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McClintock, Ann B. (1984) An examination of the nature and purpose of drama in the special school curriculum: based on the analysis of a research project carried out in a sample of Scottish schools for severely and profoundly mentally handicapped children. PhD thesis.

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AN EXAMINATION OF THE NATURE AND PURPOSE OF DRAMA IN THE SPECIAL  
SCHOOL CURRICULUM: BASED ON THE ANALYSIS OF A RESEARCH PROJECT  
CARRIED OUT IN A SAMPLE OF SCOTTISH SCHOOLS FOR SEVERELY AND  
PROFOUNDLY MENTALLY HANDICAPPED CHILDREN.

BY

ANN B. McCLINTOCK  
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VOLUME 3

Thesis submitted for the Degree of Ph.D.  
The University of Glasgow

Research conducted in the Department of Education  
Faculty of Social Science

JUNE 1984

VOLUME 3

A YEAR'S COURSE IN DRAMA

Part 1 - for 6-10 year olds.

Part 2 - for pupils aged 12 and upwards.

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This volume contains a copy of the original materials which were developed in the course of the project and disseminated to schools for field testing. The illustrations here are black and white reproductions of the coloured originals used in the project.

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A YEAR'S COURSE IN DRAMA

(Drama and related activities for 6-10 yr old SMH children)

by A.B. McClintock, D.S.D., A.C.P., Dip. Ed.  
illustrated by I. Harvie, D.A.

Acknowledgements

The author wishes to acknowledge the part played in compiling this package by the staff, parents and pupils within the schools in which she worked. Without their collaboration this material could not have been produced. Thanks must also go to the Scottish Education Department and to the University of Glasgow for the grant funding which has supported this work; and to Mr. W. Dunn, the research supervisor.

## TEACHERS' NOTES

This package has been designed to supplement teachers' classroom resources. It is not intended to take the place of existing language or behaviour modification programmes, but as an aid in promoting situations which will not only encourage children to communicate (by word and/or gesture), but will give them something to communicate about.

The stories and ideas in it are designed to take account of children's existing interests and preoccupations and to extend these by introducing new vocabulary and ideas within a relatively familiar framework. The stories are very simple and are based on real-life situations. There is a degree of repetition from one to the next in order to establish the concepts more firmly.

The characters have been kept to a minimum to avoid confusion and the same characters and settings appear in each story so that children may be able to 'get to know' the characters and identify with them. For example, after a couple of lessons, the children with whom I did the initial testing and development of this package could readily point to Mr. and Mrs. Brown in the pictures and tell me quite a few details about their dress and habits. They soon developed the ability to 'become' Mr. and Mrs. Brown in dramatisation and did not have to be reminded that 'they were old and had to walk slowly', etc. Because they almost always had their lessons in their own classroom they soon got to know which corner of the room was Mr. and Mrs. Brown's house, which the park, and the route we had to take from the house to the park. This kind of repetition not only helps the children familiarise themselves with the activity but also makes the teacher's task of organisation within the lessons much simpler.

There are twelve lessons in all. The first six are designed to follow each other and become progressively more complex from one to six, as children become familiar with the tasks and methods. Most S.M.H. children should be capable of tackling part, if not all, of each lesson. It is left to the teacher's own skill and judgement to decide how much of any one lesson to teach and how to develop that particular lesson. The suggestions given are merely suggestions and it is hoped that teachers will not feel they have to stick rigidly to the material given but will develop the ideas in the way that best suits their own personality and teaching situation. Similarly, in the early lessons the language and style of presentation that might be used in dramatisation is given in great detail in order to guide those teachers who are unfamiliar with drama. Experienced teachers will have their own methods and approach. Less detail is given in the later lessons as teachers will no doubt develop the style of presentation that suits them best as they progress with the lessons.

The second set of six lessons are all of a similar degree of difficulty and are designed to be slotted in where appropriate in the school year between any of the first six lessons. This is to avoid a break in the continuity of lessons and to cater for the inevitable interruptions that occur in normal timetables as annual festivals come round.

I have tried as far as funds permitted to include the ancillary materials necessary for each lesson. I have also included a list of possible additional materials you might require, and, where appropriate, helpful books of reference.

The amount of time spent on the lessons will vary from teacher to teacher, but, as a rough general guide, each lesson should take approximately three weeks to complete. The lessons have been divided into a number of parts, each of roughly

## TEACHERS' NOTES (Cont.)

twenty minutes. If the concentration span of your children is poor it may be necessary to divide these parts into even smaller units. Do not worry if you have to repeat any of the parts several times, as children may well need this repetition to familiarise themselves with what is required of them.

Two twenty minute or four ten minute sessions every week are more helpful than one longer session at more infrequent intervals. As with everything else, drama is unlikely to benefit children much unless it is taught regularly and systematically. Decide how much time you can afford in the week and try to set that time aside as a regular activity period.

### The Identification Chart

In order to keep costs down only one identification chart and one profile chart has been included with each package. You will however require one for each child in the group. I hope most schools will have the facilities to duplicate these charts as required. (If you have problems with duplication, please contact me).

Not all children have reached the stage of maturity at which they can participate in and benefit from group activities. A child who is very aggressive, highly emotionally disturbed, or who is simply incapable of understanding what is said to him, may well prove so disruptive in a group that he will make the teacher's job virtually impossible and prevent other children from benefitting from the lesson also. Your own skill and knowledge of the children is your best guide as to which children should participate. The identification chart, however, provides a useful check list to guide you in cases where you are unsure of a child's readiness or with a new class. As a general guide, children with a score of 5 or under in Section 1 and a score of 4 or under in Section 2 are unlikely to be ready for group work. (To score charts award one point for every YES answer in Section 1 and one point for every NO answer in Section 2).

Such children need one to one attention and unless this can be provided by another adult in the classroom working alongside you, it is best to exclude the child from the group activity initially. I appreciate that this is not as simple in practice as it sounds. However it might be possible to have a reciprocal arrangement with another teacher or to ask the head teacher to make suitable arrangements for the child for the ten to twenty minutes you require. If such arrangements are impossible, at least try to ensure that the child is settled in an activity he really enjoys before starting work with the rest of the class. But be prepared for interruptions! If the child does attempt to join in, allow him to do so but make sure that you stay close to him so that you can anticipate any aggression, etc., and deal with it before it disrupts the lesson.

Of course, the aim with such a child is to attempt to get him to the stage of readiness where he can join in the group activity. Do this by providing plenty of one to one activities with the child and by other methods appropriate to his case - e.g. behaviour modification programmes to control aggression; individualised language programmes, etc.

## TEACHERS' NOTES (Cont.)

A few children, however, may never - in spite of careful guidance in a one to one situation - be capable of responding within a group. With such children similar activities to those suggested in the lesson plans may be attempted, but always in a one to one situation and preferably in a room (or corner of a room) by themselves and with as few other distractions as possible.

A package of lessons for such children is in preparation at present and will be ready by late 1980. Teachers interested in such a package might like to drop me a line with details of specific difficulties in individual children. This package should also be suitable for many profoundly handicapped children.

### Profile Charts

(As with the identification charts, you will require one for each child).

Every teacher requires some feedback as to the effectiveness of her teaching. In a drama lesson the best feedback is the evidence of your own eyes and ears - especially if you have trained yourself to look for the evidence as you teach. Is a child responding who normally does not do so? Is a child volunteering speech or gesture for the first time? Do the children appear to be involved in and enjoying the activity? Do they want to do it again? Can they remember anything about it later? These are the kind of factors a teacher looks for in assessing children's response to her teaching. However, a teacher can become so closely involved with her pupils that she may fail to notice progress - or lack of it - especially since progress in the case of severely mentally handicapped children is a very relative term.

The profile charts may prove helpful here both for diagnostic and evaluation purposes. I suggest that you fill in the charts before you start the series of lessons using a black pen. This will give you a profile of the strengths and weaknesses of each child, and will help you give individual guidance to children where appropriate in the lessons. For example, a child may readily mimic or imitate an adult's speech or gesture but will rarely or never initiate speech or gesture. Such a child can be helped by lessons which involve choice and discrimination - e.g. the Christmas lesson or lesson six. Another child may be unready for speech, but have a good range of gesture, lessons like No. 2 and 4 are useful here as they rely heavily on mime but encourage 'noisemaking', the first stage in the production of speech sounds. Similarly, an unco-operative or aggressive child may be encouraged initially to join in group activities which do not involve close contact - e.g. building the winter snowman, being in the band (lesson 2). Once peaceful co-existence has been established, lessons like No. 5 and 6 can be useful in helping co-operation. The charts can help you diagnose difficulties in specific areas in this way.

These charts, however, may also be used as instruments for evaluation. Half-way through the school year, fill in each chart again, this time in green or blue and note any differences you find. It is unlikely that you will find great differences after such a relatively short time. But any improvements or regressions should be noted. If a child has regressed there is obviously cause for concern. The regression could be due to medical or social factors outwith your control. If this is not the case it is worthwhile to ask yourself (or consult with the psychologist or head teacher) if there is anything in your general relationship with or handling of the child which could be causing

## TEACHERS' NOTES (Cont.)

difficulties. With regard to this programme - is the child ready for group activities? Is he requiring more - or less - individual attention. Is the material too complex or too easy for him. Is he getting sufficient rewards (praise, success, interest, etc.) to motivate him? Would another method of approach be more appropriate for this particular child?

Fortunately such unexplained regressions are rare. If improvements are shown this will give some indication that your general teaching is having some effect. How much any of the material in this package has contributed to this effect only you, knowing the child and his previous pattern of progress, can judge.

Finally, at the end of the school year, fill in the chart again - this time in red. Again note any differences.

These charts have been designed as a quick and easy method of recording a child's abilities and progress. Small individual improvements will not show up on the charts as they are not sufficiently fine instruments of evaluation. However to provide such a fine evaluation you would require a battery of tests which is very time-consuming and most teachers simply do not have so much time to devote to what is, after all, only a small part of the curriculum.

Thus, for many children you may see no difference in the charts after a year, but have noted differences in response in the actual classroom. However, where improvements are noted in the chart these represent significant progress and evidence that you are working on the right lines.

### The Tape

On one side of the tape, music has been provided for Lessons 2 and 4. Copyright rules prevented my including more music! All the songs suggested in the lessons have also been taped for the benefit of those teachers who do not play an instrument or read music. Sheet music has also been included with guitar cords for those who can 'do it themselves'.

### Illustrations

Each lesson has an accompanying illustration. Some are more detailed than others. I had hoped that the pictures would be screen-printed in glorious technicolour!! Unfortunately, cost considerations precluded this and the pictures have had to be coloured by hand in paint, crayon and felt-tip!

The art work is in a semi-realistic style with 'comic strip' characters. They were done in this way to prevent the illustrations from becoming too complex and detailed and also to get away from the 'school text book' image of many children's illustrations. Many S.M.H. children can and do look at comics and it was hoped that the comic-strip nature of the illustrations might catch their attention.

I should be particularly grateful to have your comments on how children reacted to the illustrations and how effective an aid they were.

I suggest that you show pictures in the clear folder provided so that children may handle the pictures without damaging them. The figures of Mr. and Mrs. Brown and the ducks should be cut out and covered with 'cling-film'.

TEACHERS' NOTES (Cont.)

This will stick to the plastic of the folder and allow the characters to be placed in position on the picture. The puppet and puppet theatre also require to be cut out. The Easter picture may be used as it is or folded to provide an Easter card with an egg on each side.

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## FEEDBACK

This package has been produced in response to requests from teachers for instruction in the methods employed in the teaching of drama and materials on which to base that teaching. It forms part of a research project into the role of drama in the development of skills in communication and social skills in severely mentally handicapped children.

All the materials, with the exception of some of the follow-up activities, have been tested by me under normal classroom conditions and with the help of class teachers. The children had varying degrees of handicap ranging from the profound to the mild. This, however, does not guarantee that the package will be an effective teaching aid in a wide variety of classroom situations. This is where I need your help.

Part of my research is concerned with providing curriculum models of this type. To be effective these must be practical, easy to use, and capable of adaptation to answer the needs of teachers with differing teaching styles and classroom conditions. They should contain built-in instruction to help those teachers who have done little in the field of drama. At the same time they must be sufficiently flexible so that teachers can contribute their own expertise and original ideas to the existing materials. (For very experienced teachers they may simply provide a 'sparking-off point' for their own improvisations and methods). In addition, the package should do what it set out to do - namely, provide an aid towards children's development in communication by word or gesture, in the development of social skills such as co-operation, and in extending their emotional horizons by developing curiosity and imagination.

I should be grateful, therefore, if teachers could provide me with feedback on how effective and useful they feel the material to be. I should appreciate it if feedback could be sent first, after a few lessons - say three months - and later after a substantial number of lessons have been tried.

FEEDBACK (Cont.)

The kind of information I require is -

How easy was the material to use?

Did you find any problems with lessons, art-work, tapes, etc?

How effective were the illustrations - size, style, colour, etc.

Was the material generally too easy/too difficult for the 6 - 10 yr. olds at whom it is aimed?

Did you find yourself bored or stimulated by the material?

Did you use the material more or less as suggested or did you try out different ideas based on the themes. (Details, if possible, please).

How effective were the lessons?

How did children respond?

Did children's language or response to language and other children appear to improve as a result of this kind of material?

Did the children seem to enjoy the work?

Did you find any one category of child responded better than others - e.g. Downe's Syndrome, Cerebral Palsy, Autistic, etc.

What were the problems? Did they centre on any one lesson or were they general problems?

How could I modify the package to make it more useful to you?

Did you find the identification and profile charts helpful?

Any other suggestions?

FEEDBACK (Cont.)

I appreciate that what I am asking of you is a lot of work in an already busy situation. However, I would value your comments. If you have no time to give me the hand of specific information suggested above, even general comments would be a help and give me some guidance as to whether I am on the right lines or not, and, hopefully, will help me produce a more useful curriculum package than I otherwise could have done.

One of the teachers with whom I worked produced a follow-up chart to her lessons and gave this to me as feedback on how the work had gone. This proved a very useful at-a-glance method of acquiring information. I have included a copy in case other teachers might like to adopt this method.

Finally, from those schools where there is easy access to duplicating machines, I should be very grateful if teachers could send me copies of completed profile and identification charts. To preserve confidentiality only the child's first name and date of birth need be included together with brief details of the nature of the child's handicap.

A percentage of materials for older children is in the development and testing stage and this should be ready by the start of the next school year (August, 1980). If you wish to have this material for use in your school, please let me know and I will send one to you when it is ready.

My address is:-

Mrs. A. McClintock,  
41 Lindsay Road,  
Whitemoss,  
East Kilbride,  
Glasgow, G74 4HZ

(Tel. No. East Kilbride 27089)

If you would like me to visit your school or require any other help with this work, I shall do my best either to contact you personally or by phone.

Thank you for your co-operation.

.....

IDENTIFICATION CHART

Name .....

Date of birth .....

Section 1 (Ring the appropriate answers)

- |     |   |     |    |
|-----|---|-----|----|
| 1.  | Does the child appear interested in listening to conversation?  | Yes | No |
| 2.  | Can he concentrate on what is being said for short periods of time?   | Yes | No |
| 3.  | Does he remain attentive while listening to short stories or poems?   | Yes | No |
| 4.  | Does he appear willing to participate in conversation, or, if lacking speech, use gesture in response to conversation?  | Yes | No |
| 5.  | Is he capable of responding to commands or instructions given to the whole group?                                       | Yes | No |
| 6.  | Does he co-operate with other children in free play situations?   | Yes | No |
| 7.  | Does he co-operate with adults in play situations?  | Yes | No |
| 8.  | If he does not co-operate with other children will he allow others to play without disrupting their play intentionally? | Yes | No |
| 9.  | Does he behave peaceably most of the time?  | Yes | No |
| 10. | When he misbehaves do you usually manage to deal with this without too much difficulty?                                 | Yes | No |

.....

Section 2 (Ring the appropriate answers)

- |    |   |     |    |
|----|---|-----|----|
| 1. | Does he frequently show a lack of concentration so that his attention has to be recalled constantly?                                      | Yes | No |
| 2. | Does the child require a great deal of prompting before he will respond to questions by word or gesture?                                  | Yes | No |
| 3. | Does he almost always require to be given instructions or requests individually before he will comply or indicate that he has understood? | Yes | No |
| 4. | Does he frequently wander off to play by himself, appearing to take little or no interest in others in the room?                          | Yes | No |
| 5. | Does he withdraw from contact with adults (teacher included) preferring to be left on his own?  | Yes | No |
| 6. | If approached by other children does he show signs of aggression?   | Yes | No |

Name .....

- |     |  |     |    |
|-----|--|-----|----|
| 7.  | Is he frequently aggressive (unprovoked) towards other children?   | Yes | No |
| 8.  | Is he frequently self-abusive?   | Yes | No |
| 9.  | Does he frequently display bouts of temper or emotional outbursts (prolonged crying, screaming, irrational laughter, etc.) for no apparent reason? | Yes | No |
| 10. | Does he have any severe physical disability which would make it difficult for him to participate (safely) in group activities?                     | Yes | No |

.....

PROFILE CHART

Date .....

Name .....

Date of Birth .....

Section 1 - Concentration

Always      Often      Occasionally      Never

Child listens attentively to:-

- requests or commands
- instructions
- to story poem or other spoken work

Child shows evidence of concentration:-

- in play with toys
- in art or craft work
- listening to music
- in other situations (give example)

Section 2 - Social Skills

Child will participate:-

- in art or craft
- in music and/or movement
- in group activities generally

Child will co-operate:-

- with teacher (or other adult)
- with other children
- with teacher and other children in general classroom activities

Section 3 - Imagination

Child uses toys/dressing up materials, etc.

- in spontaneous roleplay

Child shows imaginative use of materials

- in art/craft etc.

Child gives other indication of use of

- imagination - give example

PROFILE CHART (Cont.)

Section 4 - Gesture

Always

Often

Occasionally

Never

Child can mobilise whole body in gross movements as in dance/P.E. etc.

Child can imitate adult in mime or other fine movement

Child will spontaneously use mimed actions during free play

Child effectively uses gesture to replace speech

Child effectively uses gesture to supplement speech

Section 5 - Language

Child will respond by word and/or gesture to:-

spoken command or request

instructions

story, poem or other group activity

Child will participate in conversation with:-

teacher (or other known adult)

unknown adult

another child

Child will initiate conversation with:-

teacher (or other known adult)

unknown adult

another child

PROFILE CHART (Cont.)

Section 6 - Speech

Here are a number of statements about the child's speech. Tick the statements which most closely describe the child's abilities in this area.

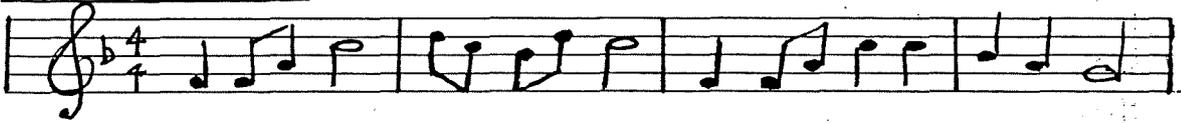
1. Child appears to have difficulty in understanding the spoken word.
2. Child appears to understand but does not readily respond.
3. Child appears to understand most of what is said and will frequently respond by word or gesture (with prompting)  
(without prompting)
4. Child has no effective speech.
5. Child mainly uses one-word utterances, e.g. milk; out; me (meaning give me) etc.
6. Child frequently uses two-word utterances or phrases, e.g. bad dog; me good; no want; etc.
7. Child uses simple sentences, e.g. I want a drink; Me want go out; etc.
8. Child uses complex sentences, e.g. My dolly has a red dress;  
She wants a walk in the pram; etc.
9. Child's articulation is generally clear.
10. Child's articulation is indistinct.
11. Child has specific problems in articulation (give details).

.....

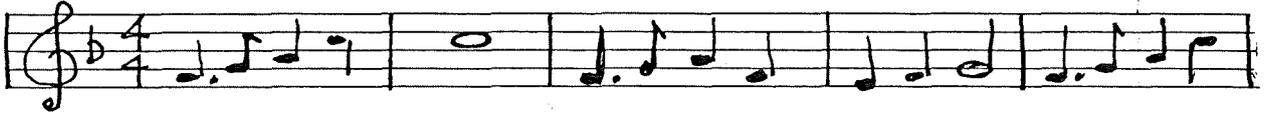
FOLLOW UP CHART DEvised AFTER VISIT FROM DRAMA TEACH. ON 8/11/78.

