

## OVERVIEW OF MODULE 2 TITLES

Below you will see the Titles, Topic Links and outline descriptions for Drama Literacy Module 2.

**CONTENT** - In this Module there is a Progression for most stages from Module 1 and we have responded to requests for Topic based content.

**Presentation Skills Lessons** - Teachers have also asked us for these to help students improve their presentation and performance techniques.

These have been inserted into Module 2 starting from the basics in the P3 set but you can choose from any of the lessons depending on the skills your class need to work on. If P7 need help with Voice Level and Positioning use the P3 lesson Presentation Lesson.

We have tried to make these Presentation lessons a bit of fun as well as addressing common presentation shortcomings!

Many of the lessons are suitable for **presentation to an audience**. If you want to do this and need help just get in touch and we'll give you an outline of how to do it.

**\*\*\*IMPORTANT** Please remember that you can choose do a video lesson from a younger stage than the one you currently teach, unless you discuss with colleagues ensuring the lessons will not be repeated for the class at a later stage and also that the content is achievable for your class.

**Remember always to allow students time to SHARE their written work - this is the key ingredient of Literacy success.**

**TIMESCALES** - We have received mixed views on the length of the lessons - perfect for some teachers and for others sometimes too long at one sitting. Please feel free to spread a lesson over more sessions if you need to. We intend for the resource to be flexible in every way that suits your teaching programme.

**LESSON DEVELOPMENT** - Regardless of the stage taught, different classes will have different skill levels and experience and so will class teachers themselves. The amount of support from the video lessons aims to meet the middle ground in this respect. If appropriate, teachers can further challenge their students, ask for a greater input of their ideas and take on an increasingly responsive approach within the "live setting."

We are obviously constrained by the video format to what we're used to doing in a live face-to-face situation.

If teachers need any help tweaking the content to match student ability levels please do drop us an email - we are very happy to help.

**If you have no experience as yet of the format we do advise you to start with Module 1.**

You can get started anytime and we'd love to have you as part of and informing on the original build of this new, dynamic resource. Get in touch if your school would like to participate.

Any questions for us, just ask.

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## THE TEACHING VIDEOS

PRIMARY 1 / RECEPTION / APPROX AGE 5

[Primary 1 Overview Module 2](#)

### The Three Little Pigs



[Three Little Pigs Documentation](#)

### The Three Little Pigs 2



[Three Little Pigs 2 Documentation](#)

### Three Billy Goats Gruff



[Billy Goats Gruff Documentation](#)

### Three Billy Goats Gruff 2



[Billy Goats Gruff 2 Documentation](#)

### Goldilocks



[Goldilocks Documentation](#)

### Goldilocks 2



[Goldilocks 2 Documentation](#)

### Little Red Riding Hood



[Red Riding Hood Documentation](#)

### Little Red Riding Hood 2



[Red Riding Hood 2 Documentation](#)

The order of the lesson set does follow a progression. Starting with The Three Little Pigs, activities are mainly prompted by us with everyone miming altogether and then recalling the story but also moves into small group activity.

This is picked up on in the next story Billy Goats Gruff, where we then introduce Freeze, an effective Drama technique. This story also invites the students to think of a what happens next scenario, prompting their ideas and creativity.

Goldilocks features close listening in the first lesson and joining in with us during the activities as a build-up and then in Lesson 2 we revisit group work and Freeze technique to consolidate this and again giving the opportunity to extend the story using student ideas.

Little Red is the final story, building up through whole class mime and into other Drama techniques - Configuration Mime and Whispering Effects which requires a step up in focus. The second lesson features Paired Improvisation and Characterisation when the wolf lets it slip every so often that he is not Granny in the bed! The students must decide on a rescue for Little Red and Granny.

We find that young children of this age can absorb a lot at one time and combining the stimulus of the DL videos with their natural play can produce stunning creativity which can then be channelled into their story pictures and shared. Consistently applying the DL approach embeds creativity, literacy and presentation instilling confidence in the young at this early stage of their learning journey.

