



Sydney Opera House
Teacher Resources

Staging Stories

Early Stage 1
& Stage 1



Staging Stories

KLA links:

English (Talking and Listening, Reading, Writing);

Drama

Visual Arts

Teacher's References:

Activity Worksheets (see attached resources)

Books: *We're Going on a Bear Hunt* (Michael Rosen and Helen Oxenbury);

The Pig in the Pond (Martin Waddell)

Early Stage 1 & Stage 1

OUTCOMES

ENGLISH

Outcomes - Early Stage 1

| | |
|---------|--|
| ENe-1A | Communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction |
| ENe-6B | Recognises that there are different kinds of spoken texts with specific language features and shows an emerging awareness of some purposes for spoken language |
| ENe-10C | Thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts |
| ENe-11D | Responds to and composes simple texts about familiar aspects of the world and their own experiences |

Outcomes - Stage 1

| | |
|---------|--|
| EN1-1A | Communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations |
| EN1-6B | Recognises a range of purposes and audiences for spoken language and recognises organisational patterns and features of predictable spoken texts |
| EN1-10C | Thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts |
| EN1-11D | Responds to and composes a range of texts about familiar aspects of the world and their own experiences |

DRAMA

Outcomes - Early Stage 1

| | |
|---------|--|
| DRAS1.1 | Uses imagination and the elements of drama in imaginative play and dramatic situations |
| DRAS1.2 | Dramatises personal experiences using movement, space and objects |
| DRAS1.4 | Responds to dramatic experiences |

Outcomes - Stage 1

| | |
|---------|--|
| DRAS1.1 | Takes on roles in drama to explore familiar and imagined situations |
| DRAS1.2 | Conveys story, depicts events and expresses feelings by using the elements of drama and the expressive skills of movement and voice. |
| DRAS1.3 | Interacts collaboratively to communicate the action of the drama with others |

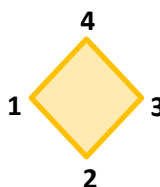
| | |
|---------------------------------|---|
| DRAS1.4 | Appreciates dramatic work during the making of their own drama and the drama of others. |
| VISUAL ART | |
| Outcomes - Early Stage 1 | |
| VAES1.4 | Communicates their ideas about pictures and other kinds of artworks |
| Outcomes - Stage 1 | |
| VAS1.4 | Begins to interpret the meaning of artworks, acknowledging the roles of artist and audience |

PRE-WORKSHOP ACTIVITIES

| Lesson | Content and Teaching/Learning Activities | Resources |
|--------|---|-------------------|
| 1 | <p>Messages and the body</p> <p><u>Outline:</u> This lesson will introduce drama and develop non-verbal communication skills through a variety of drama games. Students will experience how body movements can communicate messages and learn that when they develop characters through body movements, they can tell stories like in a picture book.</p> <p><u>Outcomes:</u> ENe-1A, EN1-1A, DRAES1.1, DRAS1.1, DRAES1.2, DRAS1.2, DRAES1.4, DRAS1.4</p> <p>Introduce Drama</p> <p>Drama is a means whereby people express characters and in turn learn about themselves, others and their environment. The tools you use in drama are your body, voice and imagination and through learning to use these tools, we can create characters, develop situations and tell stories.</p> <p>Drama in school assists a process of self-discovery for students. It is a culmination of emotions, experiences and social learning through interaction with others. There is a process of self-reflection and understanding of how an individual fits into the world that they live in.</p> <p>Drama Games</p> <p><u>Pass the Action:</u> Students stand in a circle. One student does an action. One by one the students precisely copy the action and it gets 'passed' around the circle back to the beginning. Stress to watch the original action and copy it.</p> <p>Extension activities could include adding a sound, starting with a small action and getting bigger or vice versa.</p> <p><u>Discuss</u> how important it is to watch the body carefully and to copy what you see. Students will see that by watching someone 'show you' you can understand what to do without being told.</p> <p><u>Chinese Whispers with the Body:</u> Approximately six students stand in a line facing left. The person at the end of the line decides on a set of simple actions. They tap the person in front who turns around and show them their action once. This student then taps the person in front and repeats. They repeat this until the last person who shows the whole group what the final action is.</p> <p><u>Discuss</u> how important it is to watch the body carefully and to copy what you see.</p> <p><u>Mood Party:</u> Students stand in a circle. One student walks around the middle of the circle displaying an emotion through movement (no sound). The rest of students copy this. When a new student is chosen, they enter the middle walking with a new emotion. When students in outer circle identify this new emotion they copy them. Repeat.</p> <p><u>Discuss</u> how the whole body changes to reflect the emotions.</p> <p><u>Mood Throw:</u> In pairs, students face each other. One student shows an emotion and 'throws' it to the other student who 'catches' it by copying. This second student then changes and 'throws' it back to the first student who needs to reflect that emotion. <u>Discuss</u> how the whole body changes to reflect emotions and how we can identify them and copy.</p> | Large clear space |