DATE	SUBJECT	Follow-up activity - Linking lessons.	Comments.
9.11.78.	<p>STORY-TELLING. Repeat of Mrs. McL. story, using same visual aid. Spec. lang. "on &amp; off".</p>	<p>a) Guided Creative:- Made Collage of Duck Pond &amp; 3 ducks. b) MUSIC:- Song about 3 little ducks.</p>	<p>Children all joined in this activity each contributed to either cutting or sticking. Main benefit derived was lang. Words heard:- Three/Pond/lady/man/coat/specs. park/hill/Brown.</p>
13.11.78.	<p>OUR NEW COLOUR "BROWN". aim to find things which are brown and place on our table.</p>	<p>a) Music 5 little ducks. b) Guided creative Made brown (Muddy water) duck pond from from brown paper - 1 Big &amp; 1 little.</p>	<p>The children remembered about the three ducks and had no difficulty when we went on to 5 ducks. Words heard Five/Water/dirty/muddy/Big/wee in/out/down/up.</p>
14.11.78.	<p>PAINTING. Introduced Brown paint we mixed colours ourselves to get brown. Painted picture of duck pond &amp; five ducks.</p>	<p>a) Cookery - Breaking the bread to feed ducks and putting into paper bag. b) Dressing Up: Putting on clothes i.e. Coat/Jacket/Specs &amp; bag for the bread. c) Movement: Throwing bread to the ducks. Being ducks &amp; catching the bread in our beak.</p>	<p>Children were able to follow my instructions easily. Some even counted the pieces of bread. I gave each child a paper bag for his bread. It's a pity we couldn't visit a real duck pond, but we did the next best thing and fed the birds by throwing our bread out of the window - we watched and saw some little birds come and eat it.</p>
20/11/78.	<p>COOKERY: Dough shapes of ducks.</p>	<p>a) Story: About the Duck Pond b) Song: 5 Little ducks Introduced mother Duck.</p>	<p>Children all joined in making duck shapes (they asked to take them home) Some of the children could follow the actions of mother duck, others the little ducks.</p>

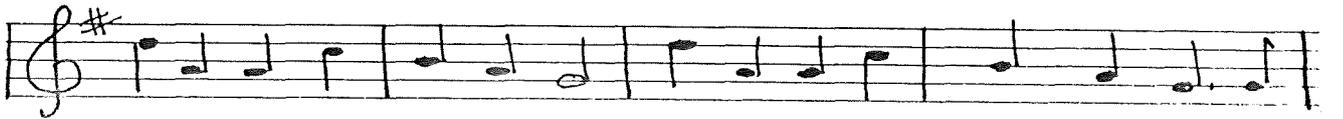
Five Little Ducks.



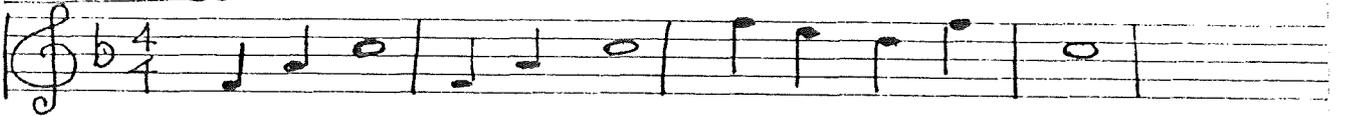
Feed The Ducks,



In The Park.



Easter Eggs.



The Wheels on The Van.



Halloween.

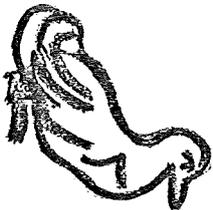
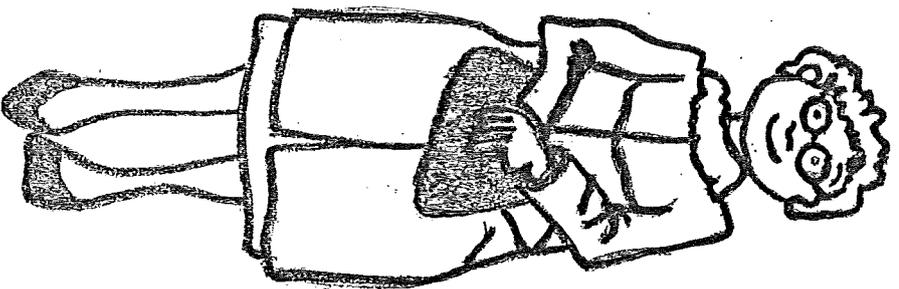
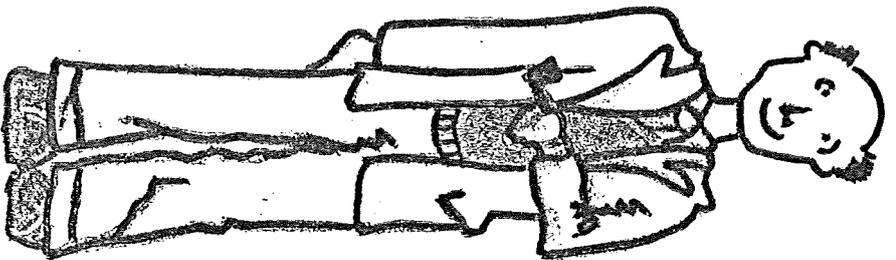
Handwritten musical notation for the piece 'Halloween'. It consists of three staves in treble clef with a 6/8 time signature. The first staff contains the main melody with a slur over the final two notes. The second staff continues the melody. The third staff features a series of half notes followed by a final half note and a double bar line.

We Can Dance.

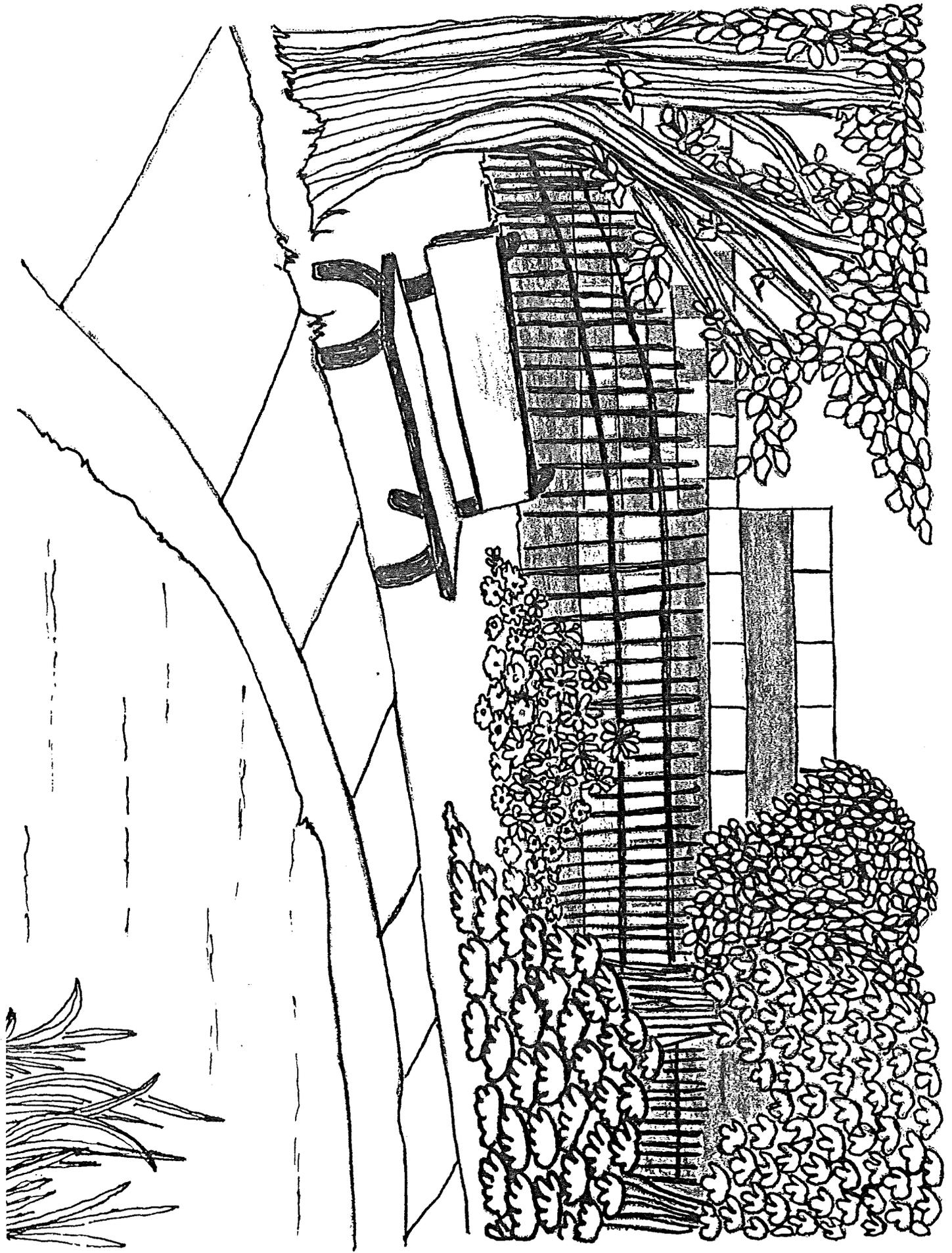
Handwritten musical notation for the piece 'We Can Dance'. It consists of two staves in treble clef with a 4/4 time signature and a key signature of one sharp (F#). The first staff contains the main melody. The second staff continues the melody and ends with a double bar line.

Come and Buy.

Handwritten musical notation for the piece 'Come and Buy'. It consists of three staves in treble clef with a 6/8 time signature and a key signature of one flat (Bb). The first staff contains the main melody. The second staff continues the melody with an accent (^) over the eighth note. The third staff continues the melody and ends with a double bar line.



PASTE ON CARD & CUT OUT.



## Lesson 1

### Materials Included

Picture of Hightown Park

Cut out figures of Mr. and Mrs. Brown and the three ducks

Tape recording of duck songs

Music for songs

Example of duck card.

Additional Materials you might require ;

Twigs,

Cotton wool,

Tissue Paper,

Green card,

Kitchen foil,

Plasticene,

Gummed paper shapes,

Glue.

## SECTION A

### LESSON 1

#### Part 1 - Story

This is a story about old Mrs. Brown. Mrs. Brown has white hair and she wears glasses and a brown coat. Here is a picture of her. Can you see her glasses? And her brown coat? Mrs. Brown lives with her husband Mr. Brown. Here is a picture of Mr. Brown. He wears a brown jacket and he likes to smoke his pipe.

Mr. and Mrs. Brown live in a town called Hightown. It is called Hightown because the town is at the top of a high hill. Mr. and Mrs. Brown like living in Hightown.

In the middle of Hightown there is a lovely big park. Mr. and Mrs. Brown visit the park nearly every day. Here is a picture of Hightown Park. Can you see the trees? And the grass? And the flowers? It has a nice red bench too, hasn't it? In front of the bench there is a pond. Ducks swim on the pond. See! Quack, quack, quack!

And who are these people coming up the path? Yes, it's Mr. and Mrs. Brown. They are going to stand by the red bench and feed the ducks in the pond. They feed the ducks with bread and the ducks say 'quack, quack, quack'.

We'll put the pictures away now and see if we can pretend to be Mr. and Mrs. Brown.

.....

#### Mime and Dramatisation

Boys, let me see if you can be Mr. Brown. Put on your brown jacket and fasten up the buttons. Is your pipe in your pocket? Yes? Good. Now take it out and you sit there and smoke your pipe while you wait for Mrs. Brown. Girls, you be Mrs. Brown. Put on your brown coat and fasten up the buttons. Put on your glasses. Oh, they're a bit dusty. Polish them up. That's better. Now put them on. Pick up your shopping bag with bread in it for the ducks, and we're ready to go.

But we can't go yet! We don't know where the park is! Where do you think we should have the park in this room? Over here? There? Good. This is the park where we will feed the ducks and this is the duck pond just here. Right we're ready to go. We walk slowly up the hill and round the corner till we get to the park. Now stand still and listen. Listen to the sound the ducks make. Quack, quack, quack. Can you make that sound? Quack, quack, quack. Good. Now we'll feed the ducks. Mrs. Brown give Mr. Brown a piece of bread out of your shopping bag. Good. Feed the ducks. Here they come. Quack, quack, quack. And again. Quack, quack, quack. Oh, that's all the bread finished now. It's time for Mr. and Mrs. Brown to go home. Off we go, slowly down the hill and round the corner and into the house.

LESSON 1 (Cont.)

Mime and Dramatisation (Cont.)

Take off your brown jackets and your coats. Put away your pipe Mr. Brown. And put down your shopping bag Mrs. Brown. Now we'll sit down and rest.

You are feeling sleepy after your walk. You stretch, and yawn, and stretch, and yawn. Now put your head down and have a little rest and you'll hear more about Mr. and Mrs. Brown another day.

.....

Part 2

Remind children of the previous lesson. Can they remember the name of the people in the story and what they did, etc? Can they make the sounds the ducks make?

Talk about their experience of being in a park, or, if this is too difficult, tell them about your experiences in the park when you were small.

Make a pond - cardboard covered with kitchen foil. As this moulds easily the children should be able to do it.

Give them cardboard templates of ducks. Let them scrunch up small torn pieces of tissue and glue in place on the ducks. Alternately, use cotton wool balls. Place the ducks on the pond.

.....

Part 3

Using one of the following rhymes as a finger rhyme, a singing rhyme or action game, (or a rhyme of your own choosing), teach the rhyme and encourage the children to participate in it - according to their abilities. Make the pond and ducks they have made central to the rhyme.

1. Five little ducks swimming on the pond  
Five little ducks swimming round and round  
'Come' said the Mummy duck,  
'Swim behind my back'.  
And all the little ducks said,  
'Quack, quack, quack'.

\_\_\_\_\_

2. Feed the ducks with bread,  
Feed the ducks with bread, I said.  
Feed the ducks with bread.  
Come and feed the ducks with bread, I said.

\_\_\_\_\_

3. In the park there is a pond.  
Swish goes the water.  
And on the pond there are some ducks  
Who quack to one another  
'Quack' they say,        )  
And 'Quack' again.        ) repeat twice  
They 'quack' to one another.

## LESSON 1 (Cont.)

### Part 4

Make ducks in the same way as before, but use double card (see model) and write the children's names inside. These can be taken home as a gift for Mother. (Hopefully, this will encourage children to tell Mums about the making and the activity).

Provide twigs - or if weather and surroundings are suitable - collect twigs. Stick these into plasticene for trees and stick on crumpled tissue leaves - or green cotton wool, or sponge.

On large sheet of green card, place trees, pond and ducks to make a park. Using pre-gummed shapes stick down flowers on card and use pieces of crumpled brown tissue to make path.

Encourage children to talk about their activity, and, if possible, encourage them to tell visitors how it was done.

.....

### Suggested follow up activities

A visit to a local park.

Work on colour - using colours in story as a basis - e.g. green grass, brown trees, brown coat, red flowers, etc. Can you find other brown things in the room - e.g. desks, chocolate, school bags, shoes, etc.

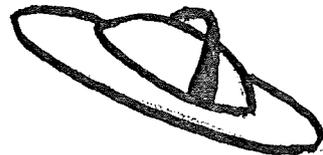
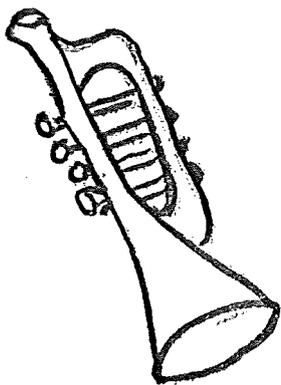
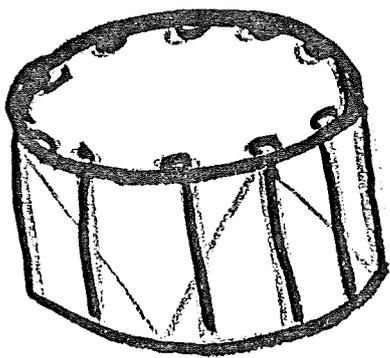
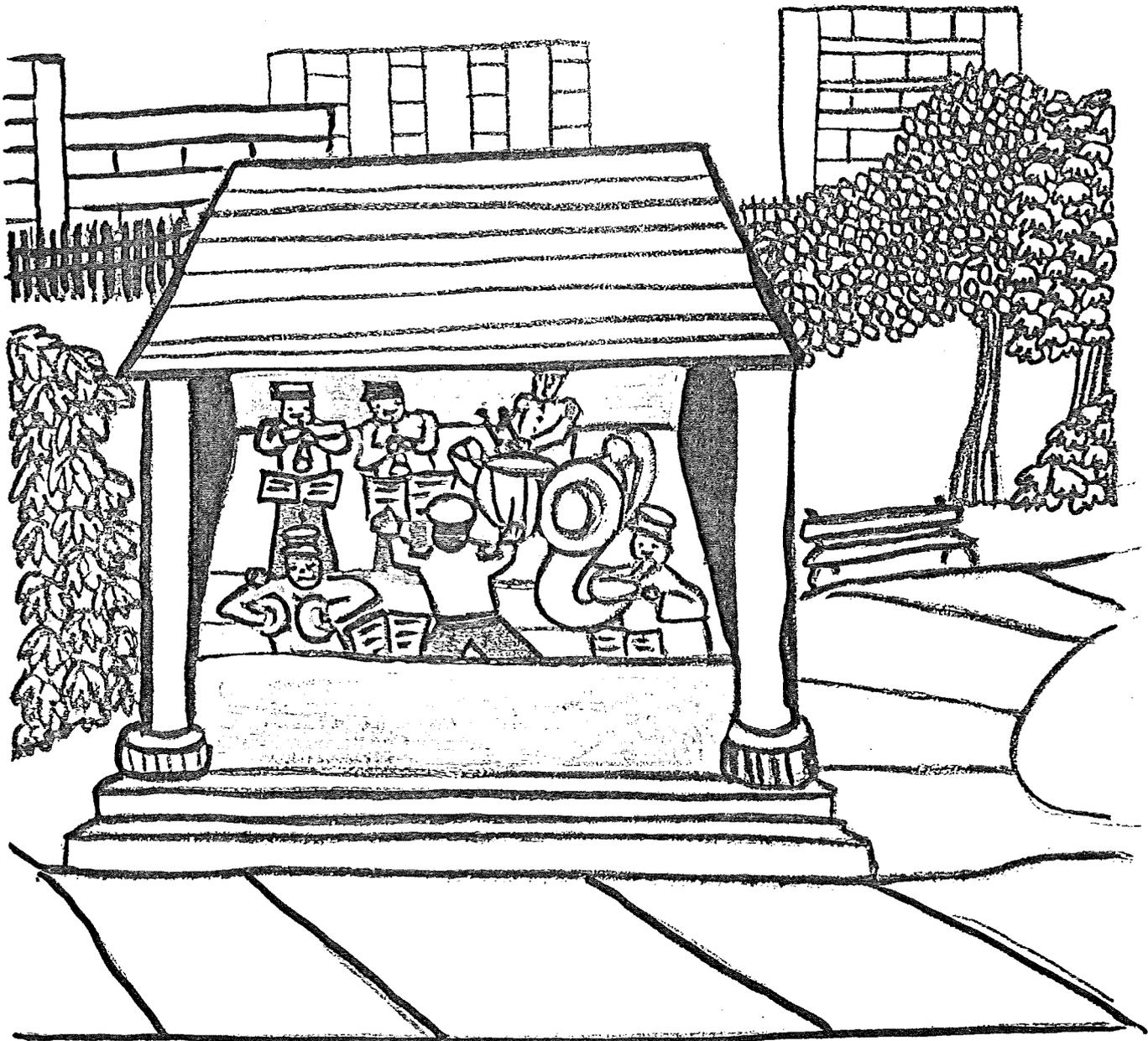
Make a collage of leaves. If necessary teacher can spread paste, children simply sticking on the leaves. If possible let the children collect the leaves.

Ducks say 'quack'. What sounds do other animals make?

Make a bird 'cake' using bird seed, nuts, a little margarine, etc. Talk about feeding the birds in winter, and why.

Make a frieze for the room on your topic using cut out pictures. You may have to cut out the pictures, but children should be able to stick them down.

LESSON 2



## Lesson 2

### Materials Included:

Picture of band in park,  
Pictures of individual instruments,  
Recording of band music.

### Additional Materials Required:

Percussion instruments,  
Empty tins, cartons, rice, peas.  
Other scrap materials - e.g. sandpaper, milk bottle tops, greaseproof paper, etc.  
for making percussion instruments.

### Reference Books;

"Musical Activities with YOUNG Children" by Jean Gilbert.  
Ward Lock 1975.

"Activities in Music with Children Under Six" by Mgt. Hope Brown.  
Evans.

SECTION A

LESSON 2

Part 1 - Story

Do you remember our story about Mr. and Mrs. Brown who lived in Hightown? Where did they like to go? Yes. To the park to feed the ducks. And do you remember what the ducks said? Yes. They said 'quack, quack, quack'.

Well, here is another story about Mr. and Mrs. Brown.

One day Mrs. Brown was washing the dishes when Mr. Brown called to her. 'Come here'. Mrs. Brown went to see what Mr. Brown wanted.

'What is it?', she said.

'Listen', said Mr. Brown, 'I can hear music'.

They both listened.

'I can hear music too', said Mrs. Brown. 'It's coming from the park. Let's go and look'.

So Mr. Brown helped Mrs. Brown to finish off the dishes then they both got ready to go to the park. They put on their brown coats and jackets and set off - up the hill and round the corner to the park.