Lesson Titles	Topic Links	Key Drama Skills	Literacy
<b>The Three Little Pigs</b>  The Three Little Pigs have to build their own houses but what will they use?	<b>The Three Little Pigs</b>  <b>Pigs</b>  <b>Houses</b>  <b>Farms</b>	Listening & Watching  Responding To Action Prompts  Miming and Moving Altogether  Guessing A Setting  Whole Class Activity	Drawing A Pig House and Sharing
<b>The Three Little Pigs 2</b>  A wolf smells the pigs and tries to blow down their new houses. After a couple of successes the wolf is finally outwitted.	<b>As Above</b>	Listening & Watching  Choral Rhyming  Character & Expression  Paired and Small Group Improvisation  Recall of Story Details and Discuss Story Ending  Use of own ideas	Drawing pictures about the Drama story ending and sharing them.
<b>Three Billy Goats Gruff</b>  Three goats spy some lovely green grass in a field on the other side of the river and decide to cross the rickety bridge one by one to get to it. However there is that Troll who lives under the bridge to deal with .....	<b>Three Billy Goats Gruff</b>  <b>Goats</b>  <b>Animals</b>	Listening & Watching  Character & Expression  Paired and Small Group Improvisation  Recall of Story Details	Drawing picture from a part of the story and sharing.
<b>Three Billy Goats Gruff 2</b>  The next two goats now have to make the crossing and that Troll is in for a shock when it is the turn of the biggest goat !	<b>As Above</b>	Movement & Mime  Describing  Paired Improvisation  Discussion	Drawing pictures of Troll's Fate and sharing.
<b>Goldilocks and the Three Bears</b>  The bears have made porridge and go out for a walk while it cools. Goldilocks is also in the woods and arrives at their unlocked cottage and goes inside to make herself at home.	<b>Goldilocks and the Three Bears</b>  <b>Bears</b>	Listening & Watching  Responding To Action Prompts  Mime & Movement  Individual Mime  Story Sequencing  Story Recall	Drawing key items from the story, adding words and sharing.

<p><b>Goldilocks and the Three Bears 2</b></p> <p>When the bears return all is not as it should be at the cottage.</p> <p>The answer to the mystery is found upstairs in Baby Bear's bed but how can things be put right?</p>	<p><b>As Above</b></p>	<p>Listening and Watching</p> <p>Recalling Details</p> <p>Characterisation</p> <p>Group &amp; Paired Improvisation</p> <p>Freeze Technique</p> <p>Use of Own Ideas</p>	<p>Create Picture From Own Ideas With A Sentence and Share</p>
<p><b>Little Red Riding Hood</b></p> <p>A basket is packed and Little Red sets off for Granny's house. She meets a wolf in the forest who seems very interested in her trip.</p>	<p><b>Little Red Riding Hood</b></p> <p><b>Woods</b></p>	<p>Listening &amp; Watching</p> <p>Whole Class Configuration</p> <p>Mime &amp; Movement with Sound Effects</p> <p>Responding To Action Prompts</p> <p>Paired Improvisation</p> <p>Characterisation</p>	<p>Basket Pictures and Share</p>
<p><b>Little Red Riding Hood 2</b></p> <p>Poor Granny and Little Red are tricked by the wolf but they have a plan to get free.</p> <p>Students can think of their own plan and what happened next.</p>	<p><b>As Above</b></p>	<p>Listening &amp; Watching</p> <p>Recall of Story Details</p> <p>Whole Class Mime and Movement</p> <p>Tension &amp; Characterisation</p> <p>Paired &amp; Small Group Improvisation (up to a group of four).</p>	<p>Detailed Drawings and Share</p>

**Magic Beans**



[Magic Beans Documentation](#)

**The Beanstalks**



[The Beanstalks Documentation](#)

**Golden Eggs**



[Golden Eggs Documentation](#)

**The Planet**



[The Planet Documentation](#)

**The Bing**



[The Bing Documentation](#)

**Bing Bong Friends**



[Bing Bong Friends Documentation](#)

**Hedgehog 1**



[Nobody Hugs A Hedgehog Documentation](#)

**Hedgehog 2**



[Nobody Hugs A Hedgehog 2 Documentation](#)

In Primary 2 we continue with whole class activities, paired improvisations and small group scenes but recommend that teachers now very much encourage the students to add in their own ideas.

Very important is the emphasis placed on the drawing and writing activities and that teachers always give students the opportunity to share these with a partner or to the class.

This adds value to the literacy tasks and this presentation of Literacy extends the Drama aspects, making written work a part of the physical activity and not just an add on.

When the students know that their writing will be a continuing part of the Drama for them to share, read out etc, then this element can really be a motivator for children at this young receptive age, opening their minds to how they can express themselves through writing.