Develop a Group Character: Four students stand in a diamond shape facing each other. They together are going to develop one character. Students choose the following:

- 1) how the character stands/sits
- 2) how the character feels (mood)
- 3) how the character moves
- 4) how the character would they say hello (interact as they walk past others)



One by one build the character including each of these aspects until all students have added their element and all four students physically show this character.

Discussion points for above games

- What do we need to do to ensure we can copy other students' movements? *We need to actively watch and listen. Watching the whole body including face, arms and feet allows us to copy each part of their movement.*
- How do we know what to do when we copy them? *When we watch others, we can 'read' their bodies like we read a book. Our brain then can tell our body to copy what we have 'read'.*
- What parts of our bodies can we use to make movements? *Include each aspect of our body from our head, face, shoulders, back, arms, hands, legs and feet.*
- How do we know which emotion the other student is showing us? *We can identify the emotion as our bodies do similar actions when we have that feeling. Body language is universal and every person does similar movements when we are happy for example: smile, eye contact, head held high, chest open etc.*

When we do different emotions what parts of our bodies change? *Include each aspect of our body from our head, face, shoulders, back, arms, hands, legs and feet.*

| Lesson | Content and Teaching/Learning Activities | Resources |
|--------|---|---|
| 2 | <p><i>We're Going on a Bear Hunt</i></p> <p><u>Outline:</u> This lesson will introduce how we can tell a story through developing characters and movements. It introduces setting (where the character is located) and how the character may need to change their body language to portray different meanings.</p> <p><u>Outcomes:</u> ENe-1A, EN1-1A, ENe-10C, EN1-10C, DRAES1.1, DRAS1.1, DRAES1.2, DRAS1.2, DRAS1.3 DRAES1.4, DRAS1.4, VAES1, VAS1.1, VAES1.4, VAS1.4</p> <p>Introduce narrative</p> <p>Why do we need stories? What is the purpose of a story? Discuss that stories have specific purposes including to entertain, stimulate emotions and motivate. Explain the features of stories -include characters, settings and how they take the reader on a journey. There is a beginning, middle and end. In drama, stories are acted and the actors through their movements and voices tell the story. The readers (audience) are entertained and are taken on a journey of a story from the beginning, middle and end.</p> <p>Drama activity</p> <p>Introduce the story <i>We're Going on a Bear Hunt</i> by Michael Rosen and Helen Oxenbury. Read the story or sing it to the class. Ask the students about what characters are in the story, what emotions can they can identify, what the settings (locations) are and where the beginning, middle and end of the story are.</p> <p><u>Whole class</u> - Students act the part of the child and when the story is reread or sung, they physicalize the actions. Emphasise the movement and body language to reflect the emotions of the character and the journey the character undertakes.</p> <p><u>Half class or small groups</u> – Choose one student to be the child and one to be the bear. The other students physicalize the setting i.e.: being the long grass, the pond etc. This allows students to visualise the different settings. Ensure that the main character (child) is the focus of the action and the students being the setting are supporting their action. Present in front of each other and discuss how drama can communicate a story through movement, expression and action.</p> <p>English/Visual Arts activity</p> <p>Students are to complete Activity Worksheet 1A or 1B (Extension). They are to draw their favourite moment from the story. Identify at what part of the story this favourite moment is (i.e. beginning, middle or end). Students complete activity and present to the class discussing why this was their favourite moment of the story. Students explain the visual imagery used in their picture and how it may reflect emotions, settings, environmental factors.</p> <p><i>Extension:</i> Students write a sentence below their drawing about the action they have chosen. Encourage students to remember words from the story. (Activity Worksheet 1B)</p> | <p><i>We're going on a Bear Hunt</i> by Michael Rosen and Helen Oxenbury</p> <p>Activity Worksheet 1A and/or 1B</p> <p>Pencils</p> <p>Open space as well as desks</p> |