They passed the pond with the ducks in it. The ducks said, 'quack, quack, quack'. But Mr. and Mrs. Brown didn't stop to feed the ducks today. They went right past the duckpond and on to the middle of the park. And then they could see where the music was coming from.

There was a band in the park.

Soldiers in red coats were playing on all different kinds of instruments. There was a drummer with a big drum. The drum went 'boom, boom, boom'. Some of the soldiers had trumpets. They went, 'toot, toot, toot'. And one soldier had cymbals which went 'clang' and 'clash' as she banged them together. In front was the leader of the band. He was waving a stick and telling them all what to do.

Mr. and Mrs. Brown sat down and listened to the music until it was time to go home. Here is the music they heard.

(play tape for a few minutes)

.....

Mime and Dramatisation

Do you think you could be Mr. and Mrs. Brown again today? Good. Remember what Mrs. Brown was doing at the start of the story? She was washing the dishes. Let's see you washing the dishes. Turn on the tap and put the water into the basin. 'Shshsh'. Can you make the sound of the water going into the basin? 'Shshsh'. Good. Is the water hot enough? Try it. Ouch, it's too cold. We need more hot water. Are you ready? 'Shshsh'. Now try the water. Ouch, it's too hot now. Put some cold in. 'Shshshs'. Ah, just right.

## LESSON 2 (Cont.)

### Mime and Dramatisation (Cont.)

Now we need a little bit of washing up liquid. Splash. And a bit more - splash. Good. Now we can wash and dry the dishes.

Listen. What do you hear? (Play tape quietly). It's the music isn't it. It's very quiet. That's because it's far away in the park. Mrs. Brown put on your brown coat. Mr. Brown put on your brown jacket. Fasten up the buttons. We're ready to go. (Switch off tape).

Can you remember where the park was? Yes. Over there. Right, off we go. Remember we walk slowly. Up the hill and round the corner and into the park.

We are at the pond. Stop. What do the ducks say? Quack, quack, quack. But we don't stop to feed the ducks today. We go on. This way. And stop. Sit down. Listen to the music. (Switch on tape). Clap your hands in time to the music. Play the drum with the music. (Switch off tape). Oh, dear, that's the music finished for today. Give the band a big clap. And a big cheer - 'hurrah'.

And now it's time to go home again. Off we go, round the corner and down the hill until we get back home. Take off your brown coats and jackets. Mr. and Mrs. Brown are feeling tired after their walk. They sit down. And stretch, and yawn, and stretch and yawn again. Then they put their heads down and rest.

.....

### Part 2

General conversation about the last story. Remind the children of the different instruments the Brown's heard and the sounds they make. Show pictures of the instruments.

Can you make the sound of the drums? Boom, boom, boom. Good. Let's all be the soldiers playing the big drum, etc.

There are little drums too. They are much quieter. They say tap, tap, tap. Can you make the quiet sound of the little drums? Sh. Very quietly. Tap, tap, tap, etc.

Contrast playing the big drums and the little drums several times so that children master the difference in volume.

And now it's time for the trumpets. Hold them up and go toot, toot, toot, etc.

And now for the sound of the cymbals. Play them with me. Clang, clash, etc.

Are you ready to march in the band behind me? I shall be the leader and you must play what I play. Off we go. (March round varying the instruments and the volume of them). Stop.

Repeat this procedure, allowing children to be the leader.

Stop. Well the band is tired now. It's time for the band to march home. Off you go, marching back to your seats. Stretch and yawn, etc.

## LESSON 2 (Cont.)

### Part 3

Continue on the theme of loudness and softness. Explain the purpose of the band leader - the conductor.

Practice making sounds of the instruments loudly and softly. Get children to make sounds loudly when you hold up your hand and softly when you hold your hand flat and low.

Allow individual children to try being the leader.

If the school is so equipped, give the children percussion instruments and play the tape, encouraging the children to beat time.

If there are no instruments available, see follow up activities.

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### Suggested follow up activities

Making percussion instruments. Various good books exist on the subject, but the most obvious instruments for shaking, banging or rattling, can be constructed very easily with empty tins and cartons and rice or peas. Most teachers will have experience of this and will need no explanation. (See references).

Movement work in which a sound indicates a particular movement - e.g. a tap on the drum means jump, the rattle of bells means run, etc. Say the word as you make the appropriate sound.

Hunt the thimble - children sing softly when the person searching is near the object that has been hidden, and loudly as he goes away from it.

Children hide their eyes and try to guess what is making the sound they hear - e.g. a drum, feet stamping, hands clapping, etc. Alternately, try the same thing, but rather than name the object choose a child to try to make the sound.

### Rhyme

What is making the sound I hear?  
Miaw, Miaw, Miaw,  
A cat is making the sound I hear  
Miaw, Miaw, Miaw.

Vary the sounds - e.g. a dog, a car, a bell, etc.

### Lesson 3

#### Materials Included

Picture of park with Mr. and Mrs. Brown having a picnic.  
Tape recording of song  
Music for song.

#### Additional Materials you might require;

Card, cotton wool, glue,  
Foam rubber,  
Lolly sticks,  
Tissue paper,  
Paper towels, paint and/or felt tip pens,  
Paper cups (or yoghurt/cream cartons)  
Paper plates,  
Convenience food (e.g. Angel Delight.)

LESSON 3.



## SECTION A

### LESSON 3

#### Part 1 - Story

It was a nice sunny day and Mr. and Mrs. Brown were getting ready to go to the park. But they weren't going for a walk today. They were going to have a picnic. They began to get the picnic ready. First, they took slices of bread and spread butter on them. They then cut slices of cheese and put them on the bread and made sandwiches. They wrapped the sandwiches in paper to keep them nice and fresh and put them into Mrs. Brown's basket. They put two big red apples in the basket. Mr. Brown put in two cups, and Mrs. Brown put a bottle of lemonade in the basket and they were all ready to go. They put on their brown coats and off they went up the hill and round the corner to the park.

They saw the duckpond, but they didn't stop to feed the ducks today. They went right on until they came to the bench beside the river. They sat down on the bench and looked around. There was a man fishing in the river. He held on to his fishing rod and threw the line into the water. He waited for a while and then pulled out his line to see if he had caught any fish. Mr. and Mrs. Brown watched the man for some time, but he never caught any fish.

There were some children nearby. They were playing with a ball. The children were throwing the ball and catching it, throwing it up and catching. They did this lots of times. Then they kicked the ball. One two three - kick. One two three - kick.

Mr. and Mrs. Brown watched the children for a while and then they decided to have their picnic. Mrs. Brown took the two cups and filled them with lemonade from the bottle. They ate their sandwiches and drank their lemonade. Then they each took an apple. They polished up their apple, took a big bite and began to chew. A big bite and chew, a big bite and chew.

When the sandwiches and apples were finished, Mr. Brown took the papers and the apple cores and put them into the litter bin. Suddenly Mr. and Mrs. Brown heard a noise. Ding, dong, ding, dong. It sounded like a bell. Ding, dong, ding, dong. It was a bell. But who was ringing it?

Mr. Brown saw the children running over to the middle of the park. And then he saw who was ringing the bell. It was the man in the ice cream van. 'What a good idea', said Mrs. Brown, 'an ice-cream is just what we need to finish off our picnic'.

Mr. Brown went over and joined the queue at the ice cream van. When it was his turn he bought two ice cream cones. He gave one to Mrs. Brown and they both sat on the bench and licked their ice-creams, until the ice creams were finished and it was time to go home. They had had a lovely picnic. And now it was time to rest.

#### Mime and Dramatisation

As in previous lessons, take plenty of time to go through the actions of the story in sequence. Mime the making of the sandwiches, the washing and drying of the apples, etc. and the packing of the picnic basket. Have the children stand and mime throwing and catching the ball individually, and to each other. Similarly let them mime being the fisherman. Explain what is happening as you mime and let the children copy you. Mime pouring out the

## LESSON 3 (Cont.)

### Mime and Dramatisation (Cont.)

lemonade and eating and drinking. Exaggerate the movements of biting and chewing as these are excellent exercises for mobility of the speech organs. Let all the children make the sound of the bell. Mime buying and licking ice-cream. Again, exaggerate the licking movements to encourage stretching out the tongue - e.g. hold ice cream away from you and try to reach it with your tongue, to the side, up high, etc.

.....

### Part 2

Remind the children of the story, but concentrate on the last part, the ice-cream van. Talk to the children about the ice-cream van. What would they like to buy? Sweets, ice-lollies, ice cream? Encourage one child to be the shop keeper and let the others buy ice-cream from him. If this is too difficult for individual children, you can be the shopkeeper and encourage the children to buy from you. If you wish to take this a stage further, provide paper cones and cotton wool and let children make ice-creams for sale in the shop. Pieces of foam rubber stuck to ice-lolly sticks will make ice-lollies and crushed tissue paper will provide different kinds of sweets.

.....

### Part 3

Have a class picnic. Use diluting orange juice and encourage the children to help in its preparation. Provide an instant sweet such as Bird's Angel Delight and let the children help to add the milk and stir it up. As few classrooms have facilities for real cooking, these 'convenience' products which can be made simply and easily provide a means of letting the children have the achievement of eating something they have prepared themselves. If funds stretch to it, and the head teacher is agreeable, children could be encouraged to prepare a picnic to which the head teacher will be invited. As paper towels are so absorbent it is possible for children to decorate these easily by simply dropping spots of paint on to them. These make good place settings and napkins. Plain paper cups (or old yoghurt pots) can be decorated with pre-gummed shapes in matching colours.

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### Suggested follow up activities

Other kinds of van - the postman's van, the baker's van, and vans to sleep in - caravans.

Different kinds of mimed play with a ball, a bat, skipping ropes, etc.

Play using the same actions, but with the real objects.

LESSON 3 (Cont.)

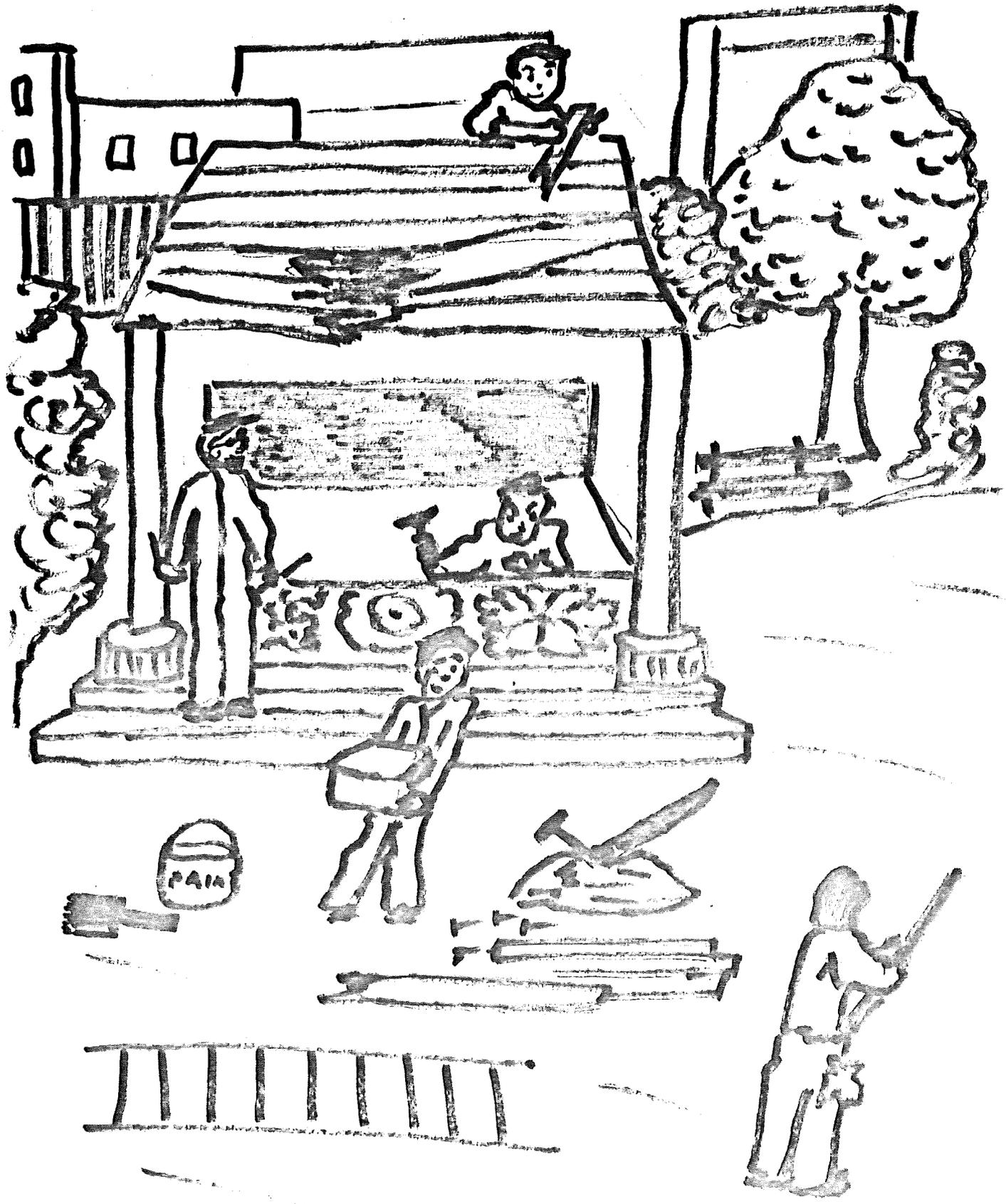
Suggested follow up activities (Cont.)

Singing game -      The wheels on the van go round and round  
                         Round and round, round and round,  
                         The wheels on the van go round and round,  
                         Round and round and round.  
                         The horn on the van goes peep, peep, peep, etc.  
                         The bell in the van goes ding, dong, ding, etc.  
                         The man in the van says 'come and buy, come and buy,  
                         come and buy, etc.'

Ice-cream is white and cold - talk about the colour white. What other things are white. Contrast white and black. Talk about cold and contrast with hot.

Make pictures for wall or to take home using sticky paper and cotton wool for ice cream cones.

LESSON 4.



## Lesson 4

### Materials Included

Picture of park with men mending the bandstand.  
Cut out figures of Mr. and Mrs. Brown may be placed in position.  
Recorded music for digging etc.

Additional Materials you might require ;

Paper cups

Plasticene

Percussion instruments

Pictures of other occupations - Ladybird books usually are helpful here, as are  
the MacDonald Starters series.

SECTION A

LESSON 4

Part 1 - Story

It was a warm sunny day and Mr. and Mrs. Brown were getting ready to go to the park. Because it was such a warm day, they decided not to wear their coats. Mrs. Brown put on her yellow cardigan, and Mr. Brown put on his blue jumper. And off they went up the hill and round the corner to the park.

In the middle of the park there were lots of people, and all of them very busy.

'Who are they?', said Mrs. Brown.

'And what are they doing?', said Mr. Brown.

They went forward to have a look. They were workmen. Some of the men had hammers and nails, saws and pieces of wood. They had brought all the broken benches into the middle of the park beside the bandstand and they were mending them. They sawed up the wood - zzzz - and hammered the new wood on to the broken benches. Bang, bang, bang. Bang, bang, bang. Other men were painting the benches with red paint. Swish back and forward went their brushes.

Some of the men were repairing the roof of the bandstand to stop the water coming through the roof when it rained. They had hammers and nails too and were banging very hard. Bang, bang, bang. What a noise it was!

Mr. and Mrs. Brown decided not to stay long in the middle of the park today. They set off for home. But they were very happy because they knew that the men were working hard to keep Hightown Park a good place to visit.

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Mime and Dramatisation

As in previous lessons, work through the story again expanding the incidents and taking them in greater detail. Encourage the children to mime as accurately as possible the various occupational activities - hammering, sawing, etc. Get them to make the appropriate sounds as they mime. Encourage them to work in pairs pretending to saw down trees, to carry planks of wood, and benches, etc.

.....

Part 2

Continue with the occupational mime, but use music as a stimulus. Encourage them to perform the actions in time to the music. When the music stops, they stop and (if possible) stand very still. When the music starts again, off they go with their new activity. Some 'happy' rhythmic music is provided on tape for this.

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LESSON 4 (Cont.)

Part 3

Play a game in which teacher (exaggerating wildly) is a lady who lives in a broken down house.

'I am a poor old lady who lives in a poor old broken down house. Oh, dear, oh dear. And the rain is coming in through a hole in the roof. I need someone to mend the roof. Oh, dear, oh dear, who will help me mend my roof?'

Hopefully one or more children will respond, and teacher will join them in hammering, etc.

'Oh thank you very much. Now the roof is mended the rain won't come in that way any more. But, oh dear, oh dear, I'm a poor old lady who lives in a poor old broken down house. And the rain is coming in through the broken windows. Oh, dear, oh dear. Who will help me mend my windows?'

And so on. Eventually a child might be the poor old lady, and other children take specific roles - e.g. roof mender, door painter, etc. In this way a small 'play' can be built up and children need not say too much unless they wish (or are able) to do so. But with constant repetition children may gradually say some of the words, and with the constant repetition of 'oh, dear, oh, dear' the game should be fun.

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Suggestions for follow up activities

Trying to stop the leaks in a paper cup with plastiscene.

Drawing pictures of the red park bench.

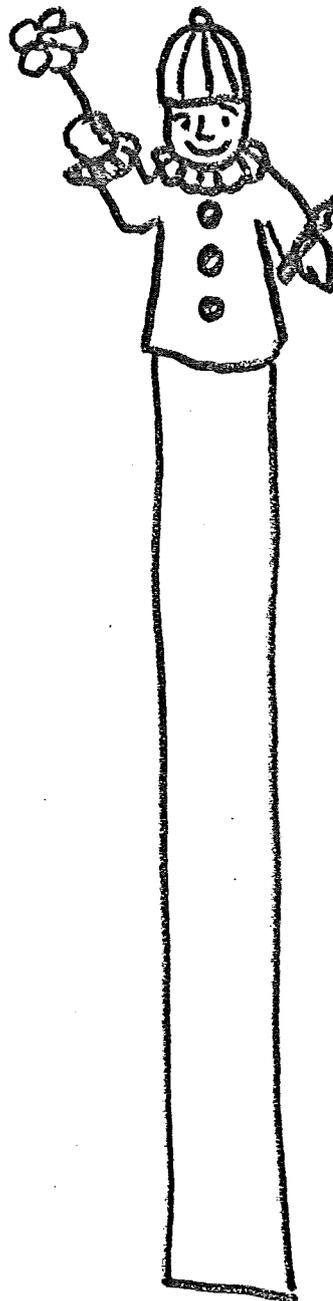
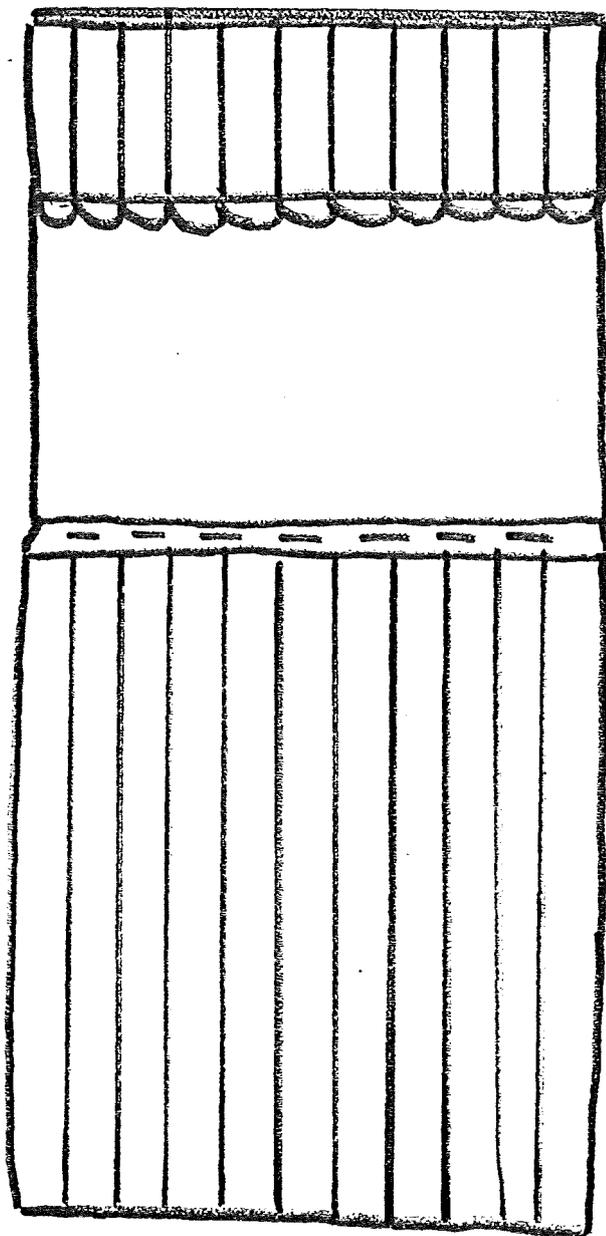
Look at other occupations and mime the actions associated with them - e.g. dustman emptying bins, etc.

