

➤ VOLUNTEERING IN GROUPS (2): IN MY SHOES

Target Group: **Year 5**

Australian Curriculum Reference: **Drama, Civics and Citizenship**

Drama

- + Develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action (ACADRM036).

Civics and citizenship

- + Why people work in groups to achieve their aims, and how they can express their shared beliefs and values and exercise influence (ACHCK027).

LESSON SUMMARY

Students use their prior knowledge (such as that gained from lesson 1 in this unit of work – *Volunteering in Groups*) to explore how they portray a character that is a volunteer in an organisation. Students need to consider the character's motivation, role, gender and movement, as well as cultural issues that may arise in different situations. Students consider elements of drama to express their knowledge such as movement, mime, storytelling and voice, and trial different ways of moving in character.

At the end of the lesson the students should be able to:

- + portray a volunteer who is male/female in an emergency
- + portray a volunteer who is male/female and not in an emergency
- + tell a story through improvisation, including mime, using gesture to deliver meaning
- + consider what motivates a volunteer for the right reasons and for the wrong reasons
- + demonstrate knowledge that particular volunteering groups have shared beliefs.

LESSON CONTENT AND METHODOLOGY

INTRODUCTION

- + Teacher asks students to identify what types of volunteer roles they know about and what these roles do. Students take turns to write up the responses on the whiteboard.
- + Show this Scootle clip on the interactive whiteboard:
www.scootle.edu.au/ec/viewing/L9512/index.html. Teacher asks the students to discuss some of the common goals and group beliefs they see as they go through the presentation.

- + Teacher leads class discussion focused on the following question.

Imagine you are one of the volunteers we have identified and you have to demonstrate the values we have discussed. What improvisation skills can you use to demonstrate those values?

Students should consider movement, use of space, voice, tone, dialogue and storytelling. The teacher writes student responses on the whiteboard so they can refer to these during the lesson.

WARM UP

- + Teacher asks students to close their eyes and visualise clothing and actions for each of the volunteers they have identified in the lesson introduction.
- + Teacher asks students to walk around the room and stop when the whistle blows.
- + When the whistle is blown, teacher calls out the title of one of the volunteers (for example fire fighter or tree planter) and students must improvise that role.
- + Teacher continues to call out a different volunteer role each time the music stops, allowing one minute for each characterisation.

BODY

Scene Improvisation (two to three minutes in length)

- + Teacher breaks students up into groups of three to five people, and gives each group a general directions sheet and a character card (Worksheet 1).
- + Students read the scene card and decide between them which role each person in the group will assume.
- + Students decide what will happen (the story) and consider what is motivating the character and how they will portray this. They must also choose an alternative motive from the scene card.
- + Students rehearse their improvisation (only two to three minutes in length).
- + After 15 minutes, teacher blows the whistle to indicate when the volunteer role needs to change motivation.

CONCLUSION

Demonstration and Discussion

- + Teacher organises each group to show their improvisation of the scene.
- + Teacher informs students that when the whistle blows, they need to change the motivation of the volunteer.
- + Teacher leads a class discussion on what students have observed as they watched the improvisations. Questions could include the following.
 - + Can the audience identify what the scene was about?
 - + What was happening?
 - + What were the motivations of the volunteer? How do you know that was the motivation? What changed?
 - + Ask a member from each group to read out their scene card – does it match what the audience said? What is the same or different?
 - + If the scene could have been performed differently – how could it have been performed?
 - + What other ideas did the audience have?

ASSESSMENT

Teacher to consider the following as part of the assessment.

- + Were students able to change movement and language according to gender, culture and the motivation of the volunteer?
- + How did they address the 'problem'? Was it realistic? What made it realistic? What was unrealistic?
- + Class discussion – what didn't they know? What surprised them? What was the same or different in how each group portrayed the skits? Were they challenged in their thinking and knowledge? Why? Why not?

RESOURCES

- + Costume props for characters such as a walking stick, football, whistle, helmet, toys and others as available and thought of by students.
- + Worksheet 1: Scene Cards
- + *Discovering Democracy: Joining In:* www.scootle.edu.au/ec/viewing/L9512/index.html

WORKSHEET 1: SCENE CARDS

General directions sheet

Scenario: in a group, create a performance exploring your characters.

One character **MUST** be a volunteer. You must include at least three of the following.

- + Exaggerated physical movement.
- + Storytelling.
- + Mime.
- + Documentary.
- + Movement.

When the teacher blows the whistle, the volunteer's motivations for volunteering need to change.

If you are stuck, some possible alternative motives may be:

- + fire bug
- + because it's fun
- + to learn something new
- + want to be a hero
- + because your parents made you
- + to impress a boy/girl you like
- + because you will be paid
- + so you can be boss
- + free food
- + to make friends
- + because you feel lonely
- + to get out of school.

WORKSHEET 1: SCENE CARDS (PAGE 2)

Teacher should print these cards and cut them up for distribution to separate groups

<p>SCENE CARD no.1</p> <p>Characters:</p> <ul style="list-style-type: none"> + Fire fighter + House owner + News reporter + Neighbour 	<p>SCENE CARD no.2</p> <p>Characters:</p> <ul style="list-style-type: none"> + Meals on Wheels supervisor + Elderly person + News reporter + Volunteer
<p>SCENE CARD no.3</p> <p>Characters:</p> <ul style="list-style-type: none"> + Junior football coach + Football player + Team manager + Parent + News reporter 	<p>SCENE CARD no.4</p> <p>Characters:</p> <ul style="list-style-type: none"> + Vet + Volunteer + Vet nurse + Community member
<p>SCENE CARD no.5</p> <p>Characters:</p> <ul style="list-style-type: none"> + Canteen manager + School students + Parent helper + Teacher 	<p>SCENE CARD no.6</p> <p>Characters:</p> <ul style="list-style-type: none"> + Council volunteer coordinator + Volunteer at council resource centre + Community member + Tourist + News reporter