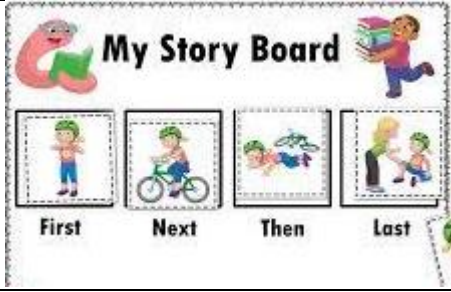


ACT IT OUT (LEVEL 0)

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| Description: | Learners will work on telling an animated story as a starting point to understanding drama by doing a series of exercises that explore stories, characters and settings |
| Leading question: | How can we share a story by acting it out? |
| Age group: | 4 to 5 years old |
| Subjects: | Literacy, presentation and understanding emotions |
| Total time required: | 5 hours over 5 days |
| Self-guided / Supervised activity: | Supervised |
| Resources required: | Pencil, paper, and any household objects or clothes (optional) |
| Learning outcomes: | <ul style="list-style-type: none"> • Learners will understand the basic concept of drama including story, characters and settings • Learners will explore emotions and how these are expressed • Learners will practice public speaking and mimicry • Learners will practice summarizing and retelling stories • Learners will learn and practice verbs and sequencing |

| Time | Activity and Description |
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| <p>Day 1</p> <p>10 minutes</p> | <p>Learners explore the different aspects of drama and storytelling. They practice identifying events, characters and settings in stories and try to tell a story of their own.</p> <p>A drama is a story that we watch acted out in-front of a lot of people.</p> <p>Let's discuss if anyone has ever watched a play or a drama before? If you have watched a movie – imagine that it is happening in real life. We are going to put together a little drama of our own based on a story we know.</p> <p>In this project, we will focus on three main parts of a drama and storytelling:</p> <ul style="list-style-type: none"> • Where will the story be? This is called a setting – like a park, a classroom, a playground, a zoo etc. • Who is in the story? These are the characters: Animals, Princesses, Mermaids – Unicorns, Heroes etc. |

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| <p>15 mins</p> | <ul style="list-style-type: none"> • What happens and how can we share this? Through a story that works through a conversation, dialogue or song. |
| <p>15 mins</p> | <p>To understand storytelling, learners will do a show and tell activity: they will learn how to communicate an idea by thinking of their 3 favourite objects (toy, cloth, pencil, etc.) or bring in their favourite object to class. Ask them to draw the three favourite objects.</p> |
| | <p>Ask them to think of as many describing words as they can. They will add to the drawing some describing words. You can help them with the sounds. If they cannot write, ask them to say them aloud. See the example below:</p> <div data-bbox="365 682 1161 1228" data-label="Diagram"> </div> |
| <p>15 mins</p> | <p>They can then turn to a partner and tell them about any one of the objects.</p> |
| <p>15 mins</p> | <p>Learners practice the identification of the story, character and setting.</p> <ul style="list-style-type: none"> - Discuss the story in the appendix with the learners (The Birthday Party), or tell them another story and ask them to identify the setting, the characters and share a summary of the story <p>Learners can then start exploring stories and telling stories</p> <ul style="list-style-type: none"> - Ask the learners to tell us a story or narrate a day and identify the setting, the characters and the dialogue. Ask learners to organize the story with next this happens, following that this happens etc. <p>Tip: The learner can share a story of their birthday, movie, TV show or a fun fair etc.</p> |

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| <p>Day 3:</p> <p>5 mins</p> <p>15 mins</p> <p>15 mins</p> | <p>On the third day, learners will explore the characters of their chosen story.</p> <p>The learners will retell the story and explore and describe their main characters with physical and personality characteristics.</p> <p>Learners will begin with the “I would like to be” game.</p> <p>Instructions:</p> <ul style="list-style-type: none"> ● Have the learners think about a character they’d like to be. ● These characters could be fictional characters, animals, well-known public figures, or celebrities. ● One at a time, learners will stand up in front of the group and imitate getting ready as this character. For example, a queen might mime, putting on her long robe and crown and sitting on a throne. ● Once the “audience” figures out the character, a new learner can imitate their role. <p>Continue this until everyone has had a turn.</p> <p>Tip: It can be helpful to write some simple characters for students who need support making decisions.</p> <p>Next, learners will improve their mime skills through the five senses and their imagination. Pantomime teaches how to act out a story without using words.</p> <p>Learners will name the five senses. Help by pointing out to these to assist them. Include your ears, nose, eyes, tongue, and hands.</p> <p>They will remember: hearing, smell, sight, taste, and touch.</p> <ul style="list-style-type: none"> ● Ask learners to make an illustrated list of the five senses. See the picture below. |