Play charades - one child mimes, others guess the job, or teacher mimes and children guess.

Use the percussion instruments again to make the sounds of different jobs - e.g. banging on the drum for the joiner, rubbing sandpaper sticks together for the saw, shaking the maraccas for the swish of the brush, etc.

Different kinds of repairs - sewing, gluing, etc. Talk about a dolls hospital and encourage role play.

Doctors and dentists make us better (repair). Talk about doctors and dentists.



Slit along dotted line.  
Place puppet in slit &  
slide up & down & side  
to side.

PASTE PUPPET etc. on card & cut out.

## Lesson 5

### Materials Included

Cut-out of puppet theatre with puppet.  
Tape recording of song  
Music for song

Additional Materials you might require;

    Percussion instruments  
    Music (or use music from Lesson 4)  
    Paper bags  
    Socks  
    Tights and rolled up newspaper

Reference Books ;

    "How to make puppets and teach puppetry"  
    by M. Beresford (Mills and Boon, 1966)

    "How to make puppets and dolls"  
    by F. Law (Collins, 1975)

    "Easy to make Puppets" by A. & B. Stockwell  
    (Ladybird Books, 1973)



## LESSON 5 (Cont.)

### Mime and Dramatisation

Re-tell the first part of the story getting the children to act out the parts as in previous lessons. When it comes to the part about the puppet theatre make sure that children are seated. If you have one available use a box theatre and glove puppet. If not, use the card one supplied. Repeat the song several times and add any nursery rhymes or songs that the children know. Finish the dramatisation in the normal way with children resting at their desks.

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### Part 2

Remind children of the puppets and their songs. Allow children to hold them and show them how to use them. Let them take it in turns to use the puppet in front of the others. Encourage the others to speak to the puppets and ask questions like 'what is your name?' and 'can you sing?', etc. This will require quite a bit of teacher guidance at first, but gradually the children should get the idea. Some Mongol children could prove quite adept as many of these children seem to be natural mimics.

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### Part 3

Music and movement session. No music has been provided for this as any soft flowing music and contrasting marching music will suffice. If you have no-one to play the piano or guitar and no suitable records, use percussion instruments - a shake of cymbals or bells for the floppy movements and bangs on the drum for the stiff straight soldiers. Encourage them to use the whole body in stiff movements and loose floppy ones. Also use individual parts of the body. Make this a game. They have to listen very hard to instructions and try to do the task as quickly as possible. Stiff ... (longish pause, look around) ... arms! And demonstrate with your own arms to help. These movements can also be done with children lying on mats on the floor.

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### Follow up activities

Paper bag puppets.

Sock puppets.

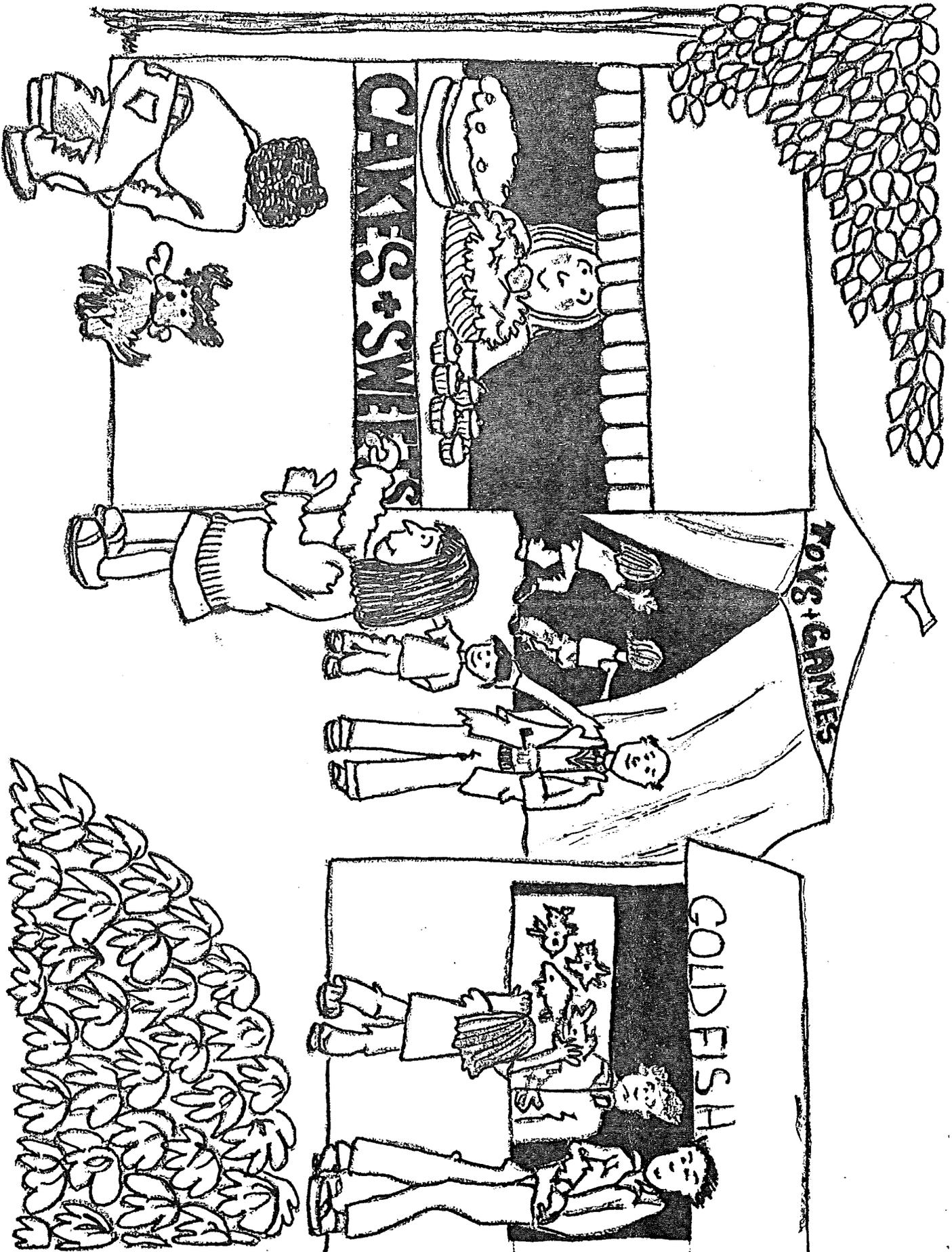
Large puppets made from tights stuffed with rolled up newspaper.

(See references for other kinds of puppets and ideas for use).

Encourage children to bring in any puppets they may have at home. Be sure to allow time for them to use them, encouraging speech all the time.

If you can find the time, make a puppet theatre card and puppet for each child using the one given as a template. These will serve as a 'talking point' between children and parents.

If facilities exist in the school try to get hold of a film or tape/slide presentation of a puppet show. (Local college students are often willing to present a small puppet show as a college project and these can prove very suitable for S.M.H. children).



## Lesson 6

### Materials Included

Picture of the fete  
Tape recording of song  
Music for song

### Additional Materials you might require;

Pastry cases  
Convenience food or jam, etc.  
Soft and hard toys,  
Weather pictures  
Hoops, balls, bucket, bean bags,  
Card, glue and glitter or mohair wool  
Smarties and tinfoil

SECTION A

LESSON 6

Part 1 - Story

Mrs. Brown got up one Saturday morning and looked out of the window. It was raining.

'Oh, dear', she said, 'It's raining'.

'Oh, no', said Mr. Brown.

But it was raining. It was raining very hard. The ground was wet and there were big puddles at the side of the road.

'Oh, dear', said Mrs. Brown again. 'This rain will spoil the fair'.

It was the Saturday of the Summer (Spring, Autumn, Winter) fair in Hightown Park and Mr. and Mrs. Brown had been looking forward to it. There would be stalls selling good things to eat and drink, like cakes and toffees and tea and lemonade. There would be nice things to buy like soft toys and pictures. And there would be lots of games too.

And now it was raining. Mr. and Mrs. Brown felt very sad.

'Oh, dear', said Mrs. Brown and she went to make a cup of tea.

Mr. and Mrs. Brown sat down and began to drink their tea. Suddenly Mr. Brown said, 'Look' and he pointed to the window.

'Look', he said, 'It's stopped raining'.

And it had! The rain had stopped and the sun was coming out. Soon the ground would be dry and the puddles would be gone.

'Oh, good', said Mrs. Brown. 'Now we can go to the fair after all'.

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Mrs. Brown put on her brown coat. Mr. Brown put on his brown jacket. Mrs. Brown took her shopping bag and Mr. Brown popped his pipe into his pocket and off they went up the hill and round the corner to the park.

In the park everything was ready for the fair to begin. There were lots of people and the stalls were covered with bright coloured paper. There were lots of things to buy and lots of things to do. A man stood up.

'I declare this fair open', he said, and everybody clapped and began to enjoy the fair.

Mr. and Mrs. Brown went to a stall that was selling toys. They bought a lovely big brown teddy for the little girl called Susan who lived next door. They bought a blue boat for the little boy next door whose name was Tom. Then they tried to knock down tin cans with a ball so that they could win a coconut. But they didn't win! Mr. Brown bought a lemonade and sucked it up through a straw. Mrs. Brown bought a big cake for tea. Mr. Brown tried to throw balls into a bucket to win a box of chocolates. He threw the first ball.

## LESSON 6 (Cont.)

### Part 1 - Story (Cont.)

But it didn't go into the bucket. He threw another ball. But it didn't go into the bucket. He threw his last ball. It went into the bucket! Hurray! And Mr. Brown won a prize. A box of chocolates.

Mr. Brown gave the chocolates to Mrs. Brown. She said 'thank you' and put the chocolates into her shopping bag beside the teddy and the boat and the cake for tea.

It was time for Mr. and Mrs. Brown to go home. They went back round the corner and down the hill to their own house. Mr. and Mrs. Brown stretched and yawned and stretched and yawned again.

'I'm glad it stopped raining', said Mrs. Brown.

'Yes, I'm glad it stopped raining', said Mr. Brown.

And they both put their heads down and fell fast asleep.

.....

### Mime and Dramatisation

Since this story is rather long, I suggest that the story and its dramatisation be done in two parts. The first part can stop where indicated in the text.

#### Dramatisation of Part 1

Get the children to act out getting up in the morning. The alarm rings - Brrrr. Washing - ssss for the water running into the basin. Cleaning teeth. Chewing crunchy cornflakes, etc. All these actions should be accompanied by appropriate sounds - e.g. bzz, for the teeth cleaning, 'splash' as the soap falls into the water, 'crackle' as the cornflakes go into the bowl - or better still, the snap, crackle and pop of rice crispies. Mime running happily to the window and then walking back slowly and sadly. Mime all the activities involved in making and drinking tea. The 'Hiss' or 'whistle' or 'bubble' of the kettle boiling, etc. You will think of others for yourselves. Finally have them run to the window and point outside to see the sun shining. If, as usual, it isn't - just pretend!

#### Dramatisation of Part 2

In the second part of the story remind children about the sun and rain and where Mr. and Mrs. Brown were going. Tell the second part of the story and dramatise in the usual way using mime for the actions of throwing the balls, drinking the lemonade, buying the teddy, boat and cake. If possible, do not use actual objects as props at this stage, unless the children insist! They may! If they do, go along with them, but on a subsequent lesson try to encourage them to 'pretend' to have the real objects as this helps develop imagination. A good way to encourage this pretence is to tell them that you are holding a ball or a teddy or a boat or a cake. They must watch very closely to see what you do with the things you are holding and see if they can guess which one it is. If they catch on and can guess (the cake is probably the easiest for them at this stage) tell them that you are now going to try to guess what they are holding. Feed them plenty of information like - I'm going to watch and see who is rocking teddy to sleep and who is blowing the boat to make it sail in the water, etc. Finish the dramatisation in the usual way with the relaxation exercise of yawning and stretching, etc.

## LESSON 6 (Cont.)

### Part 2

Re-create some of the stalls at the fair. For example, instead of simply giving children juice or milk at break time, plan ahead to make the milk time part of an activity. Let children help to make teacher's table or a couple of desks into a stall. Cover with cloth or bright paper and make a sign saying 'Orange/Milk - 5p', 'Biscuits - 1p'. You will probably have to print the sign yourself, but children can decorate it with coloured orange circles or pre-cut glasses of milk and biscuits from magazines. One child can arrange the biscuits on the plate and another lay out the mugs or paper cups for the drinks. If the children can use scissors let them cut out paper doileys to go under the mugs. When it's time to eat, you be stallkeeper and call 'Come along, come along. Come and buy. Orange juice! Biscuits! Come and buy.' Remain in your role as stallkeeper as you serve the children, charging them imaginary money - or previously allocated toy money. 'Make a nice straight line there. Keep in the queue. Yes, sir, what would you like? A biscuit? Certainly. Please don't push, sir. I'll be with you in a moment', etc. Encourage children to ask for or point to what they want. It is even better if you have a choice of drinks or biscuits as they have to be more specific in their requests.

Alternately, make a toy stall using the toys in the room and use the same kind of role play to sell them. A child with good speech could 'Declare the fair open' or a child with poor speech could ring a bell or beat a tambourine to signify the start.

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### Part 3

In the hall or classroom try out some of the 'fair' activities - e.g. trying to throw a hoop over skittles, knocking down skittles or cans with a large ball, throwing bean bags into a bucket, etc. Before the activities start help children wrap a couple of smarties in tin foil (easy to wrap and unwrap and needs no sticking) to act as prizes. Or use empty sweet or chocolate packets from the shop corner. Or make 'goldfish'. It is difficult for some children to cover a small area with glue and glitter. However if you use a larger card and cover it with glue yourself, or let the better children do so, even the poorest children will be able to sprinkle the glitter powder all over it. This is probably best done just before lunch or at the end of the day so that children don't become impatient waiting for the glue to dry. When it is dry, cut fish shapes out of the glitter card. These gold fish can hang by a thread to a stick (or pencil) placed across the top of an empty jam jar or, if you have one, a goldfish bowl. A small movement of the stick will make the fish 'swim'. Coconuts can be made in the same way, but cover card with mohair type wool or shredded string instead of glitter.

If you decide to have such prizes (they are not necessary, but they are fun! They also provide some useful art work to take home), make sure there is one for every child and an extra one for yourself so that children can have the fun of seeing you win and present you with your prize. Even if you have to cheat, make sure every child 'wins'!

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## LESSON 6 (Cont.)

### Follow up activities

Making jam tarts or sweets for the fair. These may be pretend ones cut from paper or foam rubber or magazines. If you decide to have real ones bring in pre-baked pastry cases and let children place a spoonful of jam, lemon curd, or chocolate Angel Delight in each. If diet is a problem substitute pieces of fruit or rice crispies served in paper cake cases.

Soft toys and hard toys. Encourage children to look at and touch toys in the room. Is it a hard toy or a soft toy? Have a soft toy corner for a day or two. Extend to other things soft and hard.

Talk about weather - rain and sun.

Make rainy day and sunny day pictures.

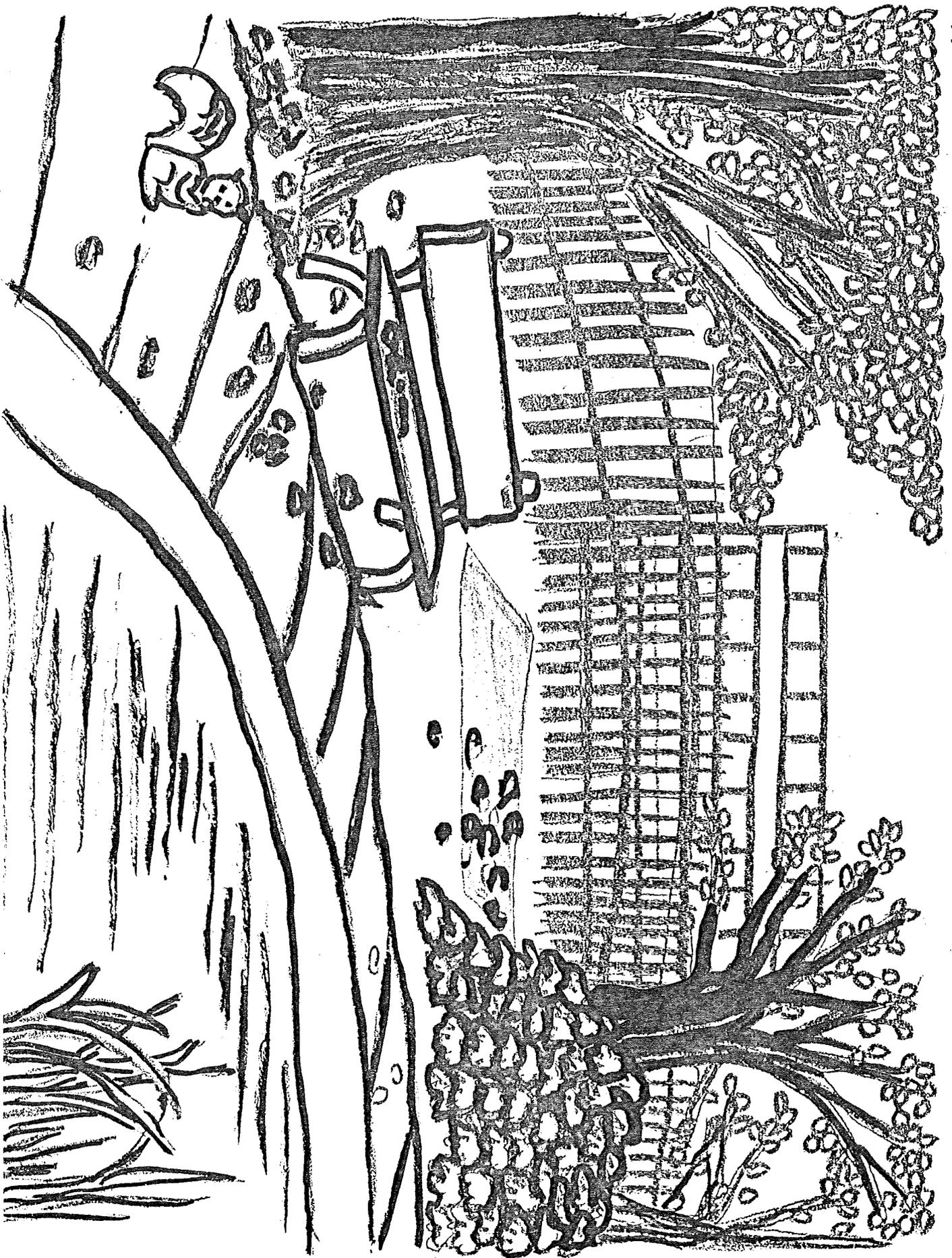
Talk about clothes for rainy days and sunny days - puddles, 'wellie' boots, etc.

Make 'rain' in the sink using a collander to diffuse water.

Sing the song -           Come and buy, come and buy!  
                              Lots of things for you to try.  
                              Eat a lollipop, throw a ball  
                              At the tins and see them fall,  
                              Come and buy, come and buy,  
                              Lots of things for you to try.

Suit actions to the words.

AUTUMN



Autumn

Material Included

Picture of bear and squirrel.

Additional Materials you might require

Music  
Leaves

## SECTION B - SEASONAL LESSONS

### AUTUMN

#### Part 1 - Story

It was a nice sunny day in September. Mr. and Mrs. Brown were getting ready to go to the park. Although it was a sunny day, it was quite cold, so Mr. Brown put on his brown jacket and Mrs. Brown put on her brown coat and off they went up the hill and round the corner to the park.

In the park Mr. and Mrs. Brown looked at the path. It was all covered with leaves that had fallen down from the trees. But these leaves were not green. Oh, no! These leaves were brown and yellow and gold and orange. (Autumn leaves. Autumn comes just before the cold snowy days of winter. The leaves on some of the trees change colour and the wind blows them on to the ground).

The leaves were dry and made a lovely sound as Mr. and Mrs. Brown walked through them. Swish! Swish! Crackle! Crackle! Swish! Swish! Crackle! Crackle! Mr. and Mrs. Brown walked through the leaves and kicked them with their feet.

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Suddenly Mr. Brown stopped. 'Sh', he said.

Mrs. Brown stopped, 'What is it?', she whispered.

'Look, over there', said Mr. Brown and he pointed to the red bench. Beside the bench was a little squirrel. It had a nut in its paws. As Mr. and Mrs. Brown watched, the little squirrel ate the nut and then it picked up another nut and ran off to hide it in a hole in the tree.

'The little squirrel is gathering its nuts for the winter', said Mrs. Brown.

'Yes', said Mr. Brown.

And they tiptoed past so that they wouldn't frighten it. On they went round the corner and down the hill to home. 'Time to rest', said Mrs. Brown and they stretched and yawned, stretched and yawned again and sat down to rest.

.....

#### Mime and Dramatisation

The explanation in brackets may be omitted or expanded. If this explanation is expanded, stop the story at the point indicated and dramatise up to that part! The second half may be told and dramatised next day.

