

# How Schools and Teachers Are Using Over To You

## Deadeye - Module 3 - Primary 5

The first Deadeye lesson went really well and was observed by Phyllis Wood.

She is an Education Officer in West Lothian Council and is a former head teacher as part of the VSE last week. She loved it! She said the lesson/teaching & learning was “very good” with elements of “excellence”. She emphasised the importance of how children need to have experiences to write about rather than just thinking up a story.

The Over to You lessons are great for non-specialist teachers like me. They are so easy to follow. Having worked with Louise for a couple of years I’m confident that I know what good drama lessons look like and I know the benefits for the children. Where I struggle is actually coming up with the ideas. Part of that struggle is also time constraints to actually write a script or storyline. The Over to You lessons are perfect as I have you and Louise in the room. I get to do all the supporting teacher bits like demonstrating techniques in role and really getting into the nitty gritty with groups/pairs. The stressful teaching part is already taken care of. The lessons are progressive and it’s clear to see which skills are being covered. The children also love them and I can’t stress this enough.

I think I’ve told you before but my P6s consist of 21 boys and 7 girls. I have 2 boys identified with autism and another 3 going through the diagnosis process at the moment. I also have 3 different boys identified as having dyslexia and a girl who has global learning difficulties (she works at around a P2 level for literacy and maths). They are a tough class who are very active, loud and there’s a lot of reluctant writers. They’d just rather be outside kicking a football than sitting down with paper and a pencil.

The class hadn’t had specific drama lessons until January this year. Previous teachers covered the outcomes through some games, class assemblies and nativities. As we know this isn’t actually enough but again this highlights a lack of confidence, time and support to teach drama. The difference in my class over these 2.5 months is incredible. They are so confident now and are eager to get into role and give things a go. In the beginning they were very shy when performing, voices were too quiet to hear and some just didn’t want to showcase what they had done. Now every child performs with growing confidence. They have been giving each other feedback such as making sure they face the audience, use a louder voice etc. They came up with the success criteria for our Deadeye lesson after brainstorming what was meant by “improvisation”. (This was another tick from Phyllis).

Using drama really levels the playing field for the children with additional support needs, particularly in the follow-up writing lessons. I have found myself redundant at times because every child is “in flow” and I haven’t wanted to disturb them. My dyslexic children have written more than they ever have before and their confidence is through the roof. We’ve been able to focus on specific writing skills such as building suspense, the correct punctuation for direct speech and spelling. Usually children spend so long trying to come up with something to write that there’s no time to actually teach in depth! I just can’t rate the lessons highly enough.

Natalie Brodie, Livingston

## **General Overview**

After championing Drama Literacy to the rest of the school following the pilot last year, I'm delighted that all classes from P2 to P7 are now engaging with the content in Module 1 and the reports from teachers are hugely positive.

We are currently updating our writing resources across the whole school and are now starting to use Pie Corbett's Talk for Writing framework. In a recent discussion, we all agreed that the drama literacy work fits in very well with that framework as your lessons always provide a clear and understandable stimulus/basis to build on for extended writing.

Practically, running the two things together does often mean that lessons and the associated writing take longer to get through so a lot of teachers will do one video lesson every two/three weeks and take a lot longer over the writing that comes from it. We think this slower, in-depth approach is working well for us though.

Rognvald Martin Brae PS, Shetland

## **General Feedback**

All classes began using the lessons at the same time, as we have a number of children due to move on to the next level in Writing at the start of December. We are hoping that the extra opportunities that the lessons give for developing writing skills will help to push several children towards achieving the necessary phase of a level. The children I have spoken to are all enjoying the lessons too.

Kirsty Filsell - East Wemyss PS, Fife

## **General Feedback - Primary 5**

**"The teachers have all been asked to complete at least 4 lessons this term and more if they wish.**

**I did a p5 lesson with a class that had never done it before, and it was brilliant - a boy with behavioural issues really shone, and he engaged for the whole lesson (just over an hour) which is unheard of.**

**They worked together really well and had a great noise level. Another p5 colleague has completed two lessons, and again the response is very positive.**

**Her children really enjoyed it, they really liked the mime and so did she, and she really appreciated that she could put on the lesson with very little time spent preparing and that it was good to go. "**

**Ruth Robertson - Carnegie PS, Fife**

## **The Voyage - Module 1 - Primary 6**

We have started the Voyage lessons today and I wanted to feedback that we loved the theme of characterisation, so we did a writing task on that rather than writing a list of arguments for and against exploring why the ship suddenly stopped.

