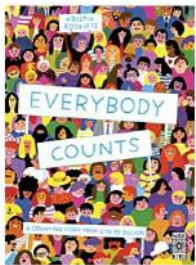


Drama at a Distance Sequence- No.2: Activities to support experiences of Lockdown

	<p>Text: Everybody Counts</p> <p>Kristin Roskifte</p> <p>Publisher: Wide Eyed Editions</p> <p>ISBN-13: 978 -0711245235</p> <p>Section- 22</p>	<p>Age range: KS2</p> <p>This teaching sequence is designed to be flexible and could take place over a series of lessons or be dipped into.</p>	<p>Learning Intentions:</p> <p>To understand the potential impact of Lockdown on individual members of a community.</p> <p>To develop an understanding of Lockdown as being a shared but different experience for everyone.</p> <p>To be able to use the skill of inference within reading and writing.</p>
<p>Success Criteria:</p> <p>I can recognise that not everyone feels the same at the same time or feels the same about the same things.</p> <p>I can participate in role play and improvisations.</p> <p>I can infer characters' feelings, thoughts and motives from their actions.</p> <p>I can speak and write for different purposes and audiences (narratives).</p>			
<p>Technique/Organisation</p>	<p>Context & Activities</p>		
<p>Provide a copy of section 22 for each child.</p>	<p>Part 1- Looking closely at the illustration</p> <p>1.</p> <p>Key starter questions:</p> <p>Retrieval: What can we literally see? What do you notice?</p> <p>Inference: What do they appear to be doing? If we were standing in the corridor what might we hear? Smell?</p> <p>You could invite the group to say aloud - using the sentence starters-I can - see/hear/smell...</p> <p>Alternatively, you could discuss the illustration using the 'Tell Me' approach (R1)</p> <p>You could pose/model some questions for the children during the discussion:</p> <p>I wonder what their names/ages/occupations are? I wonder who lives alone?</p> <p>I wonder what they might be like as people?</p>		

The Commission (Using a **Mantle-of-the-Expert** approach)

Reflection

Read the text from section 22 of 'Everybody Counts':

'Twenty-Two people in a block of flats. Two of them have done something illegal. One of them works in a prison. One of them is an obsessive collector. One of them hasn't left the flat in eight years.'

**2.
Read the letter from the local Library. (R2)**

This includes the start of a questionnaire.

"We must be the Historical Society."

Summarise- As the Historical Society, what have we been asked to produce?
How has the library suggested we do it?

So, what is the first thing we need to do?

Can we write a list of what we need to prepare?



Writing and Role

You could agree a success criterion with the group:

What makes a good questionnaire?

What makes a good question?

Which types of questions encourage expanded answers?

What types of questions are needed in ours?

Possible criteria:

- clear language
- content of each question needs to be specific
- each question should show a single purpose
- each question should be free from assumptions
- each question should be free from suggested answers

Look at other questionnaires as a model.

Part 2 - Devising the questionnaire

Look at the draft questionnaire (**R3**) and consider the purpose & audience.
What do we want to find out? Refer back to letter for guidance.

Create a complete questionnaire using the enclosed example as a starting point.
Agree questions together.

The **draft questionnaire** accompanying the letter already includes these first 2 questions:

What do you like to read?

Which non-technological object have you found most useful during Lockdown?

Example Questions

Have you kept in touch with relatives and friends? If yes, how?

Have you been able to exercise? If yes, what type/s of exercise have you been able to do?

What have you been doing for entertainment? To stop yourself from being bored?

Have you taken up any new hobbies? If so, what are they?

If you are asked in a year- what will be your strongest memories? / What will you remember the most?

How have you been feeling about Lockdown?



Building a character & establishing the community.
You may choose to photocopy & cut out individual flats from the text.

Visualisation

Role-on-the-Wall

The **monologue** could be: written, audio or video.

Role-on-the-Wall

Part 3 Building a character

1. Characters' homes

Ask the group to look at the illustration again and select a character that they will focus upon **or** decide for them.

They are to decide what the character's flat looks like- perhaps just focusing on a favourite room.

You could use **visualisation** to support this (e.g. Ask the children to close their eyes & try to imagine one of the rooms. What furniture is there? What smells? What can you hear? etc).

Ask the children to **draw & label a plan** of one or more rooms. How do you think the character would have their flat/room?
Is there anything about the room that reveals anything about them?

Their:

family, hobbies, taste in decor and furniture?

Are there any photographs or art work?

Is it cluttered or not? What do they like to read/listen to?

As a group, share one or two plans and consider what you can **infer** about each character from their room.

Ask each child to look at their plan and consider what it says about their own character.

Ask the children to create a **role-on-the-wall (R4)** profile for their character.

