

# **Drama Lessons Based On George's Marvellous Medicine by Roald Dahl**

## **The Drama Studio**

### **Age 6-10**

**1. Warm-Up – Individual-** Ask the children to stand in a space and to think about how the grandma from the story looked. They can bend forward as if on the chair sipping her tea and glaring at George, maybe pointing a finger at him.

Now ask them to think about the things she would ask George to do for her and **the way** that she would speak.

He would be sent to fetch things- the saucer, the spoon, more sugar. Ask them to say out loud some of the things as if she is speaking to poor George.

The teacher can join in with this which will help give them the idea that they are all being the grandma and speaking here all at the same time.

Now stop everyone and tell them you will select a few grannies and hear what they are saying.

When you tap someone on the shoulder you will hear that grandma speaking to George. (You could actually take the character of George and ask – “Grandma , what should I do?”

Hear a few of these and then ask everyone to sit down.

**2. Grandma and George –Paired** – Now ask someone to volunteer as your helper to become Grandma. Go into role now with this child and the teacher as George. You can begin the dialogue as follows:

George – I'm bored Grandma, what can I do?

Prompts response

You can now follow on from this picking up on what your volunteer has said. Most likely you will go through the getting of the tea scenario.

In role as George the teacher can make asides to the children watching that describe how George is feeling such as:

*I never seem to make the tea right.*

*I don't think she likes children, especially not me.*

*She'll be telling me next how bad chocolate is for me.*

*Oh no she'll be telling me I should eat cabbages next.*

In this way you are clueing your volunteer and helping to create the dialogue.

After a while ask the children to do the same scene in pairs and watch a few.

### **3. George gets scared of Grandma – Characterisation, Paired Activity.**

Gather the children to a seated position and discuss why George was scared of Grandma. Did he really think she had magic powers? What was he afraid she might do?

She mentioned “her secrets” and tried to get him to come closer, her horny finger beckoning him. She told him she had powers to do terrible things.

**Ask the children what things she said she could do and get them to tell you in the character of grandma.**

Again take a volunteer to help you in role to do this section where grandma really scares George.

You can ask your volunteer what part he/she wants to play and if he/she struggles with that you can switch the roles.

If the child chooses to be George suggest that he/she tries to get Grandma to stop scaring him and gradually backs off towards the door.

The Grandma character can begin.

*Grandma- George come here and I will tell you my secrets.*

*Cues a response from George character.*

*Grandma - Let me tell you about tasty earwigs that crawl about in sticks of celery.*

*Cues a response.*

*Grandma - You must eat an earwig quickly or it will bite your mouth George, did you know that?*

*Cues a response*

*Grandma - Don't move away from me George, come a bit closer to hear another secret.*

Now allow the children again in pairs to try this out and see a few. Encourage them to use their own ideas to make up some other scary things that she tells George about.

**To challenge them here say that you will be looking out for the best original scary thing that they can come up with.**

In this way you will be tapping into the children's own creativity rather than them simply repeating the demonstration that you have just done.

**Once they have tried this in pairs watch a few good scenes.**

**Into Literacy**

**1) Making A List** – Ask the children to make a list of all the things Grandma asked George to do. **(They could do this together as a paired activity which is fun).**

This could be a purely written task or as cartoon/ drawings with captions showing George doing the things.

The Teacher can write keywords on a white board in advance or as the children ask for them.

**The children can read out their lists in pairs or to the whole class.**

**2) Grandma Character Sketch** – Ask the children to draw a picture of Grandma and to label parts of her –

Underneath the picture they can write Grandma's character description – grumpy, bossy, pointy etc

**The children can share their Character descriptions in pairs.**

**3) Grandma's Scariest Secret** – Ask the children to write about Grandma's scariest secret.

This can be done as a piece of creative writing or again using drawing and captions, key word help etc to support children with writing.

When they are finished they can present the scary secrets to the class.

We use a pop up tent with a flashlight or torch to present scary stories and this would work well here – see below.



Play good music behind the reading/presentation.

Check out this website for good free music

<https://www.freesfx.co.uk/Category/Horror/223>

Tracks like Hallowe'en Hunting, Suspended, Sacrifice are great (be prepared to wait a bit for the samples to load).

CLICK ON THE LINK BELOW TO GET THE FULL LESSON

<https://www.thedramastudio.com/store/product/525-marvellous-medicine-age-6-10-downloadable.html>