Lesson Titles	Topic Links	Key Drama Skills	Literacy
<b>Magic Beans</b>  Based on the Jack and The Beanstalk story Daisy Moo is sold for beans to the horror of the parent back home!	<b>Jack and The Beanstalk</b>  <b>Storyland Characters</b>  <b>Growing</b>	Guessing Game  Listening To and Enacting A Story  Use of Repetition  Paired and Small Groups  Characterisation	Drawing character pictures from the story and writing their names
<b>The Beanstalks</b>  Beanstalks have grown overnight and the students will embark on the climb meeting other characters on their way.	<b>As Above</b>	Movement & Mime  Storyland Characters - Improvisation  Problem Solving Character Predicaments  Use Of Own ideas  Listening To Narration	Showing problem solving ideas as pictures and writing
<b>Golden Eggs</b>  In a Giant's castle, a Chicken called Nugget welcomes a rescue possibility and a frantic descent of the beanstalks to a happy parent.	<b>As Above</b>	Listening Game  Improvisation  Attention To Detail  Dramatic Tension  Use of Voice  Presentation	Drawing and writing from the story and presenting it to the class
<b>The Planet</b>  Countdown and take-off into Space. The rocket passes by known planets before finding its destination on an unknown one.	<b>Space</b>	Movement & Mime  Describing  Paired Improvisation  Discussion	Planet Pictures/Captions  Labelling  Descriptions
<b>The Bing</b>  Investigation of strange noises in a crater reveal that the space cadets are not alone.	<b>As Above</b>	Paired Improvisation  Trying Ideas  Mime  Close Observation  Narration	Pictures and Labels  Descriptions
<b>Bing Bong Friends</b>  The Bing meets a Bong and a friendship is formed, however it's not allowed and the two friends decide to take matters into their own hands.	<b>As Above</b>	Turn Taking  Choosing Activities  Facial Expression/Emotion  Freeze Position  Movement  Own Ideas For Ending  Presentation	Comic Strip - Show and Tell

<b>Nobody Hugs a Hedgehog 1</b>  Woodland creatures prepare for winter and hibernation - except for one - Harry Hedgehog!	<b>Seasons, Woodlands</b>  <b>Animal Characters</b>  <b>Animal Homes</b>	Movement - Growing  Becoming Animal Characters  Talking about the Lives of Animal Characters	Drawing and labelling a forest showing animals/activities taking place in preparation for Winter
<b>Nobody Hugs a Hedgehog 2</b>  Winter comes and the animals are ready with food and shelter - except for one ..... and nobody wants a spiky hedgehog sharing their cosy nest.  When Spring arrives - oh dear poor Harry needs urgent help!	<b>As Above</b>	Characterisation  Paired, Small Group and Class Improvisation  Effective Use of Vocal Repetition  Use of the “freeze” convention - literally!  Using Own Ideas Within Problem Solving	Design A Home - Drawing and Writing

### PRIMARY 3 / YEAR 2 / APPROX AGE 7

[Primary 3 Overview Module 2](#)

#### King Triton's Competition



[King Triton's Competition Documentation](#)

#### The Jellyfish



[The Jellyfish Documentation](#)

#### The Winners



[The Winners Documentation](#)

#### The Egg



[The Egg Documentation](#)

#### Finn McCool



[Finn McCool Documentation](#)

#### Superheroes



[Superheroes Documentation](#)

#### Superheroes 2



[Superheroes 2 Documentation](#)

#### Presentation Skills 1



[Presentation Skills 1 Documentation](#)

The Primary 3 lessons vary in style from undersea adventures to the traditional story of Irish Giant Finn McCool.

A fun Superhero lesson embeds references to different types of renewable energy and the Egg is an exaggerated version of a true story and it embeds recall/research of dinosaur facts within it. In this Module the students will be extending their turn-taking skills in small groups and focusing on characterisation and problem-solving.

**Students will also be using their own ideas within scenes and to finish storylines.**

**As requested we have inserted a Presentation Skills Lesson which looks at delivering lines in improvisations-sharing them out, turn-taking and keeping to the point.**

**Written/reading tasks are embedded within the lessons or presented as creative writing for individuals to express their own take on the Drama lesson stimulus for writing.**

**We cannot express enough how important it is to place significant value on the writing aspects and to allow opportunities for the students to share their work with others and to present it.**

**Doing this extends the Drama activity and ensures that the Literacy aspect is not simply an add-on but will also be presented, as another physical activity, and so the cycle completes - Drama>Literacy>Drama.**

**This is the key element in a Drama Literacy approach. When students realise their stories and writing will be shared with others, read out and given feedback this changes the way they perceive the written tasks completely. This format detail can be firmly laid down in Primary 3.**