2. The Objects

Re-read the section of the letter that focuses upon the library's request for information about important non-technological objects.

As a model, you could watch a monologue of one of the residents talking about the object that will always remind them of this time.

(Direct Message @learnerama if you would like to be mailed a link to a sample video monologue.)

Alternatively, you or some of your staff could create one or two.

Ask the children to think of **an important object for their character** and draw it, explaining that these will be used as part of the library display. Why has the object been important to them? **See example objects (R5)**

3.

Ask the children to add new ideas to the **role-on-the-wall (R4)** for their character.

What does each object reveal about them?



Monologue

Soundscapes

Writing and Role & Reading and Role

Share in class via reading in role or as a podcast or video.

Part 4

1.

The children could **prepare a monologue** for their character, explaining why the object has been important to them.

Provide time for the children to share information about each character by talking about their flats, each **role-on-the-wall** and listening to or reading the scripted monologues.

2.

You could also invite the children to **create the sounds that the girl at the front door would hear** as she made her way through the building. Each child to base the sounds on the noises that would be heard from their character's flat.

The soundscape could be a mix of sounds made from voices, downloaded recordings and instruments (if they are permitted).

3. Questionnaires

Invite the children to now answer the questionnaires in role as their character. This could be written or via podcast/video interview (with a partner asking the questions).

Final published outcome

A display (paper or ICT based such as a padlet) for the local library.

'Newtown's Lockdown Lives'

This could include:

'Photos' of the residents with captions

'Photos' with captions of the objects with captions

Under various categories: summaries, anecdotes & graphic organisers based on the questionnaires

'Photos' of residents families with captions

Monologues of residents' experiences- written, audio, video (QR codes useful for this)

Completed questionnaires



Appendix 1

Additional Activities- using the characters or themselves

Speaking & Listening

Discussion of and recording of memories leading to scrap books/memory boxes

Improvisations of monologues & duologues

Interviews in role between characters and journalists/broadcasters

Reading: Developing various skills including empathy for inference

Discuss the illustration using the 'Tell Me' approach (get in touch if you would like training on this).

During Lockdown, what would particular characters (from texts the class know) do for: entertainment, exercise etc?

What do their rooms/homes reveal about them? Or What would do you imagine their living room looks like?

Which non-technological object have they found most useful during Lockdown?

Writing beyond role – using the characters or yourself to transpose the themes to different writing outcomes:

Diaries/Gratitude journals (benefits of Lockdown)

Script writing of: the monologues, duologues between neighbours, TV and radio broadcasts

Character descriptions (using the resources created in the sessions to support)

A focus on descriptions of homes and belongings- to show aspects of character within a longer narrative

Anecdotes of memories/experiences during Lockdown

Poetry- e.g. focusing on sounds & descriptions of the flat (email if you would like further ideas)

Magazine interviews/articles/ local newspaper reports (focusing on the project)

Mathematics

Use the data collected from the questionnaires and represent it (e.g. bar charts, pie charts, tables etc)



Appendix 2

Resources:

- 1) Basic grid for 'Tell Me' approach (Get in touch if you would like training on this.)
- 2) Letter from Newtown Library
- 3) Draft questionnaire
- 4) Role-on-the-wall
- 5) Lockdown Objects

Drama Techniques Explained

Duologue is a conversation between two people.

Monologue is one person either speaking thoughts aloud (soliloquising) or talking to an audience (direct address).

Mantle-of-the-Expert was initially devised by Dorothy Heathcote in the 1980s. Participants are commissioned by a client to work in and out of role as 'experts.'

Participants learn through drama across the curriculum in a purposeful way.

Reading and Role provides participants with authentic reading opportunities either before, during or after the drama takes place. It can motivate readers and develop inference and fluency. It can also give a clear purpose for children's writing which can influence the drama. This gives children's writing a real value.

Role-on-the-Wall asks participants to infer and deduce ideas about character and to place them on a human outline. A large displayed outline can provide a dramatic or theatrical 'presence' of the character.

Soundscapes are used to enhance the atmosphere within the drama. Particularly useful for building a shared understanding of the location.

Writing and Role involves providing participants with authentic writing opportunities either before, during or after the drama takes place. It allows for 'real' purposes and audiences to influence and motivate writing.



R1 Tell Me...

likes

dislikes

puzzles

connections





The Historical Society (HQ)
1066 Battle Lane
Newtown O1 4LD

Newtown Library
42 Reading Road
Newtown L1 1AB

Dear members of the Historical Society (School Branch),

Thank you for agreeing to organise and create the display for this library.

We are keen to create an interesting display that will really capture the Lockdown experiences of the residents of the block of flats on Hall Road.

