

# OVERVIEW OF MODULE 1 TITLES

Below you will see the Titles, Topic Links and outline descriptions for Drama Literacy Module 1 which introduces both students and teachers to the format.

Module 1 is intended to be used in the first/early part of the School Year so content is designed to break the ice on moving on a year, getting a new teacher and just being back at school socialising with others.

**THE LESSONS** - There are 8 video lessons allocated to each stage with downloadable Documentation and a Games video. Additions are a Training Video for Early Years teachers, Hallowe'en video lessons and the Christmas Video lessons will be ready by the end of September.

**\*\*\*IMPORTANT** You can choose do a video lesson from a younger stage than the one you currently teach.

For example Grumpy Waiter (P5) and Park Bench (6) are similar lesson types, Park Bench being slightly more advanced and involved. Depending on your class, teachers of P6 might choose to start with the Grumpy Waiter lessons.

Similarly if you were doing Jungle with P4 you could do the lessons on Jungle in the P3 set.

It would be the same with a Composite Class - if you have a P4/5 choose from the P4 or P3 lessons.

**HOWEVER PLEASE DO NOT SELECT FROM A HIGHER STAGE THAN YOUR OWN.**

**Module 1 includes a Games Video showing Louise teaching 10 great games with a class plus full documentation.**

**ADDITIONAL LESSON PLANS** - It is our intention that the Drama Literacy Programme incorporates elements of Training for teachers and within Module 1 we include additional Lesson plans from time to time for teachers to try for themselves.

**TIMESCALES** We estimate allowing 1 hour on the video activities **plus** extra time for the written aspects.

**Integral to the success of the format is always allowing the students time to share written work, read it out to a partner/class and getting feedback, completing the cycle of DRAMA>LITERACY>DRAMA (presentation of written work). This is what motivates the students in the Literacy aspects and drives Attainment.**

We have received mixed views on the length of the lessons - perfect for some teachers and for others sometimes too long at one sitting. Do spread a lesson over more sessions if you need to. We intend that the resource is flexible in every way that suits your teaching programme so do adapt to suit your own timescale.

**\*It is strongly advised that you watch the videos yourself and read over the documentation before presenting them to your class so that you are fully prepared for the lesson organisation.\***

**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 classroom setting."

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.

Teachers who have already had experience working with the video format will now be well informed to introduce the approach to their new classes and to plan in advance.

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.

Julie and Louise [info@thedramastudio.com](mailto:info@thedramastudio.com)

# Module 1 Page

## Back To School Games and Exercises



[Click Here For Documentation](#)

[Click Here For Classroom Games Link](#)

[Click Here For Music List](#)

## Teacher Training Video For Early Years

Over the past year we have had many, many requests for Primary 1/Reception Stage to be included within the resource. We are working on this and hope to Pilot ideas this coming year. In the meantime here is a Training Video of ours for interested teachers to try for themselves.

The teaching presentation is at a starter level and easy to follow.

### At The Funfair



[Click Here For The Funfair Lesson Plan](#)

[Click Here For Magic Box Instructions](#)

## THE TEACHING VIDEOS

### Hallowe'en

Primary 4 teachers can choose from either video depending on the interest and ability of their students.

#### The Pumpkin Patch

Suitable for Lower/Middle Primary (P2-P4)



[The Pumpkin Patch Documentation](#)



[The Pumpkin Patch 2 Documentation](#)



[Skeletons Documentation](#)



[Skeletons 2 Documentation](#)

#### Skeletons

Suitable for Middle/Upper Primary (P4-P7)

### Christmas

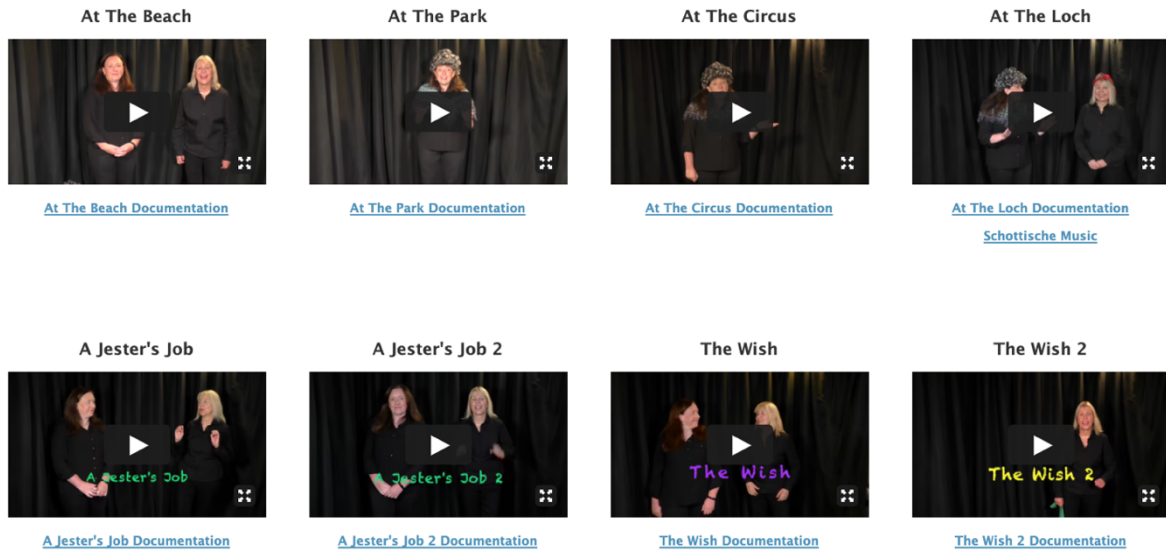
Available by end September, these will include the opportunity and guidance within the videos for the students to make performances of these or just for classroom use.

