

A home for Teeny-Tiny



Strand
Drama

Possible link

The Arts strand of Visual Arts
English
Health and Physical Education
Mathematics
Science

Purpose

Students explore issues relating to health, safety and the needs of living things through participation in dramatic play. The dramatic context is that of an imaginary group of little people residing in their classroom.

Overview

Activities are based on a learner-centred approach and are organised into the planning phases of:

Orientating

Students hear rumours about a group of little people living in their classroom. They enrol as members of HELP (Healthier Environments for Little People) and consider the implications of being a little person living in a human world. They draw on prior learning from the Science strand: Life and Living.

Enhancing

Students consider the requirements for an ideal healthy environment for a group of little people. They draw on prior learning from the HPE strand: Promoting the Health of Individuals and Communities. They meet and interact with Teeny-Tiny (a puppet operated by the teacher) and offer to help the Small family.

Synthesising

The students hear that the Small family have been successfully relocated. They reflect on ideas and feelings experienced during the drama.

Using this module

Focus and links

This module offers opportunities for students' exploration of ideas and issues through dramatic play. During the module the students interact with the teacher, teacher-in-role, each other (in- and out-of-role), and the teacher-as-puppeteer as they participate in teacher-structured and child-structured activities.

The module offers opportunities to make links to learning in the Visual Arts strand of The Arts and to the English, Health and Physical Education, Mathematics and Science key learning areas. It links to the Health and Physical Education module *Level 1 — Let's be Healthy*, and the Science module *Level 1 — Needs of Living Things*. It would be useful for students to engage with the Health and Physical Education and Science modules prior to the commencement of this module. Otherwise you may incorporate selected activities from *Let's be Healthy* and *Needs of Living Things* into *A home for Teeny-Tiny*.

Teacher resources 1, 2, 4 and 5 provide advice on the incorporation of activities in English, Mathematics, Science, and Health and Physical Education. Allow for additional time to include activities from these key learning areas to enable students to demonstrate the outcomes that have been identified. Teacher resource 3 provides suggestions for incorporating the Visual Arts strand of The Arts into the module

Activities also contribute to learning in literacy, numeracy, lifeskills and a futures perspective, and can be used for gathering evidence about students' development in these cross-curricular priorities. In this module literacy practices include speaking and listening, making meaning through applying a developing understanding of the elements and conventions of drama, structuring ideas and communicating meaning, and increasing vocabulary. Numeracy practices include applying mathematical skills to practical activities by planning, interpreting the space, counting, estimating, measuring, designing, mapping and calculating. Lifeskills included are personal development skills, social skills, and self-management skills. A futures perspective encourages students to think ahead, think creatively and take responsibility for their decisions and actions.

Some students with physical, hearing or vision impairment may need assistance with some of these activities. Obtain advice from their support teachers.

Module organisation

This module is organised according to the three phases of Orientating, Enhancing and Synthesising, and is most suited to implementation within a short period of time. The orientating phase is used to establish the drama and to enrol students. In the enhancing phase, students engage with the problem and meet 'Teeny-Tiny'. The synthesising phase allows students to provide advice and reach a suitable resolution to the drama. It would be appropriate to allocate approximately one week of your teaching program to *A home for Teeny-Tiny*, and make relevant links to learning outcomes from other key learning areas in the context of this module.

At the end of the activities in each phase, you will find suggested Focus questions that may be useful at various times throughout that phase. Teaching considerations are also included to provide ideas, suggestions and clarification relevant to the activities.

Evaluation of a unit of work

After completion of units of work developed from this module, collect information and make judgments about:

- teaching strategies and activities used to progress student learning towards demonstrations of core learning outcomes
- opportunities provided to gather evidence about students' demonstrations of core learning outcomes
- future learning opportunities for students who have not yet demonstrated the core learning outcomes and to challenge and extend those students who have already demonstrated the core learning outcomes

- the extent to which activities matched needs of particular groups of students and reflected equity considerations
- the appropriateness of time allocations for particular activities
- the appropriateness of resources used.

Information from this evaluation process can be used to plan subsequent units of work so that they build on, and support, student learning. The evaluated units of work may also be adapted prior to their reuse. For further information, refer to the 'Curriculum evaluation' section in the sourcebook guidelines.

Core learning outcomes

This module focuses on the following core learning outcomes from the Drama strand of the *Years 1 to 10 The Arts Syllabus*.

Level statement: Level 1

Students, individually and with others, begin exploring dramatic elements and conventions when participating in dramatic play. Stories may originate from personal experience, imagination, fiction and heritage. Their drama is shaped both by child-structured and teacher-provided frameworks.

They share dramatic action in informal settings and begin to develop a sense of audience.

Students describe drama experiences, identifying ideas and feelings.

- DR 1.1 Students create and accept roles while participating in dramatic play.
- DR 1.2 Students share drama with others by participating, listening and watching.
- DR 1.3 Students describe ideas and feelings experienced during the making and shaping of their dramatic play.

Other key learning areas

English

The core learning outcomes in this key learning area were in development at the time of publication. The activities on Teacher resource 1 could contribute to learning in the English key learning area.

Health and Physical Education core learning outcomes

Promoting the Health of Individuals and Communities

- PHIC 1.3 Students decide which people and things make environments and activities safe.

Mathematics

The core learning outcomes in this key learning area were in development at the time of publication. The activities on Teacher resource 2 could contribute to learning in the Mathematics key learning area.