Lesson Titles	Topic Links	Key Drama Skills	Literacy
<b>King Triton's Competition</b>  Sea creatures are invited to an Under Sea Ball where there will be a very exciting competition. Two crabs, Cornelius and Carrie are determined to win!	<b>Under the Sea</b>	Guessing From Observation  Listening To and Enacting A Story  Use of Repetition  Paired and Small Group Improvisations  Drawing and Writing From The Story Based on Characterisation	Creating character pictures from the story and writing their names
<b>The Jellyfish</b>  The crabs have heard about a jellyfish at the bottom of the sea who might hold the answer to their problem.	<b>As Above</b>	Movement -Under Sea Creatures  Characterisation & Improvisation  Problem Solving Character Predicaments  Use Of Own ideas  Listening To Narration	Showing problem solving ideas as pictures and writing
<b>The Winners</b>  At the Ball all looks as if it is going well ..... until that jellyfish Wobble shows up!	<b>As Above</b>	Listening Game  Improvisation  Attention To Detail  Dramatic Tension  Use of Voice  Presentation  Finish The Story	Drawing and writing from the story and presenting it to the class.



<b>Finn McCool</b>  When a show-off Irish giant goes too far, his clever wife has a plan to save him.	<b>Legends, Giants, Ireland, Scotland,</b>	Enacting Traditional Story /Improvisation  Characterisation  Turn Taking  Humour Within Drama  Presentation	Sequencing Story as Pictures and Captions
<b>Superheroes 1</b>  The Superheroes are called out on various missions, all affecting the destruction of energy renewables.	<b>Superheroes, Energy, Electricity, Renewables</b>	Use of Voice.  Characterisation  Co-operation – pairs/groups  Sequencing and Recall  Presentation  Giving Feedback	Writing from the Drama Story
<b>Superheroes 2</b>  Who is behind the devastation?  The Superheroes follow the rather obvious clues straight into the clutches of the perpetrator.  How will they use their powers to escape?	<b>As Above</b>	Sequenced Tableaux  Thought Tapping  Characterisation  Co-operation & Turn - Taking  Point of Tension  Story Endings Using Own Ideas  Presentation & Giving Feedback	Creating A Story Ending For Final Tableau Extending Into Writing
<b>The Egg</b>  A school trip to the Dinosaur Exhibition at the Museum is very informative but exhibits should stay where they are and not be brought back to school!	<b>Dinosaurs</b>  Some prior knowledge of dinosaurs would be useful.	Configuration Mime For Dinosaur Facts  Improvisation  Humour In Drama  Characterisation	Dinosaur Facts  Pictures and Descriptions From The Story
<b>Presentation Skills</b>	<b>Drama Skills, Techniques</b>	Voice & Expression  Positioning  Discussion  Presenting The Before and After Improved Presentation	Presentation Skills Top Tips List

19 New Street–The Letter



[19 New Street – The Letter–  
Documentation](#)

19 New Street – The Visit



[19 New Street – The Visit –  
Documentation](#)

Dragon School



[Dragon School Documentation](#)

Trading Mission



[Trading Mission Documentation](#)

The Traveller's Return



[The Traveller's Return  
Documentation](#)

The Lollipop Factory



[The Lollipop Factory Documentation](#)  
[Lesson Plans From Original Story](#)

Jilly and Lilly's Lollies



[Jilly and Lilly's Lollies  
Documentation](#)

Presentation Skills 2



[Presentation Skills 2 Documentation](#)

The lessons vary in style from the adventures of the Viking Trading Mission and follow-up mystery story to the lighter Lollipop Factory loosely based on a rather well-known Chocolate Factory.

19 New Street is a humorous lesson with interesting characters in a problem situation and Dragon School is a fantasy with a touching scenario for students and their teachers!

In this Module we start to encourage the students to think for themselves, to use their own ideas for finishing storylines and to inspire their own drama scenes and written pieces.

As requested we have inserted a Presentation Skills Lesson which looks at delivering lines in improvisations-sharing them out, turn-taking and keeping to the point.

Written/reading tasks are embedded within the lessons or presented as creative writing for individuals to express their own take on the Drama lesson stimulus for writing.

In Primary 4 we continue to place significant value on the writing aspects and to allow opportunities for the students to share their work with others and to present it.

Continue with the cycle Drama>Literacy>Drama (present/share). Students will get good at giving feedback, attention to detail and taking a pride in their Literacy.