#### Lower Primary



#### Upper Primary





In the early stages of the resource there is a definite progression so we do advise that you use the lessons for this stage in the order that they are listed in Module 1. There is an emphasis on repetition and game-formats to instil confidence in young students and then from there the lessons begin to focus on merging stories with children’s own natural play. Working altogether or mainly in pairs for now works well for this age.

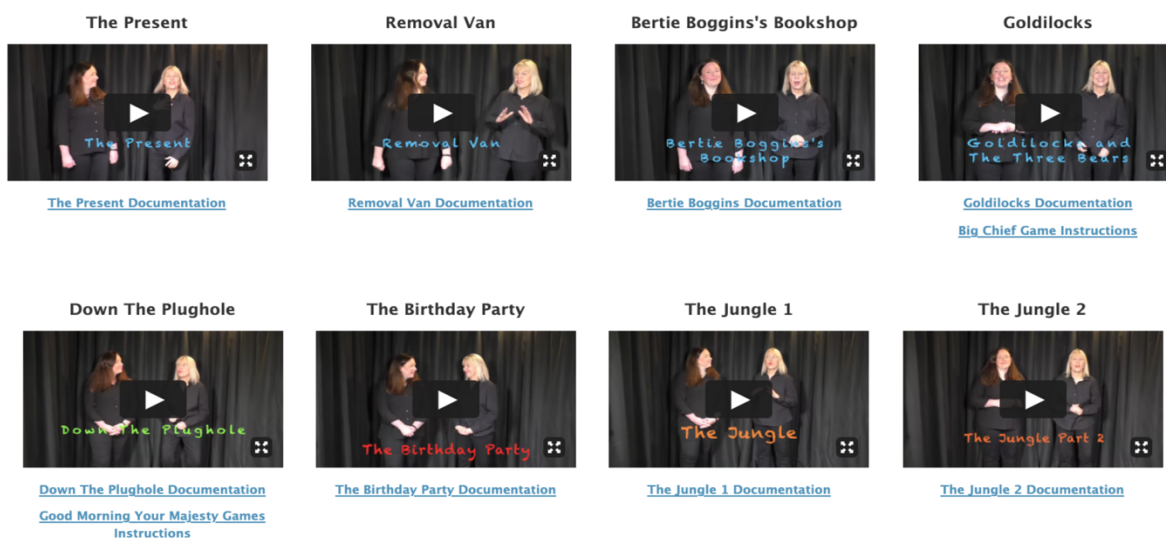
Creating stories, chatting about them, drawing and writing from them are key elements and presentation skills can be subtly dropped into a “show and tell” style rather than making them too important at this stage which can be off putting for young children and can also interrupt the flow of creativity.

Into Literacy is added at the end of the Drama session and the students become used to settling down to draw pictures from the Drama story adding words and descriptions as their progress in writing develops. We have found that the sheer vocabulary of the Drama input soon has the children using different words and asking how to write them.

At this most receptive stage we have found that children can make considerable progress in Literacy when Drama intervention blends with play.

| Lesson Titles & Outline  | Topic Links                        | Key Drama Skills  | Literacy                                |
|--|------------------------------------|---|---|
| <p><b>At The Beach</b></p> <p>Toby and Granny take a bus tour to the beach where everyone has a lovely time choosing beach activities.</p>   | <p><b>At The Seaside/Beach</b></p> | <p>Mime and Movement Game- On the Bus</p> <p>Mime</p> <p>Partner Activities</p> <p>Tableau</p>  | <p>Drawing pictures from the story.</p> |
| <p><b>At The Play Park</b></p> <p>Today Toby and Granny take their bus trip to the Play Park and everyone has great fun. However when Granny’s red bag goes adrift in the duck pond, there’s a problem to solve!</p> | <p><b>The Park</b></p>             | <p>On The Bus game independently with the class teacher</p> <p>Miming with a partner</p> <p>Choosing Mime activities</p> <p>Problem solving</p> | <p>Drawing from the story</p>           |
| <p><b>At The Circus</b></p> <p>The bus trip arrives at the Circus today. We</p>  | <p><b>Circus</b></p>               | <p>Mime &amp; Characterisation</p>  | <p>Drawing Form The story</p>           |