#### First half

Dramatise in the usual way. Take plenty of time dressing. Footwear is not mentioned in the story. Get the children to suggest appropriate footwear and mime putting it on. Make the noise of the wind blowing! A little gentle wind - blow softly 'wh.', a big angry wind - 'whooh'. Mime - using fingers in flutter motion - the leaves fluttering down from the trees. Sh. Sh. Sh! Repeat this as a sequence - the wind blows gently 'wh', 'wh', and then it gets stronger

## AUTUMN (Cont.)

### Mime and Dramatisation - First half (Cont.)

and stronger 'who', 'who', and the leaves all fall down from the trees to the ground 'Sh. Sh. Sh.' Mime kicking the leaves on the ground and the noise they make. Pick up leaves and crackle them in the hands. (If class is very poor, a few dry, brightly coloured autumn leaves help illustrate the sounds, etc.) Finally let them walk (shuffle?) as Mr. and Mrs. Brown through the park. Keep up a commentary - 'they began to kick the leaves to hear the lovely sound they made; Mr. Brown reached up and picked one of the leaves from the tree; Mrs. Brown bent down and picked up a few leaves from the ground, etc.'

### Second half

Tell the second part of the story after reminding children of first part. You may wish to spend a bit of time explaining that some animals go to sleep in the winter time and some gather food and store it away so they will have something to eat on the cold snowy days. Examples of acorns and chestnuts are helpful. For dramatisation repeat the actions of getting ready and walking through the leaves practised in the first half. Practise stopping and standing very still to watch. Mime being the squirrel nibbling the nut and hiding it away. Repeat several times. If class is capable of it, try letting some children be Mr. and Mrs. Brown walking, stopping and watching and others popping out, eating nut then hiding it as squirrels.

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### Part 3

Music and Movement - tall trees big and stiff and straight. Trees swaying and bending in the wind. Leaves skipping around the room. Leaves lying curled up still on the ground. Tiptoeing softly like a little wind. Rushing round, like a big angry wind. (Care needed here! If you are unsure of discipline or children are easily over-excited don't try this 'rushing' exercise unless you have adult help at hand). Floppy clothes on the washing line being blown by the wind first the arms, then the legs, then the body blowing gently up in the wind and flopping down again. (Many of these exercises can be done by wheelchair children using upper half of body and arms only).

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### Follow up activities

The colours of autumn - brown, gold, yellow, red, orange - introduced by pictures and in the making of friezes, etc.

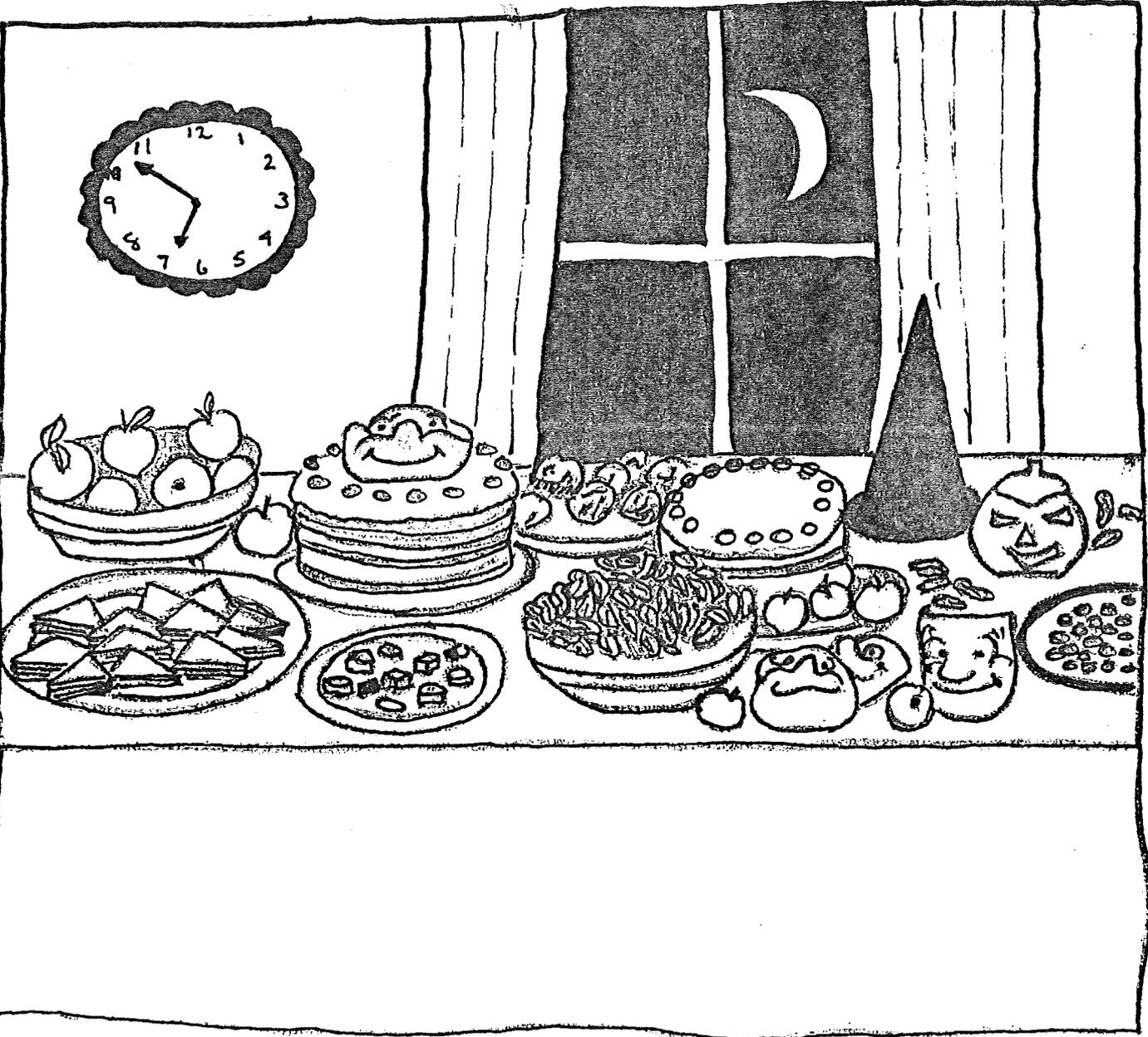
A collection of actual autumn leaves in as many shapes and colours as children can collect.

Animals store food in different ways - how do we store food - relate to shop corner; cans and bottles and house corner - fridge.

Cover sturdy leaves with paint and print with them or stick leaves on paste covered cards to make collage.



HALLOWEEN.



## Halloween

### Materials Included

Picture of Halloween table.  
Double sided Halloween card  
Recording of song.  
Music for song.

### Additional Materials you might require

Pre-gummed paper and card.  
Circles of foam rubber.  
Stars.  
Sweets, apples, etc.

SECTION B - SEASONAL LESSONS

HALLOWEEN

Part 1 - Story

Mrs. Brown was very busy in the kitchen. She was baking a cake. A very special cake! A Halloween cake! She was going to cover it with icing and make a funny face on it.

Mr. Brown was busy too. He was getting ready to go out. But he wasn't going to the park today. No! He was going to the shops. He was going to buy apples and nuts and sweets to give to the children for Halloween.

Mrs. Brown went on making her cake. She mixed up the butter and sugar and beat in the eggs and flour.

Mr. Brown set off. First he went to the fruit shop. 'Two pounds of apples, please', he said to the lady in the shop. The lady weighed out the apples, put them in a bag and gave them to Mr. Brown.

'Here you are, sir', she said.

'Thank you', said Mr. Brown. 'Two pounds of nuts please'.

The lady weighed out the nuts, put them in a bag and gave them to Mr. Brown.

'Here you are, sir. Anything else?'

'No thank you', said Mr. Brown.

'That will be ninety pence, sir', said the lady.

Mr. Brown gave the lady the money and went out of the shop.

The next shop he went to was the sweet shop. But he didn't go in right away. He stood and looked in the window first.

'Now I wonder what kind of sweets the children would like best? Would they like hard ones? Or soft ones? Or toffee? Or chocolate?'

Oh dear! Mr. Brown found it very difficult to make up his mind. Then he had an idea. He went into the shop.

'Good morning', said the shopkeeper.

'Good morning', said Mr. Brown, 'I'd like a pound of sweets, please'.

'Yes, sir', said the shopkeeper, 'What kind?'

'Well', said Mr. Brown, 'could you give me a mixed bag of hard ones and soft ones and toffees and chocolates. Then the children can all choose the kind they want'.

'Yes, sir', said the shopkeeper, 'a pound of mixed sweets. That is a good idea'.

## HALLOWEEN (Cont.)

### Part 1 - Story (Contd.)

He weighed out the sweets and gave them to Mr. Brown.

'That will be seventy-five pence, sir'.

Mr. Brown gave him the money and set off for home.

When Mr. Brown got home he was very tired. Mrs. Brown was tired too. She had finished making the cake and lots of other things for Halloween. She had made some scones for tea too. So Mr. and Mrs. Brown both sat down to rest and have a nice cup of tea and a hot buttered scone. They were all ready for Halloween.

### Mime and Dramatisation

This story is rather long. If you feel that children could not take all of it in one telling - make it a two part story. In the first part tell all the story of Mrs. Brown's cake making - expanding the ideas and adding lots of noises of ingredients being cut, shaken, beat, etc. Don't forget the alarm bell on the cooker when the cakes are ready, and, of course, the noise of water running, etc. as you wash up while waiting for the cakes to be ready! The second story would be the visit to the shops more or less as given here.

You could add a third part in which children come to the house and are given pieces of cake, apples, nuts, sweets, etc. for Halloween.

In any case, whether you choose to tell the story in one or more parts, the method of dramatisation is the same. Do not attempt to dramatise the various incidents together. Separate them out and have everyone being Mrs. Brown baking and icing her cakes. As with other lessons, make plenty of use of noises. Have everyone being Mr. Brown going shopping and, initially at least, you be the shopkeeper. Children who have speech should be encouraged to ask for what they want, even if they can only manage the phrase 'apples please'. With children who have little or no speech, you can 'feed' them dialogue to which they need only reply yes, nod or shake their heads, or point, e.g. 'Good morning, sir. Would you like some apples? The red ones here? Or the green ones here? The red ones? Good. That will be twenty pence. Give me the money, sir. Thank you. Here are your apples. Good morning, sir', etc.

### Part 2

Teach the halloween song and allow plenty of time for discussion about Halloween.

- (1) As I go down the street today  
What do I see?  
I see a cat in the street today.  
It's Halloween today.  
Miaw. Miaw. Miaw. Miaw.  
Miaw. Miaw. Miaw. Miaw.  
It's Halloween today.
- (2) ..... I see a dog in the street today.  
Bow, wow, etc.

## HALLOWEEN (Cont.)

### Part 2 (Cont.)

- (3) ..... I see a witch in the street today.  
Aow, Aow, etc.

(Music provided and song on tape. Add other verses as desired - e.g. mouse, squeak, squeak).

### Part 3

Encourage children to sing individually either the Halloween song or another song they have learned. Explain about 'party-pieces' and have the children act out doing their party pieces for Mr. and Mrs. Brown, 'dooking' for apples, etc. You could do this first as a drama exercise with imaginary food, etc. Later, and if funds permit, you could have an actual Halloween party - 'dooking' for real apples and having children do their 'party-pieces' and be given a nut or smartie.

### Follow up Activities

Make Halloween cards. Use a red gummed circle. Cut a little piece from the top.  Add a piece of black gummed paper and a piece of green to make a Halloween apple card.



Alternately draw a tree shape on a card. Give the children pre-gummed circles to stick the apples on the tree.



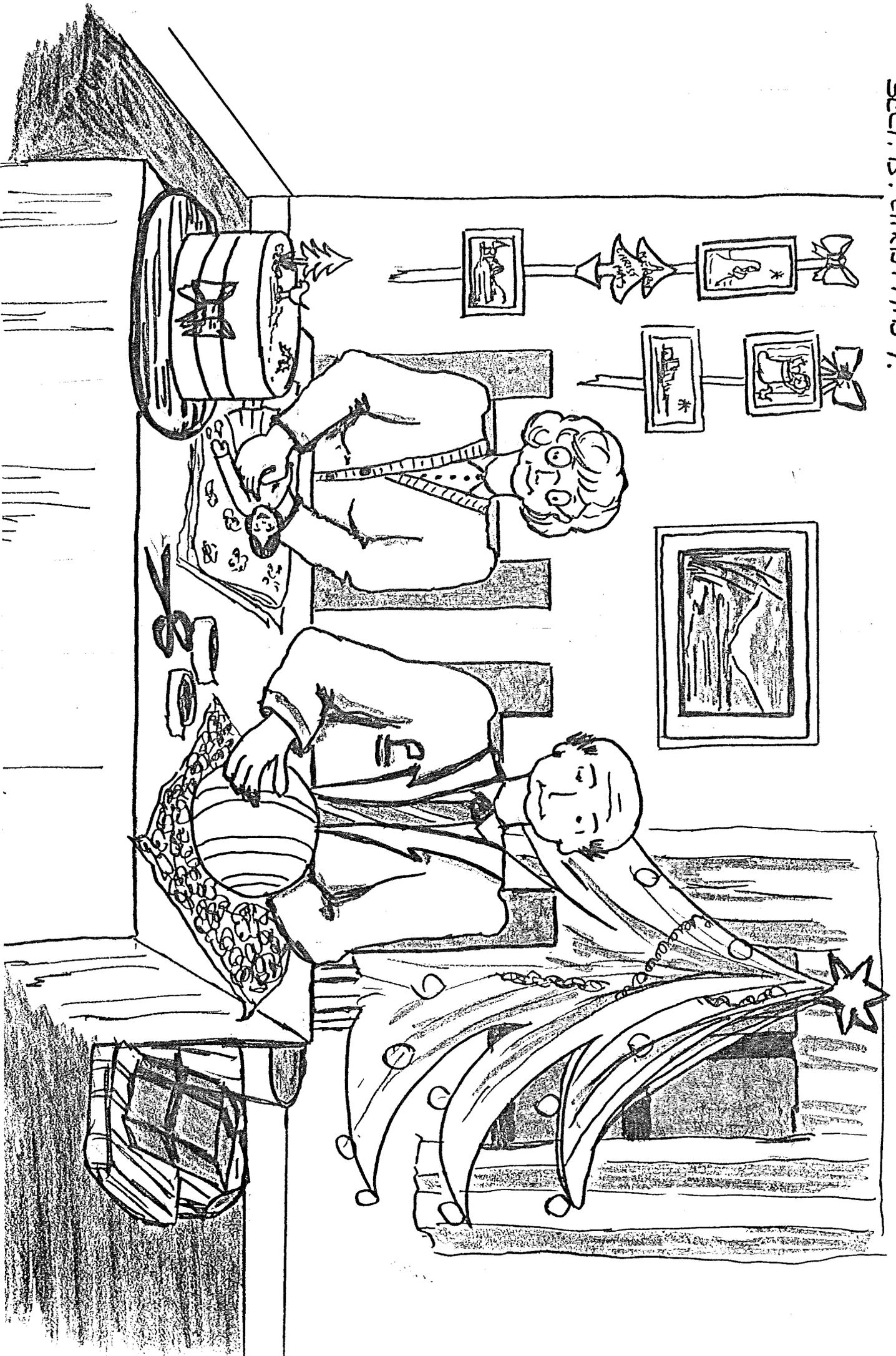
Dressing up activities slanted towards Halloween. Chemist shops often have circles of foam rubber left over from pill packages. Many of them will keep these for you if you ask them. These come in a variety of sizes. The small ones, painted, make good pretend sweets and the larger ones can have faces painted on to make Halloween cakes. Mixed sweets come into the story - other mixtures can be sorted out by colour, shape, etc. Note that Mrs. Brown took eggs and flour, etc. and mixed them all together for her cake mixture. This is a mixture that cannot be separated. Make a picture of witches' hats. Use black pre-gummed paper - circles and triangles. Place triangle on circle to make hat.



Decorate with pre-gummed stars.

If children are quite advanced or familiar with drama, do a drama lesson using exactly the same method as you used for Mrs. Brown making her cakes, but have the children being witches making a 'nasty' cake. This exercise is not suitable for all S.M.H. children. Your own knowledge of the children is your best guide here.

SECT. B. CHRISTMAS I.



Christmas

Material Included

Picture of Santa and tree.  
Stocking card.

Additional Materials you might require

Self-adhesive tape.  
Shiny ribbon.  
Glue/glitter.  
Stars,  
Egg cartons,  
Plasticene/tinfoil  
Balloons  
Swiss roll/icing  
Twiggy branch, bacon fat, peanuts, etc.

SECTION B - SEASONAL ACTIVITIES

CHRISTMAS

Part 1 - Story

It was the week before Christmas and Mr. and Mrs. Brown were getting ready to go out. It was a cold day so they put on their warm coats and their hats and scarves. They put on big warm coats and gloves and they were all set to go. They set off up the hill and round the corner till they came to the park. But they didn't go into the park. They kept on walking till they came to the shops. The shops were all bright with lovely things to buy for Christmas. (There was a chemist shop with soap and bath oil and talcum powder in bright boxes for Christmas presents. But Mr. and Mrs. Brown didn't go into the chemist shop today. There was a butchers shop with turkey and chicken for the Christmas dinner. But Mr. and Mrs. Brown didn't go into the butchers shop). They shopped at the next (first) shop. It was a fruit shop. It had apples and oranges and bananas in the window. And in front of the shop there were Christmas trees - big ones and little ones and middle size ones. Mr. and Mrs. Brown chose a middle size one to take home. Next they went to the paper shop. Mr. Brown bought a big box of coloured lights and string balls to put on the tree. Mrs. Brown bought tinsel and chocolate shapes. They put all their shopping into Mrs. Brown's shopping bag and set off for home.

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'Let's walk home through the park', said Mr. Brown.

'Yes', said Mrs. Brown.

And they started to walk through the park.

'Look', said Mr. Brown. 'Oh!', said Mrs. Brown.

And they both stopped to look. In the middle of the park there was an E-NOR-MOUS Christmas tree. The men were decorating it with bright shiny balls and tinsel and on the very top there was a star. Suddenly one of the men said 'Right' and they all stepped back. Another man switched on the lights and the tree was beautiful.

'It's beautiful', said Mrs. Brown.

'Yes', said Mr. Brown. 'I hope our tree will be just as beautiful'.

There was someone else by the tree too. He was wearing a red coat and he had a big white beard. He had a sack full of toys and he was giving toys to the children. Who do you think it was? Yes, Santa Claus. Can you see him in the picture? Yes, there he is in his red coat.

And off Mr. and Mrs. Brown went home. They took off their coats and hats and boots and scarves and gloves and sat down to rest. They stretched and yawned and stretched and yawned again and rested for a while.

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## CHRISTMAS (Cont.)

### Dramatisation (Parts 1 and 2)

This story may be told and dramatised in two parts with the first part stopping where indicated in the text. The part in brackets may be omitted if the children have a very short concentration span. Dramatisation of the first part would involve dressing to go out - perhaps encouraging the children to say what colour their coats/hat/gloves are as they put them on. Make sure the children know about big, middle and small, exaggerating with hand gestures to indicate the size of the tree. The dramatisation of buying the tree (and lights, etc.) could take the form of simple role play with teacher being the shopkeeper and children being Mr. and Mrs. Brown. A different way of tackling this could be to have the children act as the trees - tall and stiff with arms outspread as branches. Rank them in order of height and make much of examining the trees - e.g. 'this is a lovely big tree. Look at the nice branches. But it's too big for our house. This little tree is lovely too. But it's a bit small for our house. I think this one is just right.' Children could take it in turns to be buyer after teachers initial role play. This exercise may seem very simple, but it does demand quite a lot of the children in that they have to make an imaginative leap from being 'people' to being 'objects' - trees and this may be too difficult for some children. Let your own experience and knowledge of the children guide you here.

The second part of the dramatisation is simpler. Children can mime decorating the enormous tree, pretending to climb ladders to fix the star at the top, etc. Having decorated the big tree they can mime unpacking the various objects from Mrs. Brown's bag - holding the balls very carefully so they don't break, unwinding the tinsel gently, and carefully draping the tree.

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### Part 3

Drama lesson involving cutting down trees for Christmas. Encourage work in pairs in back and forward motion as they use the saw. Loading the trees onto a lorry or cart. Again encourage work in pairs - e.g. one throwing up the trees to another who catches. Pulling/pushing the cart. Driving the lorry. Placing the trees outside the shop. All these can be simply dramatised with or without musical accompaniment.

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### Part 4

Making decorations for the real tree. You will no doubt have your own favourites, but here are a few ideas:-

#### Bells

The cups cut from egg cartons dipped in glue and glitter.

#### Balls

Wrap balls of plasticene in tinfoil. Blow up balloons (good exercise for lips, jaw and breath control) and decorate with glue and glitter or felt-tip markers - e.g. child's name.

## CHRISTMAS (Cont.)

### Christmas Stockings and Trees (see examples made by children)

Give child pre-cut shapes and pre-cut pieces of shiny ribbon, stars, etc. If they can do so themselves get them to cover shape with paste, and place ribbons, glitter powder, stars, etc. on card.