Science core learning outcomes

Life and Living

- LL 1.1 Students discuss their thinking about needs of living things.

Cross-key learning area planning

Refer to elaborations of the stated outcomes in the relevant Years 1 to 10 Sourcebook Guidelines to plan learning experiences relevant to this module.

Core content

This module provides a learning context for the following concepts and skills from Level 1 core content from the syllabus.

- | | |
|---------------------------|--|
| elements | <ul style="list-style-type: none">• role• place |
| conventions | <ul style="list-style-type: none">• accepting the role• whole- and small-group roleplay• finishing the given story |
| forms and styles | <ul style="list-style-type: none">• dramatic play |
| performance skills | <ul style="list-style-type: none">• share role and participate with the group in a classroom setting |
| audience | <ul style="list-style-type: none">• informal — peers and teachers |
| purpose | <ul style="list-style-type: none">• play• explore |

Assessment

The following table provides examples of opportunities in this module for gathering evidence and making judgments about students' demonstrations of The Arts core learning outcomes. When making an on-balance judgment about demonstrations of the learning outcomes, consider all the points in the 'Making judgments' column. The table is neither exhaustive nor mandatory. Assessment opportunities should be negotiated with students to maximise their demonstrations of these outcomes in a variety of ways. Reflect with students on evidence gathered to make judgments about their demonstrations.

Teacher resource 10 provides a sample checklist which may be used to record students' demonstrations of the core learning outcomes. In order to record judgments on the aspects within the checklist, the bullet points in the 'Making judgments' column of this table should be used.

Outcomes	Gathering evidence	Making judgments
<p>DR 1.1 Students create and accept roles while participating in dramatic play.</p>	<p>Students may:</p> <ul style="list-style-type: none"> participate in-role in independent dramatic play in the playspace participate in-role in teacher-structured dramatic play. <p>The teacher may use:</p> <ul style="list-style-type: none"> teacher observation focused analysis <p>recorded in:</p> <ul style="list-style-type: none"> checklists criteria sheets. 	<p>Do students:</p> <p>in independent dramatic play —</p> <ul style="list-style-type: none"> play roles such as 'helpers' or little people? play roles in response to the playspace set up in the classroom? choose clothing or objects from the playspace to signal role? <p>in teacher-structured dramatic play —</p> <ul style="list-style-type: none"> agree to take on the roles of 'helpers'? interact in conversations with teacher and peers while in-role within the roleplay, so that turn-taking and attentive listening occurs? signal enrolling or derolling by changing voice, posture, gesture or costume?
<p>DR 1.2 Students share drama with others by participating, listening and watching.</p>	<p>Students may:</p> <ul style="list-style-type: none"> respond to teacher narrations by moving, speaking and interacting with others. <p>The teacher may use:</p> <ul style="list-style-type: none"> teacher observation focused analysis <p>recorded in:</p> <ul style="list-style-type: none"> checklists criteria sheets. 	<p>Do students:</p> <ul style="list-style-type: none"> maintain role and concentration? respond to teacher narrations by moving their bodies? communicate so that others can understand them in the classroom? listen, watch, speak and move in turn as the dramatic action requires?
<p>DR 1.3 Students describe ideas and feelings experienced during the making and shaping of their dramatic play.</p>	<p>Students may:</p> <ul style="list-style-type: none"> participate in individual, class and small group discussions. <p>The teacher may use:</p> <ul style="list-style-type: none"> student-teacher consultation <p>recorded in:</p> <ul style="list-style-type: none"> checklists anecdotal records. 	<p>Do students:</p> <ul style="list-style-type: none"> transform ideas or feelings into other art forms by painting, drawing, dancing, singing? describe how they felt during dramatic play by using language such as 'I felt very strange when I entered the teeny tiny world' and 'I liked playing the role of a helper because I was good at thinking up ideas to help'? share ideas used in the drama such as 'Maybe we should put a sign up in the classroom to show the cleaners that little people live here'? identify and communicate key moments of the drama in response to teacher questions such as 'I liked the part best when we wrote to the little people'?

Background information

Preparation

As the 'puppet' character of Teeny-Tiny is vital to the drama, it is important that the puppet has been purchased or prepared before the commencement of this module. The size of the 'Teeny-Tiny' puppet will determine the size of the clothing and items of furniture used throughout the module. See the websites in the 'Support materials and references', page 9, for advice on acquiring or making puppets. The 'Small Girl' or 'Small Boy' puppet produced by Folkmanis Puppets is suitable for this module and retails for approximately \$25 at the time of writing.

In this module, students engage with a 'broad range of learning experiences that are relevant, engaging and meaningful, and that reflect the integrated nature of children's learning'. (Preschool Curriculum Guidelines, page 8). The module *A home for Teeny-Tiny* provides a context that challenges students to extend their sense of self and others. Through dramatic play, students develop an understanding of the elements of role and place in connection with this drama narrative. Links are made to other key learning areas which provide essential prior learning or supplementary learning for the drama narrative.

A classroom playspace for independent dramatic play

Some students at this level may have had little structured drama experience. Students' early experiences of child-initiated play in the preschool, such as the dress-up corner or the home corner where children typically engage in 'make believe' situations, can be drawn upon and enhanced in this module by setting up a playspace in the classroom where students can independently explore situations associated with teacher-structured drama sessions.