As agreed during our phone conversation with your head teacher, we would like you to include all or some of the following in the final display:

- useful information or stories about how they have kept:
busy; physically and mentally happy; in touch with relatives and friends.
- How they have felt.
- What they think that they will remember the most.

We would like the display to be called '**Locals' Lockdown Lives.'**

As agreed with your head teacher, the information will be gathered by means of a questionnaire. We are particularly interested in what residents have been reading and which non-technological object they have found most useful during Lockdown. We have therefore included these as the first 2 questions in the enclosed draft questionnaire. As also agreed, we are leaving it to you to decide the remainder questions.

It would be marvellous if you could record some of your findings as a mixture of photographs with captions, charts and residents' stories in writing, audio or video formats.

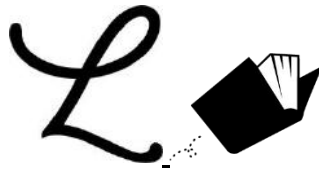
The final display can be in paper or ICT form, or a mixture of both.

We are extremely grateful to the whole of The Historical Society (School Branch) for volunteering to produce this and look forward to viewing the finished display.

With many thanks,

MRS B. Ook (Library Manager)





Newtown Library Lockdown Questionnaire

1) What do you like to read?

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2) Which non-technological object have you found most useful during Lockdown?

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3)

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4)

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5)

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6)	Yes	No
Why?		

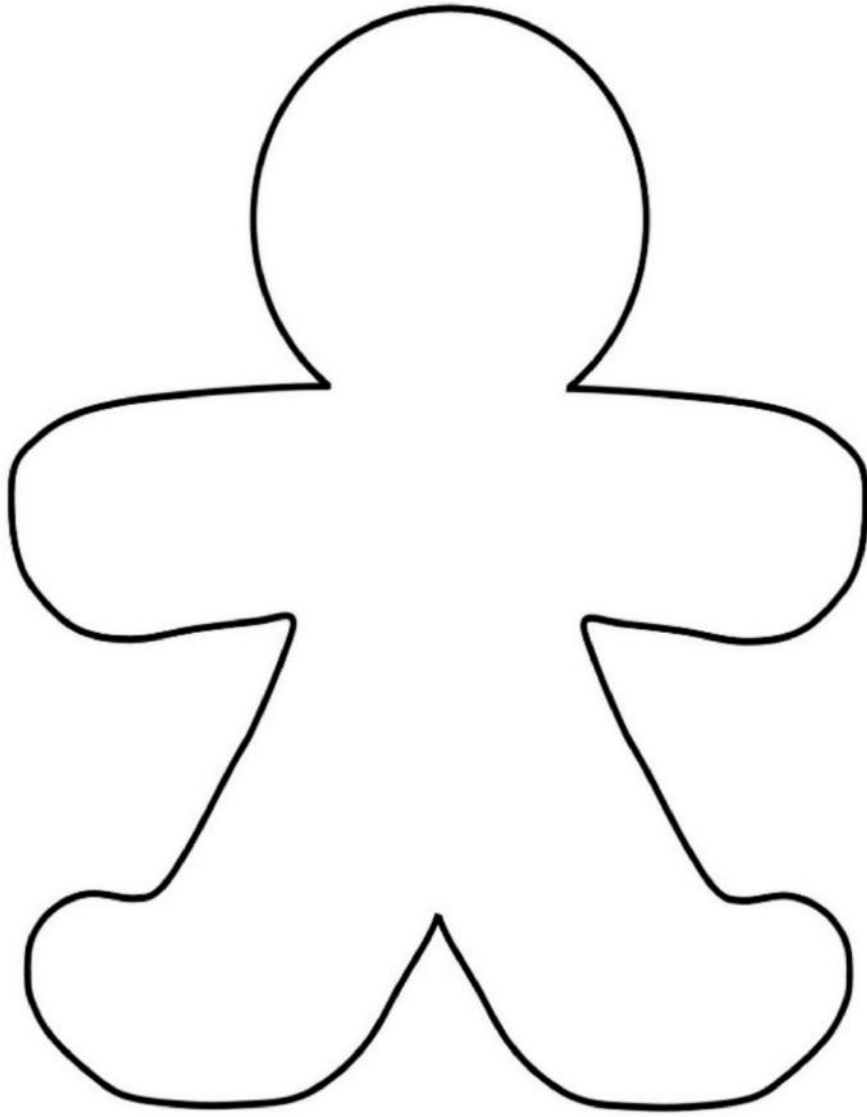
7)	Yes	No
If yes, how?		

