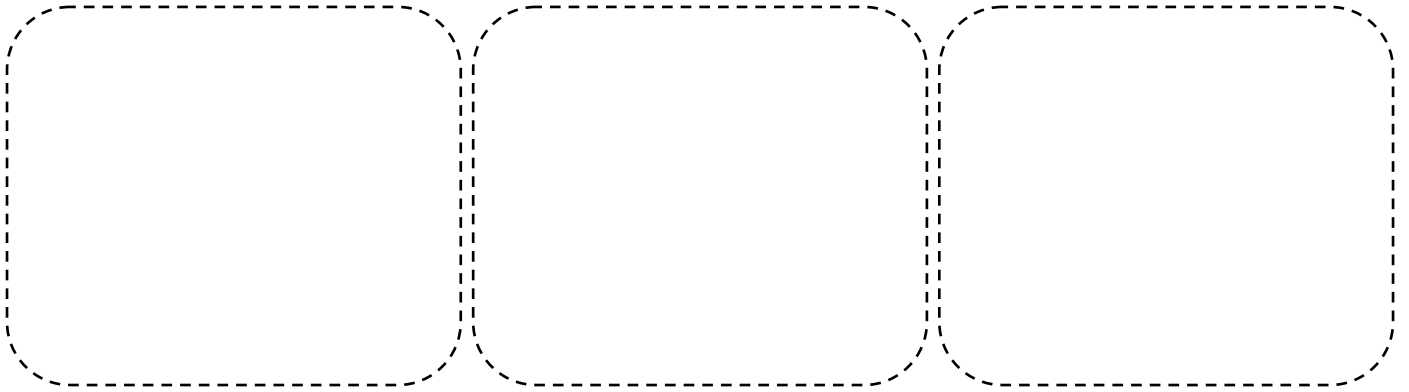
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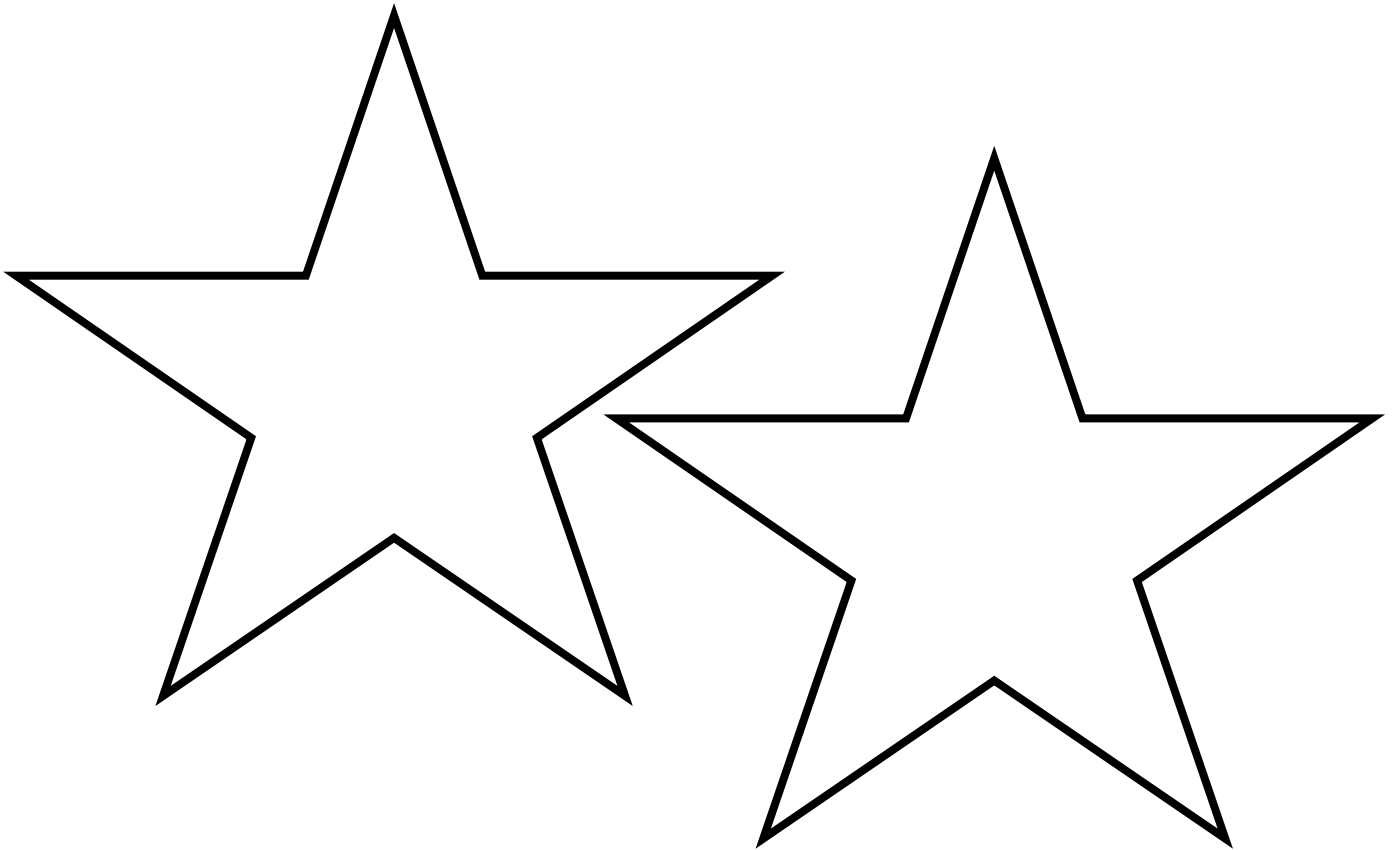
_____ :

3-2-1 Reflection Sheet

Three things I learned:

Three dashed-line boxes arranged horizontally, intended for writing three things learned.

Two things I have done well:



One thing I would like to improve:




Three horizontal lines within a rectangular border, intended for writing one thing to improve.

Peer Evaluation for Reader's Theatre

Performing Group _____

Feedback from Group _____

Circle the scores and write some comments in the table.

Criteria	Score			Comments
				
1. Language				
➤ Fluency and pronunciation	1	2	3	
➤ Stress and intonation	1	2	3	
➤ Volume	1	2	3	
➤ Movement, facial expressions and gestures	1	2	3	
2. Performance				
➤ Enjoyable	1	2	3	
➤ Appropriate use of props	1	2	3	
➤ Creativity	1	2	3	
3. Collaboration				
➤ Team work	1	2	3	

Overall, I think the performance was

If the group has a chance to perform again, I would suggest that they

Drama Project 5

Project theme: Healthy Eating

Level: Primary 4

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

Drama skills/techniques adopted:

Miming, Short Scene, Still Image, Thought Tracking, Paired Improvisation and Writing-in-role

Prior knowledge:

Students have learnt to:

1. use simple past tense to talk about past events
2. countable and uncountable nouns
3. vocabulary on food items
4. phrases of quantity: a packet of... / a can of... / a bar of...

Learning objectives:

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

1. use the simple present tense to give advice
2. classify food items into food groups and know more about healthy eating
3. write a story with a lesson on healthy eating

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: Riddles on food items</p> <ol style="list-style-type: none"> Teacher asks students <i>What is your favourite food? / What do you like to eat or drink?</i> Students can have a short discussion and share among their peers first. Then, teacher shows some riddles on PowerPoint and asks students to guess the food. (Teacher can ask more able students to read aloud the riddles or invite groups to take turns and read aloud.) Teacher goes through the vocabulary with PowerPoint. <p>Activity 2: Grouping of food</p> <ol style="list-style-type: none"> Teacher shows students PowerPoint with an empty food pyramid. Teacher asks students what that is. Teacher distributes the food cards to students. Each student gets a food card. Teacher asks them to walk around and look for peer who is holding a food card of the same food group (Grain products, Fruit and vegetables, Dairy products, Meat and fish, Salty food, fried food and sugary food). Students who have the same type of food stay together. Teacher walks around the classroom and invites the students to read out their word cards. Teacher introduces the five food groups to the class using the descriptions below. <p><u>Grain products</u> You need to eat lots of these. They are good for you because they give you energy. They help you run and jump.</p>	<p><u>Language form</u></p> <ul style="list-style-type: none"> vocabulary on food items vocabulary on food groups <p>Vocabulary building</p> <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> present information and ideas <p><u>Generic skills</u></p> <ul style="list-style-type: none"> collaboration skills communication skills critical thinking skills 	<p>PowerPoint of food riddles and food pyramid (Appendix 1)</p> <p>PowerPoint of food riddles and food pyramid (Appendix 1)</p> <p>Word and Picture Cards of food items and food groups (Appendix 2)</p>	<p>C, D & E</p>

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p><u>Fruit and vegetables</u> They have lots of vitamins and minerals. They keep you healthy. It is better not to make them into juice. Too much juice is bad for you because it is often high in sugar.</p> <p><u>Dairy products</u> They are good for you because they make your bones and teeth strong. It is a good idea to have these in low-fat and low-sugar.</p> <p><u>Meat and fish</u> They help your body grow and repair. They also keep your blood healthy. However, it makes you fat if you eat too much of meat.</p> <p><u>Salty food, fried food and sugary food</u> You need to eat a little of them to keep your body work well, but don't eat too much. It is bad for you. Eating too much of them makes you fat.</p> <p>4. Teacher shows the food pyramid to students again. Teacher invites students to come out and put their food cards on the food pyramid. Teacher goes through the answers with students. (If time allows, students can read aloud the vocabulary items or come up with more food items and put into different food groups in pairs or groups.)</p>			

Lesson 3

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>Activity 1: Task introduction</p> <p>1. Teacher tells students that they are going to explore about healthy eating using process drama and reinforce the rules first. Tell students <i>Today we are going to do a drama project about healthy eating. In this project, you will be in different roles and do different activities.</i></p> <p><i>Rule 1: Respect.</i></p> <p><i>Rule 2: Keep your hands and legs to yourself.</i></p> <p><i>Rule 3: Do your best. Be responsible.</i></p> <p>Activity 2: Objects of character</p> <p>1. Teacher tells students <i>You are a primary 4 student. One day your class teacher told you that there would be a new student. His name is Peter. On his first day of school, Peter tripped over and fell down. His belongings were dropped on the floor. Your class teacher and a few students helped him to pick up his things. What did you see?</i></p> <p>2. Teacher can print out picture cards or put real objects of the following items into a bag for the activity. Teacher can put anything that helps to construct the character of the new student Peter.</p> <ul style="list-style-type: none"> ➤ Coke/ soft drinks ➤ Chips ➤ Cookies/chocolate ➤ Candies ➤ A few books <p>Activity 3: Group discussion on the character Peter</p> <p>1. Teacher writes the name Peter on the board and invites students to think and create the character of Peter together. For</p>	<p><u>Language form</u></p> <ul style="list-style-type: none"> • vocabulary items on food items • I guess Peter is ... (adjective) because he ... (give examples/guesses) <p><u>Generic skills</u></p> <ul style="list-style-type: none"> • collaboration skills • communication skills • critical thinking skills • creativity <p><u>Listening skills</u></p> <ul style="list-style-type: none"> • identify information in a spoken text <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> • present information, ideas and feelings clearly and coherently 	<p>Picture Cards or realia</p>	<p>C & E</p>

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>example, based on the objects they see, they can make sensible guesses like <i>Peter is fat because he eats a lot of chips. Peter has a lot of friends because he shares his snacks with his friends.</i></p> <p>(Teacher can give out A3 paper for students to draw/write about Peter in pairs or in groups and present to the class.)</p>			

Lessons 4 – 5

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>Activity 1: Still Image and Thought Tracking</p> <p>1. Teacher shows a few pictures of Peter (an obese boy) and invites students to form groups (3–4 students) and act out a day of Peter at school. Teacher recalls the discussion on Peter from the previous lesson and asks students to form still image of Peter’s day at school. Students have 5 minutes to discuss and work in groups.</p> <ul style="list-style-type: none"> ➤ Lunch time (two groups) ➤ P.E. lessons (two groups) ➤ Recess (two groups) <p>2. Teacher gives out the following guiding questions for students to brainstorm ideas.</p> <ul style="list-style-type: none"> ➤ Who are in the Still Image? ➤ Where are they? ➤ What are they doing? ➤ How do they feel? Why? <p>3. Reflection Teacher can ask students some high order thinking questions:</p> <ul style="list-style-type: none"> ➤ What problems might obese people face? ➤ What do you think are the qualities of a good friend? 	<p><u>Reading skills</u></p> <ul style="list-style-type: none"> • reinforce students with 5W1H questions <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> • use appropriate intonation and stress, and vary volume, tone of voice and speed to convey intended meanings and feelings <p><u>Generic skills</u></p> <ul style="list-style-type: none"> • collaboration skills • communication skills • critical thinking skills • creativity <p><u>Values and attitudes</u></p> <ul style="list-style-type: none"> • participate actively and work with others to complete a task, respecting their rights 	<p>PowerPoint (Appendix 3)</p>	<p>A, C, D & E</p>



DC=Drama conventions

Activity 2: Teacher Narration and Paired Improvisation

1. Teacher revises the grammar items (quantifiers for countable nouns/ uncountable nouns) with students first. Then, teacher teaches some sentence patterns for describing eating habits and giving advice.

e.g.

I ate a lot of sweets.

You ate too many sweets.

You should eat fewer sweets.



2. Teacher tells the class that Peter has a body check at the clinic and they are going to do a role-play. In pairs, one member will play the role of Peter and another one will play the role of the doctor. After a few rounds, students swap roles and practise the targeted sentence patterns. Peter talks about his eating habits using the sentence pattern:

➤ I love eating _____ and _____.

➤ I eat _____ every day/meal/night.

The doctor will comment on Peter's diet and give advice.

➤ You need to eat fewer/more/less/more...

3. Assignment:
Teacher asks students to design a healthy dinner for Peter.

PowerPoint
(Appendix 3)

Worksheet
(Appendix 4)

Lessons 6 – 7

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>Activity 1: Short Scene</p> <p>DC</p> <ol style="list-style-type: none"> Teacher recaps the drama and asks students what happened to Peter after visiting the doctor at the clinic. Teacher Narration: Teacher tells students <i>You are Peter. Now that you want to tell your story to promote healthy eating. You had very bad eating habits before. You were always sick too. What did you do at that time to become healthier? Did you get any suggestions or advice from anyone? What did you go through?</i> Teacher provides writing time and rehearsal time to students. Each group will have 10 –15 minutes to brainstorm and rehearsal for the scene. In groups of 4 or 5, students have to make a 30-second short scene about what Peter went through to become a healthy person. Each student has to say at least two lines in the short scene. <p>Guiding questions for the students:</p> <ol style="list-style-type: none"> Who are in the scene? Where are they? What are they doing? How do they feel? <p>(Teacher can give out cue cards or sample sentences to weaker students.)</p> <p>Activity 2: Writing-in-role</p> <p>DC</p> <ol style="list-style-type: none"> Teacher recaps the short scenes presented by different groups and writes down their ideas on the blackboard. Teacher says, <i>You're Peter. To promote</i> 	<p><u>Speaking skills</u></p> <ul style="list-style-type: none"> present information and ideas <p><u>Writing skills</u></p> <ul style="list-style-type: none"> write a short scene about what happened to Peter after visiting the doctor <p><u>Generic skills</u></p> <ul style="list-style-type: none"> creativity critical thinking skills communication skills <p><u>Language form</u></p> <ul style="list-style-type: none"> text types: Story <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> Present information and ideas 		<p>A,B,C, D & E</p>

DC=Drama conventions

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p><i>healthy lifestyle, write a story about what you went through to become a healthy person for the school magazine.</i></p> <p>2. Teacher encourages students to use ‘good for’ or ‘bad for’, ‘too much’ or ‘too little’, ‘ought to/ need to/ should’ in their writing.</p> <p>(If time allows, teacher can conclude the topic and tips on healthy eating and raise awareness of the health conditions of students nowadays. Teacher can ask students to reflect on their own eating habits and invite them to make a change in order to stay healthy.)</p>	<p><u>Writing skills</u></p> <ul style="list-style-type: none"> • write a story about what Peter went through to become a healthy person in order to promote healthy eating <p><u>Language focus</u></p> <ul style="list-style-type: none"> • features of a story • use the simple past tense for story writing <p><u>Generic skills</u></p> <ul style="list-style-type: none"> • creativity • problem-solving skills • critical thinking skills 		

Appendix 1

CAN YOU GUESS THE FOOD?