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| meet the Ringmaster and take part in some of the acts.   |  | Listening & Recall<br>Attention To Detail<br>Use of Voice   |   |
| <b>At The Loch</b><br><br>The final lesson in the series, this time a picnic at Loch Ness and meeting Nessie, who is NOT a figment of Toby's imagination apparently! | <b>Lochs/Lakes, Picnics, The Loch Ness Monster</b> | Turn Taking<br>Listening & Recall<br>Characterisation<br>Mime & Movement<br>Improvisation   | Story Writing With A Partner  |
| <b>A Jester's Job</b><br><br>A Medieval fantasy story with a bossy Queen, a Jester and a little Dragon who has lost his fire.  | <b>Medieval, Castles, Dragons, Jesters</b>         | Mime & Movement<br>Characterisation<br>Story Building<br>Listening and Recall   | Picture Drawing and Description                                     |
| <b>A Jester's Job 2</b><br><br>Including more independent partnered activities, the Jester helps the Dragon by riding to a Wizard's Cave for help.                   | <b>As Above</b>                                    | Movement<br>Watching, Listening & Recall<br>Improvisation with a partner<br>Problem solving<br>Presentation                               | Drawing from the story and adding descriptions where able to do so. |
| <b>The Wish</b><br><br>Two inseparable elves - Bubble and Squeak find they have a major problem when their wish is taken literally by the Magic Tree.                | <b>The Forest, Elves, Friendship, Owls</b>         | Mirroring<br>Turn-taking<br>Follow My Leader<br>Use of Voice<br>Mime & Movement<br>Presentation   | Writing and Pictures Capturing Significant Element of Story         |
| <b>The Wish 2</b><br><br>The desperate elves take advice from a wise owl to visit the Wishing Well where their problem can be solved.                                | <b>As Above</b>                                    | Characterisation<br>Listening & Recall<br>Mime & Movement<br>Improvisation<br>Presentation (with possible narrative support from teacher) | Picture Story Writing   |



At this stage the first few lessons focus on Mime - shape and weight of objects. Mime is a great ice-breaker, achievable by everyone so again we recommend you follow the order of the first few lessons in Module 1.

Working in pairs and small groups with an emphasis on turn-taking and listening to each other are also key features. More can be made of Presentation Skills during showing and encouraging feedback helps the students to learn from each other.

Into Literacy aspects now become captioned drawings, speech bubbles and picture stories and the idea now of writing a story based on the Drama input. High value is placed on what they write about from the Drama session. The students can read what they have written to a partner or to the class.

Praise and encouragement will instil confidence in the written elements alongside the physical elements of the Drama. When we consistently applied the formula we saw significant improvements in both Drama and Literacy.

| Titles   | Topic Links   | Key Drama Skills   | Literacy  |
|--|---|--|---|
| <p><b>The Present</b></p> <p>Progression from simple mime techniques into the giving of a present scenario.</p>                          | <p><b>Giving Presents, Shapes</b></p>                       | <p>Watching and understanding basic Mime</p> <p>Doing Mime exercises to improve focus and stimulate imagination.</p> <p>Co-operation – working in pairs/groups</p> <p>Adding speech to mime</p> <p>Presentation</p> <p>Giving Feedback</p> | <p>Drawing and Captions/ writing present lists/writing about the story.</p> |
| <p><b>Removal Van</b></p> <p>Extending the mime skills, this lesson explores a funny, improvised story for the students to re-enact.</p> | <p><b>Homes &amp; Houses</b></p> <p><b>Moving House</b></p> | <p>Introducing change in weight, shape and size of mimed objects</p> <p>Developing Mime into dialogue and creating a humorous story</p>  | <p>Comic sequenced cartoon stories/writing what should happen next</p>      |

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| <p>adding in their own creative ideas.</p> <p>When the removal people begin to take out Mrs Porter-Smythe's furniture, a small mishap leaves her thoroughly unimpressed!</p>   |   | <p>Co-operation</p> <p>Characterisation</p> <p>Presentation &amp; Giving Feedback</p>  |   |
| <p><b>Bertie Boggins's Bookshop</b></p> <p>An improvised story taking place in a bookshop looking at characterisation.</p> <p>Bertie Boggins has a busy day but oh dear what a mix-up with the books.</p>  | <p><b>Books, Bookshops</b></p>                          | <p>Mime &amp; Characterisation</p> <p>Listening &amp; Recall</p> <p>Attention To Detail</p> <p>Improvisation &amp; Narration</p> <p>Presentation &amp; Giving Feedback</p> <p>Group work</p>   | <p>Drawing and titling the books/writing as the characters/character drawing and speech bubbles</p> |
| <p><b>Goldilocks and The Three Bears</b></p> <p>The students tell a well - known story in narrative style with a partner taking turns to do so. They then create their own story.</p>  | <p><b>Fairy Stories</b></p>                             | <p>Turn Taking</p> <p>Listening to, recalling, and creating a story</p> <p>Telling/Narrating a Story</p>   | <p>Creating picture stories with a partner</p>  |
| <p><b>Down The Plughole</b></p> <p>Using Voice effectively within a game and storyline.</p> <p>The echoey voice from the plughole sounds spooky but is it really a job for a Fire Officer?</p>   | <p><b>Homes &amp; Houses, Fire Service, Spiders</b></p> | <p>Watching demonstrations and taking direction.</p> <p>Use of Voice.</p> <p>Creation of different characters.</p> <p>Co-operation – working in pairs/groups</p> <p>Sequencing and Recall</p> <p>Presentation</p> <p>Giving Feedback</p> | <p>Writing from the Drama Story</p>   |
| <p><b>The Birthday Party</b></p> <p>Extending the mime skills, this lesson explores a funny, improvised story for the students to re-enact adding in their own creative ideas.</p> <p>The Party is going well but who is the mystery visitor - a gate crasher?</p> | <p><b>Birthdays, Occasions</b></p>                      | <p>Sequenced Tableaux</p> <p>Thought Tapping</p> <p>Extending Dialogue</p> <p>Characterisation</p> <p>Co-operation</p> <p>Turn -Taking</p> <p>Point of Tension</p>   | <p>Creating A Story Ending For Final Tableau<br/>Extending Into Writing</p>                         |