The potential of this area can be maximised by providing objects, props and dress-up clothes associated with *A home for Teeny-Tiny*. Include materials for writing, recording, measuring, counting, drawing, calculating, dressing up and playing. A useful addition is a set of finger puppets. Teachers may enhance students' play by taking on a role when they enter the playspace.

Teacher-structured drama

Students need to be aware that they are working in a dramatic fiction. This module offers opportunities for working in a playful and imaginative way, and for distinguishing between the 'pretend' and the 'reality' of the classroom experience. Students need to agree that they will work in a drama context, and that they will accept and react to others, including the teacher, in-role.

Making a contract

Expectations of appropriate behaviour, and the boundaries of dramatic fantasy and reality, need to be clearly negotiated. In the beginning of the drama session, a verbal or written contract between students and the teacher can make these expectations explicit. A nod of agreement in response to a question such as, 'When I am holding this broom I am going to be the cleaner of the classroom. Are you prepared to believe that?' is sufficient. You may wish to talk about working in a drama context to clarify the expectations within your classroom. It is sometimes useful to review these expectations in continuing sessions. Maintaining clear expectations assists students to sustain focus during drama sessions.

Terminology

Students have opportunities to become familiar with and use the following terminology in this module:

clues	hot seat	tap in
detective	investigate	teacher-in-role
freeze frames	roleplay	

School authority policies

Be aware of and observe school authority policies that may be relevant to this module. Education Queensland policies on Health and Safety considerations for Drama and Visual Arts may be found at www.education.qld.gov.au/corporate/doem/sindex/d-ind.htm.

For policies and guidelines for the Catholic sector refer to Queensland Catholic Education Commission website at www.qcec.qld.catholic.edu.au/www/index.cfm.

Equity considerations

This module provides opportunities for students to increase their understanding and appreciation of equity and diversity within a supportive environment. It includes activities that encourage students to:

- be involved within a supportive environment
- work individually or in groups
- value diversity of ability, opinion and experience
- value diversity of language and cultural beliefs
- value diversity of groups of people and their needs
- support one another's efforts
- become empowered to take on roles
- negotiate and accept change
- become empowered to communicate freely.

It is important that these equity considerations inform decision making about teaching strategies, classroom organisation and assessment.

Support materials and references

The following resources may be helpful additions to your professional library. Review material before using it with students. Resources referred to in this module are identified with an asterisk (*).

Information relating to copyright issues can be found at the Australian Copyright Council's *Online Information Centre* at www.copyright.org.au/index.htm. Please note the licence conditions that apply to downloading and printing information sheets from this site.

Print

Picture and story books

- Godden, R. 1963, *Little Plum*, Macmillan, London.
- Godden, R. 1963, *The Doll's House*, Macmillan, London.
- Lobel, A. 1970, *Frog and Toad are Friends*, World's Work, Surrey.
- MacDonald, M. 1993, *Tom Thumb*, Oryx Press, Phoenix, Arizona.
- Norton, M. 1970, *The Borrowers Afloat*, Dent, London.
- Norton, M. 1970, *The Borrowers Aloft*, Dent, London.
- Norton, M. 1975, *The Borrowers Afield*, Dent, London.
- Norton, M. 1975, *The Borrowers*, Dent, London.
- Robins, A. 1998, *The Teeny Tiny Woman*, Walker Books, London.
- Swift, J. 1952, *Gulliver's Travels*, Dent, London.

Teacher reference

- Kitson, N. & Spiby, I. 1997, *Drama 7–11: Developing Primary Teaching Skills*, Routledge, London and New York.
- Neelands, J. 1990, *Structuring Drama Work*, Cambridge University Press, Cambridge.
- Queensland Department of Education, 1990, *Living by Design Book 1*, Brisbane.
- Queensland Department of Education, 1991, *Drama Makes Meaning*, Brisbane.
- Queensland School Curriculum Council, 1998, *Preschool Curriculum Guidelines*, Brisbane.
- Riddell, B. 1982, *Art in the Making*, Jacaranda Press, Australia.
- Winston, J. & Tandy, M. 1998, *Beginning Drama 4–11*, David Fulton, London.
- Woolland, B. 1993, *The Teaching of Drama in the Primary School*, Longman, Essex.

Electronic

Video and Audio

- Golden Book Video, 1991, *Tom Thumb*, Drummoyne, NSW. [30 mins]

Websites

(All websites listed were accessed in March 2002)

- Books Illustrated: www.booksillustrated.com.au/Bookshop/puppets.html (This site sells Folkmanis puppets online.)
- Elizabeth Richards: www.elizabethrichards.com.au/ (This site sells Folkmanis puppets online and will send you a catalogue and price list on request.)
- MacFeegles Puppet Shop Online: www.macfeeegles.com.au/ (This site sells Folkmanis puppets online.)
- Queensland Art Teachers' Association: www.qata.qld.edu.au/
- Queensland Association for Drama in Education: www.qadie.org.au/
- Sonshine puppets: www.sonshinepuppets.com/ (This site sells hand puppets suitable for children or beginners.)
- The Mask Studio: www.members.ozemail.com.au/~dhell/diy2.htm (This site provides instructions for making your own hand puppets.)

Activities

Phase 1 — Orientating

Students hear rumours about a group of little people living in their classroom. They enrol as members of HELP (Healthier Environments for Little People) and consider the implications of being a little person living in a human world. They draw on prior learnings from the Science strand Life and Living. Students begin to record their responses to drama activities in a learning log.