ARE YOU READY?



WHAT AM I?

- I am green in colour.
- I look like a little tree.
- I am a kind of vegetable.
- I am crunchy.
- I am healthy for you.
- What am I?



I AM BROCCOLI!



WHAT AM I?

- I am oily and salty.
- I am not healthy for you.
- I am usually being cut into slices.
- I am crunchy.
- What am I?



I AM CHIPS!



Appendix 1

WHAT AM I?

- I am white in colour.
- I give you energy.
- People usually eat me with chopsticks.
- I am uncountable.
- I am part of a piece of sushi.
- What am I?



I AM RICE!

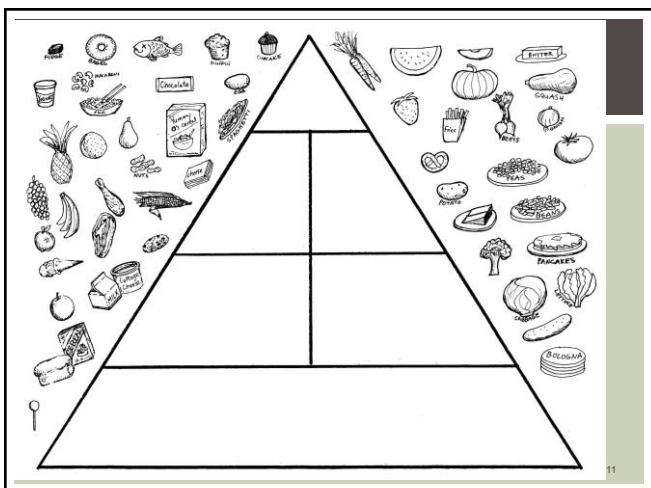


WHAT AM I?

- I am healthy for you.
- People often eat me in the morning.
- I am on the top and at the bottom of sandwiches.
- What am I?



I AM BREAD!



Vocabulary about food



grain products



rice



noodles



spaghetti



macaroni

Appendix 2



bread



fruit and vegetables



cherries



grapes



lychees



tomatoes

Appendix 2



lettuce



broccoli



peas



meat and fish



pork



beef

Appendix 2



chicken



fish



dairy products



milk



cheese



yoghurt

Appendix 2



junk food



sugary food



chocolate



ice cream



fried food



French fries

Appendix 2



fried chicken



salty food



potato chips



sausages

Appendix 3

Healthy Eating (Drama)

IN THIS DRAMA PROJECT, YOU WILL:

- ◆ learn vocabulary about food
- ◆ classify food into different groups using a mind map
- ◆ learn about healthy eating through drama activities such as Still Image, Thought Tracking, and Short Scene

2



Activity 1

Still Image + Thought Tracking

Still Image

Do you remember Peter? You need to act out a day of Peter.

Time Frame:

Lunch time (2 groups)

P.E. lessons (2 groups)

Recess (2 groups)

- 3-4 students in a group
- Discuss in 5 minutes
- Still image

Still Image

Brainstorm ideas:

- Who are in the still image?
- Where are they?
- What are they doing?
- How do they feel? Why?

Appendix 3

Reflection

- What problems might obese people face in their life?
- If you know an obese child, do you want to make friends with him/her? Why?
- What are the qualities of a good friend? Why?

Revision on Grammar Items

A LOT OF / **A FEW** APPLES



A lot of / **a few** apples







A LOT OF / **A LITTLE** WATER



A lot of / **a little** water




Appendix 3

A lot of	A few	A little
countable 	countable 	
uncountable 		uncountable 

Key structure

I ate	a lot of	broccoli. / <u>cherries</u> .
	a few	<u>cherries</u> .
	a little	fish.





Key structure

You ate	too many	sweets.
	too much	salty food.

You need to eat	fewer more	<u>sweets</u> .
	less more	meat.

When we give advice, we suggest food types, not specific food items.

Activity 2

Teacher Narration + paired improvisation

Teacher Narration

Peter has a body check at the clinic.
 He has some health problems.
 He tells his doctor what he always eats.
 The doctor gives him some advice.

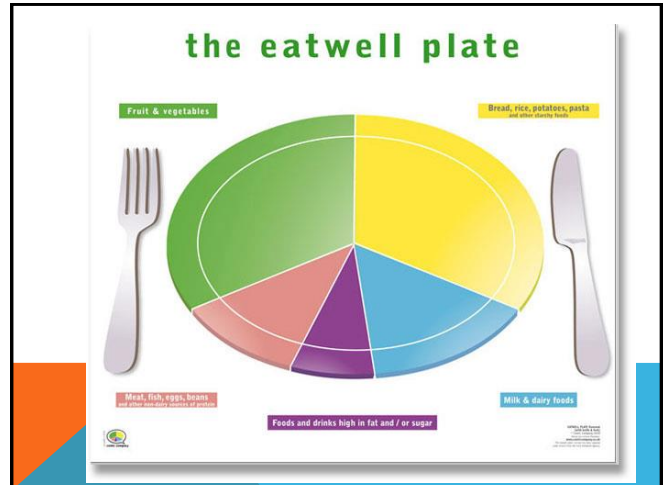
Paired Improvisation

- ◆ Work in pairs. You will get a role card from the teacher.
- ◆ One of you will play the role of Peter and the other one will be the doctor.
- ◆ Peter will talk about his eating habits.
- ◆ The doctor will comment on Peter's diet and give advice.

Appendix 3

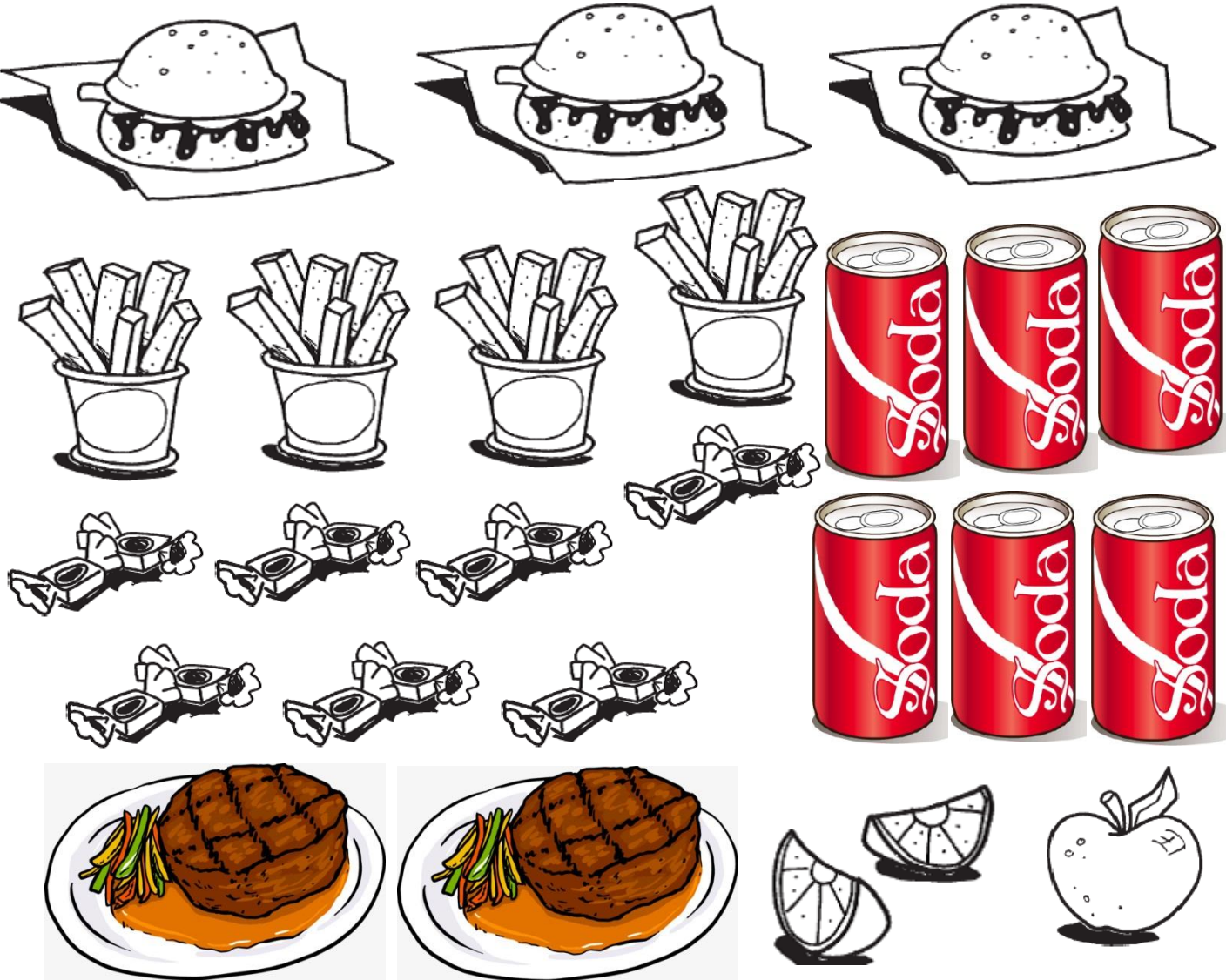
Assignment

After hearing the advice from the doctor, Peter decided to lead a more healthy lifestyle. Please design a balanced meal (e.g. dinner) for him.



Role Card 1: Peter

You are now visiting the doctor. Use 'a lot of' / 'a few' or 'a little' to describe what you usually eat and drink in a day.



I eat/drink _____ (a lot of/ a few/ a little) _____.
(meat/vegetables/sweets/fruits/fries/soda)

Role Card 2: Doctor

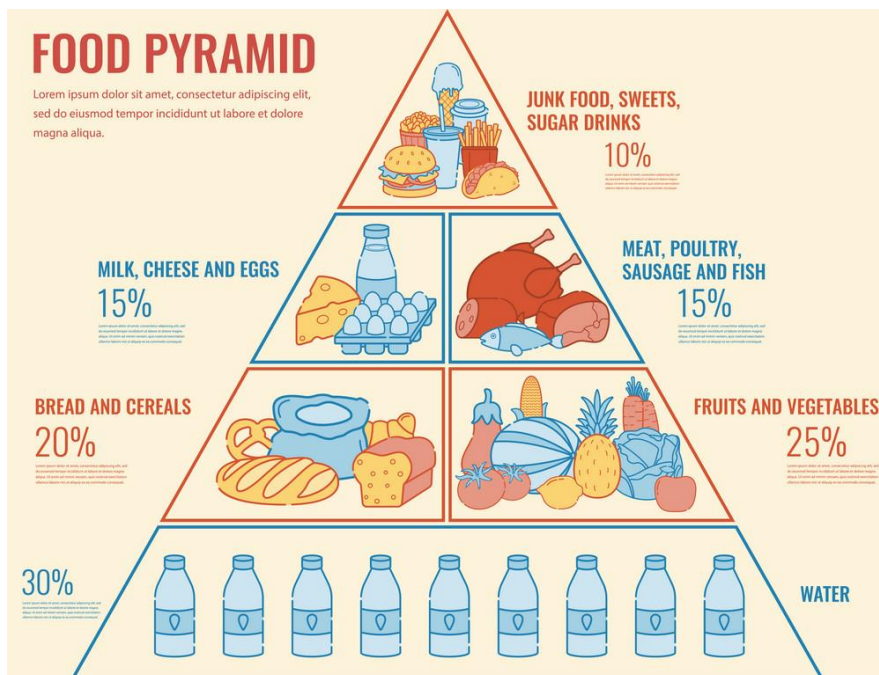


You will comment on Peter's diet using 'too much' / 'too many' / 'too little' and give him advice using 'more' / 'fewer' / 'less'.

Problem: You ate/drank _____
_____.

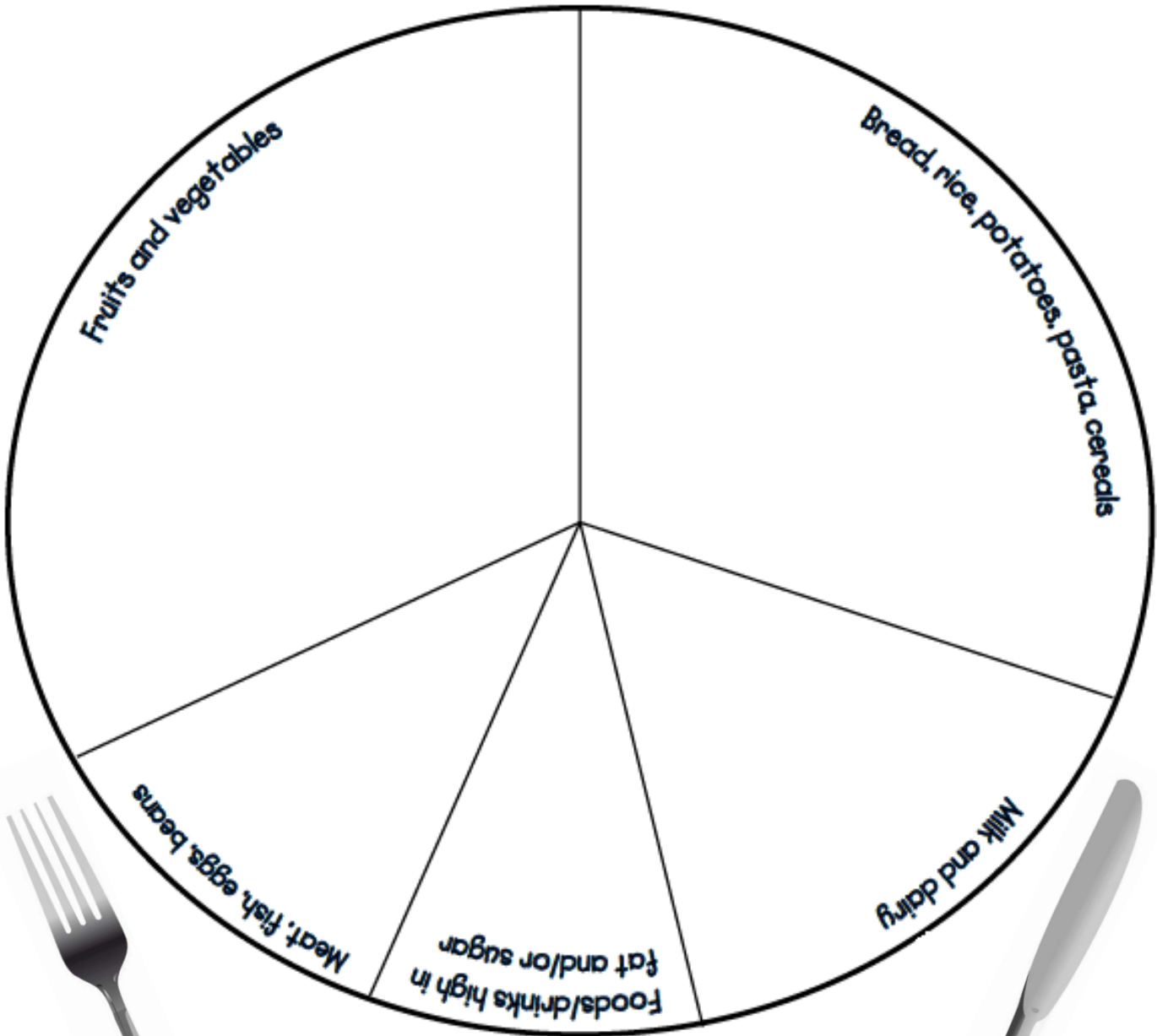
Suggestion: You should eat/drink _____
_____.

