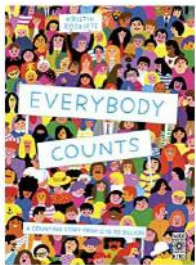**Drama at a Distance:** Activities to support transition from home to school

Text: Everybody Counts **Kristin Roskifte** Publisher: wideeyededitions **ISBN-13:** 978 -0711245235 Section- 20	**Age range: KS1 & 2** Simply adapt the vocabulary and issues explored. This teaching sequence is designed to be flexible and could take place over a series of lessons or during a longer session depending on age and motivation.	**Learning Intentions:** To identify and discuss feelings To consider strategies to manage our own feelings and for supporting each other To promote positive coping strategies and emotional wellbeing

Success Criteria:
I have vocabulary to express my emotions.
I am aware that everybody will have different emotions.
I can identify strategies that might help myself and others.
I am aware that talking and being a good listener can help.

Technique/Organisation	Context & Activities
Children could be seated at desks or just on chairs-positioned so that they can all see each other **A circle or horse-shoe shape is ideal.**	**Part 1- Establishing the context and community** **1.Set the scene- A group of children (just like this one- we will call them 'The History Class') during a history lesson having only just returned to school post Lockdown.** Key starter questions: The group we will read about has 20 children in their classroom – how does that compare to ours? What would their ideal classroom look like currently? How could they make it comfortable & good to learn in? Can you design a plan for their classroom? Children could draw individual plans and then share to formulate and create an agreed whole group classroom design. The teacher could create this using ICT or a large sheet of paper.

You could provide (placed face down on desks before the group has arrived): strips of paper with a written description (see example descriptions) or provide print outs of illustrations of the characters from the text. Remember to choose one of the characters for yourself.	**2. Read the text from section 20 of 'Everybody Counts':** 'Twenty people in a school history lesson. One of them is thinking about all of the people who've lived before us. One of them is thinking about a lost teddy. One of them is dreading football training. One of them will become prime minister.' The children should now select a character from the text or create their own. Model/share verbally some examples to use or to enable their own ideas to form. **Example descriptions:** One of them is not enjoying being back at school. One of them is really glad to be back. One of them is thinking about their Mum. One of them is thinking about their rabbit. One of them has really missed their friends. One of them is going to miss having lunch with their family today. One of them is really tired. One of them really loves history. One of them can't wait to go home. One of them doesn't want this lesson to end. One of them is wondering when play time will be. One of them is wishing that they could still go on the school residential. One of them is missing doing their learning at home.
Role-on-the-wall	Ask the children to consider how their character may be **feeling.** Record these on a **role-on-the-wall** profile for their character. **(R1)** Feelings words could be provided to select from (**R2** Emotions vocabulary)
Freeze	**3.Share a few characters verbally and model creating a 'freeze' to show how their character is feeling.** Practice and then **freeze** on command. This could be individually or as a whole class. Ask the children to look at each other's and describe each character's emotions. Record the emotion words for everyone to see on large paper.

	Part 2 – Exploring a character's feelings together
	1.Recap and re-visit the emotion words from the end of session 1
Building a character	Model jointly **building up a character** from the history class (this could be the one chosen by the teacher in part 1): give the character a **name** (in our example we call the character **Anita** but let the children choose); create a **family tree**;
Role-on-the-wall	create a large **role-on-the-wall** profile e.g. friends, pets, hobbies, home, garden, likes/dislikes, favourite TV programme etc **(R1** – enlarged or hand drawn). .
	You could then discuss how the created character might be **currently feeling** during this history lesson. Encourage the children to justify what they say. This could be recorded on the **role-on-the-wall** profile**.**
Adult-in-role	An adult could be the character with the group directing how they should sit/stand/body language/facial expression etc
Adult-in-role & Listening in	**2.Speak the character's thoughts out loud and allow the children to listen in.** **For example:** I didn't want to come today but I knew I had to. My mum made me. or I'm worried that I will have forgotten how to divide/read/write. or I'm worried that Charlie will have made new friends and will ignore me. or I had funny feeling in my stomach when I woke up today and couldn't sleep last night. This morning my Mum had to drag me here. I wouldn't eat my breakfast. or I miss my …
Reflection	**Try to use some of the ideas that the children have suggested from the character of Anita that has been created.** **Out of role – discuss strategies for supporting Anita with the class:** Could we help? What could we do to help? What would be the purpose of our help? What if she doesn't want to talk about it? Is it still worth talking to her? Can we expect to be able to change how she feels just like that? When you are worried about something, what helps you? Create a list of these **strategies** to display. What do we know about Anita that might be good to talk about with her? (**Revisit Role-on-the-wall**) What would be a good way to start a conversation? Offer to replay the character's thoughts if they need to hear what was said again.