Outcomes	Drama activities	Gathering evidence
<p>DR 1.1 Students create and accept roles while participating in dramatic play.</p> <p>DR 1.2 Students share drama with others by participating, listening and watching.</p> <p>DR 1.3 Students describe ideas and feelings experienced during the making and shaping of their dramatic play.</p> <p>English See Teacher resource 1.</p> <p>Maths See Teacher resource 2.</p> <p>Science LL 1.1 Students discuss their thinking about needs of living things. — see Teacher resource 4.</p>	<p>Students:</p> <ul style="list-style-type: none"> respond to a teacher-in-role (TIR) as the President of HELP (Healthier Environments for Little People), who tells students that the society has received a letter reporting that there are some little people living in the students' classroom. TIR asks the students to help the little people and mentions that they seem to trust children. are shown a set of little items such as cars, toys, dolls clothes, furniture or any small article to represent something belonging to a little person (see Teaching considerations). discuss what the people who own and use these objects might look like. agree to join HELP and make the classroom environment healthy for the little people. enrole as HELP members. This may involve ceremonially putting on a badge that states, 'I am a HELPER' or a similar enrolling strategy (see Teaching considerations). use models, toys, and cut-out drawings to compare the size of the little people to themselves and to objects in the classroom. consider why the little people would be living in the classroom. record what the little people might eat and drink, where they might live and how they might play. respond to a 'teacher narration' (see Teaching considerations and Teacher resource 6). list the dangers that the little people might face. The teacher writes these on a Danger and Solutions chart, leaving the solutions column blank for completing later (see Teacher resource 7). write (teacher as scribe if necessary) about their drama experiences in their learning log. participate in independent dramatic play in the classroom playspace (see Background information). 	<p>See also the Assessment table on page 6 and Teacher resource 10.</p> <p>DR 1.1 <i>Assessment technique:</i></p> <ul style="list-style-type: none"> <i>focused analysis</i> <p>DR 1.2 <i>Assessment technique:</i></p> <ul style="list-style-type: none"> <i>teacher observation</i> <p>DR 1.3 <i>Assessment technique:</i></p> <ul style="list-style-type: none"> <i>student-teacher consultation</i> <p>DR 1.1 <i>Assessment technique:</i></p> <ul style="list-style-type: none"> <i>teacher observation</i>

Focus questions

- Who might these little people be?
- Where might they have come from?
- Why do you think they came to our classroom?
- How did you feel about me taking on a role?
- How did you feel when you went into role as 'helpers'?
- What sorts of things will 'little people helpers' do?
- What do you think the 'little people' will look like?
- How do you think they feel about living in our classroom?

Teaching considerations

Teacher-in-role: This is an extremely useful drama strategy. It allows you to model being in-role or out-of-role to students, and to control the direction of the drama narrative from inside the imaginary context. In this drama, the president of HELP should wear an official-looking badge. You may wish to model this on the badges students will later wear when they are in-role as 'helpers'. There is no need to wear any other costume item, though you may wish to add something like a formal jacket to make the 'in-role' signal clear to students. Before beginning the drama, tell the students you will be taking on the role by saying something like, 'Today we're going to begin a drama and I'm going to pretend to be someone else. When I put on this (badge/jacket) and sit on the chair, I will be the president of a special club. Are you all prepared to go along with me while I am pretending?' Classes who are experienced in working with a teacher-in-role, and in a drama context, may not need this verbal contract.

While you are in-role, you must be very knowledgeable about the living conditions of little people, and convey to the students that, while HELP knows where there are safe places for little people to live, there are many little people who don't even know the organisation exists.

Small items: Ideally, these will be of a size to match the puppet you will later use as Teeny-Tiny.

Enroling the students: Once you have modelled being in-role, this is a very easy process. It may be as simple as distributing badges to students and telling them that once they are wearing the badges, they are in-role as 'little people helpers'. Alternatively, you can make the enroling more formal by including a 'swearing-in ceremony', a 'donning badges' ritual, or an 'oath of office' (a chant or short poem).

Teacher narration: These are sometimes called 'visualisations'. Ensure that the space allows the students to move freely in response to your words, that you can be heard easily, and that you allow sufficient time for the students to react and interact in response to your narrative.

Phase 2 — Enhancing

Students consider the requirements for an ideal healthy environment for a group of little people, drawing on their prior learning from **Health and Physical Education: Promoting the Health of Individuals and Communities**. They meet and interact with Teeny-Tiny (a puppet operated by the teacher) and offer to help the Small family.