(meat/vegetables/sweets/fruits/ oily food/
sweet drinks)



Plan a HEALTHY meal

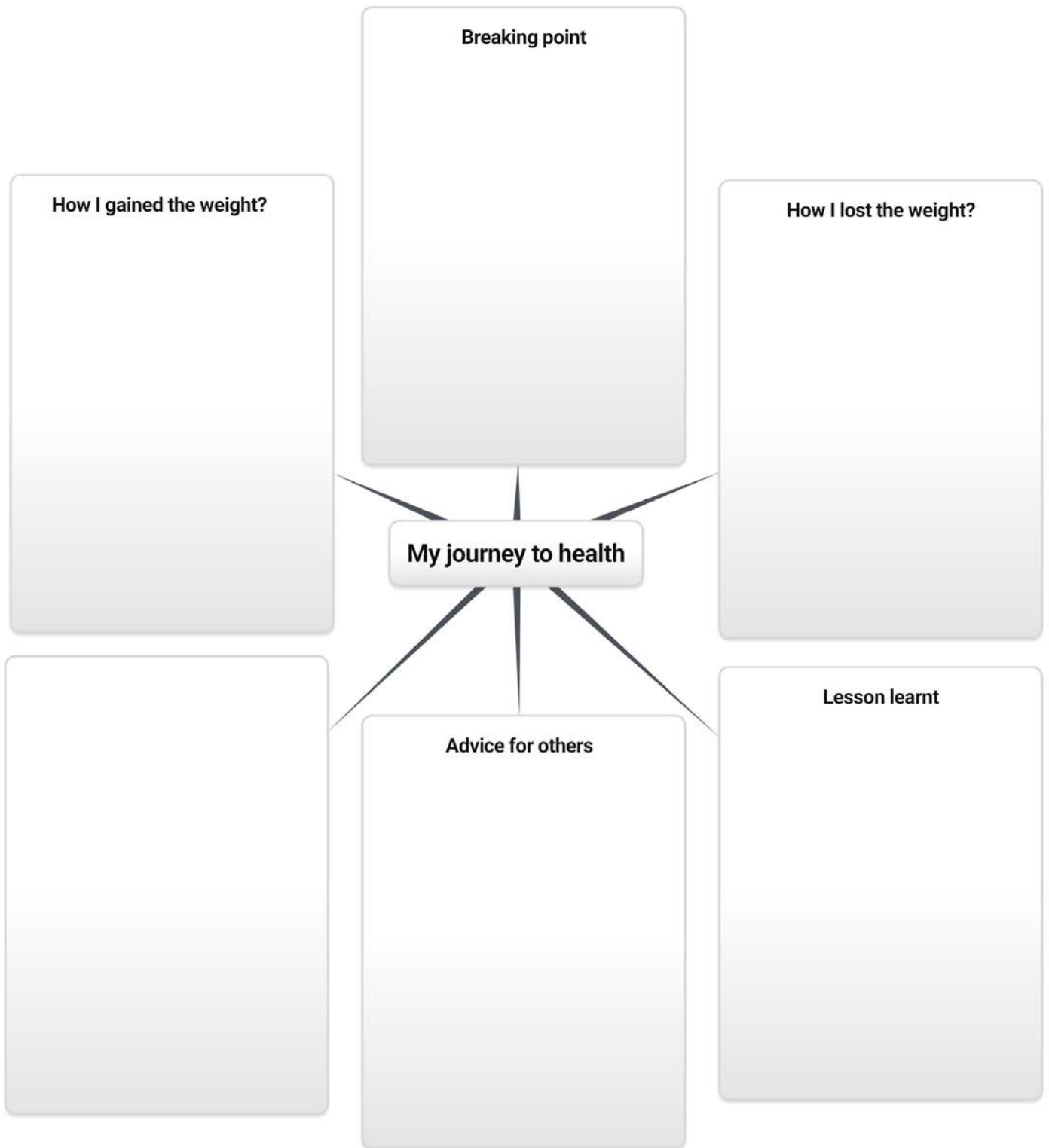
Can you plan a healthy dinner for Peter?
Draw and write down the food names on the plate below.



Appendix 7

Story Planning Sheet

Use the following mind map to plan your story. Jot down keywords and phrases in the boxes.



Drama Project 6

Project theme: Festival Fun

Level: Primary 5

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

Drama skills/techniques adopted:

Still Image, Thought Tracking, Big Machine, Stress and intonation and Soundscape

Prior knowledge:

Students have learnt to:

1. use vocabulary about festivals
2. express different feelings using stress and intonation

Learning objectives:

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

1. produce the appropriate Soundscape for the drama performance
2. choose the correct intonation, gestures and facial expression to demonstrate the emotions of the character, as well as the setting of the story

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>Activity1: Lead-in</p> <p>1. Teacher shows the four picture cards to students and asks them for the names of the festivals. Teacher asks students <i>What can you see in the pictures? What festivals are people celebrating?</i> to elicit responses from them. Teacher writes the festival names on the board.</p> <ul style="list-style-type: none"> ➤ Chinese New Year, ➤ Dragon Boat Festival, ➤ Halloween and ➤ Christmas <p>2. Teacher asks students how they celebrate the festivals. Teacher invites students to say one thing that they do to celebrate the festivals. Teacher asks students <i>What do we do at these festivals?</i> and write students' ideas next to the festival names on the board.</p> <p>For example:</p> <ul style="list-style-type: none"> ➤ At Chinese New Year, we get red packets / visit our relatives / give presents to family and friends, etc. ➤ At the Dragon Boat Festival, we watch the dragon boat races / eat sticky rice dumplings, etc. ➤ At Halloween, we go trick-or-treating / wear costumes / make pumpkin lanterns, etc. ➤ At Christmas, we have a party with our family and friends, etc. <p>3. Teacher puts the word cards on the board randomly. Teacher invites students to choose the corresponding word cards for the pictures. Teacher reads out the words with students. Teacher puts the picture cards</p>	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> • critical thinking skills • communication skills <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> • present information, ideas and feelings clearly and coherently 	<p>Picture Cards and Word Cards (Appendix 1)</p>	<p>C</p>

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>and word cards side by side on the board.</p> <p>4. Teacher asks students to think of more celebration activities for the festivals.</p>			
<p>Pre-reading Activity 1: Predicting</p> <p>1. Teacher introduces the storybook and show the cover to students. Teacher reminds students of the features of the front and back covers (e.g. <i>the title, author and illustrator</i>, etc).</p> <p>2. Teacher asks <i>What can you see in the pictures on the front cover? What are the clouds (main characters of the story) doing?</i> to elicit students' answers.</p> <p>3. Teacher asks students to look at the story title and pictures. Teacher asks them to jot down their answers to the following questions:</p> <ul style="list-style-type: none"> ➤ <i>What do you know about these festivals?</i> ➤ <i>What do you want to know about these festivals?</i> 	<p>Vocabulary building</p> <p><u>Language form</u></p> <ul style="list-style-type: none"> • text types: Story <p><u>Generic skills</u></p> <ul style="list-style-type: none"> • critical thinking skills • creativity 	<p>Storybook – Festival Fun</p>	<p>C</p>
<p>While-reading Activity 2: Reading the story</p> <p>1. Teacher asks students to read through pages 1 to 3 as an introduction. Teacher encourages students to think about what they can see in the pictures and predict the possible development of the story.</p> <p>2. Teacher reads the story part by part to students. Teacher asks them to find out the name and activities of the festival. Teacher asks students</p> <ul style="list-style-type: none"> ➤ <i>What is the name of the festival?</i> 	<p><u>Reading skills</u></p> <ul style="list-style-type: none"> • locate specific information in a short text in response to questions • understand intention, attitudes and feelings conveyed in a text by recognizing features such as the choice and use of language <p><u>Generic skills</u></p> <ul style="list-style-type: none"> • communication skills • critical thinking skills 	<p>Storybook – Festival Fun</p>	<p>B & C</p>

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>➤ <i>Where does the festival take place?</i></p> <p>➤ <i>How do people celebrate the festival?</i></p> <p>➤ <i>What did the clouds (main characters of the story) do in the festival?</i></p> <p>➤ <i>Did they enjoy the festival?</i></p> <p>3. Teacher shows a world map to the class. Teacher points out the places where these festivals take place on the map. Teacher introduces the names of places. Teacher asks them the following questions to elicit their responses.</p> <p>➤ <i>Have you ever been to these places?</i></p> <p>➤ <i>Can you tell me something about these places?</i></p> <p>4. Teacher rereads any difficult parts with students. Teacher asks students to underline the parts of text that answer the questions they had before reading.</p>			
<p>Post-reading Activity 3: Summarizing and reflecting</p> <p>1. After reading, teacher recaps the text with students. Teacher asks students to work in groups and discuss the following questions:</p> <p>➤ <i>Summarize two interesting things you found about each festival.</i></p> <p>➤ <i>If you could go to one festival, which one would you go to? What things would you enjoy doing most?</i></p> <p>2. Teacher invites students to share their answers. Teacher</p>	<p><u>Reading skills</u></p> <ul style="list-style-type: none"> locate specific information in a short text in response to questions understand intention, attitudes and feelings conveyed in a text by recognizing features such as the choice and use of language <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> present information, ideas and feelings clearly and coherently <p><u>Generic skills</u></p> <ul style="list-style-type: none"> communication skills critical thinking skills 	<p>Comprehension Worksheet (Appendix 2)</p>	<p>B & C</p>

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>distributes the worksheet to students. Teacher goes through the headings of the table with them. This enables students to know what to fill in in each part.</p> <p>3. Teacher asks students to fill in the information about the festivals they have read in the story.</p> <p>4. In the second column of the worksheet, the teacher asks students to think of at least two new ways to celebrate the festivals. Teacher invites a few students to share their answers in class. Teacher compliments students for their creative ideas.</p> <p>5. Teacher checks answers with students and clarifies any problems.</p>	<ul style="list-style-type: none"> creativity 		

Lessons 3 – 4

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>DC Activity 1: Still Image (Practice)</p> <ol style="list-style-type: none"> In groups, students will choose one festival and act out one important moment of a celebration activity. There should be multiple characters when students are performing. Students can also create a colourful setting for the performance. Teacher gives students some time to practice their Still Images. <p>Still Image (Action)</p> <ol style="list-style-type: none"> Teacher has the class in a circular shape where the actors are in the middle, and the audience surround the actors. Teacher signifies the freeze of action by using a ding bell. When hearing a ‘ding’ sound, actors have to stay frozen. Audience can walk around the group and look at the actors more closely. Audience will discuss the activities and feelings of the characters and setting. They will also guess the activities and festivals. <p>DC Activity 2: Thought Tracking</p> <ol style="list-style-type: none"> Teacher taps on the shoulder of the actors to let them speak up their thoughts or feelings. Teacher initiates a short discussion on the good points and areas of improvement of the groups’ performance. 	<p><u>Speaking skills</u></p> <ul style="list-style-type: none"> present information, ideas and feelings clearly and coherently <p><u>Generic skills</u></p> <ul style="list-style-type: none"> communication skills collaboration skills critical thinking skills creativity 	<p>Drama Techniques PowerPoint (Appendix 3)</p>	<p>C, D & E</p>
<p>DC Activity 3: Big Machine</p> <ol style="list-style-type: none"> Teacher explains that each group is going to create a “machine” out of themselves. They can pick an object that is related to festivals to perform. Then, teacher allows time for 	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> communication skills collaboration skills critical thinking skills creativity 	<p>Drama Techniques PowerPoint (Appendix 3)</p>	<p>C, D & E</p>

DC = Drama Conventions

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>them to think of a repeating sound and a movement related to the type of a machine.</p> <p>2. Students will be asked to create the object and freeze. Then, they will be asked to show how to operate the machine. They will repeat the sounds and movement.</p> <p>3. Teacher initiates a reflection time with students. Teacher asks students</p> <ul style="list-style-type: none"> ➤ <i>Which part of the machine were you?</i> ➤ <i>What sounds did you make?</i> ➤ <i>How did you feel when you played as a part of the machine?</i> <p>4. Teacher sums up the learning in the lesson.</p>			

Lessons 5 – 6

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>Activity 1: Warm up</p> <ol style="list-style-type: none"> Teacher briefly discusses the five senses and why are they used. Teacher talks about what students rely on most, e.g. sight to see things. Teacher asks students <ul style="list-style-type: none"> ➤ <i>Why do we use our senses?</i> ➤ <i>Which of your senses do you use most often?</i> Teacher discusses how sounds are important to let us know the things happening around us. 	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> • creativity • critical thinking skills 	<p>Soundscape PowerPoint (Appendix 4)</p>	<p>C & E</p>
<p>Activity 2: Learn about soundscape</p> <ol style="list-style-type: none"> Teacher asks students to close their eyes. Teacher asks them to pay attention to what they hear. Teacher asks students to imagine they are on a raft, drifting along a river and listen closely for sounds that may help them to describe where they are. Teacher plays a rainforest clip on YouTube in class. https://www.youtube.com/watch?v=RWC81JAKMK0 Teacher encourages active listening of students by asking questions to think about while listening. <ul style="list-style-type: none"> ➤ <i>What sounds do you hear?</i> ➤ <i>What pictures do you have in mind?</i> ➤ <i>How do the sounds make you feel?</i> Teacher asks students to share what sounds they heard from the clip in groups. Teacher replays the clip to students if they have any questions. Teacher explains to students all of these sounds build a soundscape. Teacher explains to the class <i>A landscape is made up of all of the different landforms, trees, houses, yards,</i> 	<p><u>Speaking skills</u></p> <ul style="list-style-type: none"> • use appropriate intonation and stress, and vary volume, tone of voice and speed to convey intended meanings and feelings <p><u>Generic skills</u></p> <ul style="list-style-type: none"> • problem-solving skills • critical thinking skills • creativity 	<p>Soundscape PowerPoint (Appendix 4)</p>	<p>C & D</p>




DC = Drama Conventions

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p><i>and roads.</i></p> <p>7. Teacher says to students <i>A soundscape is made up of all of the different sounds that help to create a sense of place. It is an important element of drama. It helps us understand the places, moods and themes better. Add sounds to our performance will greatly enhance the mood of drama.</i></p>			
<p>Activity 3: Create soundscapes</p> <p>1. Teacher asks students <i>What are the sounds you might hear in a rainforest at night?</i> Teacher writes students' ideas on the board for the class to see.</p> <p>2. Once the class has brainstormed a few ideas, teacher invites a few students to use their voices to perform the sounds.</p> <p>3. Besides voices, students can also use whistles, bodies, footsteps, musical instruments, percussions or any other objects that can make sounds to create the soundscape.</p> <p>4. Teacher distributes Soundscape Worksheet to students. Teacher asks students to work in groups and brainstorm of ways to mimic the natural sounds in a rainforest at night.</p> <p>5. Teacher introduces hand signals to start/louder/softer and stop. This is to facilitate the soundscape conducting.</p> <p>6. Teacher builds a soundscape with the class. Teacher acts as conductor, whilst the class is the 'orchestra'. Each group of students will mimic one sound. Students are to focus on what sounds would they hear in the rainforest and try</p>	<p><u>Speaking skills</u></p> <ul style="list-style-type: none"> • use appropriate intonation and stress, and vary volume, tone of voice and speed to convey intended meanings and feelings <p><u>Generic skills</u></p> <ul style="list-style-type: none"> • creativity • critical thinking skills 	<p>Soundscape PowerPoint (Appendix 4)</p> <p>Soundscape Worksheet (Appendix 5)</p>	<p>C, D & E</p>

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>to recreate them. Examples as below:</p> <ul style="list-style-type: none"> ➤ Rain (clapping hands) ➤ Thunder (hands pounding on the desk) ➤ Leaves (Gently drop pencils on the desk) ➤ Animals and insects (buzzing sounds), birds (chirping sounds) ➤ Wind (blowing sounds) <p>7. Students can take turns to be the audience and the soundscape can be performed for more than once. Teacher asks the students to reflect on the soundscape they produced. Teacher asks students the following questions for discussion:</p> <ul style="list-style-type: none"> ➤ <i>What types of sounds did we use to create the rainforest?</i> ➤ <i>Why were the sounds helpful to create a rainforest?</i> ➤ <i>How did it make the audience feel?</i> ➤ <i>What else can be done to create a better atmosphere?</i> <p>8. They can also discuss what worked well and what could be improved.</p>			
<p>Activity 4: Group assignment</p> <p>1. Students will continue to work in groups. Each group will get one activity card. They will discuss and work on the soundscape for their assigned topic.</p> <p>2. The groups will present their soundscapes one by one in the next lesson. The rest of the class will try to guess the scenario of the soundscape.</p>	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> • creativity • problem-solving skills • critical thinking skills 	<p>Activity Cards (Appendix 6)</p>	<p>C, D & E</p>
<p>Activity 5: Recap</p> <p>1. Teacher summarises the learning points about soundscape in the lesson.</p>	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> • problem-solving skills • critical thinking skills 		