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|   |                        | Presentation & Giving Feedback  |   |
| <b>Jungle 1</b><br><br>Creating jungle animal characters.   | <b>Jungle, Animals</b> | Mime & Characterisation<br><br>Animal Voices<br><br>Listening and Recall<br><br>Creating Conversations<br><br>Presentation & Giving Feedback<br><br>Group and Paired work | Drawing and labelling/writing about animal characters |
| <b>Jungle 2</b><br><br>Adding on to the first Jungle Story introducing dramatic tension and intrigue.<br><br>There's a Human in the Jungle and the animal characters are wondering why. | <b>As Above</b>        | Following A Leader and Turn Taking<br><br>Listening and Recall<br><br>Characterisation and Improvisation.<br><br>Creating Dramatic Tension                                | Writing Jungle stories                                |

PRIMARY 4 / YEAR 3 / APPROX AGE 8

[Primary 4 Overview Module 1](#)

Lazy Farm Helper



[Lazy Farm Helper Documentation](#)  
[Snowball Games Instructions](#)

Lazy Farm Helper 2



[Lazy Farm Helper 2 Documentation](#)

Potion Commotion



[Potion Commotion Documentation](#)

Potion Commotion 2



[Potion Commotion 2 Documentation](#)

Which One?



[Which One? Documentation](#)

Which One 2 ?



[Which One 2? Documentation](#)

Bank Robbery



[Bank Robbery Documentation](#)

Bank Robbery 2



[Bank Robbery 2 Documentation](#)

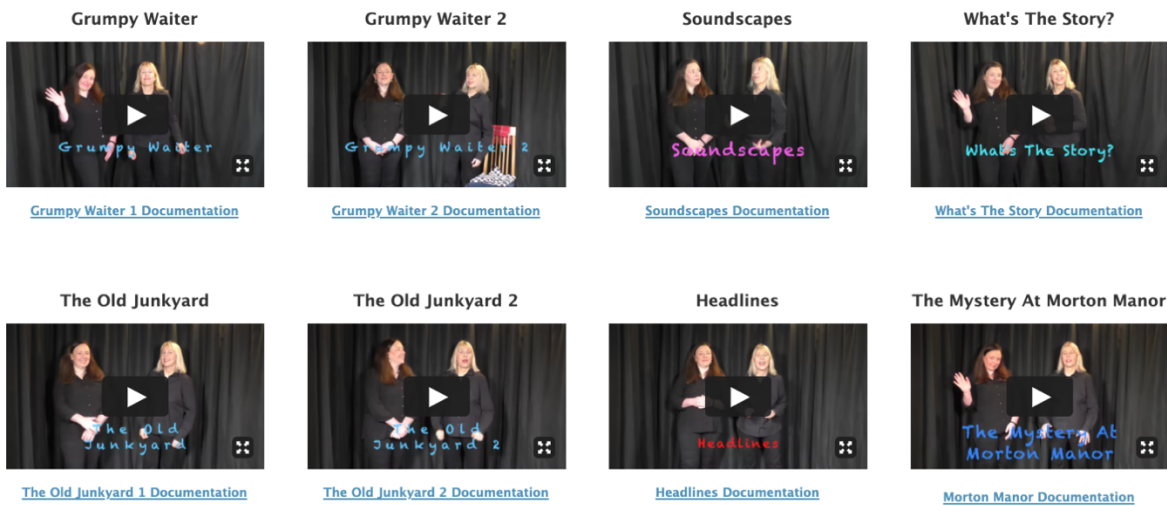
Introductory Mime activities now follow a set storyline and emphasis is on recall of the sequence of it. The students are encouraged to look out for detail and to use their own ideas within the Drama Scenes. Listening is also focused on generally and as a stimulus for the Drama itself.

The students will be working in pairs and small groups now.