Writing a detailed paragraph about a character of their choice fit with our writing outcomes much better. They were able to connect better with the characters which I hope will also support their acting too. We talked about using metaphors and similes to describe the characters personality and looks.

The class are excited to continue to series of lessons.

Rachel Finlayson - Pirniehall PS Edinburgh

## **General Feedback**

**"I teach a Primary 7 class and have found the 'Over to You' Drama Literacy resources brilliant for inspiring high quality imaginative writing from my class.**

**My learners are always more prepared to face the fear of the blank page when they have previously acted out scenes, discussed the story and imagined settings and characters with their peers.**

**I would 100% recommend the resources for both enthusiastic and reluctant writers. I have noticed a huge improvement in use of adjectives, story structure and creativity in my learners' writing as a result of the project. Thank you The Drama Studio!!"**

**Rosie Arbuckle, Canal View PS Edinburgh**

## **Grumpy Waiter and The Old Junkyard - Module 1 - Primary 5**

I'm sorry it's taken me so long to send you examples of work, but please see a few attached.

One of them (Grumpy waiter second photo) was written independently by a pupil who usually is very reluctant to do any writing on his own, so I was very proud of that!

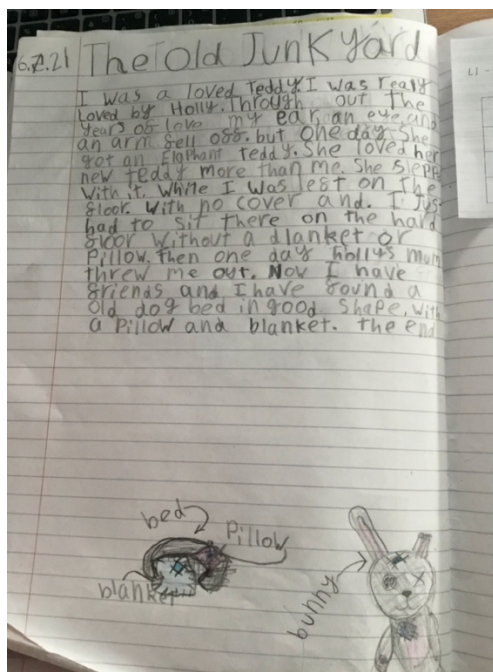
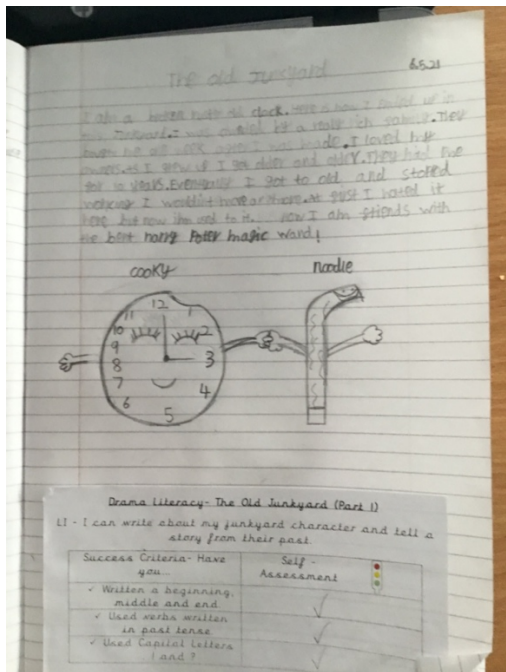
The pupils absolutely loved the two grumpy waiter lessons.

They enjoyed the old junkyard lessons too and as you can see, they have created some very imaginative stories.

However, in terms of the drama, they found it slightly more difficult as it required a little bit of stillness and my class is rather active!

Overall the lessons have been fantastic so far, thank you!

**Mariya Pavlova - Edinburgh (Examples of work below)**



## Grumpy Waiter - Module 1 - Primary 5

I've just completed the second of the video lessons this afternoon and will be doing the associated literacy work later in the week.

So far my class have been extremely enthusiastic about the Grumpy Waiter, so much so that I had to allow additional time for them to share their versions of the first scene because so many wanted to do so.

They also immediately leapt into improvisation with several alternate ending to the scene materialising.