Outcomes	Drama activities	Gathering evidence
<p>DR 1.1 Students create and accept roles while participating in dramatic play.</p> <p>DR 1.2 Students share drama with others by participating, listening and watching.</p> <p>DR 1.3 Students describe ideas and feelings experienced during the making and shaping of their dramatic play.</p> <p>English See Teacher resource 1.</p> <p>Health and Physical Education PHIC 1.3 Students decide which people and things make environments and activities safe. See Teacher resource 4.</p> <p>Maths See Teacher resource 2.</p> <p>Science LL 1.1 Students discuss their thinking about needs of living things. — see Teacher resource 4.</p>	<p>Students:</p> <ul style="list-style-type: none"> think about what the little people might do when students leave for the day. They brainstorm with the teacher considering: <ul style="list-style-type: none"> How would the little people use the classroom at night? What would the little people do if any animals or insects were in the classroom? What would they do if some big people came into the classroom at night? How would you feel if you had to hide in the classroom at night? How might they move? Play? Work? What things that we use might they find useful? How might they use them? consider whether the classroom could supply the little people with all their basic needs. discuss, describe and record ideas about an ideal healthy environment for the little people. respond with ideas and suggestions to a letter from one of the little people (see Teacher resource 8). listen as the teacher tells students that a little person (puppet) has agreed to come out of hiding and talk to them (see Teaching considerations). The teacher explains that they will have to think of ways to make the little person comfortable and welcome because he or she is very shy and nervous of speaking to the group. He or she will sit in the hot seat and the students can ask questions. record ideas and feelings about the drama to this point in their learning log. This may be in a visual or written form. in pairs or small groups, practise asking the questions they would like to ask one of the little people. The questions will start with 'who, what, where, when, why, or how (see Teaching considerations). interact with the puppet and ask the puppet the questions they have practised. tell Teeny-Tiny about their ideas for an ideal environment for little people, and about the organisation called HELP. respond to Teeny-Tiny's request as the puppet asks the students to get in touch with 'HELP' and see if they can assist the Small family. collaborate to write a letter to the president of HELP on behalf of the Small family. 	<p>See also the Assessment table on page 6 and Teacher resource 10.</p> <p>DR 1.3 <i>Assessment technique:</i></p> <ul style="list-style-type: none"> <i>student–teacher consultation</i> <p>DR 1.1 <i>Assessment technique:</i></p> <ul style="list-style-type: none"> <i>teacher observation</i> <p>DR 1.2 <i>Assessment technique:</i></p> <ul style="list-style-type: none"> <i>teacher observation</i>

Focus questions

- What will little people need to feel safe and comfortable?
- Why do you think one of the little people wants to come and talk to us?
- We don't want to make him or her scared or nervous. How can we help him or her feel comfortable?
- Where would you like to live if you were very small?

Teaching considerations

Using a puppet. Remember that it is the puppet that is talking. Move it to direct the puppet's face to the students during interactions. You may wish to change your voice and model a voice suitable to a little person. If the students have made their own puppets or little people as part of Visual Arts activities, they may wish to use these to communicate with Teeny-Tiny. By using the little people as puppets when asking questions, Teeny-Tiny will be made to feel more comfortable and at home.

Teeny-Tiny would know the names of other members of the Small family and refer to them in his or her explanation of their life in the classroom. Family members may include Big Small, Tall Small, Grand Small, Great Small, Long Small, Wide Small, Small Small and so on. You and your students may have some fun making up suitable names for the extended Small family tree.

Practising questions: here is a strategy you may find useful to ensure all students have an opportunity to ask questions. Have the students sit in a circle and roll a ball around the circle. When someone stops it they ask their special question. The teacher also joins in the circle game, models some questions and assists in directing the ball.

Phase 3 — Synthesising

The students hear that the Small family have been successfully relocated. They reflect on ideas and feelings experienced during the drama.

Outcomes	Drama activities	Gathering evidence
<p>DR 1.1 Students create and accept roles while participating in dramatic play.</p> <p>DR 1.3 Students describe ideas and feelings experienced during the making and shaping of their dramatic play.</p> <p>English See Teacher resource 1.</p> <p>Maths See Teacher resource 2.</p> <p>Health and Physical Education PHIC 1.3 Students decide which people and things make environments and activities safe. See Teacher resource 4.</p>	<p>Students:</p> <ul style="list-style-type: none"> • meet with the president of HELP (TIR) who tells them that the Small family have been relocated to a safer area. This location will be kept secret so the family remains safe, but they have joined some other little people and are very happy. • receive a postcard from Teeny-Tiny thanking them for their help and telling them that the little people have moved to a safer area. • record in oral, written, drawn or diagrammatic form some advice to send to Teeny-Tiny and the Smalls about how to stay safe in their new environment. • out-of-role reflect on their experiences in the drama by recording a personal response in their learning log. This may be in a visual or written form. • out-of-role reflect on their experiences in the drama by discussing ideas and feelings with others in small group or whole class discussion. 	<p>See also the Assessment table on page 6 and Teacher resource 10.</p> <p>DR 1.1 <i>Assessment technique:</i></p> <ul style="list-style-type: none"> • <i>teacher observation</i> <p>DR 1.3 <i>Assessment technique:</i></p> <ul style="list-style-type: none"> • <i>student-teacher consultation</i>

Focus questions

- What did you enjoy most about doing this drama?
- What new things have you learned?

Teaching considerations

The reflection time at the end of any drama is very important. It helps students to distinguish between the dramatic fiction and the reality of the classroom, while reinforcing the valuable learning that can take place during the imaginative pretending of the drama.