	3.Forum theatre (replaying a scene with different ideas)
Forum Theatre	Depending on age & experience, you could select 1 or 2 volunteers to represent the class using **Forum Theatre** to act out a conversation with the character **(Adult-in-Role)**. Replay the scene multiple times, trying out different possibilities with suggestions from the whole group. You could invite children to take on the role of Anita.
Reflection	In what ways may talking to Anita have helped her? Were the volunteers good listeners? How could you tell? Have Anita's thoughts and feelings now completely changed? Should we expect them to?
Thought Tracking **Role-on-the-wall**	The children could take on the role of Anita and **thought-track** in pairs/with whole group. They could also use the thought cloud to record ideas **(R3)** and heart **(R4)** to record any feelings. Add some of these to the group **role-on-the-wall** profile and discuss.

Role-on-the-wall	**Part 3 – Revisiting our own character's feeling and strategies** **1.**Ask the children to re-visit the character they created in part 1. **(R1)** Build up their own characters by adding their family trees, and other information (e.g. name, friends, pets, hobbies, home, garden, likes & dislikes/ favourite TV programme etc.) to their own **role-on-the-wall** profiles**.**
Paired Improvisation	Ask the children to take on the role they have created and to have a conversation with another character- e.g. Telling them what they have been doing during Lockdown, how they are feeling, listening and asking each other questions.
Thought Tracking	Children could then prepare the thoughts and feelings of their characters to share with the class in role orally and/or record them on clouds **(R3)** and hearts **(R4)**
Reflection	The class (or groups) could consider individual emotions and feelings of the characters and suggest strategies that might help (e.g. talking about feelings with a friend, watching favourite TV programme, playing games, listening to stories, spending time outdoors, singing, artwork, dancing, writing a diary etc.) Teacher to act as scribe to compile a list of child-led strategies for display. Provide time to discuss how the characters talking to each other about their experiences may have helped them. How can we help each other in our community? Build and display child chosen strategies.

Additional Games and Activities

Vocabulary:

Guess that emotion! - use facial expression to create an emotion for others to guess.

Create a mind map of emotions. Each key word branches off to synonyms, antonyms and associated contexts.

Worderama-Vocabulary building- **see resource 5**

Shades of meaning- Can you put particular emotions in order from least to most? e.g. happy, ok, alright, indifferent, excited, ecstatic, joyful (this could be recorded via a diagonal line or steps).

Reading:

Quick information retrieval game- Provide a copy of section 20 (illustrations). Which character looks…happy/sad/ anxious?

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, education?

How would they feel about returning to school?

Writing beyond role – using the characters or yourself

Diary account or letter to self

Feelings poster/leaflet with strategy advice to match the emotion

Gratitude journals (benefits of being back at school)

Short script writing of the dialogues from paired improvisation or forum theatre

Character descriptions (using the role-on-the-wall resource created in sessions)

Appendix 2

Resources:

1) Role-on-the-wall
2) Emotion vocabulary
3) Cloud outline (thoughts)
4) Heart outline (feelings)
5) Worderama- KS1 & KS2

Drama Techniques Explained

Forum Theatre is a technique to replay alternatives to the same scene in order to explore different outcomes.
It was pioneered by Augusto Boal.
It normally involves a character who is oppressed and helps to explore what action may be helpful.

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.