| Lesson | Content and Teaching/Learning Activities | Resources |
|--------|---|--|
| 3 | <p><i>The Pig in the Pond</i></p> <p><u>Outline:</u> This final lesson before the digital excursion reinforces previous work about narrative and the features of stories including structure, characters and setting. It introduces the story of <i>The Pig in the Pond</i> which will be used in the digital workshop and students will have chances to predict the story, character and setting. At the conclusion, there are discussion points to prepare students for the <i>Staging Stories</i> digital excursion.</p> <p><u>Outcomes:</u> ENe-1A, EN1-1A, ENe-8B, ENe-10C, EN1-10, DRAES1.1, DRAS1.1, DRAES1.2, DRAS1.2, VAES1.1, VAS1.1, VAES1.4, VAS1.4</p> <p>Drama activity</p> <p><u>Yes Lets:</u> Students stand in a circle. One student chooses an action that they may do within a given context (such as at school, at the beach etc.). They say “Lets...brush our teeth”. Rest of class responds “Yes lets” and they do the action until another student is chosen. Encourage students to incorporate feelings into their action e.g. building a sandcastle in the hot sun. This encourages interesting characters and makes the action more purposeful. Different settings can be provided to encourage a range of characters and actions. Examples include getting ready for school, at school, at sport, at the beach, at the park, at the shops.</p> <p>English/Visual Arts activity</p> <p>Revisit previous discussions concerning narrative and the features of stories including structure, character and setting. View the cover of <i>The Pig in the Pond</i> by Martin Waddell. Discuss the visual literacy of the book including:</p> <ol style="list-style-type: none"> 1. What do you think this book might be about? 2. What characters might be in the book? 3. Where do you think this book will be set (what is the location)? 4. What can we predict will happen in this book (breakdown into beginning, middle and end)? <p>Students to complete Activity Worksheet 2A and/or 2B (Extension). They are to draw the main character (pig) and where the story might take place (setting). Encourage the students to think of where the pig might live and what they see on the front cover that may need to be included in the drawing (pond).</p> <p><u>Extension:</u> Students write about why the pig may end up in the pond. What will happen in the story? (Activity Worksheet 2B)</p> <p>Preparation for interaction with Staging Stories digital workshop</p> <p>Before the day of the excursion have a discussion with your class about interacting with a digital workshop. You might like to cover:</p> <ul style="list-style-type: none"> • What is a digital workshop? <i>It is the ability to experience something first hand without leaving your classroom. Digital excursions also give you the ability to go places that you couldn't normally, e.g. behind the scenes or under the sea.</i> • Being aware that the workshop presenters can hear and see everyone at all times, just like with any excursion and they are happy to answer questions throughout the experience. • Appropriate behaviour towards the workshop presenter and the other schools that will be present on the digital workshop. Turn taking, speaking loudly and clearly etc. <p>Have fun and don't be shy!</p> | <p>Cover of <i>The Pig in the Pond</i> by Martin Waddell (see attached resources)</p> <p>Activity Worksheet 2A and/or 2B</p> <p>Pencils</p> <p>Open space as well as desks</p> |