I have attached a mixed bag of a few of the completed comic strips we did after lesson one for your info.

This class has many reluctant writers in it, including several ASN and EAL pupils, so they were not enthusiastic at the thought of doing any writing tasks.

However, across the board everyone was very motivated by the drama lesson and carried this into the written work the following day. I was very pleased by the enthusiasm and effort they all put in.

Thanks again. It's early days but the class are really enjoying it and I'm very pleased with the results from the literacy work so far.

## Message In A Bottle - Module 2 - Primary 6

It went really well and the class enjoyed taking part.

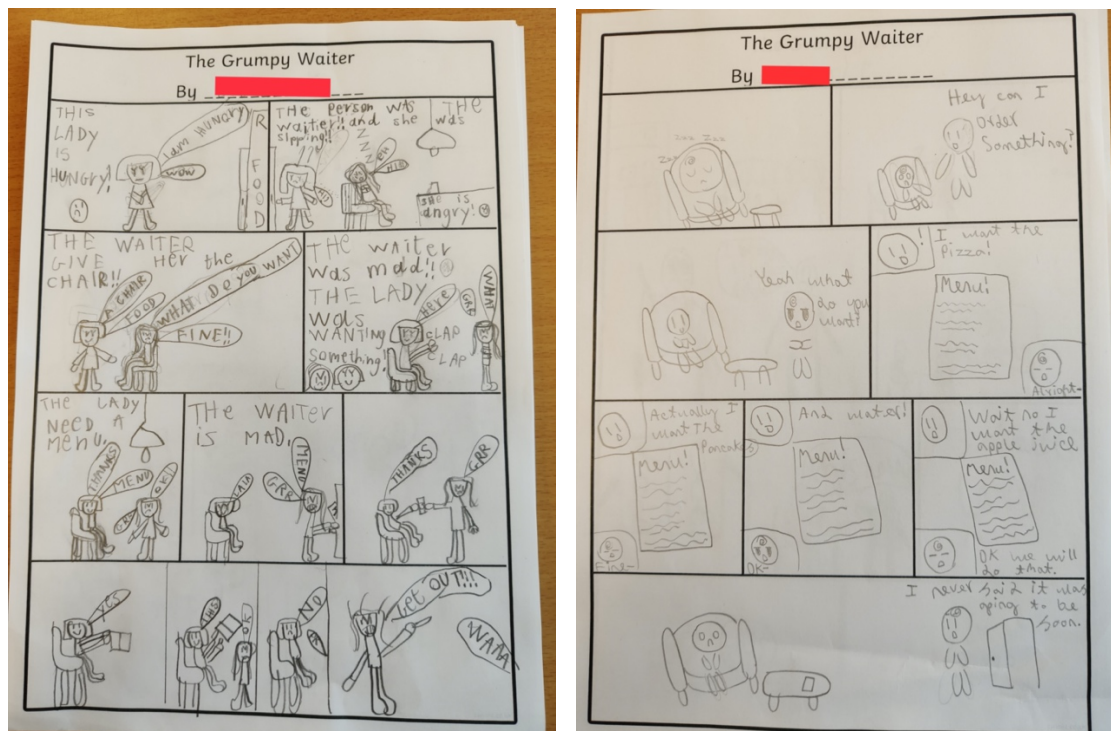
They loved the conscience alley, we did it quite a few times because they really responded to it.

They were keen to write their replies to Alex and although some of them needed a bit of guidance, they all succeeded in the task. Quite a lot of them wrote in their reply that they would just 'get a doctor', so we discussed keeping Alex's secret and how they would just 'get

a doctor! Replies to Alex were quite similar in my class - get a doctor who is a family member and will keep their secret or bring supplies to Alex to help him themselves. I would say quite a few changed their storyline from what they had written in their reply to structure their scene like yours. So those who said they would bring supplies were actually acting out a doctor scene. Or those who were bringing a doctor to the bothy were in the hospital filling out a form. I questioned them a bit about this and reminded them about their reply to Alex but didn't make them change their scene.

The last scene to end the story had a bit more variation, from Alex making friends to Ollie/Chris going for a cup of tea with Alex in the bothy! They were happy to write their stories (sometimes we lack enthusiasm to write!) and I let them do this on iPad as they were working in pairs. They used a mix of narration and direct speech. Some weren't too sure how to narrate that the story has moved on, so that would be a teaching point for me next time.