Lesson Titles	Topic Links	Key Drama Skills	Literacy
<b>19 New Street - The Letter</b>  The Browns receive a very concerning letter about development plans which affect their house.	<b>Homes and Houses</b>  <b>Town Development</b>	Paired Improvisation  Characterisation  Using Writing Within Scenes	Letter Writing To Use Within Drama
<b>19 New Street - The Visit</b>  A meeting about the plans is not what the Planning Officer bargained for.	<b>As Above</b>	Paired/Small Group Improvisation  Use of Dark Humour  Effective Use of Voice	Letter Writing
<b>Dragon School - Saving Mrs Greenclaw</b>  First day for both dragon teacher and students.  The novice dragon students must get their acts together when their poor teacher requires their assistance.	<b>Dragons, Teaching, Empathy</b>	Movement & Facial Expressions  Thought Tapping  Group Work  Improvisation  Finish The Story	Write Story - Saving Mrs Greenclaw
<b>Trading Mission</b>  A group of Vikings leave their shores to trade in other lands. It's a rough journey but they arrive to barter at the market.	<b>Vikings, Journeys</b>	Listening & Watching  Mime and Movement  Role Play  Turn Taking  Applying Knowledge of Vikings  Bartering	Writing lists  Diary Entries
<b>The Traveller's Return</b>  The Homecoming is most welcome and their goods are safely stored, or are they?	<b>As Above</b>	Mime and Movement  Tension Building  Narration  Problem Solving  Sequencing  Link Back To Opening Scene	Creative Writing - Story of The Betrayal
<b>The Lollipop Factory</b>  A 6 <sup>th</sup> Golden Ticket winner arrives here where Willy Wonka's cousins are trying to promote their amazing lollipops.	<b>Based loosely on Charlie and The Chocolate Factory - Machines, Factories, Marketing</b>  <b>Lessons for the book will also be available with this lesson set.</b>	Improvisation  Machine Making - Groups and Whole Class  Turn Taking	Creating A Poster To Promote The Lollipop Product

<b>Jilly and Lilly's Lollies</b> A conflict with Willy Wonka needs to be resolved.	<b>As Above</b>	Telephone Technique Characterisation Improvisation - Persuasion and Diplomacy	Drawing Up An Agreement in Pairs
<b>Presentation Skills</b>		Turn Taking Balance Staying On Point	

PRIMARY 5 / YEAR 4 / APPROX AGE 9

[Primary 5 Overview Module 2](#)

The Secret of The Tomb 1



[The Secret of The Tomb Documentation](#)

The Secret of The Tomb 2



[The Secret of The Tomb 2 Documentation](#)

Pottington Down 1



[Pottington Down Documentation](#)

Pottington Down 2



[Pottington Down - The Plans Documentation](#)

Pottington Down 3



[Pottington Down - The Competitions Documentation](#)

The Old Lighthouse 1



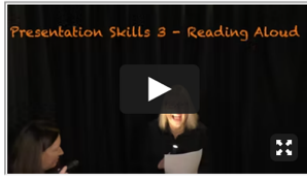
[The Old Lighthouse Documentation](#)  
[The Old Lighthouse - Whoosh Script](#)

The Old Lighthouse 2



[The Old Lighthouse 2 Documentation](#)

Presentation Skills 3



[Presentation Skills 3 Documentation](#)

The lessons vary in their style from the ceremonial and mystery aspects of Secret of The Tomb to the Community style humour of Pottington Down.

The Old Lighthouse is another mystery story which had landmark success for us during our Drama Literacy Research phase. This story saw a marked improvement in writing attainment as the students wrote their stories about the mystery.

Both the mystery stories in this Module encourage the students to think for themselves, to use their own ideas and inspire their own drama scenes and written pieces.

The Presentation Skills Lesson looks at Reading Aloud and how to help improve this difficult skill for young students.

Written/reading tasks are embedded within the lessons or presented as creative writing for individuals to express their own take on the Drama lesson stimulus for writing.