| Lesson | Content and Teaching/Learning Activities | Resources |
|--------|---|---|
| 4 | <p>Staging Stories in the classroom</p> <p><u>Outline:</u> This lesson is recommended to follow straight after the Digital Workshop. It will consolidate topics discussed and will continue to develop the story that the students and storyteller made up during the workshop.</p> <p><u>Outcomes:</u> ENe-1A, EN1-1A, ENe-4A, EN1-4A, ENe-10C, EN1-10C DRAES1.1, DRAS1.1, DRAS1.2, DRAS1, DRAES1.4, DRAS1.4, VAES1.1, VAS1.1</p> <p>English Activity</p> <p>Teacher to facilitate class discussion based on the excursion undertaken. Questions may include:</p> <ol style="list-style-type: none"> 1. What did you like/didn't you like about the excursion? <i>Discuss participation or non-willingness to participate. Discuss active listening and engagement.</i> 2. Did the storyteller do a good job making up a story from your suggestions? Why/Why not? <i>Discuss whether the storyteller was interesting to watch.</i> 3. Do you think it was easy for the storyteller to improvise the story? <i>Discuss how the storyteller needed to be an active listener and use their imagination to create the story.</i> 4. What did they have to remember to make a good story? <i>Identify all the elements the storyteller needed to remember. Such as characters, location, problems.</i> <p>Drama Activity</p> <p><u>Character Walks</u> - Students sit in a circle and when selected, they are to move around the middle of the circle acting like one of the characters that was developed in the invented story from the workshop. The remaining students identify which character that the student was imitating. Identify the mood of the character and what action they may have done in the story. Once students have had the chance to explore the different characters from the story, the class retells the story together selecting various students to act out the different parts. Identify the beginning, middle and end of the story and how by acting out the characters, they can retell the story not just through voice but their body movements as well.</p> <p><u>Acting out a scene</u> - In small groups, students choose a scene they from the story. They recreate the scene using everyone either as characters or scenery. Prompt the students to discuss in what part of the story the scene took place (beginning, middle or end). Students attempt to remember what happened and recreate it as best as they can. Students show each other their presentation and discuss how they are retelling stories through drama.</p> <p>English/Visual Arts Activity</p> <p>Discuss how we can represent stories or moments of stories through drama as well as visual elements that accompany texts. Students to complete Activity Worksheet 3A and/or 3B (Extension). Students are to draw their favourite scene from the story they created with the storyteller. They are to include the characters, the location and what was happening in the scene at the time (what were the characters doing?).</p> <p><u>Extension:</u> Students to write what was happening at that moment in the story. They can also write about why that was their favourite part of the story. (Activity Worksheet 3B)</p> | <p>Activity Worksheet 3A and/or 3B</p> <p>Pencils</p> <p>Open spaces as well as desks</p> |

| Lesson | Content and Teaching/Learning Activities | Resources |
|--------|---|---|
| 5 | <p><i>The Pig in the Pond</i> by Martin Waddell</p> <p><u>Outline:</u> This lesson extends the learning from the Staging Stories Digital Excursion. It will consolidate learning about the features of stories including structure, characters and setting within the book featured in the excursion.</p> <p><u>Outcomes:</u> ENe-1A, EN1-1A, ENe-4A, ENe-10C, EN1-10C, DRAES1.1, DRAS1.1, DRAES1.2, DRAS1.2, DRAS1.3, DRAES1.4, DRAS1.4, VAES1.1, VAS1.1</p> <p>English/Visual Arts Activity</p> <p>Reread or discuss the book <i>The Pig in the Pond</i> that was introduced to the students during the digital workshop. Teacher to facilitate class discussion based on the book. Questions may include:</p> <ol style="list-style-type: none"> 1. What's the story? <i>A pig was hot in the sun decided to go into the pond. Other animals were not happy so they went to get the farmer who came and joined the pig in the pond.</i> 2. What do you think the story is about? <i>It is about allowing others to make decisions for themselves. That if does not involve us in a negative way that we don't need to become involved.</i> 3. Who is the main character in the story? What other characters were there? <i>The pig is the main character. Other animals: duck, geese, cow, goat, rooster, sheep, chicken, dog, horse and Farmer Neligan.</i> 4. Describe the emotions the pig experienced? <i>The pig was very hot and distressed that she wasn't able to be in the cool water. When the pig jumped in, she became cool and happy.</i> 5. Why did the other animals react like that? <i>They thought the pig was not allowed or supposed to be in the pond. They wanted to tell the farmer and perhaps get the pig in trouble.</i> 6. Was the farmer happy that the pig jumped in? Why? <i>The farmer seemed happy as he joined in with the pig. He thought it was a good idea on that hot day.</i> <p>Students complete Activity Worksheet 4A or 4B (Extension). In each column there is B, M and E standing for beginning, middle and end. In reference to the story <i>The Pig in the Pond</i>, they are to draw a picture representing these three parts of the story.</p> <p><u>Extension:</u> Students write a sentence about these three pictures that explains the beginning, middle and end of the story. (Activity Worksheet 4B).</p> <p>Drama activity</p> <p>Students, in groups of four, share their pictures and describe why they selected these moments as the beginning, middle and end. The group chooses one student's work and create frozen images of the above three pictures. Encourage the focus of each picture to be the main character. What is the emotion, what is the setting and the action that the pig is undertaking? Share these presentations with the class and discuss how stories can be presented in various ways such as words, visual pictures and through drama.</p> | <p><i>The Pig in the Pond</i> by Martin Waddell</p> <p>Activity Worksheet 4A and/or 4B</p> <p>Pencils</p> <p>Open spaces as well as desks</p> |