Drawing and captions is continued as a basic method of writing from the Drama lessons but the sequencing and detail becomes more challenging. Writing within different contexts is introduced such as labelling, notetaking and writing from a viewpoint in addition to writing a story.

| Titles  | Topic Links                                 | Key Drama Skills   | Literacy   |
|---|---|--|--|
| <p><b>Lazy Farm Helper 1</b></p> <p>Use of mime to tell a funny story which takes place on a farm.</p>  | <p><b>Farms</b></p>                         | <p>Watching and understanding basic Mime</p> <p>Occupational Mime Game</p> <p>Co-operation – working in pairs</p> <p>Using own ideas for occupational mimes</p> <p>Presentation</p> <p>Giving Feedback</p> | <p>Drawing and Captions</p>  |
| <p><b>Lazy Farm Helper 2</b></p> <p>Extending the mime skills, this lesson further explores this funny, improvised story for the students to re-enact and to add in their own ideas.</p>                | <p><b>As Above</b></p>                      | <p>Observing Mime sequence</p> <p>Reproducing Mime sequence as individual and paired mimes.</p> <p>Attention to detail</p> <p>Sequencing of scene details</p> <p>Showing scenes</p>                        | <p>Comic sequenced cartoon stories.</p>                            |
| <p><b>Potion Commotion</b></p> <p>An improvised story which begins when old Mrs McKay comes Professor Potty's shop looking for a Potion of Youth to remove her wrinkles.</p>                            | <p><b>Potions, Magicians, Medicines</b></p> | <p>Mime &amp; Movement</p> <p>Listening &amp; Recall</p> <p>Attention To Detail</p> <p>Improvisation</p> <p>Using own ideas</p> <p>Presentation &amp; Giving Feedback</p>                                  | <p>Drawing potion/lotion bottles and creating labels for them.</p> |
| <p><b>Potion Commotion 2</b></p> <p>A follow-up to the previous lesson.</p> <p>Things go very wrong when the dosage is not adhered to. Can the Potion Makers produce an antidote to help Mrs McKay?</p> | <p><b>As Above</b></p>                      | <p>Improvisation</p> <p>Mime and Facial Expression</p> <p>Paired and Individual Tasks</p> <p>Presenting scenes to other students</p> <p>Creating ideas for antidote potion ingredients.</p>                | <p>Drawing and labelling antidote containers.</p>                  |

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| <p><b>Which One ?</b></p> <p>Guessing the story.</p> <p>Creating a story from a listening exercise and developing a beginning, middle and end.</p>               | <p><b>Pets</b></p>                                   | <p>Listening to a pre-recording and identifying the place and the situation/scenario</p> <p>Reading a script</p> <p>Improvisation</p> <p>Working together in groups</p> <p>Mime and visualisation</p> <p>Drawing and Describing</p> <p>Presentation &amp; Giving Feedback</p> <p>Create character still images showing emotions.</p> | <p>Adding thought bubbles to characters</p>       |
| <p><b>Which One 2?</b></p> <p>Creating a story from the previous lesson using improvisation.</p> <p>What happens when Sebastian the cat meets the new puppy?</p> | <p><b>As Above</b></p> <p><b>Making Friends</b></p>  | <p>Creating animal voices and character.</p> <p>Listening and Recall</p> <p>Creating animal conversations</p> <p>Presentation &amp; Giving Feedback</p> <p>Group and Paired work</p>   | <p>Writing about animal-character viewpoints.</p> |
| <p><b>Bank Robbery 1</b></p> <p>Planning a slapstick style bank robbery.</p> <p>The not-too-clever robbers make their plans.</p>                                 | <p><b>Banks, Security, Humourous Stories,</b></p>    | <p>Characterisation and Improvisation</p> <p>Listening and Recall</p> <p>Creating tableaux which detail order of events</p> <p>Adding in own ideas within the scenario</p> <p>Presentation &amp; Giving Feedback</p>   | <p>Notetaking</p>                                 |
| <p><b>Bank Robbery 2</b></p> <p>Follow-up to the previous lesson.</p> <p>With the Police involved and a telling clue, it looks like the case will be solved.</p> | <p><b>As Above</b></p> <p><b>Solving A Crime</b></p> | <p>Listening and Recall</p> <p>Characterisation and Improvisation</p> <p>Using own ideas to end the story through group improvisations</p> <p>Presentation &amp; Giving Feedback</p>   | <p>Writing the Drama story</p>                    |



Detailed mime with comic timing and slapstick will engage the students in the first lessons as they identify with the characterisation. The students should now be able to recognise Drama skills such as Tableau, different types of mime-occupational, configuration, still images and soundscapes. Presentation and feedback are becoming more of a feature and they can work in larger groups.