**As always, reading written work to classmates and using interesting atmospheric areas in the classroom to do this will really liven up enthusiasm and motivation for written work. Be sure to include this very important aspect.**

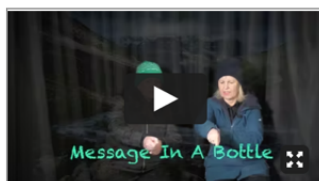
Lesson Titles	Topic Links	Key Drama Skills	Literacy
<b>The Tomb - A Pharaoh Has Died</b>  Creating the tombs, preparations for burial and funerary ritual	<b>Egyptians</b>  Some prior knowledge of Ancient Egyptian beliefs would be <b>very useful</b> .	Occupational Mime  Mantle Of the Expert  Whole Class Ritual and Ceremony	Making The Scrolls For Use In the Ceremony
<b>The Secret Of the Tomb - Thieves</b>  Tombs were often raided. The lesson creatively draws on knowledge.	<b>As Above</b>	Reporting  Improvisation  Intrigue and Suspense	Reading Exercise  The Secret of The Tomb Creative Story
<b>Pottington Down 1 - The Villagers</b>  This sleepy town is about to hold its annual village fair.	<b>Towns, Communities, Competitions, Village Fair</b>	Tableaux  Characterisation, Improvisation, Group Work  Establishing A Context  Occupational Mime	Character Description and Posters
<b>Pottington Down 2 - The Plans</b>  Excited villagers are determined to win the Fair Competitions.	<b>As Above</b>	Characterisation  Turn Taking  Group Improvisation	Writing The Plans
<b>Pottington Down 3 - The Competitions</b>  Sneaky goings-on ensure that once again the Pottington Down Fair is a fiasco.	<b>As Above</b>	Dramatic Tension  Consequences  Whole Class Improvisation  Humour	Newspaper Reports of Pottington Down's Disastrous Village Fair

<b>The Old Lighthouse</b>  During a storm, sailors are lured to an ancient lighthouse becoming trapped there.  They climb the steep, rocky path to investigate.	<b>The Sea, Lighthouses, Mystery Stories</b>	Mime and Movement To Narration  Close Listening  Sequence  Dramatic Tension  Sensory  Discussion	Creative Story Writing - First Chapter
<b>The Old Lighthouse 2</b>  A strange set-up inside the lighthouse is thought provoking and through flashbacks we consider the possible explanations for the mystery.	<b>As Above</b>	Flashback  Mystery and Intrigue  Story Building	Creative Story Writing  <b>The Lighthouse lessons were landmarks in our Drama Literacy Research.</b>
<b>Presentation Skills</b>		Reading Aloud	Reading and Presenting Written Work

## PRIMARY 6-7 / YEARS 5-6 / APPROX AGE 10-11

[Primary 6-7 Overview Module 2](#)

### Message In A Bottle 1



[Message In A Bottle Documentation](#)

### Message In A Bottle 2



[Message In A Bottle 2 Documentation](#)

### Perseus 1



[The Oracle And The Quest Documentation](#)

### Perseus 2



[The Graeae And The Stygian Nymphs Documentation](#)

### Perseus 3



[The Lair Of Medusa Documentation](#)

### Perseus 4



[Journey Home And The Olympic Games Documentation](#)

### Green Mould



[Green Mould Documentation](#)

### Presentation Skills 4



[Presentation Skills 4 - Genre Hop Documentation](#)  
[Genre Hop Scripts](#)

The lessons vary in their style from Message In A Bottle in which the students are encouraged to develop their own stories within a demonstration template to the exploration of an epic myth - Perseus and Medusa, a set storyline which nevertheless has lots of potential for the students to apply their own creativity.

The What's A Story ? type lesson moves from a listening stimulus to improvised and scripted scenarios which are humorous and tapping into the effective Drama technique of withholding information to create intrigue within a story.

As requested we have inserted a Presentation Skill Lesson Genre Hop which is great fun but also can greatly improve presentations.

Written/reading tasks are embedded within the lessons or presented as creative writing for individuals to express their own take on the Drama lesson stimulus for writing.

We have found that Primary 6 and 7 students familiar with the approach will automatically begin to link the drama activities with written work, asking if they can take notes/write something down etc.

This is a great step in the right direction and we would encourage and embrace this when it happens.