Thought-Tracking explores the inner thoughts of characters-allowing for exploration of what is inwardly felt as opposed to said or presented.
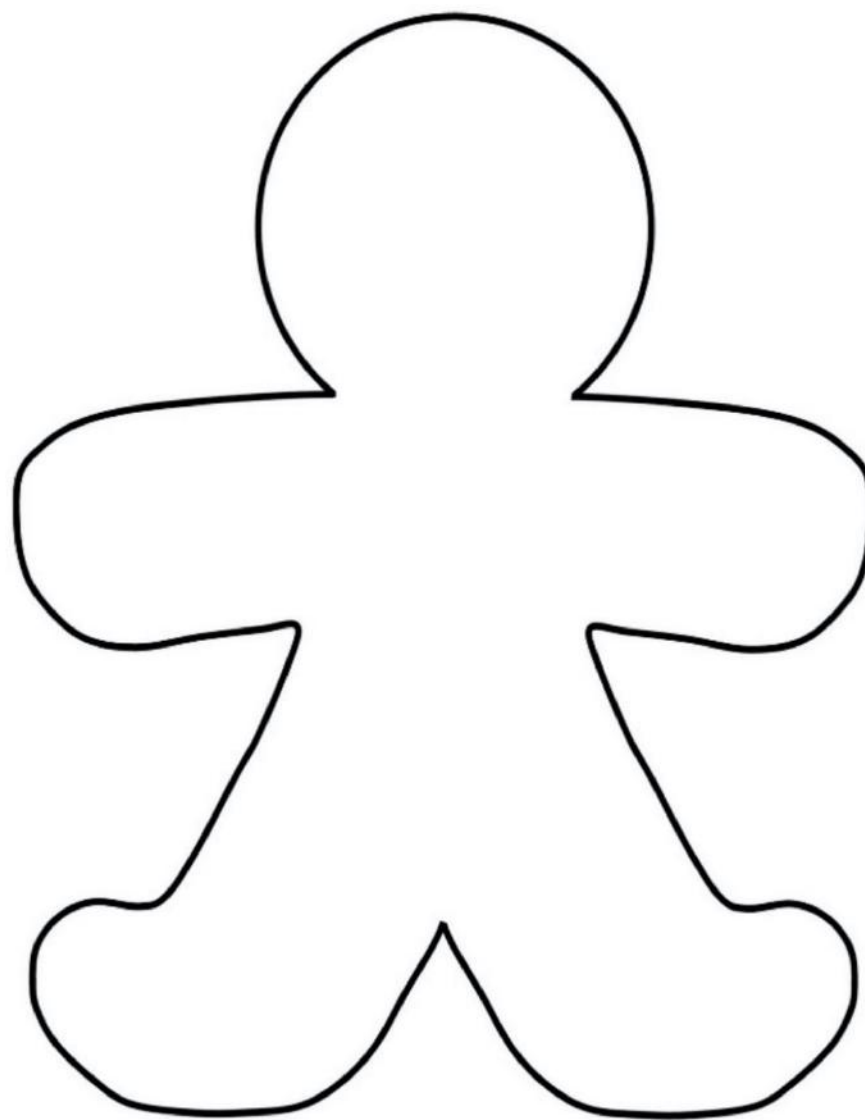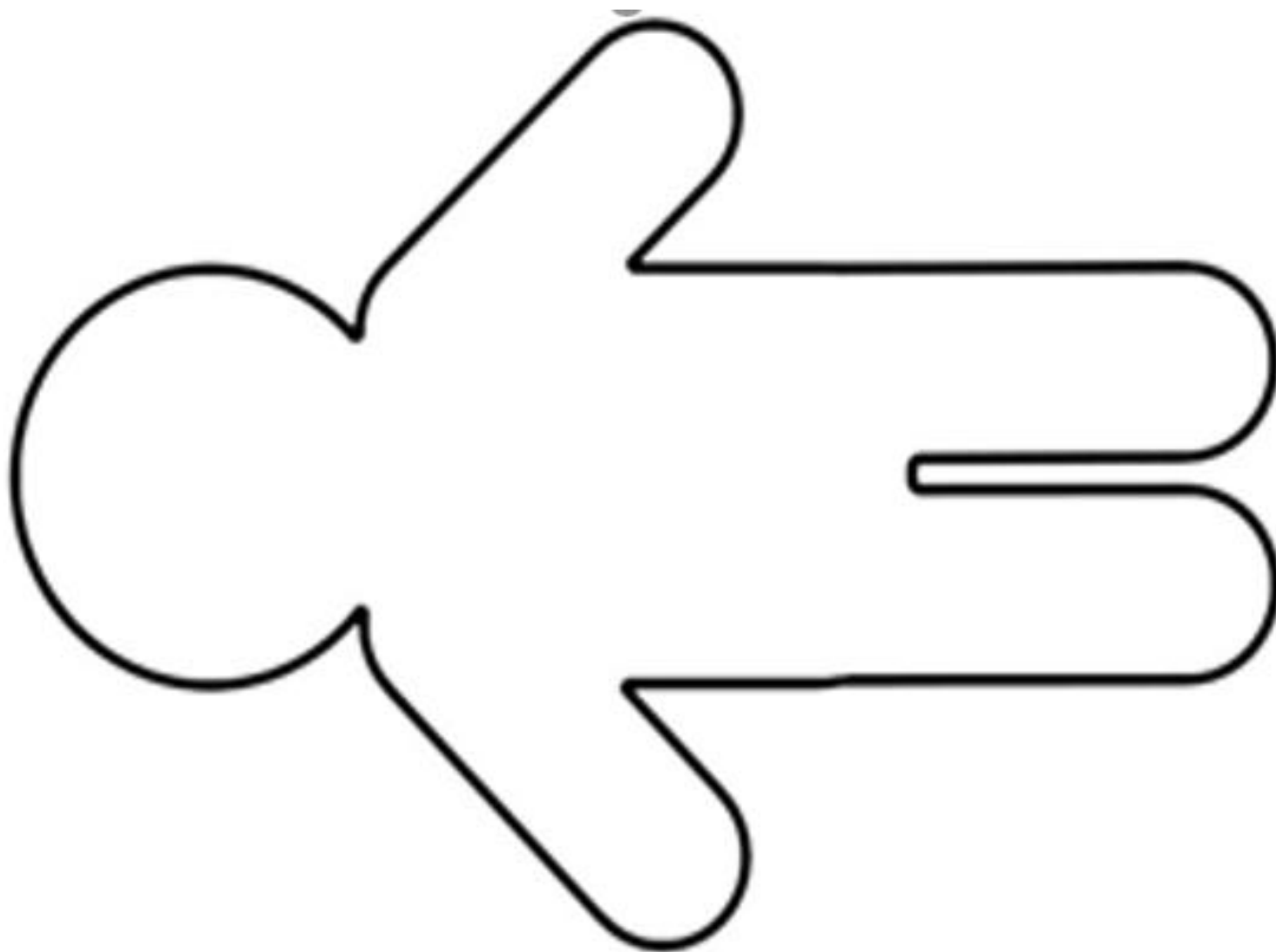
Emotion Vocabulary

