

Activity Name: "A theatre role play"

SDG focus: SDG 6

Aims

- Develop writing and oral skills within the theatre genre.
- Be familiarized with the structure of a theatre script and be able to write one.
- Use present, past and continuous verb forms in dialogues.
- Develop fluency and accuracy in terms of performing oral representations.
- Organize and structure classwork, interact and collaborate with other classmates.

Language focus

- Public speaking.

Creative focus

- Theatre.

Level: A2

Age: 11-14

Time: 50 minutes

Preparation

- Prepare the material (*): planning a playscript leaflet, mentor text copy, web link, black cardboard (for the puppets).

Procedure

- Step 1: In the first part of the session, we are going to make students play a game called Who am I? to make them remember and be more familiarized with the characters who appear in the story. To achieve this, we show them different sentences with clues about the characters in the tale and they need to guess who they are. After that, they are given a sheet of paper to construct a mind map, so they can give the play a title, make a character list, talk a bit about the plot and divide the play into as many scenes as they want.

- Step 2: Once they have got all the details written on the sheet they proceed to write a very short theatre script to represent.
- In each theatre representation, there must be at least four characters: the Narrator, Pepito, the Duck and the God of Moches.
- Students can add others, like villagers or some they see important if they consider there are not enough characters for all the group members.
- As it could be the case students don't know very well how to start writing a theatre play, to help them solve this problem we are going to provide them with some examples using a model (a mentor text) so they don't get lost and can internalize better the idea we want from them.
- For this, we took an excerpt from a theatre play called The Biggest Little House in the Forest by Rosanna Staffa. The story is about Bernice the Butterfly, Millie the Mouse, Fred the Frog and Rudy the rooster who share an abandoned house in the forest. When Bartholomew the bear wants to get in on a rainy day, he finds out there is no room. He is forced to warm himself on the roof near the chimney but then, the house collapses under his weight and the friends need to find a solution that is good for everyone. The excerpt is a perfect example of how to write a short theatre play.
- To finish, once the students have been given the previous guide, they start writing their plays.
- Step 3: For the end of the session, the teacher will provide the students or they will make some shadow puppets representing the different characters that appear in the story (students can design their own if more characters have been added to the story) and behind a

white bed sheet with the lights off they will represent the story through a shadow puppet theatre.

Follow-up

- If it has not been done in a previous activity, write down some keywords about the relationship between this tale and SDG 6. Share them with the rest of the group through the usual virtual tool or platform.
- Students are going to be evaluated according to the number of verbs in present and past they use during the last three activities. The minimum of verbs they need to use to get a pass is four (two in the present and two in the past) and the maximum is 12 (six in the present and six in the past). Therefore, if they use for example 8 verbs in total, they get a B.
- The use of a minimum of three adjectives is also taken into account at the time of writing and speaking and adds an extra point to the final mark.
- Aspects like writing ability and oral fluency are considered, especially the lack of hesitation.

(*) Playscript

NARRATOR
 It was a beautiful day in the forest. When, all of a sudden ...

Narrator discovers a cocoon. The cocoon opens and Bernice the butterfly starts stretching her wings. An arpeggio accompanies the action.

NARRATOR
 A butterfly!

BERNICE
 I am Bernice, the butterfly.

Bernice flies, dreamy, studied, 'I am a dancer'. A House appears.

BERNICE
 Look at that! A little house! A perfect pretty little house!

Bernice tiptoes to the house.

I wonder who lives here?

Bernice peeks inside.

NARRATOR
 She peeked in and saw no one lived there.

BERNICE
 So many weeds!

The house is clearly abandoned. Bernice removes the weeds.

It's a perfect little house for a butterfly.

Additional resources