Lesson Titles	Topic Links	Key Drama Skills	Literacy
<b>Message In a Bottle</b> The call for help is not a straightforward Emergency Services situation.  Potentially dangerous, should the message finders get involved?	<b>Cries For Help, Rescue Missions</b>	Listening, Improvisation  Paired Work  Discussion  Tunnel of Thought/Conscience Alley	Replying To a Message For Help  Using Help Message Within A Drama Scene
<b>Message In A Bottle</b> The message finders attempt to resolve the issue.  This lesson considers how far to go to help someone in trouble.	<b>As Above</b>	Improvisation  Paired Work  Discussion  Use of Own Ideas to Develop the Story	Pass The Story - Sharing The Unique Paired Stories
<b>Perseus and The Medusa</b>  <b>1. The Oracle and The Quest</b> The birth of Perseus and the challenge for him.	<b>Greek Myths, Journeys</b>  This lesson is very suitable for audience presentation.	Listening and Focus  Configuration Mime  Improvisation	Detailed Cartoon Strip Showing Sequence With A Partner
<b>2. The Graeae and The Stygian Nymphs</b>  Meeting various characters who offer Perseus much needed help on his Quest.	<b>As Above</b>	Mirroring Technique  Movement  Vocal Effects	Group Scripting Process Into Improvisation - Off The Page
<b>3. The Lair of Medusa</b>  At last Perseus has his appointment with Medusa.	<b>As Above</b>	Freeze Technique - Statues  Dramatic Restraint  Tension Building	Creative Piece  Character Description  Meeting Medusa  Story Elements

<b>4. Journey Home and The Olympic Games</b>  The final scenes in this epic story with a further twist.	<b>As Above</b>	Improvisation Movement Configuration Tableau	Olympic Games Newspaper Report
<b>Green Mould - A What's The Story Lesson</b>  Restaurant Complaint	<b>Food, Disputes</b>	Close Listening Improvisation Resolving A Dispute	Reading Scripts Letter of Complaint
<b>Presentation Skills</b>		Narration Into Dialogue Genre Hop- Presenting In Genres	Reading and Presenting Scripts

### PRIMARY 7 / YEAR 6 / APPROX AGE 11

#### [Primary 7 Overview Module 2](#)

Titanic 1



[Strike Documentation](#)

Titanic 2



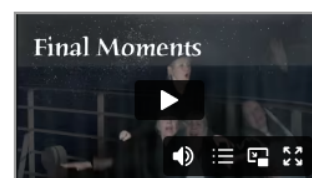
[Doomed Documentation](#)  
[Recording Of Voices Montage](#)

Titanic 3



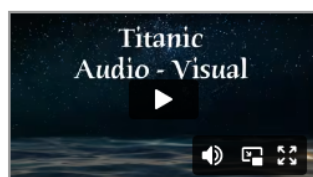
[Lifeboats Documentation](#)

Titanic 4



[Final Moments Documentation](#)

Titanic A/V



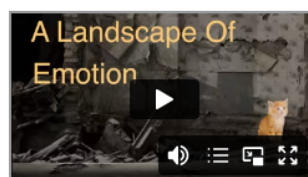
[Titanic Audio Visual Documentation](#)

WW2 Evacuees 1



[Air Raid Shelter Documentation](#)

WW2 Evacuees 2



[A Landscape Of Emotion Documentation](#)  
[Scenarios For Photocopy](#)

WW2 Evacuees 3



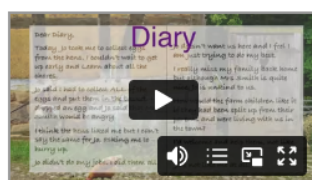
[Evacuation Day Documentation](#)

WW2 Evacuees 4



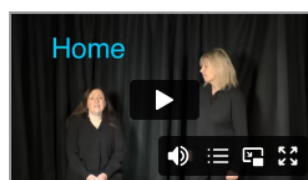
[The Countryside Documentation](#)

WW2 Evacuees 5



[Diary Documentation](#)

WW2 Evacuees 6



[Home Documentation](#)

WW2 Evacuees 7



[Years Pass By Documentation](#)

These lessons were selected in response to teacher requests and teachers can do the whole lesson sets or select from them depending on how they are approaching the topics.

Titanic is set out for now as a series of 4 lessons set on board the ship on the night of the disaster.



The lessons will work best alongside a Titanic Class Topic which will enable the students to use their class learning within the Drama and Literacy.

We also prompt the students to research aspects of the story that we have found to be interesting or controversial and this is always a hook with students who can discuss these and give opinions.

We have not held back on the raw emotional elements of the tragedy and hopefully your students will embed these within their own ideas for scenes.

We have used a mix of fictional characters and real characters in our scene demonstrations and we suggest you do the same. This gives students the chance to both step into the shoes of the real characters but also there is often a deeper association and connection with a created character.

The WW2 Evacuees Topic is a series of 7 lessons looking at different aspects of child experiences of the War and Evacuation. This will work best alongside a class topic so that students can draw on their learning within their scenes.