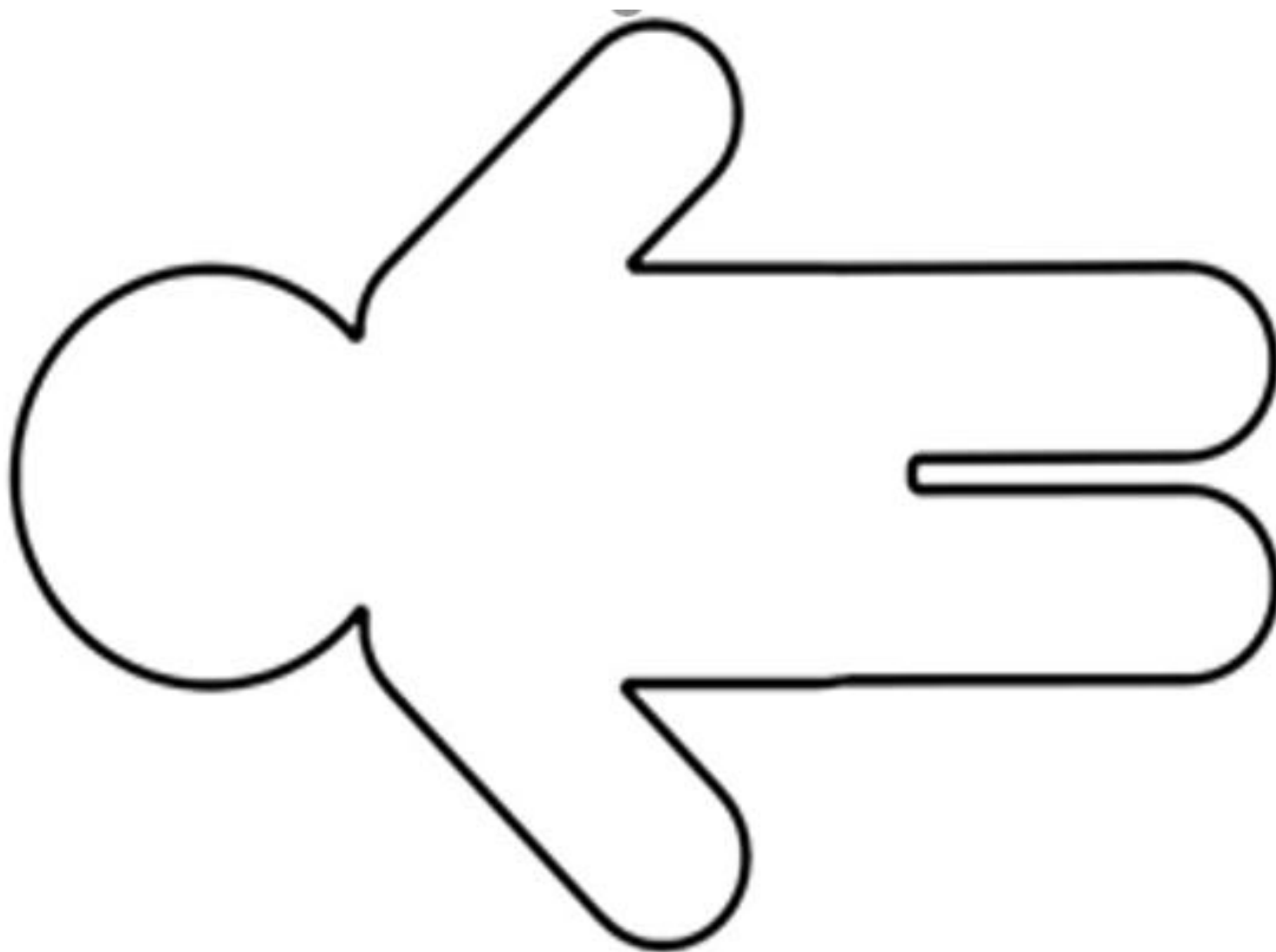
8)	Yes	No
Why?		

9)

Thank you on behalf of Newtown’s Historical Society and Newtown Library for completing this questionnaire.







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R5) Lockdown Objects

- picnic blanket
- parcels
- hair clippers/ scissors
- food delivery
- slippers
- fairy lights
- books/reading materials
- exercise mat
- crayons
- soap
- pasta/rice
- plain flour
- paddling pool
- slip & slide
- stationary
- anti-bacterial cleaner
- sewing machine
- teddy bear
- pyjamas
- construction kits
- hair clip
- Hetty Hover
- rainbow drawings

- flowers
- jigsaws
- sun lounger
- pets
- biscuit tin
- trainers
- handwash
- musical instruments
- plant pots and gardening trowel
- water colour set
- diary
- baking equipment
- board games
- writing paper
- craft kit
- knitting needles & wool
- clay/ modelling dough
- bicycle
- roller blades/scooter
- photographs
- memory book
- binoculars
- mop