If children are very poor strips of self-adhesive Christmas tape in bright shiny colours and patterns can be used. Show children tape and let them choose - one at a time - which ones they want. Cut the appropriate size and, if necessary, help with the sticking. By encouraging children to take it in turns to choose and to wait till it is their turn you help discrimination and co-operation. The finished article may be hung on the tree or taken home as a card for Mum and Dad.

### Christmas Trees

The same idea as the stocking. Use pre-cut tree shapes and cover with glue. The top half can be covered with glitter, gummed stars or paper, or scrunched up bits of green tissue. The bottom half is decorated with ribbon or adhesive tape.

And of course, any of the preceeding ideas can be used to make a frieze for the classroom.

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### Follow up activities

Only a few activities are suggested here as, again, many teachers will already have their own tried and tested favourites and almost all pre-school craft books contain simple suggestions for Christmas. Similarly Christmas Carol's and songs are so well known as to require no listing.

Make a yule log - bring in a swiss roll and let children make chocolate butter icing to cover it and decorate with robin on holly leaves.

Use either a full size roll or small individual ones.

Drama activities in which children mime making toys for Santa - e.g. sawing and hammering a toy boat, a truck, etc.; painting buses red; sewing a teddy or doll. Mime of wrapping presents and loading them in sacks. Mime of Santa creeping quietly round and leaving presents.

Using a twiggy branch make a Christmas tree for the birds. Hang small pieces of bacon fat on branches. Put a few peanuts or seeds in net bags or egg-carton cups and hang from tree. Place branch outdoors high enough to be safe from cats.

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## CHRISTMAS (Cont.)

### Christmas Game

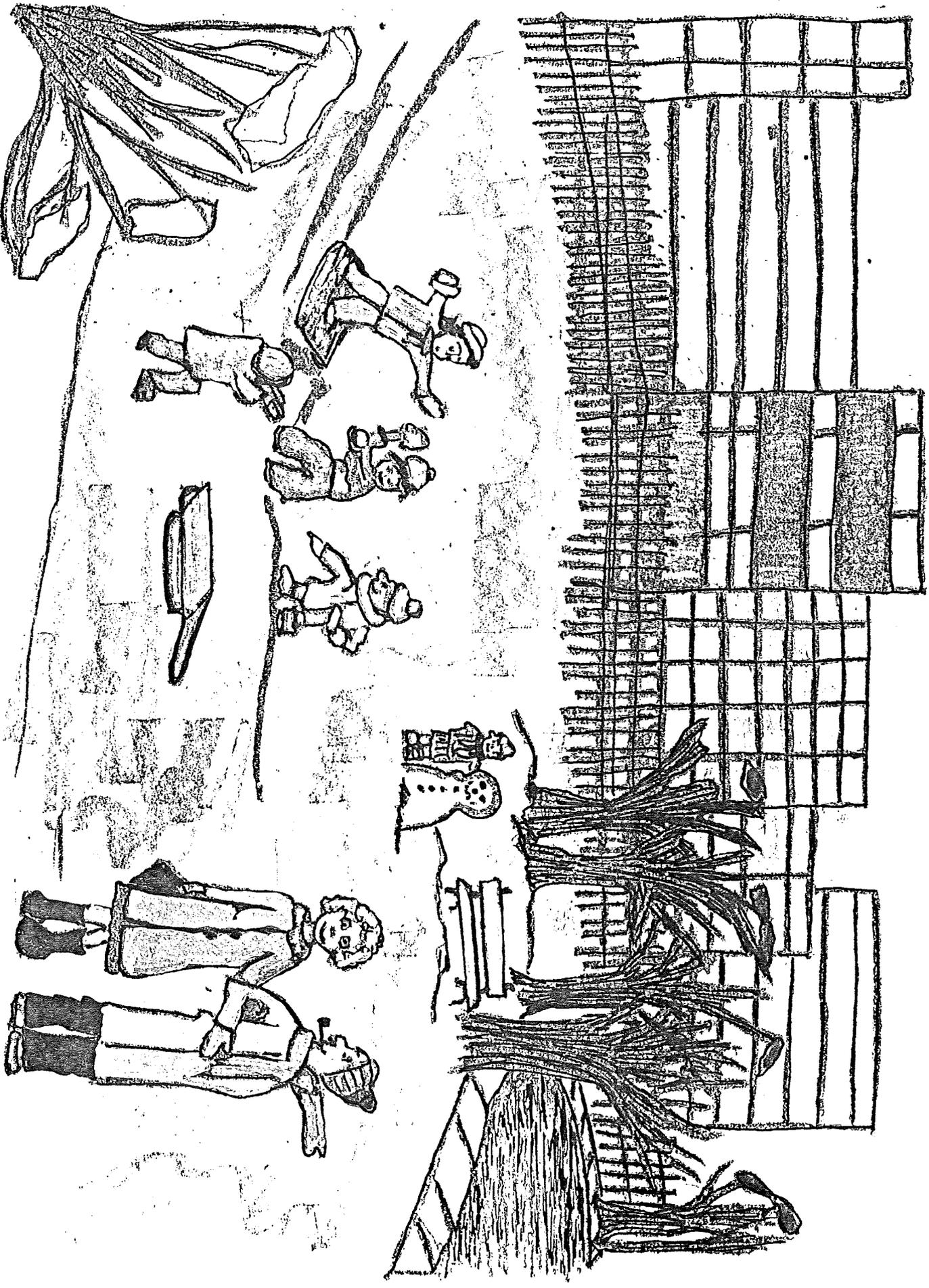
Santa brought a present  
A present just for you  
Open up your present  
Let me see it too.

Say rhyme a few times using big present, opening it and holding it up, each time tell children what was in the parcel, e.g. 'Oh, look it's a dolly'. Hold the dolly in your arms and rock her to sleep, etc. Once children understand the game point to one child and let him tell you what is in his parcel. Allow all the children a few minutes to mime playing with that toy - e.g. making the noise of cars, or blowing up balloons or pushing doll in pram, etc. With children who are very poor have a bag with real objects wrapped and use the following rhyme:-

Santa brought a present  
A present just for me  
When I open up the present  
I wonder what I'll see.

Take time opening the present so that it is revealed bit by bit until children are able to see (or guess) what it is. Talking about the present and do actions with it encouraging the children to copy in mime or with the toy.

WINTER



Winter

Material Included

Picture of snow scene.

Additional Materials you might require

**SNOW!**

Circles of white pre-ruled paper/card.

SECTION B - SEASONAL LESSONS

WINTER

Part 1 - Story

Mr. and Mrs. Brown stood looking out of the window. It was snowing. Big white flakes of snow were falling down from the sky and covering everything with a white blanket of snow.

'Let's go for a walk in the snow', said Mr. Brown.

'Oh, it's very cold', said Mrs. Brown, 'do you think we should?'

'Yes, come on', said Mr. Brown. 'If we wrap up warmly, we won't feel cold'.

So Mr. and Mrs. Brown put on their big heavy coats and fastened up the buttons. Then they put on warm woolly hats, big scarves and thick waterproof boots. They took their warm gloves and went out in the snow. Because of all their warm clothes, they did not feel the cold. They went walking through the snow, round the corner and up the hill to the park.

In the park the trees looked very beautiful with the snow on their branches. Mr. and Mrs. Brown stopped to look at them and to touch the cold white snow.

There were some children in the park. They were building a snowman. First, they rolled a great big ball of snow. Then they rolled a little ball of snow. They lifted the little ball up on top of the big ball to make the snowman's head and body. Then they patted the snow smooth with their hands. They found a little stick and gave the snowman a mouth. Then they took three stones and gave the snowman two eyes and a nose.

'He hasn't got a hat', said one of the children.

'He hasn't got a scarf', said another child.

Mr. Brown stepped forward and took off his big scarf and woolly hat. He put them on the snow man. 'Now he looks like a real snowman', he said. All the children laughed and danced round the snowman saying,

'Look at that, look at that,  
Our snowman has a scarf and a hat'.

Then they gave Mr. Brown back his hat and scarf and all the children began to make snowballs to throw at the snowman. Mr. and Mrs. Brown joined in and before long everyone was lovely and warm and having a real snowfight.

When it was time to go home, Mr. and Mrs. Brown felt quite tired after their fun in the snow. They took off their warm clothes and sat down with a nice warm cup of tea.

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## WINTER (Cont.)

### Mime and Dramatisation

Dramatise this story as in previous lessons. The dramatisation here could be in four parts. First, Mr. and Mrs. Brown preparing to go out in the snow and stopping to look at the tree. Second, the children making the snowman and dancing round saying the rhyme. Third, the snowfight - making snowballs, throwing and ducking them. Finally taking off the outdoor clothes and making and drinking the tea. Not all of these need be done in one session. In fact, it is probably better if you divide the work into two sections, ending the first with the making of the snowman and the saying of the rhyme.

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### Part 2

If weather is suitable and head teacher is agreeable, take children out and let them experience making snowmen and snowballs. Afterwards talk a lot about the feel of the snow - how cold, how soft, etc.

.....

### Part 3

Give children one large and one small white circle. Paste them on card to make snowman. Let them crayon in eyes, mouth, nose, hat, etc.

Talk about 'roundness', and other round objects and size - big and little.

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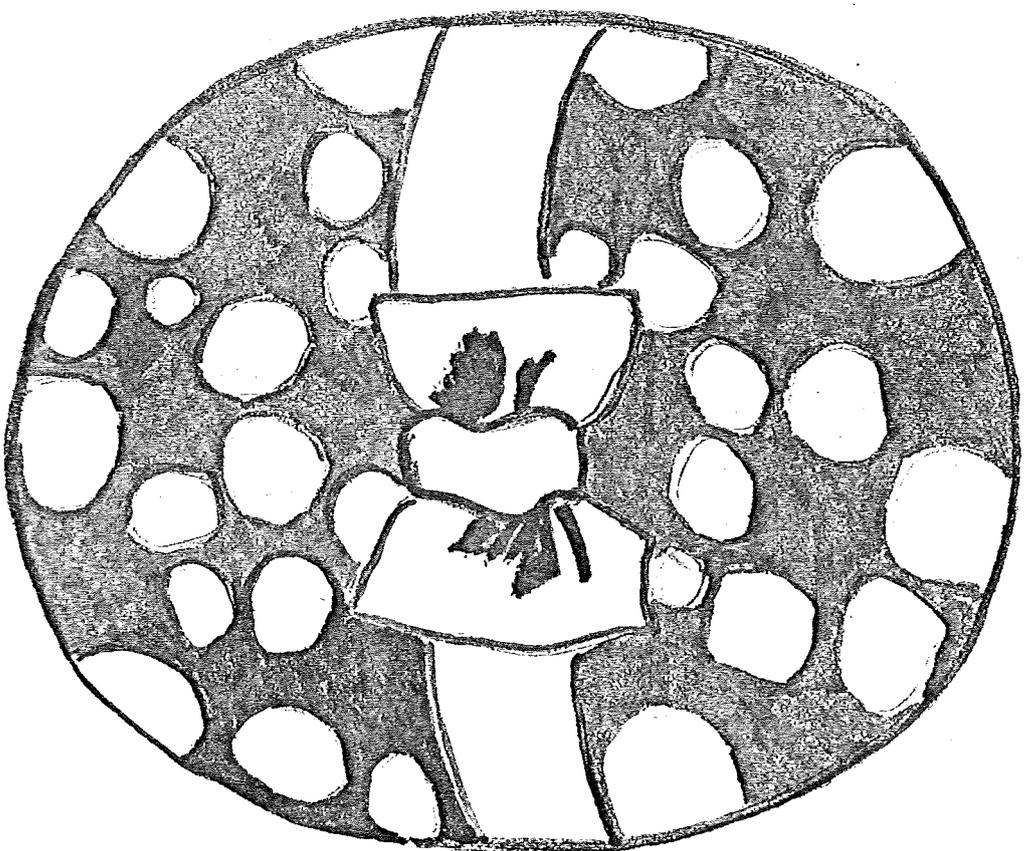
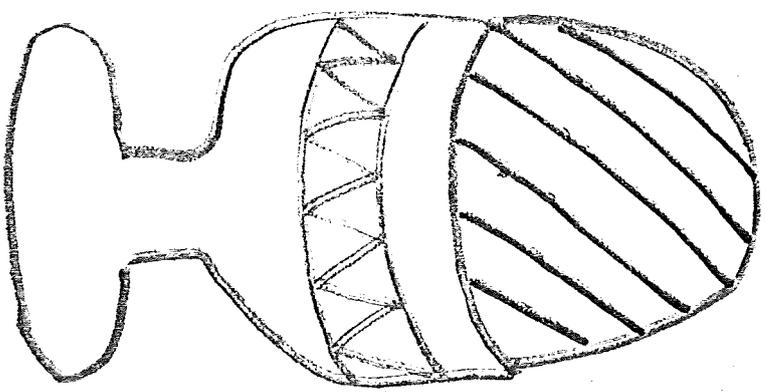
### Follow up activities

Naming parts of the face and what they do - eyes see, ears hear, mouths taste, etc.

All the movements we can make with lips, teeth, tongue - exaggerate these. (Excellent exercises for articulation).

Different kinds of hats - woolly hat for winter as the snowman has, police helmets, army hats, clowns hats, witches hats, etc.

EASTER.



PASTE TO CARD & CUT OUT.

## Easter

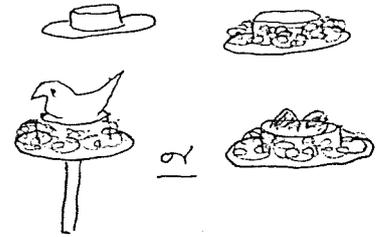
### Materials Included

Picture of Rainbow Egg and Easter egg.  
Recording of songs.  
Music for song.

Note Easter gift mentioned in the text is not included - too difficult to pack for posting.  
To make it you require - a circle of card 3" diameter with a slot cut in it.  
a 1" piece cut from the end of a toilet roll tube.  
crushed tissue paper  
a chick like the one in the Easter card.

### Method

Glue toilet roll piece to circle   
Spread glue on outside and cover with crushed tissue.  
Push strip on chick through slot.  
Place 'eggs' - real or rolled tinfoil - in nest.



Easter Card.

### Additional Materials you might require

Eggs  
Petrol and water and black card.  
"Weebles"  
Mustard and Cress seeds/eggshells.

## SECTION B - SEASONAL LESSONS

### EASTER

#### Part 1 - Story

It was Easter Sunday morning. Mr. Brown came down to breakfast. He was looking forward to his breakfast today. He knew what it would be. It would be a boiled egg. And Mr. Brown liked boiled eggs. But this would be no ordinary boiled egg. This egg would be special because today it was Easter Day. On Easter day Mr. Brown always had very special boiled eggs. Sometimes they would be red with blue spots; sometimes they would have funny faces; and sometimes they would have flowers painted all over them.

Mr. Brown sat down and waited to see what his egg would be like today. 'Happy Easter', said Mrs. Brown. 'Here is your breakfast'. And Mrs. Brown put Mr. Brown's egg down before him. Mr. Brown looked at his egg and smiled a big, big smile. It was a beautiful egg! It was painted red and orange and yellow and green and purple. It was a rainbow egg. Mr. Brown was delighted. He cut open his egg and began to eat it right away. He didn't mind spoiling his beautiful egg because he knew there would be another in the kitchen. And it would be just the same. A rainbow egg!

.....

In the afternoon Mr. and Mrs. Brown put on their coats and set off for the park. They both had a paper bag. And in their bags was something coloured red and orange and yellow and green and blue and purple. What do you think it was? Yes, a rainbow egg.

In the park they stopped at the duckpond and said 'Happy Easter' to the Mummy duck and the little baby ducks. The ducks said 'quack, quack, quack' and went on swimming. Mr. and Mrs. Brown walked on to the other end of the park. Here there was a grassy hill. There were lots of children on the hill and they had eggs too. Because it was Easter they were rolling their eggs down the hill. Mr. and Mrs. Brown joined in. They rolled their eggs down the hill lots of times until at last it was time to go home.

When they got home Mr. Brown said to Mrs. Brown, 'Close your eyes, I have a surprise for you'.

Mrs. Brown closed her eyes. 'Happy Easter', said Mr. Brown, and he gave Mrs. Brown an Easter Egg. Not a boiled egg this time, but a big chocolate egg with a red ribbon round it.

'Thank you very much', said Mrs. Brown. And they both sat down and had a big piece of chocolate Easter Egg.

.....

#### Mime and Dramatisation

It may be necessary to spend a little time talking to the children about how eggs are boiled, etc. The first part of the dramatisation might well be the boiling and painting of the eggs and setting the table ready to eat the eggs for breakfast. In this case, I suggest that you tell the story in two parts. Stop after Mr. Brown has been given his rainbow egg and proceed with the dramatisation.

EASTER (Cont.)

Mime and Dramatisation (Cont.)

For the second part of the story - the rolling of the eggs - you will be able to judge how much explanation is necessary about the custom of rolling the eggs. Personally I would be inclined to avoid lengthy explanations and err on the side of simplicity. This part of the dramatisation involves the acting out of the rolling of the eggs and the giving and eating of the chocolate eggs. A subsequent dramatisation could be taken in which children were encouraged to be shopkeepers and shoppers, choosing and buying a special easter egg; wrapping it to give as a gift and unwrapping and eating it - all in mime, of course!

.....

Part 2

Teach the children one of these Easter poems or songs, or one of your own choosing.

To the tune of 'I saw three ships come sailing in' -

'We're going to boil our eggs today  
It's Easter Day, It's Easter Day.  
We're going to boil our eggs today  
It's Easter Day in the morning.

We're going to paint our eggs today, etc.

We're going to roll our eggs today, etc.

We're going to eat our eggs today, etc.'

Encourage miming the actions as they sing.

---

Easter eggs, Easter eggs,  
See them rolling down.  
Easter eggs of red and blue  
And eggs of chocolate brown.

---

Action rhyme            Five little easter eggs, what do they hide?  
Each little egg has a chicken inside.  
One little easter egg cracks open wide,  
And one little chicken steps outside.  
Cheep - says the chicken, and runs away to hide.  
Four little Easter eggs, etc. - until no eggs left.

Encourage children to act out the game as you say the words. Don't worry if they can't join in with the words so long as they can do the actions as you say them. At the end of the poem make a game of finding the chicks where they have hidden.

.....

## EASTER (Cont.)

### Part 3

Make Easter cards to take home. See the models enclosed. These are very easily made if you prepare the card, etc. before the children start. A slightly more complicated Easter gift has also been included if you feel your children could manage it.

If you decide to let them have a go at making the nests it is a nice idea to buy some miniature chocolate eggs (the kind bought by the quarter pound) and put a couple of little eggs under the chicks in each nest.

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### Additional follow up material

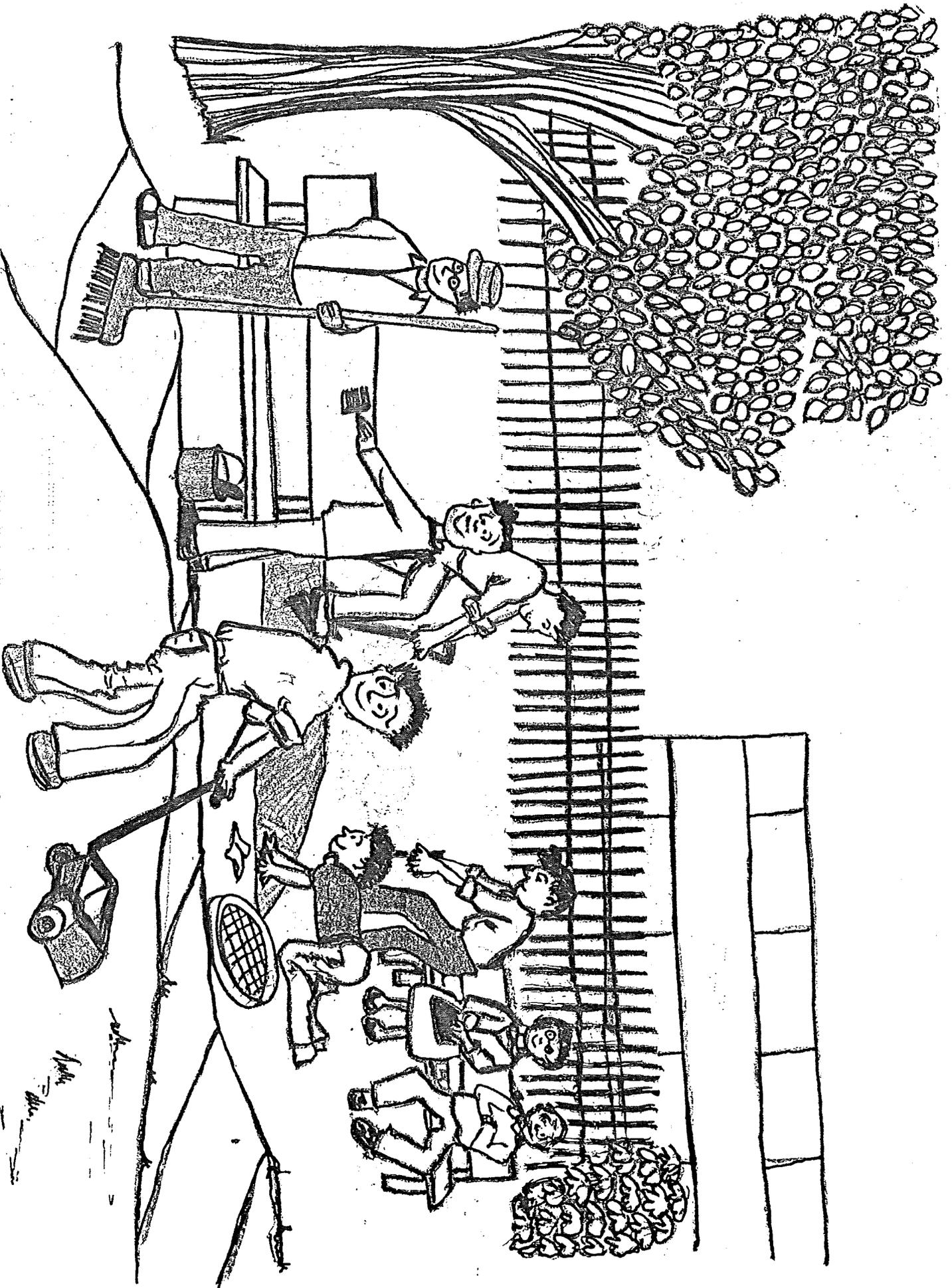
If facilities exist, boil and paint real eggs.