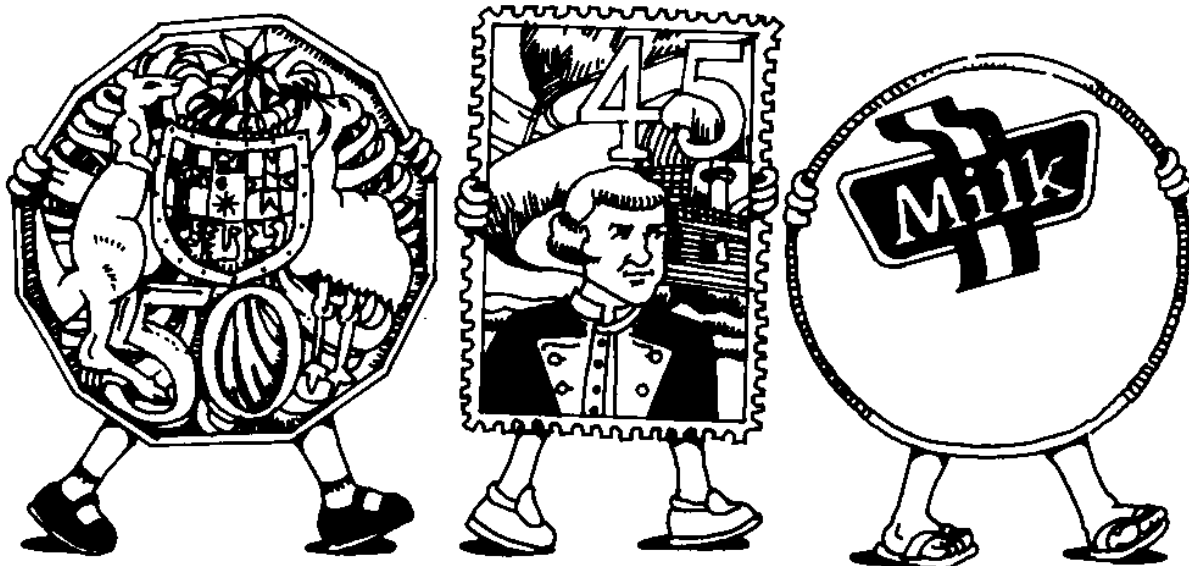
Complementary English activities

Teacher resource 1

The following activities may provide opportunities for student learning that, over time, will contribute to the demonstration of English outcomes. For further information on the English strands, sub-strands and learning outcomes, refer to the English syllabus and sourcebook guidelines.

Students may:

- talk about the purposes for speaking and listening, reading and viewing, and writing and shaping within this unit of work (e.g. the letter they write could persuade HELP to assist the Small family, speaking in small groups may help solve some problems for the Small family).
- make choices about the kinds of texts that would be appropriate to use when communicating with HELP and achieving negotiated purposes (e.g. report, recount).
- investigate the stages commonly associated with these kinds of texts (e.g. a report may include a small number of factual statements about the Small family and the conditions in which they live).
- investigate the kinds of visual resources that could accompany their letter (e.g. diagrams, drawings or photographs of the Small family).
- talk about how the visual resources they have chosen represent the topic in a particular way (e.g. choosing photos of the Small family looking sad and scared may encourage HELP to act quickly).
- investigate and participate in particular ways within group discussions (e.g. encourager, recorder, reporter).
- investigate the language of questions by listening to models, looking for predictable patterns and rehearsing 'who, when, where, and why' questions.
- make choices about the most appropriate medium for communicating with HELP (e.g. phone call, video, letter, email).
- develop and apply knowledge of the relationships between letters and their sounds to help spell and decode unfamiliar words.



Complementary Mathematics activities

Teacher resource 2

By allowing additional time and including activities from the following suggestions, you may find opportunities to scaffold student learning in, and make judgments about, Mathematics core learning outcomes from the relevant strand.

For further information on the Mathematics strands, topics and learning outcomes, refer to the Mathematics syllabus and sourcebook guidelines.

Number — Students may:

- decide on the furniture required for the Smalls' house and count the number of items the family may need to live comfortably and safely.
- count the food requirements for a day. Would they eat one whole apple each or would they have small pieces of one apple? How would we share the food to keep each member of the Small family healthy?

Measurement — Students may:

- identify the different activities that the Small family engage in at different times of the day to keep themselves safe: at night-time, bedtime etc.
- sequence what they need to do when the cleaners come to make sure everyone stays safe.
- make furniture, clothing to match the size of Teeny-Tiny and the Small family.
- make toys for play, utensils for cooking and eating for the Small family.

Chance — Students may:

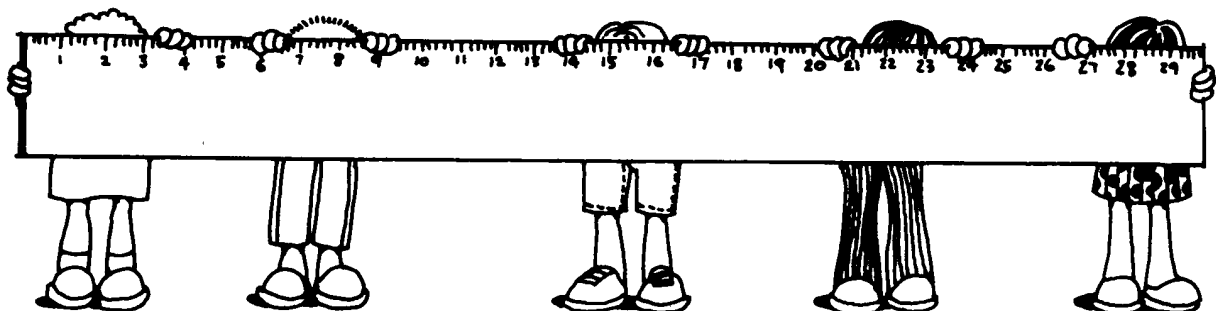
- make judgments about whether an event will, will not or might happen.
- predict likely outcomes of the everyday 'happy' and/or 'dangerous' experiences of the Small family.
- consider if the situations are fair or unfair.