| Lesson | Content and Teaching/Learning Activities | Resources |
|--------|---|------------|
| 6 | <p>Extending the story - On Neligan's Farm</p> <p><u>Outline:</u> This lesson extends developing stories from an original idea. It assists students in using existing characters but developing new problems and therefore different ways on how to solve it. By giving students an opportunity to work in group work this lesson, they can become confident to write their own stories in the next lesson.</p> <p><u>Outcomes:</u> ENe-1A, EN1-1A, ENe-10C, EN1-10C, DRAES1.1, DRAS1.1, DRAES1.2, DRAS1.2, DRAS1.3</p> <p>Drama/English Activity Students are encouraged to choose an animal from the story (pig, duck, goose, cow, goat, rooster, sheep, chicken, dog and horse). Move around as that animal making the noise. When students find another animal the same as them they join together ending up with groups of the same animals around the room.</p> <p>The students turn into talking animals when the teacher prompts them. In their small animal groups they are to have a conversation about how they like/don't like living on Neligan's Farm. What do they eat, where do they live, what other animals do they like, is there a problem living on Neligan's Farm (i.e. not enough space to play)?</p> <p>Each animal group is to choose a 'leader' who will report back to 'Farmer Neligan' (teacher or student) about what problem their animal group talked about.</p> <p>Each animal group is to think up a story about how to fix the problem they made up. The leader is to improvise (like digital workshop storyteller) to tell this story as the other animals in their group act it out. All other class members are to watch and comment whether the story had a beginning, middle and end and whether the problem was fixed.</p> | Open space |