Simply copy and paste the words you want to use into a word document if you want to enlarge etc

angry	alarmed	absorbed	admirable
annoyed	awed	ambivalent	affable
afraid	aggravated	ashamed	agreeable
awkward	amazed	able	aggressive
anxious	apprehensive	addled	abandoned

brave	bitter	baffled	bereaved
bothered	bashful	blissful	bold
bewildered	blue	buoyant	

cheerful	content	chagrined	concerned
cooperative	considerate	carefree	complacent
confident	cautious	composed	charitable
calm	cranky	capable	crushed
cold	crestfallen	caring	cantankerous
curious	contrite	cross	compulsive

defiant	determined	disillusioned	disinterested
depressed	disappointed	dismayed	dejected
discouraged	detached	disenchanted	disengaged
delighted	daring	doleful	distant

elated	excited	exuberant	eager
enthusiastic	envious	enraged	emboldened
embarrassed	exhausted	euphoric	
edgy	eager	ecstatic	

fair	frightened	foolish	fulfilled
fatigued	fearful	frustrated	fatigued
funny	furious	flustered	forgiving

grief-stricken	grateful	grumpy	gloomy
guilty	guarded	gracious	glum
grouchy	gleeful	glad	good

happy	hopeless	hesitant	hysterical
helpless	humiliated	horrified	hyperactive
heartbroken	humbled	hurt	

isolated	irritable	ignorant	indifferent
interested	irrational	insecure	irked
inadequate	impatient	inspired	inquisitive

joyful	jocular	joyous	jittery
jealous	jaded		

kind	keen		

lazy	lethargic	lonely	lacklustre
loving	listless	lost	

meek	melancholy	mopey	manic
miserable	mean	mad	manipulated
mischievous	misunderstood	moody	
moved	morose	marvellous	

nervous	naughty	neglected	numb
needed	nice	nonplussed	nonchalant

optimistic	obsessive	obedient	overloaded
overstimulated	openminded	outraged	offended
obstinate	obligated	open	overjoyed

playful	puzzled	petrified	pressured
proud	perturbed	peaceful	powerful
peeved	panicky	prickly	powerless
passive	panicked	pensive	petulant
placid	preoccupied	pleased	

quivery	quiet	quarrelsome	querulous

rattled	relaxed	reserved	reasonable
reluctant	reassured	refreshed	reasoned
resentful	rejuvenated	remorseful	restless
rebellious	rational	relieved	

silly	sorrowful	sensitive	shy
satisfied	sociable	sad	safe
stubborn	surprised	scared	serious
serene	smug	sympathetic	satisfied
stressed	secure	startled	sanguine

temperamental	trusting	touched	tranquil
tolerant	tired	teary	troubled
timid	thoughtful	tender	thankful
trusted	torn	tearful	
terrified	threatened	tickled	

unafraid	uncertain	useful	unsteady
unnerved	unappreciated	uncomfortable	uptight
undecided	unruffled	unsure	unhappy
uneasy	useless	unimpressed	uplifted