Now play the “sensory drama” game:

- One learner will choose a sense and calls out an action related to that sense that everyone else has to act out.
- For example, if the chosen sense is smell, the caller could invite players to pretend to smell a bunch of flowers, freshly baked bread, smell a rubbish bin, etc.
- If the chosen sense is touch, learners could imagine they were touching, ice, mud or a hot pan, etc.
- Or if the chosen sense is taste, they will imagine eating a sour lemon, their favorite ice cream.

10 mins

Learners will now go back to their chosen story and think through the emotions that their main characters are feeling.

Have them draw these out e.g. sad face, smiley face, angry face etc. and then act these out for the class or a partner.

We can now point to any of the emotions they have drawn and ask them to add a few actions, words or phrases that are commonly used when expressing that emotions. e.g. When I am angry, I stamp my foot and say, “No, I don’t want that”

15 mins

Finally, learners will work on miming what the characters are doing e.g. walking, biking, singing, sleeping etc. This activity aims to help learners develop mime, imagination, and improvisation skills.

Learners will write the action words called verbs that the characters are doing.

Ask the learners to take turns acting out each of these verbs without speaking. If there are other players, the others must guess the action.

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| <p>Day 4:</p> <p>15 mins</p> <p>15 mins</p> <p>10 mins</p> <p>20 mins</p> | <p>After exploring the characters, on the fourth day learners will put together the setting with props and gain confidence to finally put it all together.</p> <p>Learners will retell their story with the emotions of characters and act out the verbs or action words using the sequence of first, second, next and finally .</p> <p>Learners will think about where the story is located or the setting e.g. a park, a playground etc.</p> <ul style="list-style-type: none"> - The learners will draw the setting and identify which of the things that they have drawn can be props - e.g. if it is a park: the sun, the grass, flowers, trees etc. can be props. - Learners can draw these out and stick these props on sticks to show the background of the setting <p>Next, to gain some confidence to perform their drama, learners will practice their speaking skills.</p> <ul style="list-style-type: none"> ● Ask learners to speak about any of these topics for at least 20 seconds. <ol style="list-style-type: none"> 1. The setting (e.g. the beach) 2. Any prop (e.g. the sea) 3. One of the characters <p>Learners will now practice putting their drama together:</p> <ul style="list-style-type: none"> - First retelling the story with the emotions as expressions - Then adding in the actions - Finally, adding in the props <p>With some initial feedback, learners can practice the play.</p> |
| <p>Day 5:</p> <p>10 mins</p> | <p>On the final day, learners will begin with some warm up activities following which they will put together their final drama</p> <p>Start the day by playing the Mirror twin drama game:</p> <ul style="list-style-type: none"> ● Split the learners into pairs and choose one from each pair to be the mirror. On your signal, the other learner can start moving slowly in any way they wish. ● Their 'mirror' peer will copy their movements as closely as possible to look like a mirror reflection. |

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| 20 mins | <ul style="list-style-type: none"> You will pause the game to have the children swap, so everyone has a go at leading and mirroring. Try to make the game more challenging by giving the learners different prompts. For example, you could have them be a character from the story You can also specify their setting (e.g., underwater, the forest, a park in the jungle, etc.). <p>Learners will put together and share the story with actions, expressions and props</p> <ul style="list-style-type: none"> Learners will then set up the props at the back Learners will retell the story using the sequence words: first, second, next and finally Learners will add the emotions and actions for the characters |
| 20 mins | <p>Collect feedback from the audience on your dramatic storytelling:</p> <ul style="list-style-type: none"> Did people enjoy it? What are two things that went well? What could be improved? <p>Reflect and share two things you loved about your own experience</p> |

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| Additional enrichment activities: | <p>Learners can write the dialogues for the characters</p> <p>Additional enrichment could include multiple learners playing different characters</p> |
| Modifications for simplification | <p>The final story retelling can be a simplified version similar to a show and tell of the learner retelling the story, but with reduced expression or actions.</p> |

Appendix 1



story
weaver

The Birthday Party

Author: Pratham Books Team

Illustrator: Megha Vishwanath

Level 1
Emergent Reader





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