Talk about rainbows and make a rainbow by putting a few drops of petrol on a wet piece of black card.

Make 'Eggland' with commercial 'Weebles' - egg shaped toys commercially available which many children already possess.

Plant mustard and cress in egg shells with faces painted on them; when cress grows, eggs have 'hair'.

Make egg shell pictures. Paint egg shells in different colours. Crush them and stick them down to make mosaics. Alternately crush and stick the shells first and then paint them.



## Spring

### Materials Included

Spring Picture.  
Small fuzzy felt

### Additional Materials you might require

Percussion  
Board games - e.g. Ludo  
Spring leaves  
Carrot tops/apple pips  
Pre-gummed paper.  
Cut-out pictures.  
Potatoes.

## SECTION B - SEASONAL LESSONS

### SPRING

#### Part 1 - Story

It was the first day of Spring. All the ice and snow of winter had gone and the sun was shining. It was a lovely spring day!

'Let's go for a walk in the park', said Mrs. Brown.

'That's a good idea', said Mrs. Brown.

And they began to get ready. Mrs. Brown didn't put on her brown coat today. She put on her cardigan. Mrs. Brown buttoned it up. Mr. Brown didn't put on his brown jacket today. He got his jumper and pulled it over his head.

Off they went up the hill and round the corner to the park. Because winter had gone and it was Spring, all the leaves were beginning to grow on the trees again. And the flowers were starting to grow too.

Mr. and Mrs. Brown stopped at the duck pond. The Mummy duck had some new little baby ducks. 'Good Morning, Mrs. Duck', said Mr. and Mrs. Brown. And the Mummy duck and all the little baby ducks said 'Quack, Quack, Quack'.

Mr. and Mrs. Brown walked on to the middle of the park. But they couldn't sit on their usual bench today. Oh no! There was a man with a pot of red paint and he was painting the bench. His brush went into the paint and out again and then - swish, backwards and forwards along the bench, making the paint fresh and ready for summer.

There were other men around too. One was the park-keeper. He was sweeping up all the dead leaves and papers to make the park nice and tidy. Swish - back and forwards went his brush. Another man was planting seeds in the flower bed. He put the seed into the ground and covered it over with soil. There was a man cutting the grass with a lawn mower. He went backwards and forwards over the grass with his lawn mower. Brr. Brr. Brr. Brr. Brr. Brr. How busy everyone was!

Mr. and Mrs. Brown sat down on another bench and watched the men as they went back and forwards doing their work. And they listened to the noise they made. Brr. Brr. Swish. Swish. It was very interesting.

At last it was time to go home. Mr. and Mrs. Brown went round the corner and down the hill to their home. Mr. Brown sat down. 'I'm glad the men are making the park nice', he said. And he stretched and yawned. 'Yes', said Mrs. Brown, 'They are doing the Spring cleaning in the park ready for the summer'. And she stretched and yawned. Then they both put their heads down and had a little rest.

## SPRING (Cont.)

### Mime and Dramatisation

Although this is a fairly long story, the dramatic incidents are quite short so it should be possible to dramatise the story in one session. However, as there may be quite a lot of unfamiliar vocabulary in this story, it may be necessary to repeat the dramatisation several times so that children can understand the words and concepts in it. I would suggest that you start by having the children make the story noises first. You may wish to include other spring noises as well - e.g. the sound of birds, a gentle breeze, etc.

Make sure the children understand 'back' and 'forward' by demonstrating. Dramatise the story in the normal way, either by having all the children do all of the actions in sequence, or by giving parts - one to pot seeds, one to paint, etc. - or by a combination of both methods.

### Part 2

This story uses the words in and out and back and forward a great deal. Do a movement session in which children have to move either the whole body or parts of the body back and forward and a variety of ways - e.g. very slowly, quickly, crawling, jumping, etc. This may be done to music or percussion. Make a circle (of children or objects) on the floor. On a given signal (drumbeat, etc.) children have to move very quickly into circle. On another signal they have to come out. The 'Hokey Cokey' is another good way of establishing this 'in and out' idea.

### Part 3

Continue with the idea of in and out and back and forward by encouraging play with objects. Board games such as 'Ludo' and 'Snakes and Ladders' are also a good way of reinforcing this principle.

### Part 4

Spring is a time when things start to grow and baby creatures are born. Talk to children about growing things and the way animals prepare for their young. Encourage them to look out for birds carrying 'nest making things' in their beaks. If you have shown Autumn leaves earlier in the year, now show Spring leaves - green and fresh. Grow carrot tops or apple pips in the classroom and encourage each child to look after his own.

### Suggested Follow-up Activities

Spring cleaning - what do mum's do when they Spring clean. Mime household Spring Cleaning - Hoovering, washing curtains, etc. Spring clean the classroom - tidy cupboards or, at least, the house corner.

Bring in spring flowers - daffodils or tulips and let children make a spring picture. Give pre-gummed yellow petal shaped papers and green circles for daffodils. Add to this cut-out magazine pictures of baby animals. Alternately cut potatoes for each child and let them make potato print tulips.

## SPRING (Cont.)

### Suggested follow-up Activities (Cont.)

Some of the Easter poems can also be used for Spring - e.g. eggs and chicks.

If children cannot cope with sticking or painting, commercial 'Fuzzy Felt' can be used to make flower pictures. Give children only a few pieces so that they do not become confused and demonstrate the method first. Incidentally, a good substitute for fuzzy felt can be made easily and cheaply by covering a piece of card with velour-faced fablon and providing a few felt shapes. In this way each child can have one to use and/or take home to Mummy. (See model enclosed).

### Spring Poem

'In the Spring  
Each little thing  
Begins to grow.  
Little seeds  
And little weeds  
Down below.  
In the ground  
Without a sound  
Begin to grown'

Dramatise the process of growing from little curled up seed (or root) lying asleep until the sun shines and the rain falls (appropriate sounds) and the seeds gradually and slowly start to grow up and up, pushing their way through the ground till they are tall enough to open out their petals (arms) and turn their faces to the sun and sway gently in the soft spring breeze.

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A YEAR'S COURSE IN DRAMA - PART 2

BY A.B. McClintock, D.S.D;A.C.P.; Dip.Ed.

Illustrated by I. Harvie, D.A.

(Part 2 - for children aged 12 and upwards)

## GENERAL NOTES

This package of resource materials is a follow up to Package 1 which was designed for the 6 - 10 year olds. The characters of Mr. and Mrs. Brown have been retained, but the settings have been widened to include more aspects of everyday activity and some slightly more imaginative drama situations. Children who have already worked through the first package should be familiar with some of the ways of working and with these children it should be possible to extend the stories and situations outlined here in a variety of ways - even, perhaps, to introduce an element of fantasy. Children who are new to drama work, however, may require to have the stories broken down into even smaller units, as will very poor children.

The follow-up activities range from the very simple to the rather complex and teachers will be able to judge for themselves which of these activities will be suitable for the capabilities of individual children.

Like Package 1, this package may be used as suggested in the text or adapted and modified to suit the requirements of individual teachers. Teachers may wish to use a whole lesson or to select items from various lessons and to make up their own programmes of work in this way.

However, like any other activity, the benefits of drama are unlikely to be great unless the lessons are taken on a fairly regular basis. For older children it is difficult to say how long lessons should last. Some children are capable of sustaining concentration in an activity of this kind for fairly long periods while others may only be capable for working in this way for ten to fifteen minutes in any one session. Again your own skill and experience will be the best guide as to duration of lesson.

Finally, as this material forms part of a research project, I would appreciate your help in providing feedback on the material in use. The results of package 1 have shown that drama does appear to be of value in extending and enriching children's language both within the lesson itself and in the home. It would be particularly helpful to me if you could cite examples of this - if it happens! - from this package. I should also like to know about children who do not respond and your suggestions as to why this is so. Also of interest is social and emotional development as a result of working together in a group situation and with group interactions. Again your comments on this would be most valuable. Both positive and negative comments are useful so I welcome your criticisms of the material and its ease or difficulty of use.

If I can help you in any way, or if you experience any difficulty in using the material, please do not hesitate to contact me and I'll do my best!

Thank you for your co-operation.

FEEDBACK NOTES

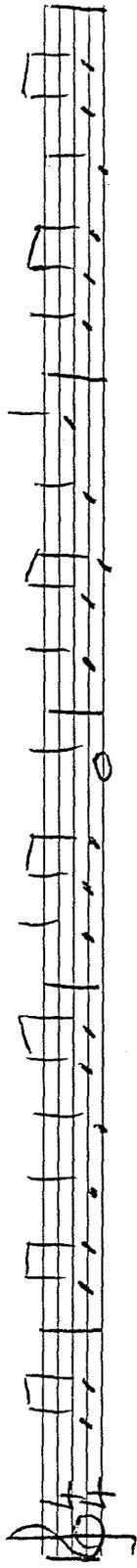
1. How many children in the group?
2. Please give Christian name, age, and category of handicap for each child.
3. How often was material used -
  - (i) once a week
  - (ii) more frequently than once a week
  - (iii) once a fortnight
  - (iv) less frequently than once a fortnight
4. There are various types of illustrations for the stories. Which illustrations did you find most useful?

Any criticisms or comments on the illustrations?

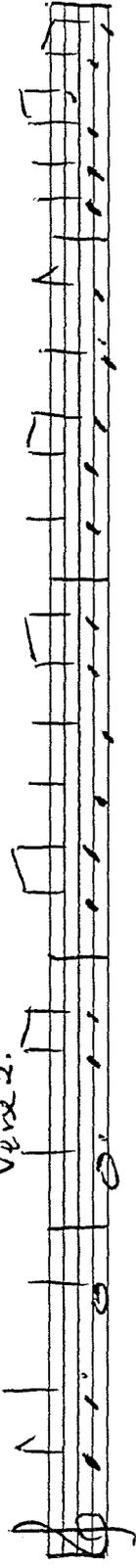
5. Did you use the material as suggested or did you find you had to make considerable alterations to it? (Please give details if possible).
6. Which benefits, if any, did you find arose from the work. Please try to give specific details where possible.
7. Any other comments or criticisms?

Little Lost Dog.

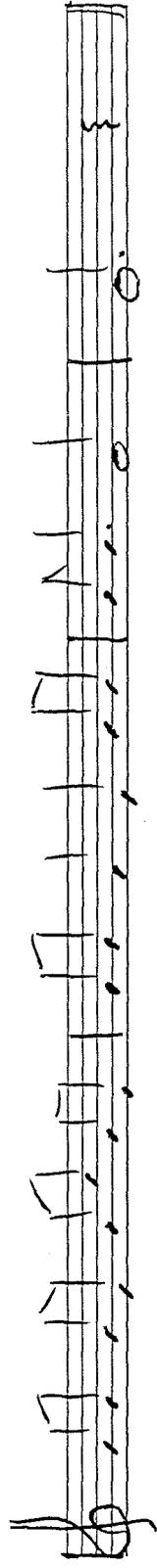
Verse 1



Verse 2.



Verse 3



Whoosh, so the Rockets.

Handwritten musical notation for the first staff of 'Whoosh, so the Rockets.' in 4/4 time. The melody consists of eighth and quarter notes.

Handwritten musical notation for the second staff of 'Whoosh, so the Rockets.' in 4/4 time. The melody consists of eighth and quarter notes.

Handwritten musical notation for the third staff of 'Whoosh, so the Rockets.' in 4/4 time. The melody consists of eighth and quarter notes.

Four empty musical staves.

I hear Music.

Handwritten musical notation for the first staff of 'I hear Music.' in 6/8 time. The melody consists of eighth and quarter notes.

Handwritten musical notation for the second staff of 'I hear Music.' in 6/8 time. The melody consists of eighth and quarter notes.

Handwritten musical notation for the third staff of 'I hear Music.' in 6/8 time. The melody consists of eighth and quarter notes.

da capo.

Mrs Brown is feeling sad.

Handwritten musical notation for the first staff of the piece. It is in G major (one sharp) and 2/4 time. The melody consists of quarter and eighth notes.

Handwritten musical notation for the second staff. It includes a first ending bracket with a fermata over the final note and the instruction "rall....." below the staff.

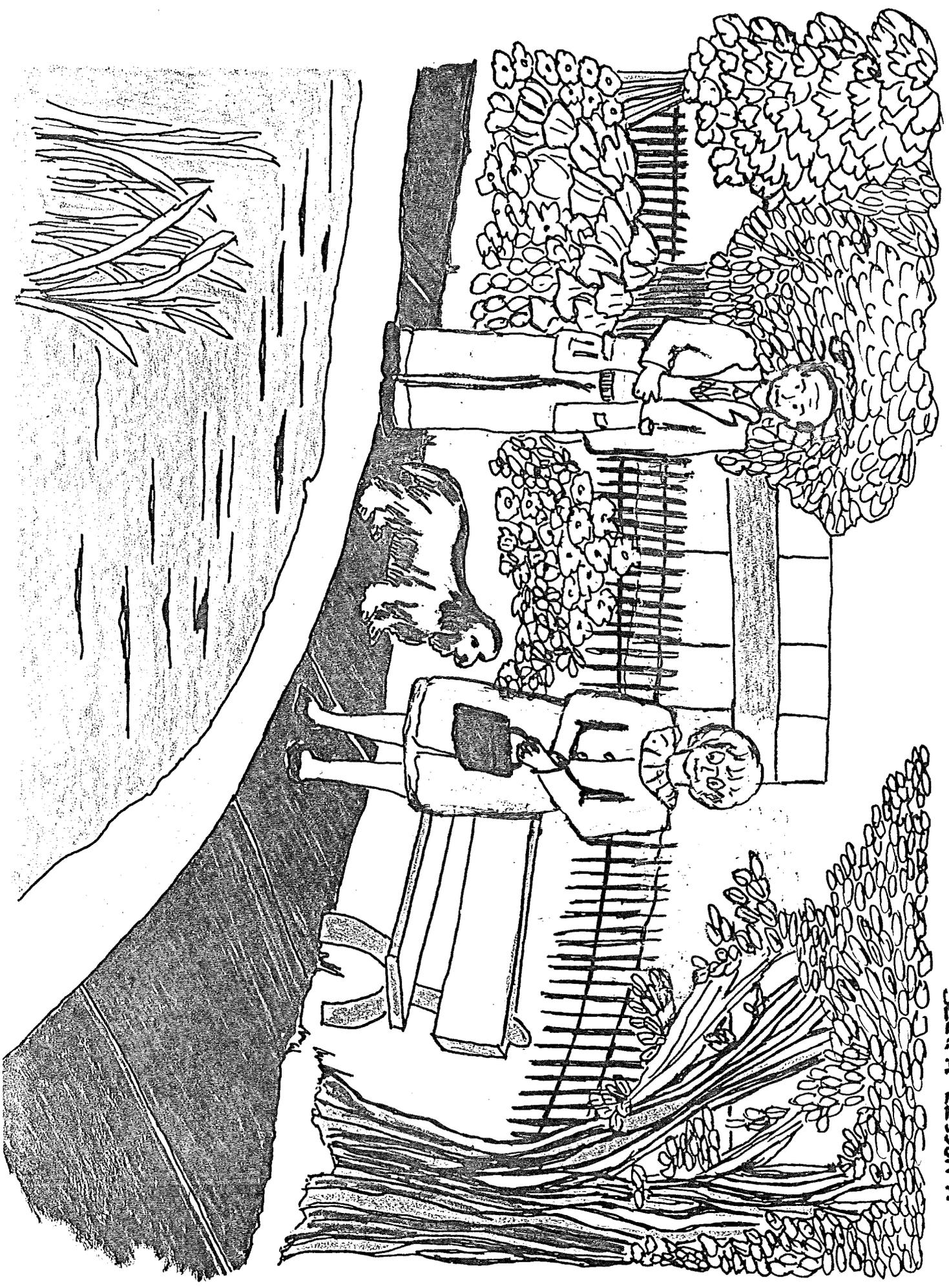
Handwritten musical notation for the third staff. It includes a first ending bracket with a fermata over the final note and the instruction "rall....." below the staff.

Handwritten musical notation for the fourth staff. It includes a first ending bracket with a fermata over the final note and the instruction "rall....." below the staff.

See The Shepherds.

Handwritten musical notation for the first staff of the second piece. It is in D major (two sharps) and 4/4 time. It includes a first ending bracket with a fermata over the final note and the instruction "1st Time 2nd Time" above the staff.

Handwritten musical notation for the second staff of the second piece. It includes the instruction "da Capo." above the staff.



SECTION A

Lesson 1

Items included

Picture of park and dog.

Music for song.

Additional items you might require

Magazine pictures of animals.

Telephone.

Telephone Directory (Yellow Pages)

Pipe cleaners.

Kitchen Foil.

## SECTION A

### Lesson 1

#### Part I - Story

This is a story about Mr. and Mrs. Brown who live in Hightown. Perhaps you have heard stories about them before. Mrs. Brown has white hair and glasses, and she wears a brown coat. Mr. Brown wears a brown jacket and he smokes a pipe. Can you see them in this picture?

Mr. and Mrs. Brown live in a town called Hightown. It is called Hightown because it is right at the top of a high hill. In Hightown there is a lovely big park - Hightown Park. Mr. and Mrs. Brown visit the park nearly every day. They like Hightown Park.

One sunny day Mr. Brown put on his brown jacket. Mrs. Brown put on her brown coat, and off they went up the hill and round the corner to the park. They passed the duckpond where the ducks were swimming round and round and round. They passed the bandstand. But there was no band playing in the park today.

Mr. and Mrs. Brown sat down on the red bench to rest and to watch all the other people in the park. But it was a lovely sunny day, so it was quite hot. And Mr. and Mrs. Brown were tired after their walk up the hill. They stretched and yawned. And do you know what happened? Mr. and Mrs. Brown fell fast asleep on the bench right in the middle of the park!

Suddenly there was a noise. Woof. Woof, woof, woof.  
Mr. Brown woke up.

'What was that?', he said in a sleepy kind of voice.

'Woof, woof, woof'.

Mrs. Brown woke up.

'What is that noise', she said.

And then they both saw what was making the noise. It was a little dog. Its fur was muddy and it looked very sad. 'Woof, woof', it said in a sad little voice. 'Woof.'

It was a little lost dog. Mr. and Mrs. Brown looked for his master. They walked round the park asking everyone they met 'Is this your dog?' But everyone said, 'No, that's not my dog'.

The poor little dog grew sadder and sadder. It had hurt its paw and was limping along behind Mr. Brown. Mr. and Mrs. Brown didn't know what to do. Suddenly Mr. Brown had an idea. 'I know what to do', he said. 'We'll take him to the Police Station'.

## Lesson F (Cont.)

What a good idea. Mr. and Mrs. Brown took the little dog round the corner and down the hill to the town. They walked on till they reached the Police Station. The Policeman at the desk was very kind. 'Don't worry', he said. 'We'll soon find the owner'.

The Policeman looked at the address on the little dog's collar. Then he looked in the Telephone Directory. Then he made a phone call. Mr. and Mrs. Brown sat and waited. The little dog sat and waited. Then the door opened and in came a man with a little boy.

The little dog ran and jumped up on the little boy. He tried to lick his face. 'Woof, woof, woof. Woof, woof, woof'. He wagged his tail and he barked so loudly that everyone in the Police Station turned round to see what was happening.

'Is this your dog', said the Policeman.

'Oh, yes', said the little boy. 'This is Rusty. He was lost. Thank goodness you've found him. Where was he?'

The Policeman smiled.

'Don't thank me', he said, 'it was this lady and gentleman who found your dog. In Hightown Park'.