valuable	vulnerable	violent	victorious
vexed	valued	victimised	vacant
vital	vibrant	volatile	

wishful	woeful	wary	warm
weepy	withdrawn	weary	wilful
whiny	worried	willing	wronged
weak	worn	wistful	worthless

youthful	yearning	yielding	

zany	zealous	zestful	

R3
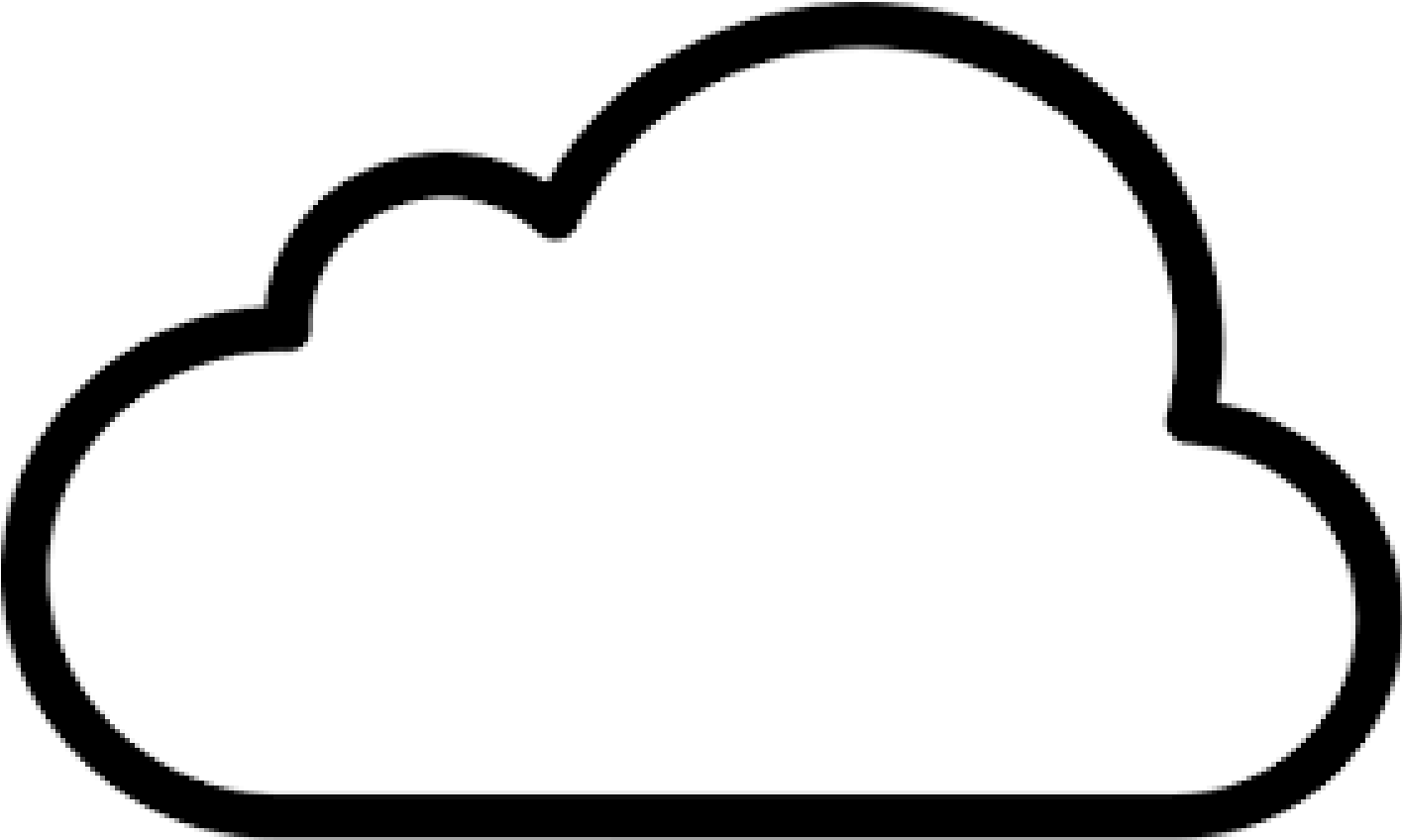
R4.

Word

What does it mean?

Other words I think of	Opposite words (Antonyms)

Sentences

Picture or diagram

R5 Worderama KS1

Word & part of speech/word class

What does it mean?

Can you change the word by adding prefixes & suffixes?

Synonyms	Antonyms

Can you think of sentences to show the word being used in different ways?

Picture or diagram

R5 Worderama KS2