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
2. Teacher asks students to do the 3-2-1 reflection. 3. Teacher reminds students that they will present their soundscapes in the next lesson.		3-2-1 Reflection Sheet (Appendix 7)	

Lessons 7 – 8

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
Activity 1: Voice control 1. Teacher recaps the knowledge learnt from the previous lessons. 2. Students practice voice intensity from level one to ten. 3. Students read sentences with different voice intensity.	<u>Speaking skills</u> <ul style="list-style-type: none"> use appropriate intonation and stress, and vary volume, tone of voice and speed to convey intended meanings and feelings 		
 Activity 2: Intonation and stress Intonation: 1. Teacher reads out a few sentences with different intonation and asks them to identify the feelings conveyed. Teacher recaps the emotion words with students. 2. Students practice the sentences in pairs. Stress: 1. Teacher reads out a few sentences with different stresses. 2. Students underline the stressed words. 3. Students practice the sentences in pairs. 4. Teacher invites students to present the sentences to the class.	<u>Speaking skills</u> <ul style="list-style-type: none"> use appropriate intonation and stress, and vary volume, tone of voice and speed to convey intended meanings and feelings <u>Generic skills</u> <ul style="list-style-type: none"> communication skills critical thinking skills 	Stress and Intonation PowerPoint (Appendix 8)	A & B
Activity 3: Script reading 1. Teacher reads the script of scene 1 introduces the text features. 2. Teacher asks students to read scenes 2 and 3 silently. 3. Teacher asks students questions about the three scenes to check their understanding.	<u>Language form</u> <ul style="list-style-type: none"> text types: play scripts <u>Reading skills</u> <ul style="list-style-type: none"> scan a text to locate specific information 	Reader's Theatre Script (Appendix 9) Features of Script (Appendix 10)	B
Activity 4: Planning and script writing 1. In groups of four or five, students will write a new scene for the story. Situation: The little clouds are going to a new festival. Write the dialogues for the characters. Also, create an ending to the	<u>Language form</u> <ul style="list-style-type: none"> text types: Play scripts <u>Generic skills</u> <ul style="list-style-type: none"> critical thinking skills creativity 		C, D & E

DC = Drama Conventions

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>2. Teacher gives comments and provides suggestions for students to improve their performance, develop their creativity and critical thinking.</p> <p>Feedback</p> <ol style="list-style-type: none"> 1. Students are asked to do Self-Evaluation and Peer Evaluation. 2. Teacher summarizes the good points and areas of improvement of student performance. 3. Teacher asks students to think about the actions for further improvement. <p>Reflection</p> <ol style="list-style-type: none"> 1. Teacher summarizes what have been learnt in the project. 2. Teacher collects students' evaluation forms. 	<p>of voice and speed to convey intended meanings and feelings</p>	<p>Self-Evaluation for Drama Performance (Appendix 13)</p> <p>Peer Evaluation for Drama Performance (Appendix 14)</p> <p>Teacher Evaluation for Drama Performance (Appendix 15)</p>	



Visit relatives /
Get red packets /
Give presents to
family and friends



Watch the dragon
boat races



Go trick-or-treating /
Wear costumes



Have a party with
family and friends /
Eat traditional food

Appendix 2

Comprehension Worksheet of Festival Fun

Part A

Find the celebration activities from the story. Also, think of two new activities for each festival.

Festival	Activities in the story	New activities
Carnival in Rio de Janeiro, Brazil	•	•
	•	•
	•	
Mid-Autumn Festival Fire Dragon, Hong Kong	•	•
	•	•

Part B

Answer the following questions in complete sentences.

1. Summarize two interesting facts you learnt about each festival.

Carnival in Rio de Janeiro:

Mid-Autumn Festival Fire Dragon:

2. If you could go to one festival, which one would you go to? What things would you enjoy doing most?

Appendix 2

(Suggested answers)

Comprehension Worksheet of Festival Fun

Part A

Find the celebration activities from the story. Also, think of two new activities for each festival.

Festival	Activities learned in the story	New activities
Carnival in Rio de Janeiro, Brazil	<ul style="list-style-type: none">• dress up in huge colourful costumes	<ul style="list-style-type: none">• have a singing and dancing contest
	<ul style="list-style-type: none">• dance along the streets	<ul style="list-style-type: none">• have a Brazilian food fair
	<ul style="list-style-type: none">• bands playing music	
Mid-Autumn Festival Fire Dragon, Hong Kong	<ul style="list-style-type: none">• dance a fire dance with a huge straw dragon	<ul style="list-style-type: none">• use LED lights instead of incense on the dragon
	<ul style="list-style-type: none">• light firecrackers	<ul style="list-style-type: none">• have a fire dragon dancing contest

Part B

Answer the following questions in complete sentences.

1. Summarize two interesting facts you learnt about each festival.

Carnival in Rio de Janeiro: (Student's own answers)

Mid-Autumn Festival Fire Dragon: (Student's own answers)

2. If you could go to one festival, which one would you go to? What things would you enjoy doing most?

(Student's own answers)

Appendix 3

Drama Techniques: Still Image, Thought Tracking and Big Machine



Learning objectives:

- I can **learn** and perform the techniques of Freeze Frame, Thought Tracking and Big Machine;
- I can work **independently** and with **others**;
- I can develop **creativity**;
- I can **assess** my own and others' performance.

In groups, you will decide on one festival.

You will need to do **one Still Image** about the festival.

One important moment of the festival



You will have **10 mins** to think about how to act out the Still Image.

Then you will take turns to come out and perform.

Your classmates will guess what you are doing!



Appendix 3

Thought Tracking

If you are watching:

- Describe the details in the Still Image.
- Who are in the Still Image?
- Where are they?
- What are they doing?
- In your opinion, how do the characters feel?

If you are in the Still Image:

- What are you thinking?
- How do you feel?

Big Machine

- Each group will create a “machine” related to festivals.
- Think of a repeating sound and action of a the theme.



Big Machine

- You will be given 5 minutes to come up with your machine.
- You may start now!



Appendix 4

SOUNDSCAPES

LEARNING OBJECTIVES

- ✘ I can use my voice, body and everyday objects to **create a soundscape**;
- ✘ I can work **independently** and with **others**;
- ✘ I can develop **creativity**;
- ✘ I can **assess** my own and others' performance.

FIVE SENSES

- ✘ Why do we use our senses?
- ✘ Which of your senses do you use most often?



SOUNDS

- ✘ Sounds are important to let us know the things happening around us.
- ✘ Now close your eyes...
- ✘ <https://www.youtube.com/watch?v=RWC81JAKMKO>



AFTER HEARING THE SOUNDS

- ✘ What sounds do you hear?
- ✘ What pictures do you have in mind?
- ✘ How do the sounds make you feel?



LANDSCAPE

- ✘ A landscape is made up of all of the different landforms, trees, houses, yards, and roads.



Appendix 4

SOUNDSCAPE

- ✘ A soundscape is made up of all of the different sounds that help to **create a sense of place**.
- ✘ We can use our **voices, bodies, everyday objects and musical instruments** to create a soundscape.
- ✘ It enhances the **mood** of drama performance.



EXAMPLES OF SOUNDSCAPES

- ✘ <https://www.youtube.com/watch?v=VOU5gAFV9v8>
- ✘ <https://www.youtube.com/watch?v=6-hzoBUac9U>
- ✘ <https://www.youtube.com/watch?v=vBoHQByhi7w>

WHAT ARE THE SOUNDS YOU MIGHT HEAR IN A RAINFOREST?

- ✘ Think-pair-share, write your ideas on the board.



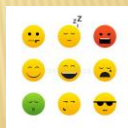
BUILDING A SOUNDSCAPE IN CLASS

- ✘ What can you do to mimic the sounds in the rainforest?



DISCUSSION

- ✘ *What types of sounds did we use?*
- ✘ *Why were the sounds helpful to create a rainforest?*
- ✘ *How did it make the audience feel?*
- ✘ *What else can be done to create a better atmosphere?*



ASSIGNMENT

- ✘ Get into groups of four or five.
- ✘ Each group receives one activity card.
- ✘ Prepare the soundscape after class and you will perform in the next lesson.

Appendix 5**Soundscape Worksheet**

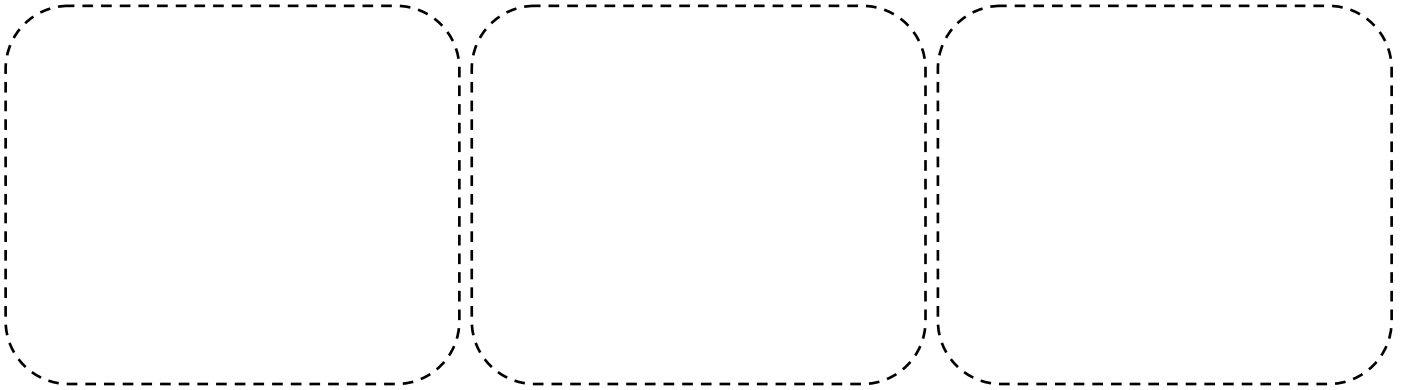
List all the sounds you hear in a rainforest in Column 1. Write down how you can produce the sounds in Column 2.

(1) What sounds can you hear in a rainforest at night?	(2) What can you use to mimic the sounds? (Voices, whistles, bodies, footsteps, musical instruments and everyday objects)
A. Natural sounds	
Water sounds (rain/river/stream, etc.)	
Air sounds (wind/thunder, etc.)	
Plants sounds (trees/leaves, etc.)	
Ground sounds	
B. Animal sounds	
Bird sounds	
Insects sounds (bees/mosquitoes, etc.)	
Fish sounds	
Other animal sounds (frogs/lizards, etc.)	

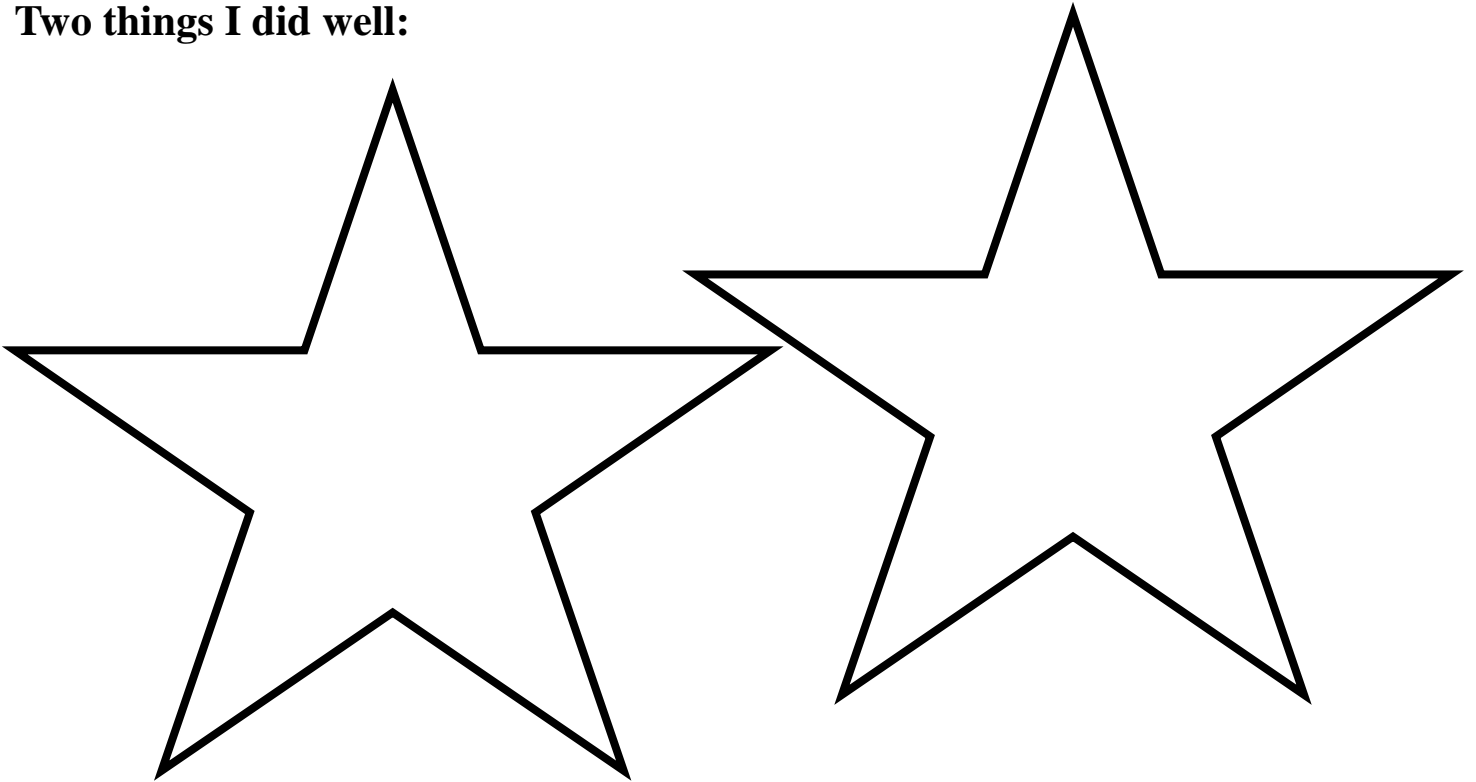
Appendix 6**Activity Cards - Creating a soundscape**

<p>You have 5 minutes to create a short 'soundscape' for the following scene, using only your voices, bodies and everyday objects but no words. Then, perform it to the class and see if they can guess which topic you have portrayed. Your scene is:</p> <p style="text-align: center;">At the beach</p>	<p>You have 5 minutes to create a short 'soundscape' for the following scene, using only your voices, bodies and everyday objects but no words. Then, perform it to the class and see if they can guess which topic you have portrayed. Your scene is:</p> <p style="text-align: center;">In the school playground</p>
<p>You have 5 minutes to create a short 'soundscape' for the following scene, using only your voices, bodies and everyday objects but no words. Then, perform it to the class and see if they can guess which topic you have portrayed. Your scene is:</p> <p style="text-align: center;">At the cinema</p>	<p>You have 5 minutes to create a short 'soundscape' for the following scene, using only your voices, bodies and everyday objects but no words. Then, perform it to the class and see if they can guess which topic you have portrayed. Your scene is:</p> <p style="text-align: center;">On a roller coaster</p>
<p>You have 5 minutes to create a short 'soundscape' for the following scene, using only your voices, bodies and everyday objects but no words. Then, perform it to the class and see if they can guess which topic you have portrayed. Your scene is:</p> <p style="text-align: center;">At the MTR station</p>	<p>You have 5 minutes to create a short 'soundscape' for the following scene, using only your voices, bodies and everyday objects but no words. Then, perform it to the class and see if they can guess which topic you have portrayed. Your scene is:</p> <p style="text-align: center;">At the supermarket</p>

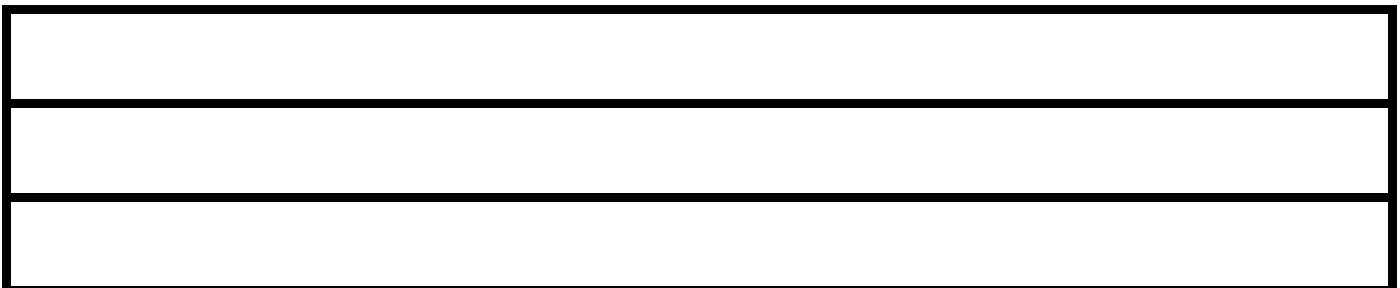
Three things I learned:

Three dashed rounded rectangular boxes arranged horizontally, intended for writing three things learned.