Data — Students may:

- individually decide what they think is the most threatening thing that could happen to the Small family.
- contribute to a class data display to show the extent of the problems. This information could be used to support discussions with the cleaners about why a section of the classroom is not to be accessed. The exact location of the Small family must remain a secret, but their home will be a 'cleaner free zone'.
- decide what they think is the most important thing to do to keep the Small family safe. The class could make a data display of the most important things to do to be safe.

Spatial Concepts and Visualisation — Students may:

- talk about how to locate the secret hiding place for the Small family. They will need to offer different starting-points so Teeny-Tiny and the rest of the Small family can access it in times of pending danger.
- draw simple pathways for Teeny-Tiny to follow.



Complementary Visual Arts activities

Teacher resource 3

Visual Arts teaching considerations:

Encourage children to express their ideas and interpretations of the clothes following personal, first-hand experiences with the objects. Develop strategies to reinforce looking and drawing from real life and tangible things. Scaffold questions so students are looking at individual elements and concepts as well as the whole.

The students will require time to plan and design what their little people will look like. Allow students to work individually and collaboratively on images and objects, experimenting with a range of materials and processes (see Teacher resource 9). Encourage the students to make personal interpretations of their own and others' images and objects. Model for the students how you can draw using your hand, or entire hand, wrist and elbow, your entire arm, or your whole body.

VA 1.1 Students make images and objects by exploring elements and concepts.

- Collaboratively make four large artworks that are interpretations of the clothes or objects. Make one artwork for each element of:
 - line — make marks that are thick, thin, wobbly, or curved on a large surface.
 - shape — draw, cut and tear out shapes that are regular (geometric shapes), irregular (free form shapes) and draw them or stick them down on one large surface.
 - texture — take a walk around the playground to collect natural and made objects that have different textures. Draw them or do rubbings (frottage) of them onto one large sheet.
 - colour — make as many colours as you can by mixing and blending with black and white, and ask children to invent an imaginative name for the colours.
- Label the four artworks with information that describes the processes involved in making them.
- Make images and objects suggesting what the little people may look like, and invent identities for them. Consider:
 - length — make the people long, short, tall
 - size — make large, larger, small shapes
 - similar and different — give them family resemblance and likeness, matching clothes, colours
 - weight — on two-dimensional surfaces, explore the visual heaviness and lightness of colours and shapes
 - repetition — to create pattern on clothing (repeated elements)
 - sequence — create a visual sequence of before, after, next (you may want to brainstorm with the children to stimulate this activity).

VA 1.2 Students visually represent and explain their experiences, feelings, ideas and observations through making images and objects.

- Individually select and share their representations of the little people with other class members, and arrange them in a space for display.
- Create and display the little people by grouping them as similar and different, in terms of colour or shapes.
- Identify how and why choices were made during the making of the works.
- Informally display, discuss, match, describe and interpret the artworks.
- Display artworks on table spaces and encourage children to look at how others draw. (Reinforce to children that we all draw in our own unique way.)
- Respond to students' work and discuss the use of line, shape and texture.

VA 1.3 Students describe elements and concepts in a variety of images and objects.

- Examine and handle items of clothing (such as parts of school uniform — jumpers, pants, shirts, socks and other personal items of clothing) to describe colours, shapes and textures. Look at part of the piece of clothing, as well as at the whole.
- Discuss, describe and interpret the use of line, shapes, colours and textures in their artworks.

Complementary Science activities

Teacher resource 4

It is useful for students to have engaged with the Science Level 1 Sourcebook module: *Needs of Living Things* before beginning the drama activities in this module. This allows students to apply their developing understandings of the needs of living things in the context of the needs of the little people in the classroom.

Core learning outcome:

Life and Living 1.1. Students discuss their thinking about needs of living things.

Activities that can be used or adapted from the module *Needs of Living Things* are:

- Animals around us — pages 9 and 10
- Making a home for animals — pages 14 and 15.

In this module, students may:

- make comparisons between living and non-living things
- discuss their thinking about the needs of animals (in this case, the 'Smalls').

Refer to the *Years 1 to 10 Science Syllabus* and sourcebook guidelines for additional information.

Complementary Health and Physical Education activities

Teacher resource 5

Before engaging in the drama learning in this module, it is useful for the students to explore ways of maintaining good health. They will apply their knowledge of the practices and products that promote health and how different people meet their health needs, as they consider whether the environment of the classroom will meet the health needs of the little people.

Core learning outcomes:

Promoting the Health of Individuals and Communities 1.1. Students describe and demonstrate everyday actions, that take in a range of situations, to promote their health.

Promoting the Health of Individuals and Communities 1.4. Students explain how health products and people in the community help them meet their health needs.

Activities that can be used or adapted from the module *Let's be healthy* are:

- developing an understanding of own health needs and identifying people at school and at home who help meet these needs, pages 5 and 6
- identifying everyday actions to meet own health needs, pages 6 and 7
- developing an understanding of products used to meet health needs, page 7
- identifying community members who help people meet their health needs, pages 7 and 8
- investigating people's health needs and how they meet their needs, pages 8 and 9
- reflecting on knowledge and understandings developed, page 13.

Refer to the *Years 1 to 10 Health and Physical Education Syllabus* and sourcebook guidelines for further information.