| Lesson | Content and Teaching/Learning Activities | Resources |
|--------|--|---|
| 7 | <p>Creating own stories</p> <p><u>Outline:</u> This lesson provides students with the structure to write their own creative stories. It assists them to breakdown characters, setting and problems in their story. By allowing students to use drama in the beginning to develop these features, it will open their imagination and creativity and therefore makes more interesting stories. This lesson can be adjusted to the level of all students by allowing either the student's to write or draw their story.</p> <p><u>Outcomes:</u> ENe-1A, EN1-1A, ENe-10C, EN1-10C, DRAES1.1, DRAES1.1, DRAES1.3</p> <p>Drama Activity</p> <p>Students walk around the space. Think of a character (person who a story could be made up about i.e. adventurer, pirate, monster etc). Walk as that character focussing on how that character is feeling. Show through body language their mood. As students walk past each other they greet characters around them by saying hello. Reinforce how the characters might talk and the different ways they interact with others (shake hands, wave, too shy etc). Students are to give their character a name. Now as students walk past each other get them to greet each other saying "Hello my name is....".</p> <p><i>Students complete part 1 of Activity Worksheet 5</i></p> <p>Students back to walking around the room as their character. Think of where this character might live. Do they live in a house, forest, mountain, space? Students move around the area walking as if they are in their home.</p> <p><i>Students complete part 2 of Activity Worksheet 5</i></p> <p>Students back to walking around the room as their character in their own home. They find a problem, something they must fix or solve. Students improvise and act out this problem and how to fix it.</p> <p><i>Students complete part 3 of Activity Worksheet 5</i></p> <p>Students back to walking around the room. Prompt students to think of a title for this story that reflects the character and the problem they need to fix.</p> <p><i>Students complete part 4 of Activity Worksheet 5</i></p> <p>English Activity</p> <p>Students using their completed Activity Worksheet 5 write their own story from the characteristics, setting and problem they have developed. It will be beneficial for the Activity Worksheet 5 to be next to the students for reference as they write their story. If students are stuck, allow them to physicalize the above activity so they become inspired and can continue with their story.</p> <p><i>Students complete Activity Worksheet 6</i></p> | <p>Activity Worksheet 5</p> <p>Activity Worksheet 6</p> <p>Pencils</p> <p>Open space as well as desks</p> |

Teacher's Overview and Unit Evaluation

Staging Stories

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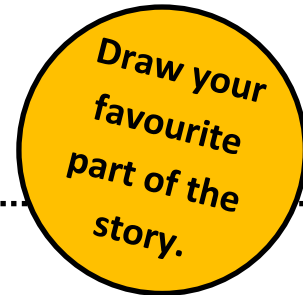
Teachers Resources written by Alison Dengate

Name: -----

Class: -----

We're Going on a Bear Hunt

By Michael Rosen and Helen Oxenbury



Name: -----

Class: -----

We're Going on a Bear Hunt

By Michael Rosen and Helen Oxenbury



A large rectangular area defined by a dotted black border, intended for drawing.

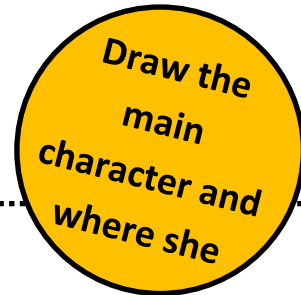
Write about your picture. What part of the story is it?

Name: _____

Class: _____

The Pig in the Pond

By Martin Waddell

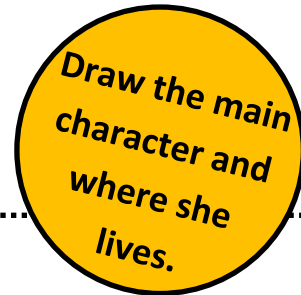


Name: _____

Class: _____

The Pig in the Pond

By Martin Waddell



A large rectangular area defined by a dotted black border, intended for drawing the main character and their environment.

What do you think will happen in the story?

Name: _____

Class: _____

Your Story

Created by You and the Storyteller



Name: -----

Class: -----

Your Story

Created by You and the Storyteller



A large rectangular area defined by a dotted black border, intended for drawing a favourite moment from the story.

What is happening in this part of the story?

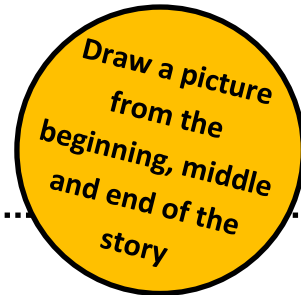
Why is this your favourite part of the story?

Name: _____

Class: _____

The Pig in the Pond

By Martin Waddell



Beginning

Middle

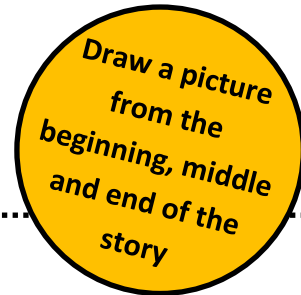
End

Name: -----

Class: -----

The Pig in the Pond

By Martin Waddell



Beginning

Middle

End

Write what is happening in the beginning?

Middle?

End?

Name:

Class:

Story Plan

1

Draw your character.