Two things I did well:



One thing I must do to improve:

Three horizontal rectangular boxes stacked vertically, intended for writing one thing to improve.

Appendix 8




VOCAL EXPRESSION

Stress and intonation

Stress, rhythm and intonation


Intonation
The pitch of a speaker's voice goes up or down as they speak.

Stress
The sounds we emphasize in words or sentences. We usually stress most important words in the sentence.



Intonation

- Intonation carries emotions and intentions.
- Falling
- Fall at the end of statements → certainty
- That's my house.
- Rising
- Rise at the end of questions or statements → doubt
- Are you coming with us?



Class practice: Say these lines.


- Can you guess why? *No, I can't.*
- Can you all do that? *Yes, we can.*
- Which festival is your favorite? *I like this one because I like dancing and singing.*
- Did you enjoy finding out about the festival? *Yes, we really did!*

Listening exercise

- This will be fun!
- Everybody is dancing! Let's go and join in!
- Is it really made of straw?
- Be careful! Don't get burnt!
- Oh children, what lovely reports you've made.


excited curious happy

shy worried



Listening exercise (Answers)

- This will be fun! excited
- Everybody is dancing! Let's go and join in! happy
- Is it really made of straw? curious
- Be careful! Don't get burnt! worried
- Oh children, what lovely reports you've made. happy



Appendix 8

Stress

- Emphasis are given to the most important words.
- Stressed words - Louder, longer, higher pitch



Listening exercise

- Clarence, stop! Let's look at the map first!
- Come on, let's go and have a look.
- Is it really made of straw?

Listening exercise (Answers)

- Clarence, stop! Let's look at the map first! (You are too fast! We need to decide where to go first.)
- Come on, let's go and have a look. (Hurry up, let's join the activities.)
- Is it really made of straw? (Perhaps it is not made of straw.)

Appendix 9

Festival Fun written by Lydia Cave **Reader's Theatre Script**

Characters: Miss Clare, Narrator 1 and 2, Little clouds: Clarence, Celia and Celine

SCENE 1

In the classroom during recess

- Miss Clare Students. After school today I want you to go home and pack a map and some food in a small bag. Can you guess why?
- Little clouds (All shook their heads) No, Miss Clare.
- Miss Clare Because I want you to fly off and find out about festivals around the world. Afterwards I want you to decide which festivals are your favourites. Then you can make beautiful reports. Can you all do that?
- Little clouds (All cheered) Oh yes, Miss Clare! We can't wait for the trips!
- Clarence, Celia
and Celine (All laughed) We'll be festival detectives! This will be fun!
- Narrator 1 *After school, the three friends went home and packed their bags. Then they flew off. Clarence always wanted to race and he sped off quickly.*
- Clarence Let's race! See who will be the fastest!
- Celia (Shouted) Clarence, stop! Let's look at the map first!
- Celine (shouted) Let's look at the festival list too. Then we can decide where to go!
- Clarence (Skidding to a halt) OK...
- Celine (Suggested excitedly) Let's find out about some unusual festivals in the world!

SCENE 2

In the sky

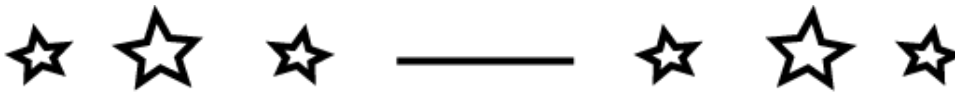
- Narrator *The clouds thought for a while and then flew off. Their first stop of their journey was Brazil, to see the carnival in Rio de Janeiro.*
- Celia Oh, look at the parade! What marvelous costumes!
- Clarence Wow! Everybody's dancing! Let's go and join in.
- Narrator 2 *The clouds swooped down to join the crowds of people. They asked a lot of questions.*
- Celine (Dancing happily) This is fun! Everybody is so good at dancing!
- Narrator 1 *They enjoyed taking photos and loved listening to the music. They danced until there were too tired to dance anymore... And then they fell asleep in a corner.*

Appendix 9

SCENE 3

In Tai Hang, Hong Kong

- Narrator 1 *The next day they flew to Hong Kong to see the Mid-Autumn Festival Fire Dragon.*
- Celine *There it is, in Tai Hang, on the Hong Kong Island!*
- Narrator 2 *There were crowds of people watching. Some people were pushing incense sticks into the dragon's back.*
- Celia *Come on, let's go and have a look!*
- Narrator 1 *The incense sticks glowed in the dark as the dragon started to dance along the street. It looked very fierce. The clouds flew down to find out more!*
- Clarence *Wow, this is fun! I would love to dance the Fire Dragon!*
- Celine *Is it really made of straws? The ones that we use to drink? (Trying to touch the Fire Dragon)*
- Celia *(Stopping Celine) Be careful! Don't get burnt! They are incense!*
- Narrator 2 *Once they had enough photos and notes, they flew to the next place.*



Features of Script

Text type: Script

Layout

➤ The scene heading (optional)

e.g. Scene 1: Miss Clare's mission

➤ Set the scene

When and where the scene takes place, e.g. In the classroom during recess.

➤ Action:

Describe the action (including body movement, gestures, responses, tone, facial expression, etc.) of the character to show what he/she is doing/going to do before the conversation starts.

e.g. (Skidding to a halt)

☺ Put the action in brackets.

☺ Use present tense.

☺ The action may relate to the dialogues that followed.

Language

Drama includes rich language features. The following language features are common in drama.

➤ Exclamation

☺ e.g. Ha ha! Oh! Boo! Come on! hee-hee-hee! Ah! Yeah!

➤ Contraction

☺ e.g. We're / Don't you / Don't be / I'm / I can't / etc.

➤ Direct expression of feeling and frequent use of exclamation marks

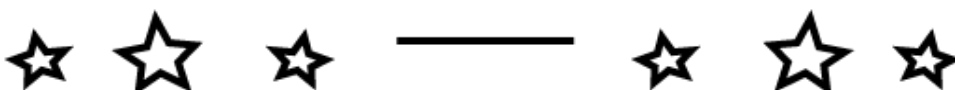
☺ e.g. Don't be scared! I can't wait to scare Ms Lai in my ghost costume!

➤ Giving suggestions

☺ e.g. Let's.... / How about...? / etc.

➤ Seeking / Waiting for opinions agreement

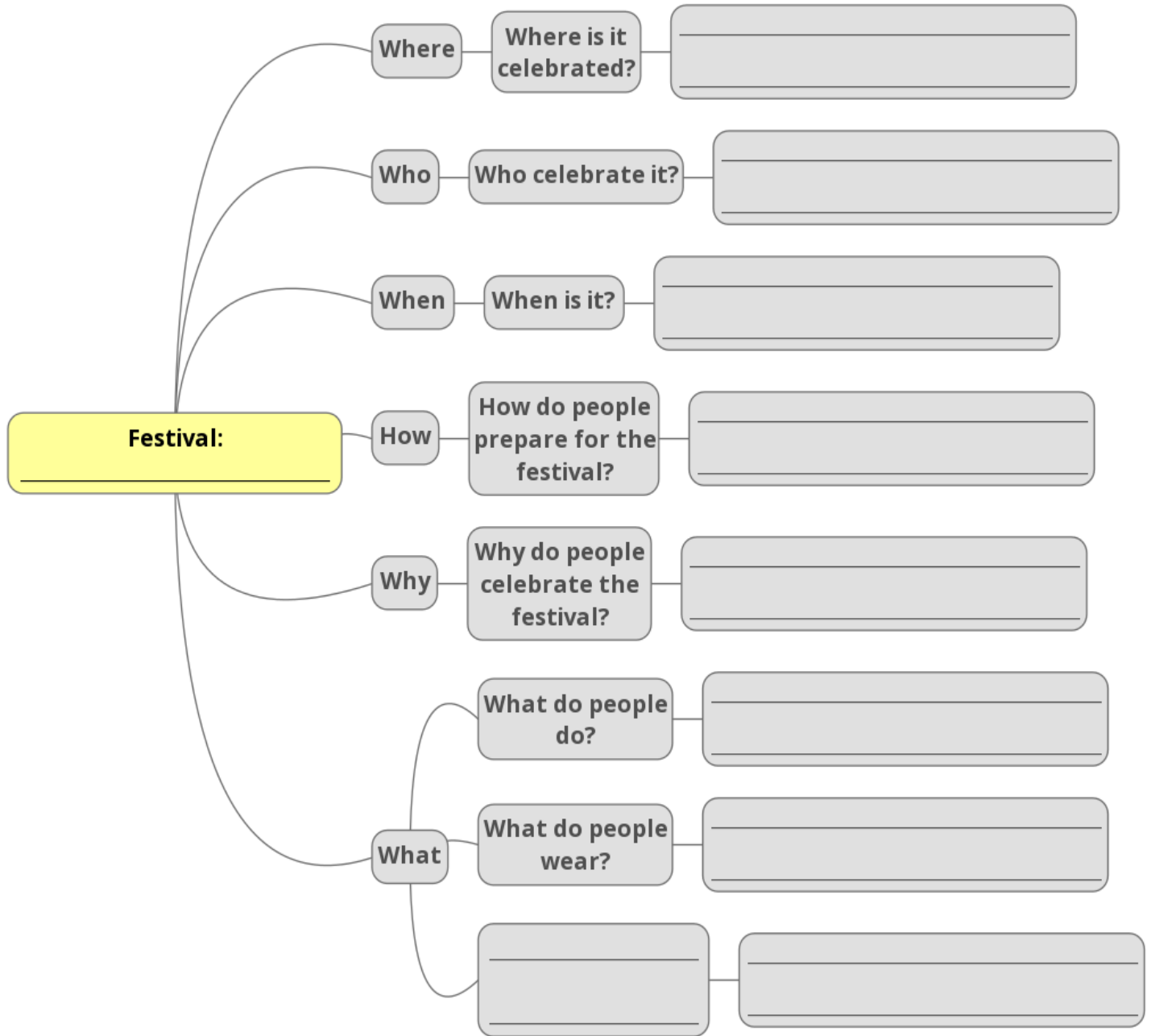
☺ e.g. We'll be festival detectives! This will be fun!



Appendix 11

5W1H Mind Map

Complete the 5W1H mind map for the new festival.



Write down your answers and share with your classmates.



1. What have you done well in the performance?






















2. What can be done to improve your performance?

3. What have your group done well in the performance?

4. What can be done in your group to improve the performance?

Appendix 14**Peer Evaluation for Drama Performance****Performing Group** _____ **Feedback from Group** _____

Colour the faces and write some comments in the table.

Criteria	Score			Comments/ suggestions for improvement
				
1. Presentation techniques				
➤ Speak clearly				
➤ Appropriate use of voice levels				
➤ Appropriate use of stress and intonation				
➤ Appropriate use of facial expressions				
➤ Appropriate use of gestures				
2. Participation				
➤ All members worked together				

Appendix 15**Teacher Feedback for Drama Performance**

Performing Group _____ Feedback from Group _____

Criteria	Score			Comments/ suggestions for improvement
	1	2	3	
1. Presentation techniques				
➤ Speak clearly	1	2	3	
➤ Appropriate use of voice levels	1	2	3	
➤ Appropriate use of stress and intonation	1	2	3	
➤ Appropriate use of facial expressions	1	2	3	
➤ Appropriate use of gestures	1	2	3	
2. Participation				
➤ All members worked together	1	2	3	
3. Soundscape				
➤ Mimic the objects or situations accurately	1	2	3	
➤ Creative use of everyday objects and bodies	1	2	3	
4. Script / Story				
➤ Structure	1	2	3	
➤ Content	1	2	3	
➤ Coherence	1	2	3	
➤ Creativity	1	2	3	

Drama Project 7

Project theme: Fairy Tales – Cinderella

Level: Primary 5

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

Drama skills/techniques adopted:

Voice Control, Stress and Intonation, Still Image, Script Analysis, Reader's Theatre

Prior knowledge:

Students have learnt to:

1. use the past tense to talk about past events
2. express different meanings and feelings through voice control as well as stress and intonation

Learning objectives:

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

1. identify the stress and intonation used in sentences, and use different stress and intonation to express emotions and feelings
2. identify the attitudes and feelings of the writers/characters in play scripts by focusing on the choice and use of language
3. develop their creativity through various tasks
4. understand the roles and responsibilities of the team members and the importance of team work

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

Lesson 1

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>Activity 1: Voice Control</p> <p>1. Teacher explains the use of different voice levels to students. Level 5: Shouting Voice Level 4: Classroom Voice Level 3: Normal Voice Level 2: Partner Voice Level 1: Whisper</p> <p>2. Students practice control of their voice level by vocalizing from one to five.</p> <p>3. In pairs, students read sentences with different voice levels.</p> <p>4. Teacher checks answers with students.</p> <p>Activity 2: Intonation</p> <p>1. Teacher uses the poster to introduce the use of stresses and intonation to students.</p> <p>2. Teacher reads five sentences with different intonation and asks students to identify the emotion conveyed in each sentence.</p> <p>3. Students form pairs and practise the five sentences.</p> <p>4. In pairs, each student receives a set of cards with sentences and a set of cards with adjectives describing emotions. Students pair up the cards and practise the sentences with different emotions.</p> <p>5. Teacher asks some students to deliver sentences on the cue cards with intonation in front of the class and the class guesses the emotions the student intended to convey.</p>	<p><u>Speaking skills</u></p> <ul style="list-style-type: none"> use appropriate intonation and stress, and vary volume, tone of voice and speed to convey intended meanings and feelings 	<p>Voice Level Five-Point Scale (Appendix 1)</p> <p>Voice Control Exercise Worksheet (Appendix 2)</p> <p>Intonation and Stress Poster (Appendix 3)</p> <p>Intonation Exercise Worksheet (Appendix 4)</p> <p>Worksheet Emotion Sentences Cards (Appendix 5)</p>	<p>D, E</p>



DC = Drama Conventions



Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
Activity 3: Stress 1. Teacher reads five sentences with stress on particular words. 2. Students underline the stressed words and report the answers to teacher. 3. Students practise the sentences with the use of stress. 4. Teacher asks some of the groups to present the five sentences to the class.		Stress Exercise Worksheet (Appendix 6)	

Lessons 2 – 3

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
Activity 1: Motivation 1. Teacher shares his/her favourite fairy tale with the class to prepare them for the lesson. 2. Teacher asks students to think of their favourite fairy tales. Activity 2: Introducing the theme 1. Teacher introduces the topic to the students to prepare them for the lesson. 2. Teacher plays two clips of the video <i>Cinderella - Fairy tales</i> as a lead-in. https://www.youtube.com/watch?v=HKSRbsJVli0 Clip 1: 4:00-4:30 then pause Clip 2: 5:46-6:07 then pause 3. Teacher uses the two clips to explain the selection of two scenes and pauses at the end to show the meaning of Still Images. Activity 3: Still Image 1. In groups of 4-6, students share amongst themselves their favourite fairy tales and give reasons.	<u>Generic skills</u> <ul style="list-style-type: none"> communication skills collaboration skills critical thinking skills creativity <u>Speaking skills</u> <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 	YouTube	A, C, D & E