Michelle Smith, Canal View P



Ronnie Martin - Shetland

## Grandpa Tom Module 1 for Primary 1

The children listened really well to the lesson, they believed that the ladies were speaking directly to them/could see them.

They responded almost instantly to the prompts, putting their hand up to answer the questions, making silly faces back at them etc.

The children managed the Animal Game as a class, however many did just copy what they had seen on the board with Grandpa Tom, they didn't come up with their own

animals. When working with a partner, they were slightly more imaginative and some did think of other animals to imitate.

Due to timing, they didn't get to show their own scenes to the rest of the group but they were very keen to do this.

We did the picture part of the lesson on a different day, so we had to recap the drama story.

However once the children were reminded of it, the lesson went well. We really enjoyed the drama lesson and would be keen to do more of this.

The children listened well, were engaged, found it very funny and exciting.

Hannah Stewart, Commercial PS Dunfermline

### **The Spirits of Stokelake House Module 3 - Primary 7**

We are LOVING it! Great vocabulary modelled in the video. This prompted good discussion about taking our time to choose the right vocabulary when on to the written element and not rushing it.

The children gave effective feedback to groups today (noting that some needed to go a bit slower in order to build the suspense and that others need to try to think about their expression and body language when they aren't a main focus). They were excited and engaged throughout including the writing session. All my reluctant writers were focused and on task and have really given it 100%. There's more time to think about making it better (vocabulary/ exploring advanced punctuation) because they already have their ideas in their head before writing.

They found the help screen with vocabulary and reminders really useful for chapter one so we wrote our own one for chapter two today.

"I'm wondering if there's any resources similar to Stokelake House available yet?"

We finished it today and I said something like "Oh do you feel as sad as I do that we're going to finish it today?" They replied "No because then we'll get on to a new one!"

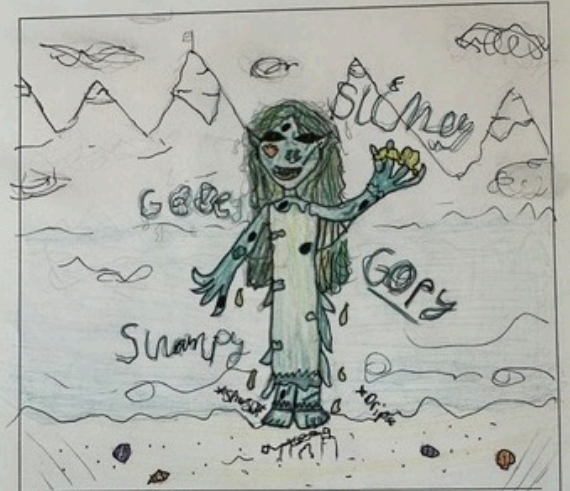
Natalie Marnie, Livingston

# The Seaweed Men - Poem - Module 2 - Primary 4+

Samples of Work from Primary 4 from Lesley Taylor - Livingston Village Primary



Me and my friend Amber were walking along the sandy beach. All of a sudden it became dark, and we stumbled across a little grey silky tabby cat. As we picked her up, we heard growling and loud footsteps. We turned around and saw a scary beast coming out of the water! It was red with seaweed dripping down from its chest. It was covered in oozy green slime and alot of revolting rubbish. We ran away as fast as we could, and didn't stop until we reached my house. Of course my parents didn't believe me. We named the cat misty and reported the scary beast from the beach to the police.



Suddenly... I felt the warmth of the sun disappear into a cold gloomy breeze. I heard splashing coming from the sea. I thought that was weird as I came to the beach all alone. That's when I saw it. A massive 8ft tall monster with seaweed. It was gooey and dripping with swampy green seawater. Its slimy skin ingested in its skin! It was a horrific sight! It was staring me in the eye. I jumped up a fan for my life. I was running as fast as I could but I heard it right behind me. I felt long claws scratch down my back. Suddenly I....

\* and it had gooey, slimy green seaweed all over it!



It was then the three of us saw them. 8 foot, wet, slimy creatures with arms and legs crawling out the water like a nightmare. Menacing beings climbed out the water dragging anything in their way back to the water. They had slippery and slimy bodies all drenched in shells and seaweed. Some of them even had missing hands. My two friends ran for their lives but I was immobilized. I could not move and it wasn't a matter of time until one of them saw me and dragged me into the water...