2

Draw or write where they live.

3

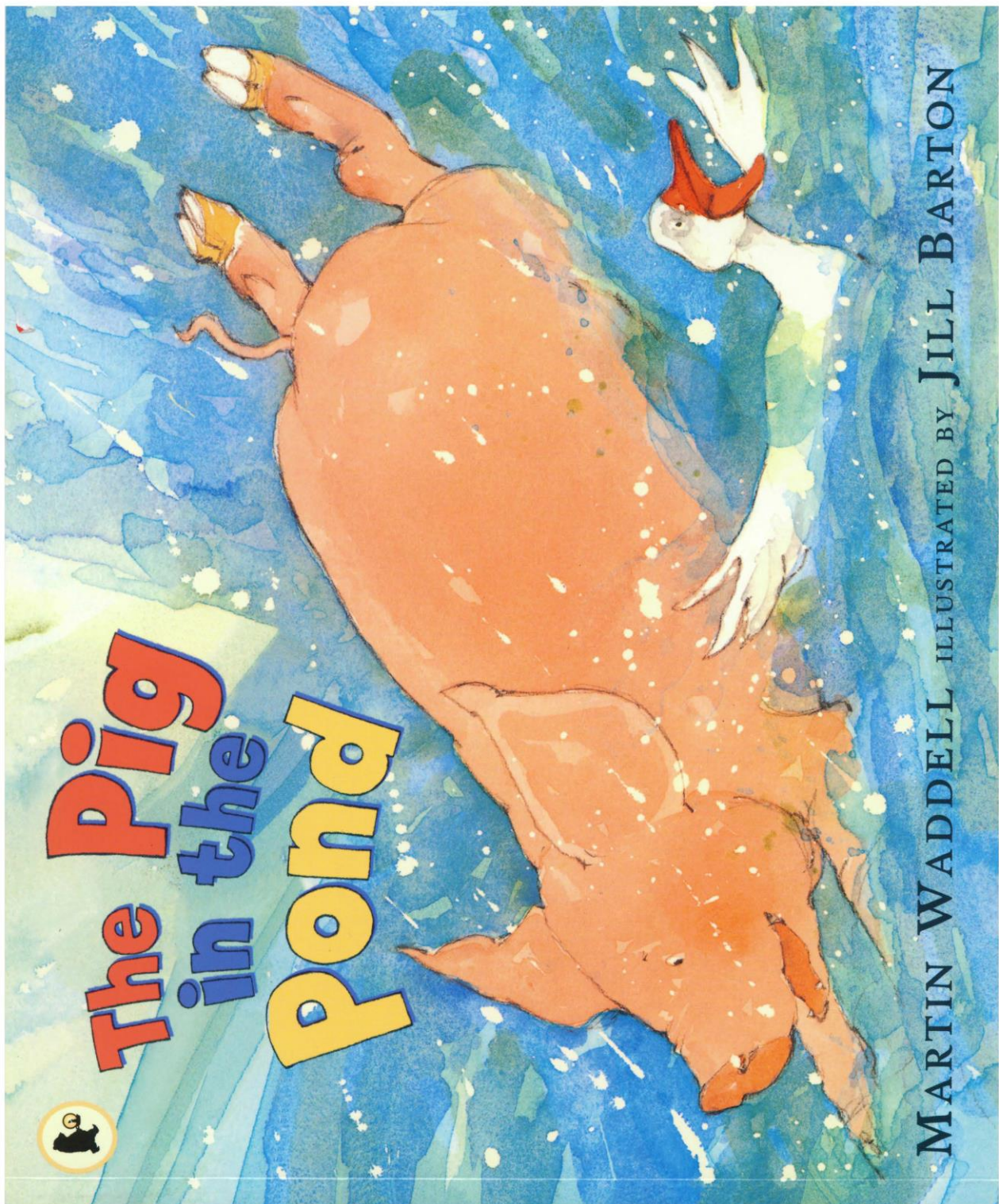
Draw or write what the problem is and how they fix it.

4

Write the title of your story

Class:

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Let's keep in touch

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