DC = Drama Conventions

<p>2. After the sharing, each group has to choose a fairy tale to be performed.</p> <p>3. Each group has to deliver the story in 3 still images, and the rest of class are asked to guess the story.</p> <p>4. Groups take turns to act out the still images.</p> <p>5. Teacher gives comments after the performances.</p> <p>Activity 4: Guided Reading</p> <p><u>Pre-reading</u></p> <p>1. Teacher introduces the new context of the story <i>Cinderella</i></p> <p><u>While-reading</u></p> <p>1. The class read Scene 1 silently in 1 minute.</p> <p>2. Teacher goes over some new words with students.</p> <p>3. Students discuss in pairs to find out the features of play scripts.</p> <p>4. Teacher introduces the features of play scripts.</p> <p>Activity 5: Script Analysis</p> <p><u>Post-reading</u></p> <p>1. In groups, students analyse the major parts of Scene 1.</p> <p>2. Work in groups of 3-6, students discuss and finish the Worksheet 4 with collaborative efforts.</p> <p><u>Try-out</u></p> <p>1. Teacher asks students to work in groups and role-play the new Scene 1 of Cinderella in class.</p> <p>2. Remind them to pay attention to the use of appropriate stress and intonation.</p> <p>3. Ask the class to give feedback.</p> <p><u>Consolidation</u></p> <p>1. Teacher summarises the learning covered in the lesson.</p> <p>2. Assignment: Re-read Scene 2 at home.</p>	<p><u>Reading skills</u></p> <ul style="list-style-type: none"> recognize the format, visual elements and language features of some common text types make predictions about stories, characters, topics acquire, extract and organize information relevant to specific tasks understand different feelings, views and attitudes <p><u>Generic skills</u></p> <ul style="list-style-type: none"> critical thinking skills 	<p>Play Script (Appendix 7)</p> <p>Play Script Features Checklist (Appendix 8)</p> <p>Script Analysis Worksheet (Appendix 9)</p>	
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Lessons 4 – 5

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>Activity 1: Guided Reading</p> <p>1. In groups of 4-5, students practise the dialogues in their groups. Some group members can take more than 1 role.</p> <p>Activity 2: Group Discussion</p> <p>1. A new scenario of Scene 2 is given: One day, a poolside party was held for the prince. All young girls in the town were invited. Cinderella wanted to go so much but her stepmother did not let her go.</p> <p>2. Each student is asked to choose one character from Scene 2, and write their own new dialogues.</p> <p>Activity 3: Practice</p> <p>1. Each group of students sit together to review the dialogues each member wrote. Students comment and do peer editing if needed.</p> <p>2. Teacher distributes the script features checklist to students. Students may use the checklist to make sure they have included the essential features of play scripts in their writing.</p> <p>3. Students sit together and practise the dialogues they wrote.</p> <p>Activity 4: Performance</p> <p>1. Teacher selects some groups to act in front of class.</p> <p>2. Teacher comments after the performances. Teacher’s comments may focus on students’ ideas and creativity; analysis of characters’ personality.</p> <p>3. Teacher may give suggestions that help students to develop their creativity and higher order thinking skills.</p>	<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>Script Writing Worksheet (Appendix 10)</p> <p>Play Script (Appendix 7)</p>	<p>A, C, D & E</p>

Lessons 6 – 7



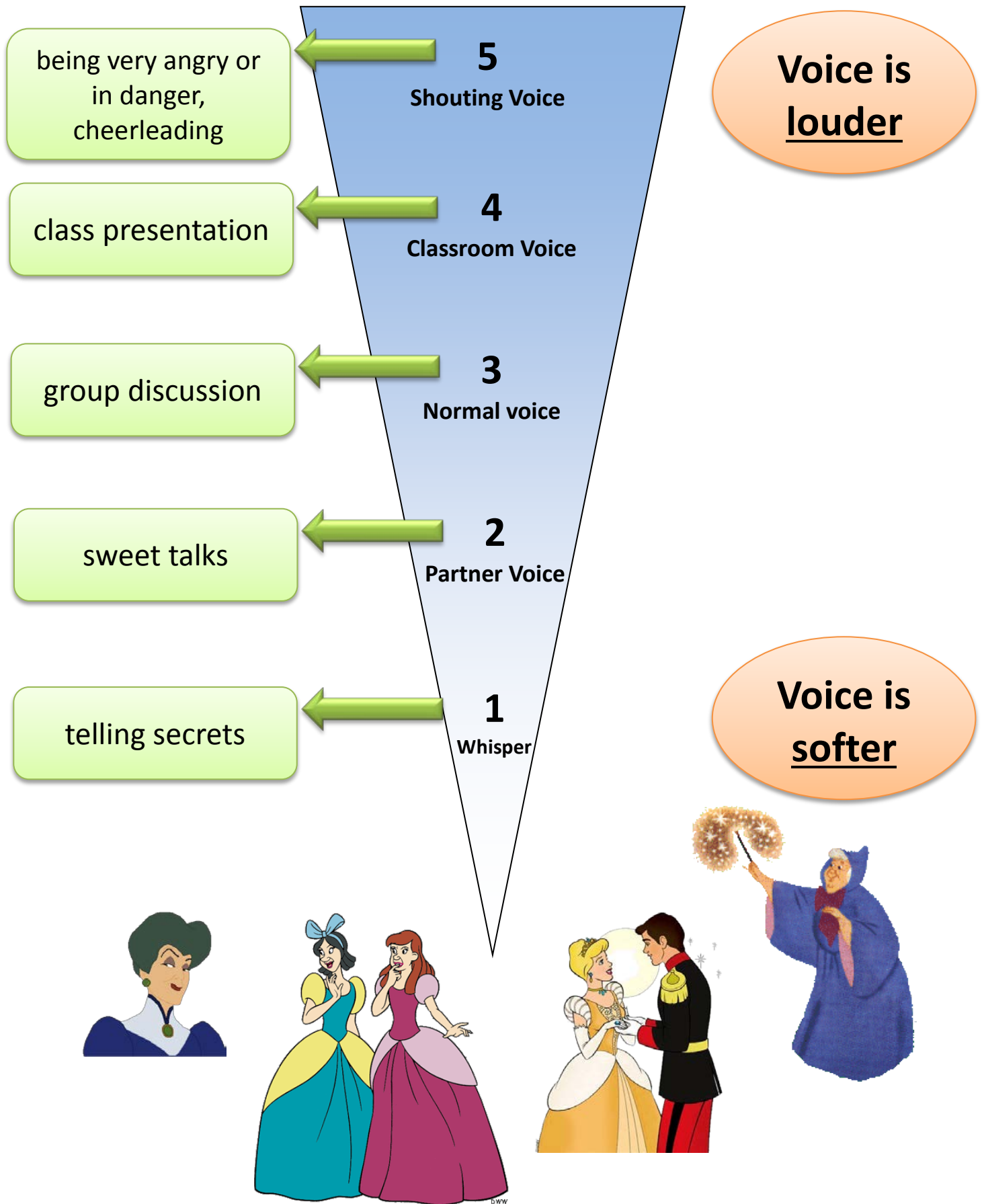
Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>Activity 1: Script analysis for the climax and ending of the story</p> <ol style="list-style-type: none"> In groups of 4-5, pupils read Scene 3 and receive a worksheet. Teacher guides students to complete the story structure by going through the script and asking students guiding questions. Then, teacher leads students to focus on the characters' personalities, traits, attitudes, as well as their feelings expressed in the story. <p>Activity 2: Group Discussion</p> <ol style="list-style-type: none"> According to the new scenario given in Scene 2, each student is asked to choose one character from Scene 3, and write their own new dialogues. <p>Activity 3: Practice</p> <ol style="list-style-type: none"> Each group of students sit together to review and edit the dialogues each member wrote. Students sit together and practise the dialogues. 	<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>Script Analysis Worksheet (Appendix 9)</p> <p>Play Script (Appendix 7)</p> <p>Script Writing Worksheet (Appendix 10)</p>	<p>A, C, D & E</p>

Lesson 8

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>Activity 1: Motivation</p> <ol style="list-style-type: none"> 1. Teacher revises voice control with students. 2. Teacher revisits the script Cinderella. 3. Teacher invites students to describe the characters in Cinderella. <p>Activity 2: Objective of this lesson</p> <ol style="list-style-type: none"> 1. Teacher states to students that we are going to act out the play (the new ending (Scene 3) of Cinderella). 2. Remind all students that they have to be devoted into the role and most importantly, we have to enjoy the show. 3. The audiences need to be patient and we learn to respect each other. <p>Activity 3: Perform a Play Preparation:</p> <ol style="list-style-type: none"> 1. Groups are given 5 minutes to prepare for the performance. 2. Students who will act with props and costumes are asked to put their props on the desk. 3. During the preparation, teacher walks around to check their props to ensure that they are all safe. <p>Drama Performance:</p> <ol style="list-style-type: none"> 1. Groups take turns to perform in front of class. 2. Students can act with props and costumes. <p>Feedback:</p> <ol style="list-style-type: none"> 1. Groups are asked to do Peer Assessment. 2. When one group is performing, the other groups assess their performance using the Peer Assessment Form. (Teacher 	<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>Props and Costumes (if any)</p> <p>Peer Assessment Form (Appendix 11)</p>	<p>A, C, D & E</p>

<p>may take the first group as an example and goes over the assessment criteria with students so as to teach them how to appreciate others' strengths and at the same time reinforce the importance of certain drama aspects, e.g. intonation, mood, expression, interpretation of characters, etc).</p> <ol style="list-style-type: none"> 3. Teacher asks groups to give marks after each performance. Teacher may invite some group members to give instant feedback and share their views for scoring high/low marks for particular assessment criteria, e.g. intonation, eye contact, etc. 4. Teacher comments after the performances. 5. Teacher may ask students to vote for 'The Best Performance'. <p>Activity 4: Reflection and Conclusion</p> <ol style="list-style-type: none"> 1. Teacher asks students to reflect on the knowledge and skills they obtained in the project. 2. Teacher summarises the learning covered in the whole project. 3. Teacher collects students' group writing worksheets & peer assessment forms. 			
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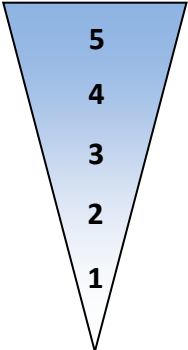
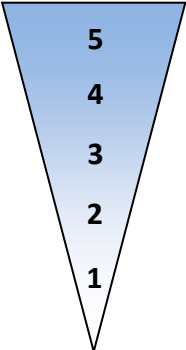
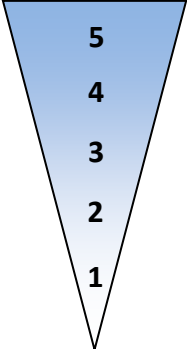
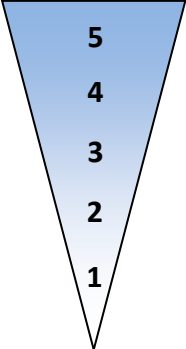
Voice Level Five-Point Scale



Appendix 2

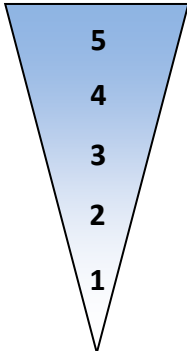
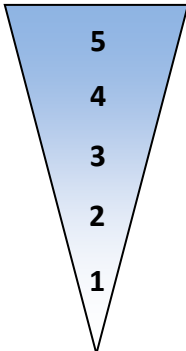
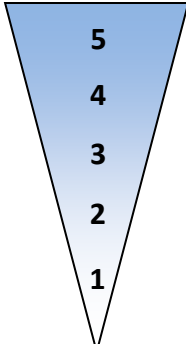
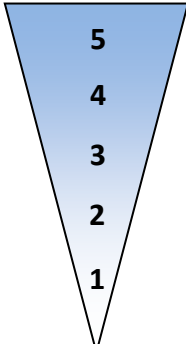
Individual Voice Control Exercise 1 (Pupil A)

Imagine you have a switch in your throat and you can adjust the switch from 1 to 5 to make your voice weaker and stronger. Try to say the following sentences:

<p>1. I wish I could go, too!</p> 	<p>2. Let me try the slipper first!</p> 
<p>3. And...did you make breakfast?</p> 	<p>4. Good morning, Prince.</p> 

Individual Voice Control Exercise 1 (Pupil B)

Imagine you have a switch in your throat and you can adjust the switch from 1 to 5 to make your voice weaker and stronger. Try to say the following sentences:

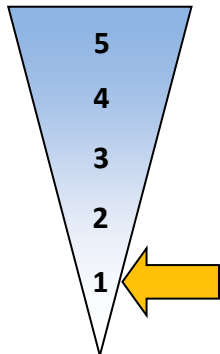
<p>5. I love you!</p> 	<p>6. Give it to me! Let me try first!</p> 
<p>7. Okay, fairy godmother! Thank you.</p> 	<p>8. Oh my! Who are you?</p> 

Appendix 2

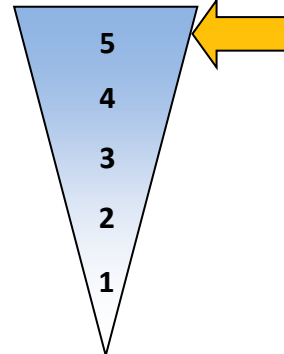
Voice Control Exercise 1 (Answer Key)

Imagine you have a switch in your throat and you can adjust the switch from 1 to 5 to make your voice weaker and stronger. Try to say the following sentences:

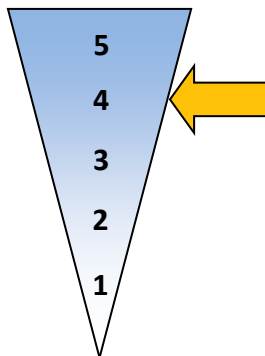
1. I wish I could go, too!



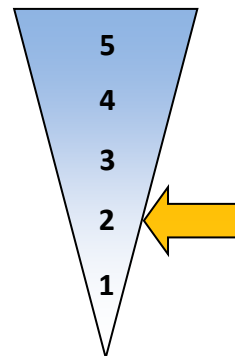
2. Let me try the slipper first!



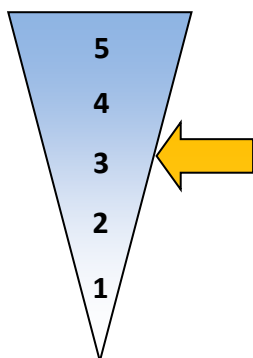
3. And...did you make breakfast?



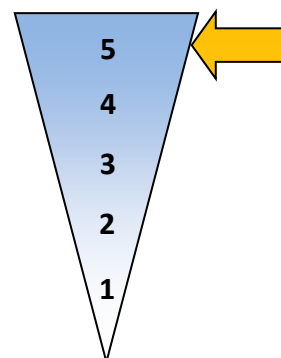
4. Good morning, Prince.



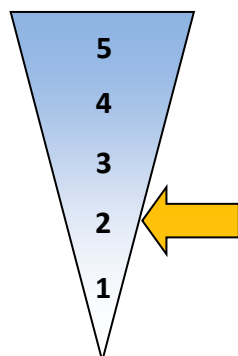
5. I love you!



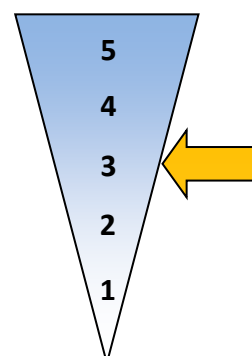
6. Give it to me! Let me try first!



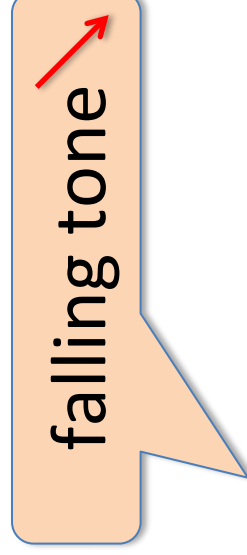
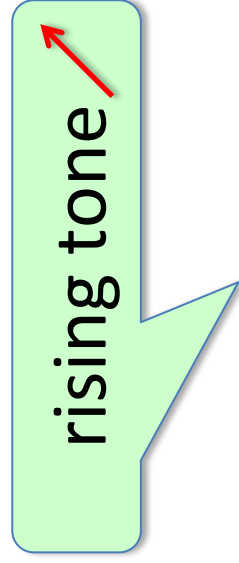
7. Okay, fairy godmother!
Thank you.