Into Literacy is becoming more diverse, writing from personal perspective, writing and using scripts, diary writing, note taking and reporting.









| Lesson Titles   | Topic Links                     | Key Drama Skills   | Literacy                       |
|---|---------------------------------|--|--------------------------------|
| <p><b>Grumpy Waiter 1</b></p> <p>A funny, slapstick mime lesson that develops into spoken language.</p> <p>The setting is a restaurant where a grumpy waiter collides with a very irritating, happy customer and gradually these character emotions begin to reverse.</p> | <p><b>Restaurants, Food</b></p> | <p>Watching and doing detailed, sequenced Mime</p> <p>Comic Timing/Slapstick</p> <p>Attention to detail</p> <p>Developing Mime into dialogue - Improvisation</p> <p>Presentation &amp; Giving Feedback</p> | <p>Captioned Picture Story</p> |
| <p><b>Grumpy Waiter 2</b></p> <p>In this next lesson the action is moved into the kitchen and again using mime the waiter and the chef set about preparing the "meal".</p>  | <p><b>As Above</b></p>          | <p>Watching and doing detailed Mime</p> <p>Comic Timing/Slapstick</p> <p>Developing Mime into dialogue - Improvisation</p> <p>Working together in groups</p> <p>Presentation &amp; Giving Feedback</p>     | <p>Personal Story writing</p>  |

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| <p><b>Soundscapes</b></p> <p>Creating vocal sounds that describe the ambience of a certain place.</p>   | <p><b>Sound, The Fairground</b></p>                 | <p>Experimenting with Sound Effects</p> <p>Working closely with a partner and in groups</p> <p>Building up Soundscapes from single sounds</p> <p>Recording Soundscapes</p> <p>Presentation &amp; Giving Feedback</p> | <p>Drawing and captioning the places chosen for the Soundscapes</p> <p>Writing the sound words</p> |
| <p><b>What's The Story?</b></p> <p>Creating a story from a listening exercise and developing a beginning, middle and end.</p>   | <p><b>Shops, Stealing</b></p>                       | <p>Listening to a pre-recording and identifying the place and the situation/scenario</p> <p>Recalling the script lines</p> <p>Working together in groups</p> <p>Presentation &amp; Giving Feedback</p>               | <p>Writing a Short Script in a group and editing where necessary.</p> <p>Reading a script</p>      |
| <p><b>The Old Junkyard</b></p> <p>Configuration Mime to create the Junkyard.</p> <p>Every object here has a back story. The atmosphere of the Junkyard is created.</p>                                      | <p><b>The Junkyard, Sensory, Emotions</b></p>       | <p>Solo Configuration Mime</p> <p>Vocalising Junkyard stories</p> <p>Improvisation</p> <p>Presentation &amp; Giving Feedback</p>   | <p>Writing as a Junkyard object</p>  |
| <p><b>The Old Junkyard 2</b></p> <p>Becoming junkyard objects with thoughts and feelings.</p> <p><b>"One person's junk is another person's treasure."</b></p>   | <p><b>Recycling and Reusing</b></p>                 | <p>Group Configuration Mime</p> <p>Groupwork &amp; Improvisation</p> <p>Presenting &amp; Giving Feedback</p>   | <p>Writing a diary entry as a Junkyard object</p>  |
| <p><b>Headlines</b></p> <p>Using tableaux to create interesting snapshots which capture an event/news item for a newspaper headline.</p> <p>Develop these into newspaper and TV reports and interviews.</p> | <p><b>News Reporting, Headlines, Newspapers</b></p> | <p>Creating and making inferences from Tableaux and Still Images</p> <p>Attaching headlines to the tableaux</p> <p>Group work</p> <p>Reporting &amp; Interviewing</p>  | <p>Writing and using scripts/notes to read from while reporting.</p>                               |
| <p><b>The Mystery At Morton Manor</b></p>   | <p><b>Mystery Stories</b></p>                       | <p>Characterisation &amp; Improvisation</p> <p>Listening to detail</p>   | <p>Notetaking and newspaper report writing.</p>  |

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| When a pearl necklace is stolen there are 3 suspects.<br><br>Who is to blame and how did they commit the crime? |  | Interviewing<br><br>Solving the mystery - possible outcomes<br><br>Giving Feedback |  |
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PRIMARY 6 / YEAR 5 / APPROX AGE 10

[Primary 6 Overview Module 1](#)

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| <p>Park Bench</p>  <p><a href="#">Park Bench Documentation</a></p>  | <p>Park Bench 2</p>  <p><a href="#">Park Bench 2 Documentation</a></p>  | <p>Park Bench 3</p>  <p><a href="#">Park Bench 3 Documentation</a></p>  | <p>Park Bench 4</p>  <p><a href="#">Park Bench 4 Documentation</a></p>  |
| <p>The Voyage</p>  <p><a href="#">The Voyage Documentation</a></p> | <p>The Voyage 2</p>  <p><a href="#">The Voyage 2 Documentation</a></p> | <p>The Voyage 3</p>  <p><a href="#">The Voyage 3 Documentation</a></p> | <p>The Voyage 4</p>  <p><a href="#">The Voyage 4 Documentation</a></p> |

As the students become older we generally find that the most successful lessons are achieved by going into depth on a subject rather than the one-off lessons.

You will see that gradually over the Primary class stages in Module 1 we have grouped a story/theme into two lessons. In the Upper Stages here we have gone further using two scenarios to develop at greater depth. We have found that by doing this, older students really get into the characters and storylines and ultimately produce higher quality writing.

Again we begin with Mime Scenes from the Park Bench story introducing four main characters. The final two lessons introduce speaking to the characterisation which further delves into the personalities and quirkiness of the characters. Paired activity then develops into group work as the story unfolds.