We focus on the reasons for evacuation and emotions of the families on both sides of the experience – the people in the towns and also the host families.

We also look at what issues the characters face in getting along with each other and potential conflicts as everyone tries to adapt to the situation they find themselves in.

The final lessons consider reflections on the Evacuee Programme and then how evacuees now as adults might want to look back and remember this unusual but important time and perhaps re-connect with their host families to reminisce.

Lesson Titles	Topic Links	Key Drama Skills	Literacy
<b>Titanic 1- Strike</b>  This lesson is about the moment of sighting the iceberg and moment of impact, and the reporting from the Crow's Nest to the Senior Officers.	<b>Titanic, Survival</b>	Watching for Details  Close Listening  Observational Questions  Improvisation & Suspense  Timing	Reading - Research an interesting controversial aspect of the scene as reported in the aftermath of Titanic.
<b>Titanic 2 – Doomed</b>  Different reactions of the people on board in response to the iceberg strike.  Differences in how each Class of Passenger reacted and were treated is also a key element	<b>As Above</b>	Listening & Watching  Small Group Improvisation  Contrasts  Characterisation  Extra - Recording the Character Writing - <b>See Example Montage Recording</b>	Writing Instructions To Pass On  Writing as a Character  Creative Presentation of Writing

<b>Titanic 3 – Lifeboats</b>  Finally the lifeboats were launched and this lesson looks at how that went. Different interpretations of the “Women and children first” command are highlighted and how this impacted on the passengers.		Watching & Listening  Group Improvisation  Characterisation  Details & Contrasts	Use Written Piece Example As Template  Writing As A Character  Presenting Writing In Creative Setting
<b>Titanic 4 – Final Moments</b>  The last 30 mins on board leading to the sinking.	<b>As Above</b>	Group Improvisation Into Class Presentation  Building Dramatic Tension  Raising Questions  Contrasts - Quiet - Loud Still - Activity	Reading Eyewitness Descriptions  Introducing Written Elements To Class Improvisation  Embedding Writing Into The Drama Finale
<b>Titanic AV Video</b>	<b>As Above</b>	Use AV Video as a background to Presentation/Assembly Piece if appropriate	
<b>Evacuees 1 – Air Raid Shelter</b>  This lesson considers the events, thoughts and feelings which occur <b>during</b> an Air Raid.	<b>WW2, Evacuees</b>	Watching for Details  Class Discussion  Small Group Mime  Spotlighting Technique/Cross Cutting	Technique/Cross Cutting  Timing  Writing Wall Graffiti To Represent Thoughts
<b>Evacuees 2 – A Landscape of Emotion</b>  The second lesson in considers the events, thoughts and feelings which occur <b>following</b> an Air Raid.	<b>As Above</b>	Listening & Watching  Tableau  Individual Mime & Facial Expressions To Show Emotion  Thought Tapping  Still Images  Group Mime  Guessing The Scenario  Whole Class Raw Improvisation  Creating Conversations	Responding To Given Written Scenarios  For and Against Arguments – Written Piece

<b>Evacuees 3 – Evacuation day</b>  Considering the decision making behind and into the enactment of this emotional day.	<b>As Above</b>	Conscience Alley  For and Against Arguments  Building Atmosphere  Whole Class Mime & Movement  Listening For Music Cues  Listening To Recorded Conversation	Scripting, Rehearsing and Performance
<b>Evacuees 4 – The Countryside</b>  Arrival and allocation to Host Families is not without a hitch.	As Above, Life In The Countryside	Listening  Tableau  Whole Class Mime  Point of Tension  First Impressions  Thought Tapping  Attitudes  Group Improvisations	Writing Postcards
<b>Evacuees 5 – Diary</b>  When a host child is found reading the personal diary of an evacuee we explore two outcomes in terms of attitude from both children.	As Above	Group Improvisation  Reaction To An Invasion of Privacy  Reaction To Criticism	Writing A Diary Entry  Reading
<b>Evacuees 6 – Home</b>  Reflections of parents in the towns are explored and key aspects of the evacuee experience is highlighted as tableaux.	As Above	Hot Seating  Sequence of Tableaux  Adding Titles to Tableaux	Creating Drawings From The Tableaux  Adding Titles and Descriptions to the Drawings.
<b>Evacuees 7 – Years Pass By</b>  The children of the War are now adults remembering their experiences from the past and hoping to reunite with the people they met.	As Above	Mime Scenes  Observation  Feedback  Improvisation	Letter Writing  Reading  Writing Responses To Letters