8. Oh my! Who are you?

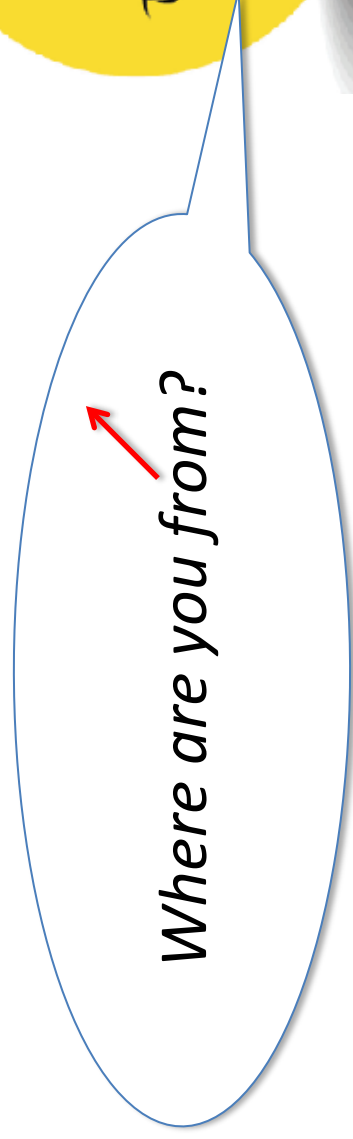
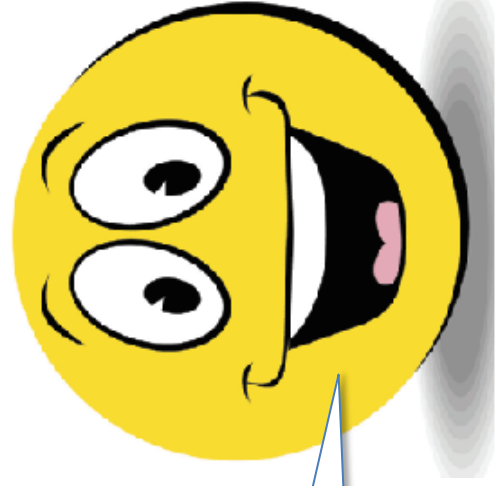


Intonation



☺ The rise and fall in the sound of your voice

when you speak.



Stress



I'm from
Canada.

Stressed words are:

- ☺ words that are spoken more loudly
- ☺ words that are spoken at a higher pitch
- ☺ words that are pronounced with elongation

Appendix 4

Listening Exercise I: Intonation

Listen carefully to the following sentences and put a tick in the correct boxes.
The first one has been done for you as an example.

		Happy	Disappointed	Angry	Afraid	Bored	Surprised
a	Please stay, please!		✓				
b	Yes... Yes... Breakfast is ready.						
c	The sparkling glass slippers are so beautiful! Oh, I love them!						
d	Oh no! The Prince is going to dance with her!						
e	Ha, ha! We're going to have a great time at the ball.						
f	What can I do now?						



Answer key of Listening exercise I: Intonation

		Happy	Disappointed	Angry	Afraid	Bored	Surprised
a	Please stay, please!		✓				
b	Yes... Yes... Breakfast is ready.				✓		
c	The sparkling glass slippers are so beautiful! Oh, I love them!						✓
d	Oh no! The Prince is going to dance with her!			✓			
e	Ha, ha! We're going to have a great time at the ball.	✓					
f	What can I do now?					✓	

Good morning,
Prince!

Let me go with
you, Prince
Edward.

No, you stay
here!

No. Your feet
are much too big.
Give it to me!

It fits!

Oooh! What's
her name?

That's a brilliant
idea!

I don't know.

Happy



Afraid



Disappointed



Bored



Angry



Afraid



Sad



Surprised



Appendix 6

Listening Exercise II: Stress

Listen carefully to the following sentences and underline the words with stress.

1. See? I told you to wear pink dress tonight. (You didn't listen to me.)
2. Please give me the slipper. (Don't give me something else.)
3. You should come back home before midnight. (Don't come back home late after midnight.)
4. Hush! Stepmother is sleeping. (Don't disturb her.)
5. I am here to help you go to the ball tonight. (No worries. I just want to give a helping hand, I won't harm you.)

Answer key of Listening Exercise II: Stress

Listen carefully to the following sentences and underline the words with stress.

1. See? I told you to wear pink dress tonight. (You didn't listen to me.)
2. Please give me the slipper. (Don't give me something else.)
3. You should come back home before midnight. (Don't come back home late after midnight.)
4. Hush! Stepmother is sleeping. (Don't disturb her.)
5. I am here to help you go to the ball tonight. (No worries. I just want to give a helping hand, I won't harm you.)

Appendix 7

Cinderella Reader's Theatre Script

Characters: Narrator, Stepsister 1, Stepsister 2, Cinderella, Fairy godmother, Guest 1, Guest 2, Prince

SCENE 1

At Cinderella's home

- Narrator: Once upon a time there was a beautiful young girl named Cinderella. She had two ugly stepsisters who were very cruel to her.
- Stepsister 1: Did you clean the kitchen?
- Cinderella: Yes, I did.
- Stepsister 2: Did you polish my shoes?
- Cinderella: Yes, I did.
- Stepsister 1: Did you iron my clothes?
- Cinderella: Yes, I did.
- Stepsister 2: And...did you make breakfast?
- Cinderella: Yes, breakfast is ready.
- Narrator: The evil stepsisters made Cinderella do all the hard work.
- Cinderella: (calling out) Stepsisters! A letter from the royal palace has arrived for you.
- Stepsister 1: (fighting) Give it to me. I want to open it.
- Stepsister 2: No! I want to open it.
- Stepsister 1 & 2: (looking at the invitation card) Look! We are invited to the Prince's ball at the royal palace.
- Cinderella: (crying sadly) I wish I could go, too.
- Narrator: The night of the ball arrived.
- Stepsister 1: (laughing) Ha, ha! We are going to have a great time at the ball.
- Stepsister 2: (laughing) Have a great night working, Cinderella.
- Narrator: After the evil stepsisters had left, suddenly, a fairy appeared.
- Cinderella: Oh my god! Who are you?
- Fairy godmother: I'm your fairy godmother. I am here to help you go to the ball tonight.
- Narrator: The fairy godmother waved her magic wand. Cinderella's rags turned into a beautiful dress.
- Cinderella: Wow! It's so beautiful.
- Narrator: On her feet were sparkling glass slippers.
- Cinderella: Oh, I love them!
- Narrator: The fairy godmother turned a pumpkin into an amazing coach and some mice into horses.
- Cinderella: What a lovely coach and handsome horses.

Appendix 7

Fairy godmother: You are ready now, my dear. Have fun tonight, but be back by midnight, or else!
Cinderella: Okay, fairy godmother! Thank you.

SCENE 2

At the ball

Narrator: At the ball, everyone wondered who the beautiful princess was.
Guest 1 (lady) : Who is that beautiful princess?
Guest 2 (man) : I've never seen such a beautiful woman in my life!
Stepsister 1: Oh no! The Prince is going to dance with her.
Stepsister 2: This is not fair! He was meant to dance with me.
Prince: Would you like to dance with me?
Cinderella: Oh, yes, your highness.
Narrator: The Prince danced every dance with her. Suddenly, the clock began to strike twelve.
Cinderella: I must go! Thank you for the dance.
Prince: Please stay! (shouting) What is your name?
Narrator: Cinderella did not answer and ran back to the coach, but she lost one of her glass slippers on the way. Then, the coach and horses disappeared. Cinderella's beautiful dress turned back to rags.
Cinderella: Oh no! Everything's gone. My beautiful dress and my sparkling slippers, where are they? Was it a dream?

SCENE 3

Narrator: The next day, the Prince set out to find Cinderella again.
Prince: I want every girl in the kingdom to try on this lost glass slipper. I must find my happiness.
Narrator: But the glass slipper didn't fit anyone. The Prince then arrived at Cinderella's house.
Stepsister 1: Good morning Prince. I am so happy that you found my slipper.
Stepsister 2: It is my slipper. I am the princess you are looking for.
Narrator: The ugly sisters tried to fit into the slipper.
Stepsister 1: Let me try first!
Stepsister 2: No. Your feet are much too big. Give it to me!
Narrator: Their feet were much too big. Then the Prince saw Cinderella.
Prince: Let this girl try.
Stepsister 1: But that's only Cinderella.
Stepsister 2: She didn't go to the ball. The slipper won't fit her!
Narrator: Cinderella sat down and tried on the slipper.

Appendix 7

Prince: It fits!

Cinderella: It fits!




Stepsister 1 & 2: (surprised) It fits?

Prince: (smiling) You are the one I've been looking for! What is your name?

Cinderella: (smiling) My name is Cinderella.

Narrator: The Prince had found his princess and they lived happily ever after.

Appendix 8

	<h2 style="text-align: center;">Play Script Features</h2> 	<i>I used it!</i>
1	My play has a title.	
2	I have listed the characters at the beginning.	
3	I have introduced and described the scene (<i>when/where</i>).	
4	Characters' names are written on the left.	
5	Characters' names have a colon after them.	
6	I have started a new line for every new speaker.	
7	My stage directions are in brackets ().	
8	My stage directions are written in present tense.	
9	I have stage directions for how the actors must speak .	
10	I have stage directions for how the actors must move .	
11	Every time the setting changes (<i>changes place or time</i>) I have started a new scene.	
12	I have used ... to show a character is thinking or stuttering.	
13	I have used CAPITALS or <i>italics</i> to emphasise words.	
14	My play script has 1-3 Acts. (<i>Act 1 beginning, Act 2 middle, Act 3 end</i>)	
15	There are NO speech marks.	

Appendix 9

The New Story of Cinderella: Story Structure (Scene 1)

Setting

When? _____

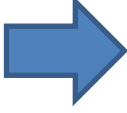
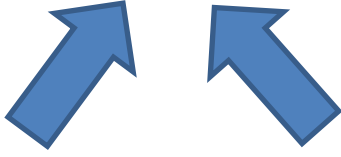
Where? _____

Event 1

What (Problem)? 1. What happened after the poolside party?

Who? 2. Who dropped her sandal at the party?

How? 3. How did Flora help Prince Edward to find the girl who dropped her sandal?



Characters

Who? _____

Ending

What (Conflict): 1. What did Flora find after the party?

What (Climax): 2. What was the name of the pretty girl? Did Prince Edward know her name?

How (Solution): 3. How did Prince Edward solve the problem?

Appendix 9

(Suggested Answer)

The New Story of Cinderella: Story Structure (Scene 1)

Setting

When?

Morning

Where?

Prince's palace

Characters

Who?

Flora

Prince Edward

Event 1

What? 1. What happened after the poolside party?

The guests left a lot of things at the party the night before.

Who? 2. Who dropped her sandal at the party?

The girl with big round dark eyes and a lovely smile dropped her sandal at the party.

How? 3. How did Flora help Prince Edward to find the girl who dropped her sandal?

She made a 'Found' notice to help Prince Edward to find the girl who dropped her sandal.



Ending

What (Conflict): What did Flora find after the party?

She found earrings and a sleeve cuff after the party.

What (Climax): 2. What was the name of the pretty girl? Did Prince Edward know her name?

Prince Edward did not know the pretty girl's name.

How (Solution): 3. How did Prince Edward solve the problem?

He made a 'Found' notice and invited the girl to get her sandal and had dinner with him.

Appendix 11**Peer Evaluation Worksheet
Creating a new story climax and ending**

Topic _____

Date _____

Performing Group _____

Feedback from _____

Scores for group performance (Reader's Theatre/ Role-play):

Criteria	Score			Comments/ suggestions for improvement
	☹	☺	☺	
1. Content	1	2	3	
2. Language				
a. Vocabulary	1	2	3	
b. Accuracy	1	2	3	
c. Linguistic features (e.g. rhymes, similes)	1	2	3	
3. Performance				
a. Fluency and clarity	1	2	3	
b. Loudness	1	2	3	
c. Stress and intonation	1	2	3	
d. Creativity	1	2	3	
4. Presentation Skills	1	2	3	
5. Collaboration	1	2	3	
6. Enjoyment	1	2	3	

Drama Project 8

Project theme: Chinese New Year Zodiac Race

Level: Primary 4

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

Drama skills/techniques adopted:

Voice Control, Intonation and Stress, Script Analysis and Puppet Show

Prior knowledge:

Students have learnt to:

1. talk about how some festivals are celebrated in Hong Kong
2. express some emotions using adjectives, e.g. happy, sad, angry, excited, bored ...

Learning objectives:

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

1. identify the stress and intonation used in sentences, and use different stress and intonation to express emotions and feelings
2. understand the elements and skills for puppet theatre
3. work with teammates
4. integrate the drama skills they learnt in their performance
5. prepare for the performance of a puppet show using their creativity



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)
Activity 1: Motivation 1. Teacher uses gesture to pretend a Santa as a lead-in and asks students to guess who he is.			C
 Activity 2: Voice Control Exercise 1. Teacher shows the Voice Control Poster and asks them to practice their voice intensity by vocalizing from one to five. 2. Teacher gives students different scenarios and asks students read 'Merry Christmas' with different voice intensity.	<u>Speaking skills</u> <ul style="list-style-type: none"> use appropriate intonation and stress, and vary volume, tone of voice and speed to convey intended meanings and feelings 	Voice control poster (Appendix 1) Voice control scenarios PowerPoint (Appendix 2)	A
 Activity 3: Intonation and stress 1. Teacher plays different Christmas songs to elicit the feelings and emotions. e.g. Rudolph the Red Nose Reindeer → happy, sad, disappointed ... 2. YouTube clip: Songs – Rudolph the Red Nose Reindeer https://www.youtube.com/watch?v=dNFQePmAxEQ 3. Teacher gives students different scenarios in saying 'Merry Christmas!' in different emotions.	<u>Speaking skills</u> <ul style="list-style-type: none"> use appropriate intonation and stress, and vary volume, tone of voice and speed to convey meanings and feelings 	Scenario cards for saying 'Merry Christmas' in different emotions (Appendix 3)	B & C
Activity 4: Jigsaw Reading 1. Teacher initiates a discussion about how different cultures have adopted the idea of Christmas. 2. Teacher divides the class into three groups, A, B and C. Teacher gives text A to students in group A, text B to students in group B, and text C to students in group C. Teacher asks students to read the texts and try to remember the information. They can jot down some notes to help them remember. 3. Teacher takes away the texts.	<u>Reading skills</u> <ul style="list-style-type: none"> work out the meaning of an unknown word or expression by using content and knowledge of the world read written language in meaningful chunks scan a text to locate specific information by using strategies such as looking at headings and repeated phrases 	Christmas around the world reading A, B, C (Appendix 4)	B

DC = Drama Conventions

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>Teacher asks questions: How do they celebrate Christmas in ...? Regroup the students so that each new group has a student from group A, B and C in it. Teacher asks them to share the information they learnt from the texts.</p> <p>4. Teacher keeps the students in groups, and stages a little competition quiz to see what they remember from the text.</p>	<p><u>Speaking skills</u></p> <ul style="list-style-type: none"> • present information, ideas and feelings clearly and coherently 		
<p>Activity 5: Conclusion</p> <p>1. Teacher summarises the learning covered in the lesson.</p>			

Lessons 3 – 4

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>Activity 1: Motivation</p> <p>1. Teacher revisits students' learning and the activities done which are related to drama elements in the previous lesson.</p> <p>Activity 2: Yes, Let's!</p> <p>1. Students form a circle, facing each other. One student calls out an activity in Chinese New Year for everyone to start miming, the rest of the group members shout out 'Yes, Let's!' and then they start doing the activity. Students keep doing the activity until someone calls out a new activity.</p> <p>Activity 4: Introducing the theme</p> <p>1. Teacher plays the video Story of the Chinese Zodiac. You tube clip: Video - Story of the Chinese Zodiac https://www.youtube.com/watch?v=Iw0adpGLIdk&t=42s</p> <p>2. Teacher asks questions about the clip to check students' understanding, and asks students to comment on the personalities of the animals and share their point of view.</p>	<p><u>Speaking skills</u></p> <ul style="list-style-type: none"> use gestures and facial expressions to convey meaning and intention <p><u>Listening skills</u></p> <ul style="list-style-type: none"> locate specific information in spoken texts <p><u>Generic skills</u></p> <ul style="list-style-type: none"> communication skills critical thinking skills 		<p>E</p> <p>D & E</p> <p>B & E</p>
<p> Activity 5: Script Analysis</p> <p>1. Teacher introduces the script and briefly discusses the features of the script.</p> <p>2. Students in group of 4-5, read the script again and receive a worksheet.</p> <p>3. Teacher guides students to complete the story structure by going through the script and asking students guiding questions.</p> <p>4. Next, teacher leads students to focus on the characters' personality as well as their</p>	<p><u>Language form</u></p> <ul style="list-style-type: none"> text types: Play scripts <p><u>Reading skills</u></p> <ul style="list-style-type: none"> scan a text to locate specific information <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> present information, ideas and feelings clearly and coherently 	<p>Script (Appendix 5)</p> <p>Worksheet 1: Story Structure (Appendix 6)</p>	<p>B & D</p>