In contrast the second theme is dark and spooky covering Drama skills such as Choral Speaking, Ghostly Walks, Slow Motion and Creating Atmosphere.

Into Literacy involves Scripting, Creative Writing, Listing For and Against Arguments and Captain's Log Entries.

| Lesson Titles   | Topic Links  | Key Drama Skills   | Literacy                       |
|---|--|--|--------------------------------|
| <p><b>Park Bench 1</b></p> <p>A funny, slapstick mime lesson that develops over the lesson series into spoken language.</p> <p>Two painters prepare to paint a park bench. The Boss is not impressed with the Apprentice.</p> | <p><b>Occupations, Comical Stories, Slapstick Humour</b></p> | <p>Watching and Doing<br/>Detailed Mime Exercises</p> <p>Comic Timing/Slapstick</p> <p>Attention to detail</p> <p>Characterisation</p> <p>Presentation &amp; Giving Feedback</p> | <p>Captioned Cartoon Story</p> |

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| <p><b>Park Bench 2</b></p> <p>Meeting two new characters in the story.</p> <p>The painters are on their break when two unsuspecting characters sit on their newly painted bench - what did they forget to do we wonder?</p>  | <p><b>As Above</b></p>                        | <p>Watching and Doing Detailed Mime Scenes</p> <p>Comic Timing/Slapstick</p> <p>Attention to detail</p> <p>Characterisation</p> <p>Presentation &amp; Giving Feedback</p> <p>Recalling The Whole Story</p> | <p>Captioned Cartoon Style Story</p>                             |
| <p><b>Park Bench 3</b></p> <p>The mime scenes now become spoken versions extending characterisation and vocabulary.</p>  | <p><b>As Above</b></p>                        | <p>Spoken Improvisations From Mime Scenes</p> <p>Incorporating Own Words</p> <p>Characterisation Through Spoken Language and Mime</p> <p>Presentation &amp; Giving Feedback</p>                            | <p>Partnered Script Writing</p>                                  |
| <p><b>Park Bench 4</b></p> <p>Completion of the final spoken scene in the story.</p> <p>Completion of the final spoken scene in the story and then considering ways of developing it into writing.</p> <p><b>This series of scenes makes an excellent Presentation Piece either Mimed or Spoken Version.</b></p> | <p><b>As Above</b></p>                        | <p>Spoken Improvisations From Mime Scenes</p> <p>Incorporating Own Words</p> <p>Characterisation Through Spoken Language and Mime</p> <p>Using a Help Screen</p> <p>Presentation &amp; Giving Feedback</p> | <p>Creative Writing - A Series of Writing Options are given.</p> |
| <p><b>The Voyage 1</b></p> <p>Sailors set off on the search for new lands.</p> <p>When their ship suddenly stops for no reason, they debate how to go about finding out how to fix the problem.</p>  | <p><b>Voyages, The Sea, Mystery Story</b></p> | <p>Characterisation</p> <p>Whole class movement and occupational mime</p> <p>Improvisation with Turn Taking</p> <p>Presentation &amp; Giving Feedback</p>  | <p>Writing For and Against lists with a partner</p>              |

|   |                        |   |   |
|---|------------------------|---|---|
| <p><b>The Voyage 2</b></p> <p>Investigations using slow motion, mime and movement under the ship reveal a treasure trove of objects.</p>  | <p><b>As Above</b></p> | <p>Slow Motion Movement and Mime</p> <p>Whole Class Activity</p> <p>Group Improvisations</p> <p>Presenting &amp; Giving Feedback</p>                              | <p>Drawing and Writing About Objects</p>              |
| <p><b>The Voyage 3</b></p> <p>A strange underwater spirit world is angered by the actions of the sailors.</p>   | <p><b>As Above</b></p> | <p>Ghostly Walk Technique and Slow Motion</p> <p>Creating Atmosphere</p> <p>Choral Speaking</p> <p>Recording and Editing Choral Speaking</p>                      | <p>Creating and Writing Lines For Choral Speaking</p> |
| <p><b>The Voyage 4</b></p> <p>The spirits visit the sailors to avenge the perceived theft and in a spooky role reversal the ship is finally released from its stationary berth.</p> | <p><b>As Above</b></p> | <p>Listening and Watching Detail</p> <p>Improvisation and Mime</p> <p>Contrasting Character Types</p> <p>Slow Motion Technique</p> <p>Joining Scenes Together</p> | <p>Writing A Captain's Log Entry</p>                  |

PRIMARY 7 / YEAR 6 / APPROX AGE 11

[Primary 7 Overview Module 1](#)

Starter Lines



[Starter Lines Documentation](#)  
[Starter Lines Examples](#)

Hands Through



[Hands Through Documentation](#)

Bad Hair Day



[Bad Hair Day Documentation](#)

Ethel's Tearoom



[Ethel's Tearoom Documentation](#)

Ethel's Tearoom 2



[Ethel's Tearoom 2 Documentation](#)

Ethel's Tearoom 3



[Ethel's Tearoom 3 Documentation](#)

Campfire Story



[Campfire Story Documentation](#)

Campfire Story 2



[Campfire Story 2 Documentation](#)

Primary 7 is a big year for students and we have found that more teachers than at any other stage approach us for ideas to use with this particular stage.