Sample teacher narration

Teacher resource 6

You may find the following narration useful as a guide to developing your own. Add details from the context of your own classroom. Ensure the space is suitable for the listening, speaking and moving that will happen as a result of your narration. Use vocal expression to enhance the meaning and to keep the interest of the students, and allow them plenty of time to react to the narration.

Let's imagine that we can shrink down to the size of little people and see what it would be like to be so small in such a big world. Listen to the music and, while it is playing, imagine we are getting smaller and smaller, the furniture in our classroom is getting bigger and bigger.

[Allow time for music of your choice to play.]

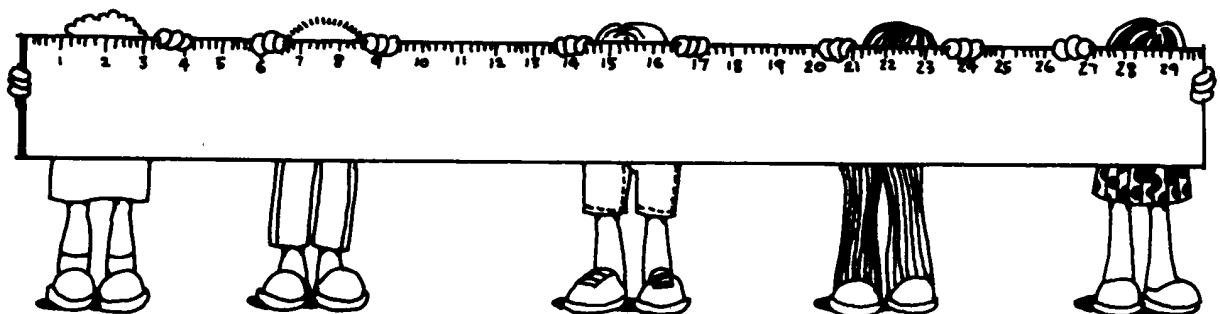
Look around you. Everything is so big and so far away. Look above you. The ceiling seems as far away as the sky. Reach up... and up ...there is no way you could touch it. Walk and look around. Be careful of the cracks in the floor. Jump over them. You will have to walk around anything that is too big to jump over. What's that? I think the big people have built it out of blocks. It looks like it would be comfortable to have a rest on. Aah. That's good. What's that thing? One of the big people has left a pencil on the floor. It's enormous. They must be very strong to lift things like that!

I wonder what you can see and find as you move around. Look about you. If you find anything interesting to see, tell one of your small friends.

[Allow plenty of time for this section.]

Look around to see if there is anything we need. Any food? Anything to drink? What's that noise? Perhaps it is one of the cleaners. Quick, back to safety!

And now our time is up. Relax again and listen to the music. This time it will help you grow back to your usual size.



Dangers to the little people

Teacher resource 7

Danger	then	Solution
If a mouse is in the room	then	they can hide in the bookshelf
If it's dark and they can't see where to walk	then	they can feel with their hands
If the cleaner is vacuuming near	then	they can hold on tight to a chair leg

Letter from Teeny-Tiny

Teacher resource 8

To the big people,
Help us please. We are living in your classroom and we
need to find a healthier home. We know you are our friends
because of the ways you look after us.
We have heard the cleaners talking about rats in the
classroom. They think we are rats and are going to get
rid of us.
From
Teeny-tiny Small
and
the Small family.
P.S. The cleaner is coming! **HELP!!**

Teacher resource 9

Materials

A range of surfaces to draw, paint and print on, such as:

- coloured papers
- corrugated cardboard
- fabric scraps
- glossy magazine images
- newsprint
- pages from phone books
- round, solid shapes of various sizes
- small boxes or containers.

A range of natural and made objects to construct with or work on, such as:

- discarded plastics, bottles, containers
- ice, water, sand
- leaves, twigs, branches, bark
- mechanical objects, parts of bicycles, broken toys, junk.

A range of wet and dry media to combine and apply, such as:

- | | |
|---|--|
| <ul style="list-style-type: none"> • chalk pastels • charcoal • clay • coloured inks • coloured pencils • felt pens • paint — chromacryl acrylic, watercolour • pencils | <ul style="list-style-type: none"> • PVA glue • sand • thick or thin drawing materials to draw over dry paint • thin or thick sticks to scratch through wet paint • wax crayons • wire, string and twines. |
|---|--|

Processes

- | | |
|--|--|
| <ul style="list-style-type: none"> • assembling • constructing • folding • inventing • joining • layering • mixing • overlapping | <ul style="list-style-type: none"> • moulding • printing • repeating • sponging • stretching • tearing • twisting • wrapping |
|--|--|

Drama sample checklist

Teacher resource 10

Students' names	DR 1.1 Students create and accept roles while participating in dramatic action.		DR 1.2 Students share drama with others by participating, listening and watching.		DR 1.3 Students describe ideas and feelings experienced during the making and shaping of their dramatic play.	
	Create and accept roles such as a 'Helper', or others relevant to the drama.	Interact with others while in-role.	Show awareness of others as they participate in dramatic play.	Listen, watch, speak and move in turn as the dramatic action requires.	Communicate how they felt about participating in the drama and independent dramatic play.	Express ideas that emerged in the dramatic play.

Acknowledgments

This module was developed collaboratively with Elise O'Brien.

This sourcebook module should be read in conjunction with the following Queensland School Curriculum Council materials:

Years 1 to 10 The Arts Syllabus

Years 1 to 10 The Arts Sourcebook Guidelines

The Arts Initial In-service Materials

ISBN 0 7345 2203 7

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