DC = Drama Conventions

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>feelings expressed in the story.</p> <p>Activity 6: Consolidation</p> <ol style="list-style-type: none"> 1. Teacher summarises the learning covered in the lesson. 2. Assignment: Re-read the script at home 	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> • communication skills • collaboration skills • critical thinking skills <p><u>Communicative functions</u></p> <ul style="list-style-type: none"> • state opinions and feelings 		

Lessons 5 – 6


Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>Activity 1: Motivation</p> <ol style="list-style-type: none"> 1. Teacher revisits students' learning and the activities done which are related to drama elements in the previous lesson. 2. Teacher invites students to share their feelings or comments. 	<p><u>Generic skills</u></p> <ul style="list-style-type: none"> • communication skills 		E
<p>Activity 2: Introduction to puppetry</p> <ol style="list-style-type: none"> 1. Teacher introduces puppetry to students, with topics covered suggested as follows: <ul style="list-style-type: none"> ➤ What is puppetry? ➤ How is puppetry done? ➤ Who can do puppetry? ➤ Why should we try doing puppetry? ➤ Examples of puppetry 2. Teacher shows videos of puppetry to illustrate the concept and asks students if they have heard, seen, or done puppetry before. Puppet show: https://www.youtube.com/watch?v=oNE2tGibbWw 3. Students in groups of four or five discuss the following topics related to puppetry, drama and teamwork: <ul style="list-style-type: none"> ➤ How is puppetry different from drama? ➤ What makes puppetry so interesting? 4. Name some other roles in a puppet theatre other than puppeteer. <p>Activity 3: Acting like an animal by using puppets</p> <ol style="list-style-type: none"> 1. Teacher plays the song <i>Animal sounds song</i> to arouse students' awareness on the animals' sound. You tube clip: Song – Animal sounds song 	<p><u>Speaking skills</u></p> <ul style="list-style-type: none"> • use appropriate intonation and stress, and vary volume, tone of voice and speed to convey intended meanings and feelings • participate actively in an oral interaction <p><u>Values and attitudes</u></p> <ul style="list-style-type: none"> • participate actively and work with others to complete a task, respecting their rights <p><u>Generic skills</u></p> <ul style="list-style-type: none"> • creativity 		D



DC = Drama Conventions

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>https://www.youtube.com/watch?v=t99ULJjCsaM</p> <p>2. Students form pairs and discuss different animals sound and movement. Teacher asks each group to act out the sound and movement of the animal using the puppets.</p>	<ul style="list-style-type: none"> cooperation skills 		
<p>Activity 4: Group work</p> <p>1. Students get in groups and assign different roles amongst themselves.</p> <p>2. Students discuss and prepare for the puppet show. They may amend the play script by using the drama skills they have learnt.</p> <p>3. Students practise for the performance and discuss the props for the puppet show if necessary.</p> <p>4. Teacher walks around and gives advice if necessary.</p>	<p><u>Language form</u></p> <ul style="list-style-type: none"> text types: Play scripts <p><u>Reading skills</u></p> <ul style="list-style-type: none"> scan a text to locate specific information <p><u>Generic skills</u></p> <ul style="list-style-type: none"> critical thinking skills collaboration skills creativity <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> present information, ideas and feelings clearly and coherently <p><u>Communicative functions</u></p> <ul style="list-style-type: none"> state opinions and feelings 	<p>Script (Appendix 5)</p> <p>Animal puppets</p>	<p>A, B & E</p>
<p>Activity 5: Conclusion</p> <p>1. Teacher summarises the learning covered in the lesson.</p> <p>2. Assignment: Students are asked to read through and memorise their parts of script for the puppet show.</p>			<p>B</p>

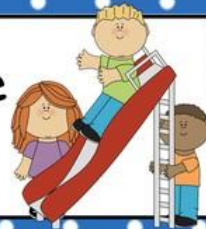
Lessons 7 – 8

Learning and teaching activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
Activity 1: Motivation 1. Teacher revisits students' learning in the previous lessons.	<u>Generic skills</u> <ul style="list-style-type: none"> communication skills 		
Activity 2: Preparation 1. Students prepare the props for the puppet show. 2. Groups are given 20 minutes to prepare for the performance. 3. During the preparation, teacher walks around to check their props to ensure that they are all safe. Teacher may give advice if necessary.	<u>Language form</u> <ul style="list-style-type: none"> text types: Play scripts <u>Generic skills</u> <ul style="list-style-type: none"> critical thinking skills collaboration skills creativity problem-solving skills 		A , B, D & E
 Activity 3: Puppet show 1. Groups take turns to perform in front of class 2. The rest of class do peer assessment. 3. After the performance, teacher comments on students' performance.	<u>Generic skills</u> <ul style="list-style-type: none"> critical thinking skills collaboration skills creativity <u>Values and attitudes</u> <ul style="list-style-type: none"> develop confident in using English through working on their own and in groups, making judgments independently, etc. participate actively and work with others to complete a task, respecting their rights 	Self-evaluation Worksheet (Appendix 7) Peer Assessment Form (Appendix 8)	A , B, D & E
Activity 4: Conclusion 1. Teacher summarises the learning covered in the whole project.	<u>Generic skills</u> <ul style="list-style-type: none"> critical thinking skills 		

VOICE levels

4

Outside
Voice



3

Strong
Speaker
Voice



2

Table Talk
Voice



1

Whisper
Voice



0

Silent
Voice



Appendix 2

Say 'Merry Christmas'
in different voice levels

To your sleeping baby brother



To your classmate in the classroom



To your teacher in the staff room



To your Grandma and Grandpa

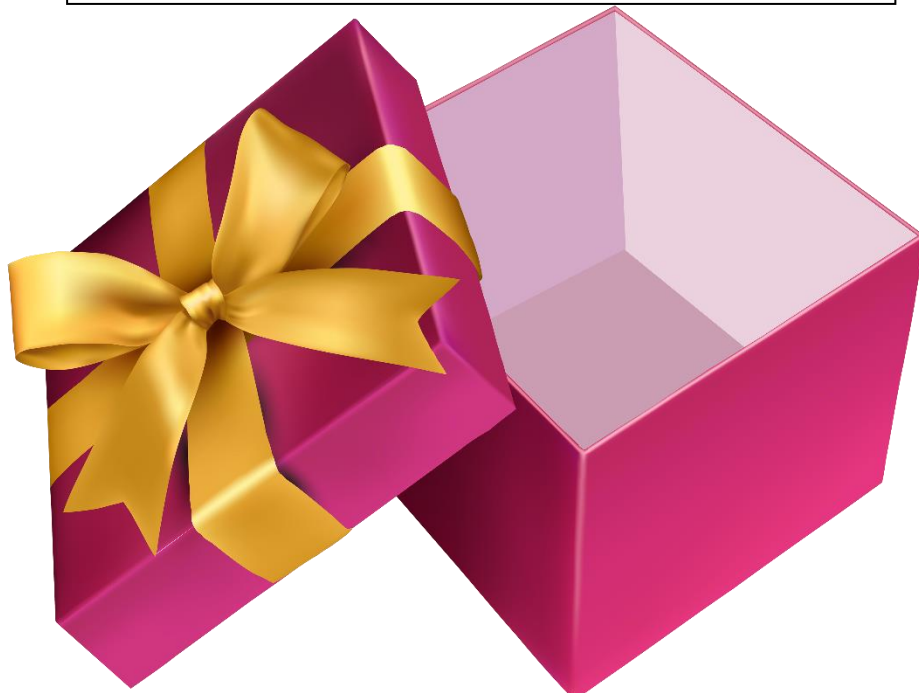


In church



Appendix 3

You got an empty gift box at Christmas.



You got a gift that you really like at Christmas.



You got a gift that you don't want at Christmas.



You got a lot of gifts at Christmas.





A Christmas in England

In England, families often celebrate Christmas together, so they can watch each other open their presents!

Children believe that Santa Claus leaves presents in stockings or pillow-cases. These are normally hung up by the fire or by the children's beds on Christmas Eve. Children sometimes leave out mince pies and brandy for Santa Claus to eat and drink when he visits them.

Children write letters to Santa Claus listing their requests, but sometimes instead of putting them in the post, the letters are tossed into the fireplace. The draught carries the letters up the chimney and Santa Claus reads the smoke.

In England, the main Christmas Meal is usually eaten at lunchtime or early afternoon on Christmas Day. It's normally roast turkey, roast vegetable. One vegetable that is often eaten at Christmas in England are brussel sprouts.

England is also famous for Christmas Cake. It's traditionally a rich fruit cake covered with marzipan and icing – and often top with Christmas themed decorations like a spring of holly.

The dinner table is decorated with a Christmas Cracker for each person and sometimes flowers and candles.

Glossary

stockings



fireplace



mince pie



brandy



brussel sprouts



marzipan





B Christmas in Australia

In Australia, Christmas comes in towards the beginning of the summer holidays!

Australians hang **wreaths** on their front doors and sometimes join the Christmas carol singing on Christmas Eve. People also decorate their houses and gardens with Christmas Trees and Christmas lights.

Australians also decorate their houses with bunches of **'Christmas Bush'**, a native Australian tree with small green leaves and cream colored flowers.

When he gets to Australia, Santa gives the **reindeer** a rest and uses kangaroos or 'six **white boomers**'. He also changes his clothes for less 'hot' ones!

Most families try to be home together for Christmas and the main meal is normally eaten at lunch time. Most people now have a Christmas dinner, or a barbecue with seafood such as prawns and **lobsters** along with the 'traditional English' food. On Christmas Eve, fish-markets are often full of people queuing to buy their fresh seafood for Christmas day.

Australians often have Christmas Crackers at Christmas meal times.



Glossary

wreath



Christmas Bush



reindeer



white boomer



lobster





C Christmas in Japan

In Japan, Christmas is known as more of a time to spread happiness rather than a religious celebration. Christmas Eve is often celebrated more than Christmas Day. Christmas Eve is thought of as a romantic day, in which couples spend together and exchange presents. Young couples like to go for walks to look at the Christmas lights and have a romantic meal in a restaurant.

Fried chicken is often eaten on Christmas day. It is the busiest time of year for restaurants such as KFC and people can place orders at their local fast food restaurant in advance!

The traditional Japanese Christmas food is Christmas cake, a sponge cake decorated with strawberries and whipped cream.



Parties are often held for children, with games and dancing. Japanese Christmas Cake is a sponge cake decorated with trees, flowers and a figure of Santa Claus.

Glossary

Religious



exchange presents



romantic



Appendix 5

Chinese New Year Zodiac Race Script

Characters: Narrator, Jade Emperor, Rat, Dog, Boar, Tiger, Monkey, Cat, Snake, Goat, Horse, Rabbit, Ox and Dragon

SCENE 1

Jade Emperor on stage

Narrator *Once upon a time, there was kind leader named the Jade Emperor who ruled all of China. He thought he needed to find a way of keeping track of each year so he decided to make a zodiac.*

Jade Emperor I want to use animals to show what each year should be but which animals should I choose? There are just too many animals?

A-HA I've got it! (Excitedly)

I will have all the animals take part in a swimming race. Whoever comes first will be the first year, second the second year and so on.

Narrator *Later that day, thirteen animals gathered by the river to take part in the swimming race but the Emperor only needed twelve. The animals started talking amongst themselves.*

Rabbit, Tiger, Horse on stage

Rabbit I can't wait for the race! (Excitedly)

Tiger I am going to win. (Happily)

Horse PFFFFFFF, No way, I am going to win. (Confidently)

Cat, Mouse, Ox on stage

Narrator *The cat was worried about the race because it cannot swim.*

Cat I can't swim. How can I cross the river? (Nervously)

Mouse Don't worry. The ox is very nice. We can ask him to take us across.

Cat & Mouse We can't swim can we please jump on your back and carry us back?

Ox Sure! I would love to help you both. (Friendly)

SCENE 2

Jade Emperor, Ox, Cat, Mouse on stage

Narrator *BANG! The race was on! (Excitedly) The ox was out in front and swimming really hard.*

Ox I - am - going - to - win, I - am - so - close. (Tiredly)

Narrator *Soon there was a loud SPLASH. The ox turned around and saw the rat had pushed the cat into the river.*

Cat How could you do this? (Sadly)

Mouse Sorry but I just want to win! I won!

Appendix 5

Jade Emperor Mouse, you win but it wasn't nice. (Angrily) Ox you were really kind and helpful so you are in second place.

Tiger, Rabbit on stage

Tiger Finally I can cross the finish line. I am so tired. (Tiredly)

Rabbit YAY YAY YAY I am the forth to finish. I am so happy. YIPPY (he bounced across)

Jade Emperor, Dragon on stage

Narrator *The dragon soon flew down and finished fifth.*

Jade Emperor Why are you coming so late? You could have easily flew across and won the race with ease.

Dragon The other animals were tired and hot with the sun so I wanted to fly around and make some nice breezes to cool them down.

Jade Emperor You are so kind and friendly. (said with a smile)

Horse, Snake on stage

Narrator *The snake and the horse were battling it out in the water.*

Horse Oh my god a snake it is so long and scary. EEEEEEEK

Snake That is just what I was looking for. I am going to beat you Horse. Hahahaha!

Goat, Monkey, Rooster on stage

Narrator *The Emperor looked out on the river and saw a small boat carrying the goat, monkey and rooster across the river.*

Goat I just don't want to get wet. I look too good to get wet. (Proudly)

Monkey (Monkey Sounds) This is so easy. (Monkey Sounds)

Rooster Cock-a-doodle-do I am so lucky to finish this race so easily. Cock-a-doodle-do!

Jade Emperor, Dog, Pig on stage

Jade Emperor Yes, more animals are coming. This zodiac is turning out nicely. Look out there in the river what are they?

Dog Woof Woof. Swimming in this water has made me really dirty. It was nice to stop and have a bath to get cleaned up.

Boar/Pig (Yawning) Maybe I shouldn't have had that nap in the middle of the race. I would have come in first.

SCENE 3

Jade Emperor, Cat on stage

Jade Emperor I now have all of my animals to show what the years will be. The race was the best idea ever. What about the cat?

Cat That mouse pushed me off and made me lose the race. I am not part of the Zodiac. That rat is not nice and I will never be friends with them ever again! (Angrily)

Narrator *And that is the story of the Chinese New Year Zodiac Race.*

Characters:

- | | |
|----------|-----------|
| 1. _____ | 8. _____ |
| 2. _____ | 9. _____ |
| 3. _____ | 10. _____ |
| 4. _____ | 11. _____ |
| 5. _____ | 12. _____ |
| 6. _____ | 13. _____ |
| 7. _____ | 14. _____ |

Settings:

Where and When?

Place: _____

Time: _____

Story:

The Chinese New Year Zodiac Race

Plot:

When happens in the story?

Beginning - _____

Middle - _____

End _ _____

Problem:

Describe the problem in the story.

Solution:

Describe how the problem is solved.

Appendix 7

Self-Evaluation Worksheet for Puppet Show

Write down your answers and share with your classmates.



1. What have you done well in the performance?

2. What can be done to improve your performance?

3. What have your group done well in the performance?

4. What can be done in your group to improve the performance?




Appendix 8

Peer Evaluation for Drama Performance

Performing Group _____

Feedback from Group _____

Circle the scores and write some comments in the table.

Criteria	Score			Comments
				
1. Language				
➤ Fluency and pronunciation	1	2	3	
➤ Stress and intonation	1	2	3	
➤ Volume	1	2	3	
➤ Movement, facial expressions and gestures	1	2	3	
2. Performance				
➤ Enjoyable	1	2	3	
➤ Appropriate use of props	1	2	3	
➤ Creativity	1	2	3	
3. Collaboration				
➤ Team work	1	2	3	

Overall, I think the performance was

If the group has a chance to perform again, I would suggest that they