We have found that lessons geared towards gelling the class with an emphasis on working together while adding in group and class challenges in a fun but structured way, can make a big difference to a P7 class climate.

The first 3 lessons are standalone with the students working in pairs and small groups.

Ethel's Tearoom is a humorous story that we have actually used many times for presentation to an audience and the Campfire lessons have darker elements of mystery and intrigue, always a popular theme and can really produce quality writing from students.

We recommend that you do these lessons in the order presented here as there is a build-up in skills and in mood with the lighter lessons first and then the very focused and more sensory Campfire lessons that will really fire the imagination.

The Campfire lessons use a template format which is also a more advanced lesson design.

| Lesson Titles  | Topic Links  | Key Skills   | Literacy  |
|--|--|--|---|
| <b>Starter Lines</b>   | Creating Scenarios<br>From Starter Lines                 | Using Starter Lines To Begin A<br>Developing Dialogue<br><br>Listening & Responding  | Writing & Creating Starter Lines  |
| <b>Hands Through</b><br><br>Gesture and Mime<br>Lesson<br><br>This is a challenging<br>but fun technique to<br>explore use of<br>gesture and quick<br>response.  | Partner Work, Mime<br>and Gesture, Use of<br>Voice       | Use of Gesture & Voice<br><br>Timing<br><br>Close Listening<br><br>Attention to Detail<br><br>Giving & Following<br>Instructions<br><br>Presentation & Giving<br>Feedback  | Writing instructions for another<br>pair to follow<br><br>Reading instructions from<br>another pair |
| <b>Bad Hair Day</b><br><br>Hairdressing<br>Scenario that does<br>not go according to<br>plan.<br><br>Comical Sketch  | Occupations<br><br>Comedy Sketch<br><br>Characterisation | Watching & Listening<br><br>Paired & Group Improvisation<br><br>Characterisation Through<br>Spoken Language and Mime<br><br>Creating Characters<br><br>Asides and Facial Expression<br><br>Comic Timing<br><br>Presentation & Giving<br>Feedback | Comic Strip Presentation  |
| <b>Ethel's Tearoom</b><br><br>When Ethel McKee<br>wins the Bingo<br>jackpot, her dream<br>of opening a<br>tearoom is fulfilled.<br><br><b>This series of scenes<br/>makes an excellent<br/>Presentation Piece.</b> | Social Drama,<br>Restaurants/cafes,<br>Characterisation  | Improvisation &<br>Characterisation<br><br>Use of Cue Lines In Whole<br>Class Improvisation<br><br>Presentation & Giving<br>Feedback   | Writing appropriate Menus for<br>Ethel's Tearoom to use in the<br>next scene                        |

|  |  |   |   |
|--|--|---|---|
| <p><b>Ethel's Tearoom 2</b></p> <p>As people hear about the tearoom, the opening day comes and it turns out to be very eventful.</p>   | <p>As Above</p>  | <p>Improvisation &amp; Characterisation</p> <p>Exploring Different Means of Communication</p> <p>Character Group Improvisation</p> <p>Remembering Information Details To Pass On</p> <p>Using The Created Menus</p> <p>Use Of Title As Focus</p> <p>Performing Scenes</p>                               | <p>Writing first impressions of the tearoom as a character in the scene</p> |
| <p><b>Ethel's Tearoom 3</b></p> <p>The locked-in customers find activities to pass the time.</p>   |  | <p>Expressing Thoughts &amp; Reactions</p> <p>Holding Freeze Position Until Your Turn</p> <p>Small Group Into Whole Class Improvisation</p> <p>Character Interviews</p>   | <p>Writing newspaper reports based on character interviews</p>              |
| <p><b>Campfire Story</b></p> <p>A campfire story becomes a scary reality for a group of school students tenting in a forest.</p> <p>This first lesson focuses on story-telling.</p>                      | <p>Forests, Camping, School Trips, Atmospheric Story-Telling</p> | <p>Campfire Supportive Storytelling Technique</p> <p>Use of Atmosphere</p> <p>Listening and Follow-On Turn-Taking</p> <p>Group Scripting</p> <p>Presentation &amp; Feedback</p>   | <p>Writing and using short scripts</p>                                      |
| <p><b>Campfire Story 2</b></p> <p>Further investigation of the night sounds just gets spookier for the students.</p> <p>We encourage the students to use our template to create their own storyline.</p> |  | <p>Atmospheric Movement &amp; Interactive Mime</p> <p>Narrative Writing With Dialogue Gapping</p> <p>Listening and Watching Detail</p> <p>Use of Jump- Scare Technique</p> <p>Story Endings - Cliff - Hangers</p> <p>Use of Dramatic Contrasts - Light and Dark</p> <p>Performance &amp; Discussion</p> | <p>Narrative Writing within Drama Scenes</p>                                |