The little boy and his daddy were so pleased to have Rusty back again. 'Thank you Mr. and Mrs. Brown', they said and the little boy smiled a big, big smile. Rusty was happy too. He jumped up and licked Mr. and Mrs. Brown. 'Woof, woof', he said. I think he was saying thank you too, don't you?

.....

### Mime and Dramatisation

If the children have already worked through the first package in drama, they will be familiar with the characters and setting of the story and should be ready to dramatise the action right away, after a little discussion. If, however, this is new to the children you may have to take the dramatisation in stages. To help those teachers who have not used this kind of material before, I shall give this first dramatisation in fairly full detail.

Look at the picture and talk about it:- Mrs. Brown has on a brown coat, hasn't she? She must have put it on before she came out to the park. Let's see if you can put on your coats. Pretend that you have a brown coat just like Mrs. Brown. Put your arms through. That's the way. Good. Now try to fasten up the buttons. There are three buttons. Are you ready? One button done. Another. And another. That's one, two, three buttons done up. Now be Mr. Brown and put on your brown jacket. It has only two buttons. Arms in. Good. Do up the buttons. Is your pipe in your top pocket? Good. Now. Boys you be Mr. Brown and girls, you be Mrs. Brown. Where will we have the park? Over there? In the corner? Right. We need a park bench. Could two of the boys take some chairs over to make the park bench? Right. Now we go up the hill and round the corner to the park. Off we go. This way. Remember Mr. and Mrs. Brown are old so they walk quite slowly. That's the way. Good. Stop and

## Lesson 1 (Cont.)

rest for a minute. There is the cuck pond. Throw some bread to the ducks. Now on we go. There's the bench. Sit down, and you're feeling sleepy. You stretch and yawn, and stretch and yawn again and fall fast asleep. Woof, woof. What was that? Yes, that's the noise the little dog made. Can you make the noise of the dog? Woof, woof, woof. Good.

When Mr. and Mrs. Brown had found the little dog, what did they do? Yes, they took him to the Police Station. But first they asked the people in the park 'Is this your dog?' I'll walk around and be in the park. You come up and ask me. 'No, it's not my dog. You better take it to the Police Station'.

Right. Everybody stand up stiff and straight like the Policeman. Let me see you direct the traffic. That's good. Now find a seat. Be the Policeman in the Police Station. He is writing. Now he is looking up the phone book. Now he is making a phone call. Good.

If the children have worked through the dramatisation in this way up to this point, this will probably be enough for them for one day. With more experienced children you might be able to go on and dramatise the scene in the Police Station.

### Part 2

Remind children of the story. Ask them to work out where the Police Station is going to be, where is the park bench, where the other people in the park are? Where is the little boy's house? Use as much of the room as possible and make sure each area has a seat in it so that children can sit and wait till it is time for them to join in. Give out parts - Mr. and Mrs. Brown, the dog, the Policeman, the boy and his father, the passers by. Make sure each child knows what he has to do and who he is. Let the children act out the story as you retell it. Do not worry too much about dialogue. If children attempt to put in the dialogue - fine. If not, simply paraphrase it and carry on with the dramatic activity. If the activity is repeated, children may attempt the dialogue on this occasion. Also on a repeat try to get those children who are not Mr. and Mrs. Brown to be busy from the start - e.g. passers by reading paper on seat, Policeman directing traffic, boy and father walking round looking for dog and calling, 'Rusty', etc.

### Part 3

Teach this song - or another of your own choosing about dogs, lost or otherwise!

I'm a little lost dog, and I've nowhere to go,  
Where my home is, I don't know.  
I'm a little lost dog.

I'm a little lost dog, and I've hurt my paw,  
My coat is muddy and my legs are sore.  
I'm a little lost dog.

## Lesson 1 (Cont.)

### Part 3 (Cont.)

But I'll wag my tail, and I'll jump with glee  
If you take me to my master, he'll be looking for me.  
I'm a little lost dog.

### Part 4

The Policeman in the story had to telephone the boy. Practise telephone conversations using mimed, real or toy telephone. For children who have very little speech you be the person on the other end of the line and feed the children the dialogue. Try to get them at least to say their name, and, if possible what they have lost. Talk about the different things which police have to find - lost pets, lost property, etc. Tell children about a lost property office.

### Part 5

Play a game in which the teacher has lost something, but as she can't speak she has to mime the object she has lost - e.g. a hairbrush. Once the children catch on, let them take it in turns to mime what they have lost. This game may take a little time to establish, but once the children have got the idea it is a good way of encouraging those children who have no speech to take part in a group activity.

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### Suggested Follow-up Activities

Make a collage of pictures cut from magazines of things which people lose easily - e.g. gloves, keys, umbrellas, etc.

Talk about pets. There is a dog in the story. Who has a dog? Make a picture of the different pets children have with the name alongside. On another picture put the names of children who do not have a pet and beside them a picture of the pet they would like to have.

Introduce road safety. Talk about the work of the Police and what they do to promote road safety. Do a drama session in which they try to mime all the various activities the police do - including, if you think the children can manage it, and you feel up to it, a cops and robbers drama session in which children drive the Panda cars and catch the crooks!

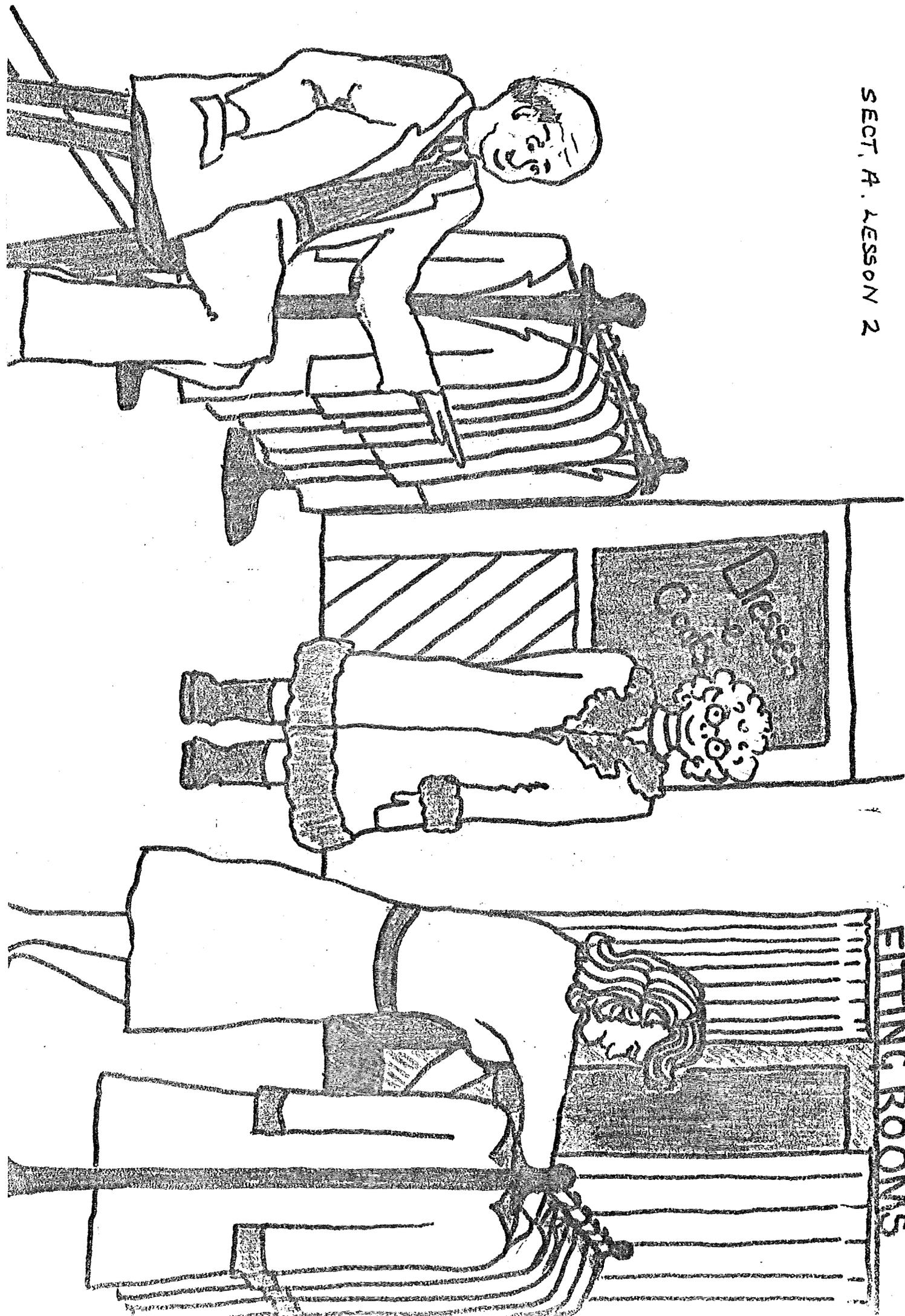
If children have reasonable manual dexterity make a strange pets display. Twist pipecleaners into skeletons of animals and let children cover these with kitchen foil which moulds easily. Have them on display for a few days then let children take them home to encourage conversation with Mum and Dad. Maybe parents could make another strange pet at home with children and children could bring them in for you to see.

Lesson 1 (Cont.)

Suggested Follow-up Activities (Cont.)

(If children are capable of it, get them to dramatise being lost and having to give their correct name and address or show identification. This will only be applicable to those few children who are capable of being out on their own; through if the setting were a supermarket, it would be possible for children to imagine they had got separated from Mum and had to ask for help).

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FITTING ROOMS

SECTION A

Lesson 2

Items included

Picture

Additional items you might require

Magazine cut-outs

Items listed under Part 4

Real or play money

The song 'Favourite things' from 'The Sound of Music'

SECTION A

Lesson 2

Part 1 - Story 1

Mr. and Mrs. Brown got up early one Saturday. They were going out. But they weren't going to the park today. And they weren't going to the shops in Hightown. No! Mr. and Mrs. Brown were going by bus to the big city. They were going to buy new clothes. Mrs. Brown needed a new coat and a dress. Mr. Brown needed a jacket and shoes.

Mrs. Brown put on her brown coat and Mr. Brown put on his old brown jacket and off they went through the park and down the hill to the bus stop. Mr. Brown had the money for the bus fare ready in his hand. They didn't have to wait long. Very soon along came the bus. Broom, broom, broom, eee. The brakes of the bus squeeled as it stopped. Mr. and Mrs. Brown got on the bus. Mr. Brown handed the money for the fare to the driver. The driver gave him his tickets. They sat down and they were off. Broom, Broom, brrrrrrrrrrrrrrrrrrrrrr. All the way into the big city.

Mr. and Mrs. Brown felt a bit afraid when they got off the bus in the city. It was so busy! And what a lot of noise. Broom, Broom. Brr, brr. Peep, peep. Toot, toot. Oh dear! Cars and buses and lorries and taxis peeped and tooted as they rushed along the road. The pavement too was busy and noisy - full of people bustling along.

But after a short time, Mr. and Mrs. Brown became used to the noise and the crowds. They began to enjoy themselves. They looked at the traffic as it passed on the road and noticed the different kinds of cars and lorries and buses. And the different noises they made - brr, brr. Broom, broom. Peep, peep. Aaarr, aarr.

Mr. and Mrs. Brown looked at the people too. Old people walking quite slowly. Young people rushing along. Mothers pushing prams with babies in them. A policeman directing the traffic.

Mr. and Mrs. Brown went over to the side of the road and joined the queue of people waiting to cross. The traffic lights turned from red to yellow to green. The little green man in the traffic lights lit up. Mr. and Mrs. Brown heard his noise - peep, peep, peep, peep. The noise from the little green man and the green light told Mr. and Mrs. Brown that it was safe to cross. They looked at the Policeman. Yes! He was waving to the people to cross the road.

Mr. and Mrs. Brown crossed the road safely. Now they were all ready to do their shopping in the big city.

.....

Mime and Dramatisation (A) - Story 1

As a group, have the children mime the actions of getting ready to go on a bus journey - putting on coats, etc., collecting shopping bags, checking they have money for the fare, etc. Mime waiting at the bus stop - in cold, windy weather, in rain, in hot weather, etc. Will they stand differently if weather conditions are different?

## Lesson 2 (Contd.)

### Mime and Dramatisation (A) - Story 1 (Cont.)

Will they do different things - mop their brows in heat, put up umbrellas and turn up coat collars in rain, etc? When children have mimed this as a group, choose one child to be bus driver and make a bus out of chairs. Let the others decide who will be Mr. and Mrs. Brown and who the other passengers. As most modern buses are 'pay and ride' you may decide whether or not to omit the conductor. Repeat the mime again from the beginning, but this time decide on the weather before they start - it determines what they wear, how they walk and stand, how they react when they enter the bus, etc. When in the bus, encourage them to look out as you suggest what they might be passing.

This activity may be continued in a music and movement session. Using music as a stimulus children walk and stand in rain, sun, snow, etc. To encourage accurate body placing, get children to freeze on a pre-arranged signal and see if you could tell from their movement what they had been doing. Try to get them to recognise the appropriate music for rain or sun, etc. without your telling them.

### Mime and Dramatisation (B) - Story 1

Using pictures and toy models, talk about road safety - crossing road, zebra crossings, traffic lights, Policemen, etc. Make a card showing a red man and one showing a green man. Colour three card circles red, amber and green. Work out with the class the sequence of lights and men. Get the class to make the sound when the green man shows. Do this several times till they know the sequence. Choose a child to be the traffic lights and see if he can make them show in correct sequence. When the child can do this, choose another child to be the 'men'. See if he can show the correct man when the correct traffic light colour is showing. Encourage the rest of the class to tell him if he is right or wrong. When these sequences have been established, choose a child to be a traffic Policeman. He will wave on the traffic when the red light and red man are on, but stop the traffic and wave on the people when the green light and green man are showing. (The traffic policeman is not strictly necessary to the exercise but as children generally enjoy it so much, I find it difficult to miss him out). The rest of the class can now be traffic and pedestrians crossing the road. The traffic can only go when the red man is showing and the Policeman waves them on. The pedestrians cross when they see the green man, see the green light and hear the noise made by the green man.

### Part 2 - Story 2

When Mr. and Mrs. Brown were safely across the road, they made their way to the big shop where they were going to buy their new clothes. There wasn't a shop like this in Hightown. Most of the shops in Hightown are quite small. But this was a very big shop. It sold everything you could think of - food and clothes, toys and furniture, jewellery and shoes. All sorts of things! It was a high building too. Four floors high. To get to the top you could climb the stairs, stand on the moving staircase or go up in the lift.

## Lesson 2 (Cont.)

### Part 2 - Story 2 (Cont.)

Mr. and Mrs. Brown wanted the part of the shop that sold clothes. They looked at the list on the wall. Ladies and Gentswear - third floor. That meant that Mr. and Mrs. Brown had to climb up three flights of stairs or go on three moving staircases or take the lift up three floors, Mr. and Mrs. Brown decided to take the lift. They waited till the lift came. Ping. The lift stopped and the doors opened. People came out. The sign above the lift said 'up'. Mr. and Mrs. Brown got into the lift and pressed the button which said 3. The doors closed. They watched the sign above the door. 1, 2, 3 - Ping! The doors opened and Mr. and Mrs. Brown stepped out on the third floor.

They went to find a coat for Mrs. Brown. Mrs. Brown looked at the coats on the stands. She saw one she liked. But was it the right size? A lady assistant came over.

'Can I help you', she asked.

Mrs. Brown told her she liked this coat. Was it the right size? The lady looked at the label.

'Yes, I think it will fit. Come into the fitting room and try it on'.

Mrs. Brown went into the fitting room and tried on the coat. She came out to show it to Mr. Brown.

Mr. Brown looked. No. He didn't like the colour. This coat was a dark blue colour. What about a red one? Yes. There was a red coat and it was the right size. Mrs. Brown tried it on. She liked the red coat very much. Mr. Brown liked it very much too. They decided to buy the red one. Mrs. Brown bought a lovely red dress too to go with her coat.

Now it was Mr. Brown's turn. Mr. Brown needed a new jacket. His brown one was very old. The shop had a great many jackets in Mr. Brown's size and he tried them all on. He tried on blue ones and black ones, ones with stripes on them, and checked ones. But Mr. Brown didn't like any of them. Then he saw one he did like. It was a brown jacket just like his old one.

'But that's just the same as your old jacket', said Mrs. Brown.

'Yes', said Mr. Brown, 'I like this old jacket. I like the colour and I like it because it is comfortable.'

So Mr. Brown bought a new brown jacket just like his old one. He was very pleased with it. He bought some nice brown shoes too and a stripey tie.

By this time Mr. and Mrs. Brown were tired. They had done all their shopping. They got into the lift again. But they didn't go down and out into the street right away. There was time for a nice

## Lesson 2 (Cont.)

### Part 2 - Story 2 (Cont.)

meal in the restaurant before they had to go home. And that is just what they did. They went up in the lift to the fourth floor and had a lovely meal in the restaurant.

.....

### Mime and Dramatisation - Story 2

Role-play in groups of three (one of which may be the teacher acting as the sales assistant) of Mr. and Mrs. Brown buying the various items mentioned in the story. Get children to suggest other items they might have bought - e.g. hat and bag for Mrs. Brown, shirt for Mr. Brown, etc.

Ask children to choose a different part of the store selling different things - e.g. furniture, carpets, etc. Ask them to decide what it is they want to buy and guide them if necessary, e.g. it's no use asking for food in the furniture section is it! So it must be a piece of furniture - a bed or a table or chairs, or some other piece of furniture. You decide, but don't tell me. I'm going to be the shop assistant and you can come in and buy what you need. Continue with whole group role-play in this manner, encouraging children to be specific in what they want. Later, a child can be shopkeeper.

Make the whole role-play into a little classroom drama with children taking different roles within the store. (With mildly mentally handicapped children this idea can be extended to add dramatic incidents - e.g. losing a purse or a store detective finding a shop-lifter, etc. but with severely mentally handicapped children, I find it best to stick to 'reality principles' and give practice in the factual events that can be expected to happen. However, if you have a very good group, you could try bringing in more imaginative ideas and situations).

### Part 3

Make posters showing shop windows. Decide on the type of goods in your window and using magazine or catalogue cut-outs stuck down to make a series of windows showing different goods.

### Part 4

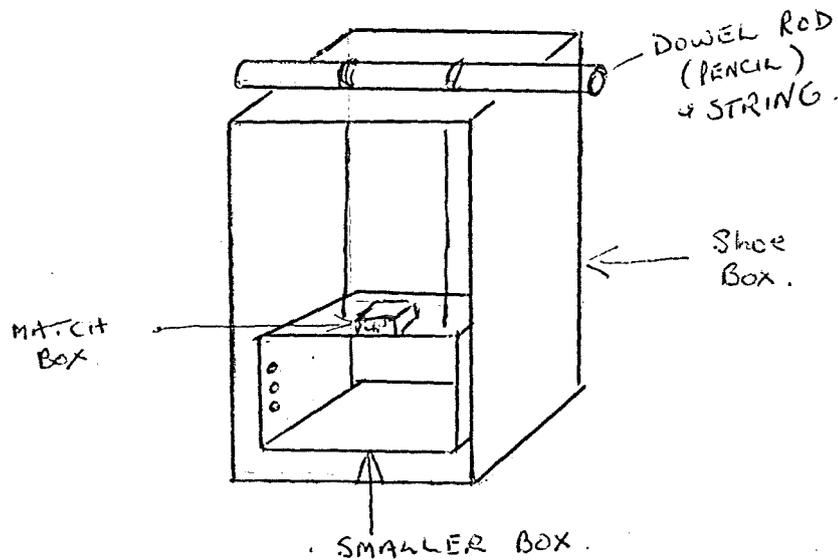
Make a model lift. You will need a shoe box, a smaller box to fit inside the shoe box, two pieces of string, masking tape, a pencil or piece of dowelling.

Method - Pierce two holes about 3" apart in the centre of the top of both boxes. Thread strings through and tie knots on inside of small box. String should be just long enough to reach from top of small box to top of shoe box plus 2". Secure the ends of the strings round the pencil or dowel rod with masking tape. As the pencil is rolled the strings will wind and pull the lift up and down. The boxes can be painted and buttons added to show numbers, and a sign up or down.

Lesson 2 (Contd.)

Part 4 (Contd.)

A novel way to make the sign for up and down is to stick an empty matchbox to the top of the shoe box. On one side of the tray write down and on the other up. By sliding the tray in first one way and then the other the indicator will change from up to down.



Additional Follow-up Suggestions

This lesson has centred round a department store. Using similar methods, make up a story about Mr. and Mrs. Brown visiting the supermarket (or market, indoor shopping precinct, garden nursery, etc.). Role-play this story in a similar way noting the difficulties in shopping styles, layout of goods, different functions of assistants, etc.

Practice giving change and becoming familiar with money.

Make a survey and prepare a chart of children's clothes on one particular day. Choose either colour or type of garment. Thus -

	1.	2.	3.	4.	5.	6.	etc.
MONDAY	///	///	///				
TUESDAY	///						
etc.	///	///	///	///			

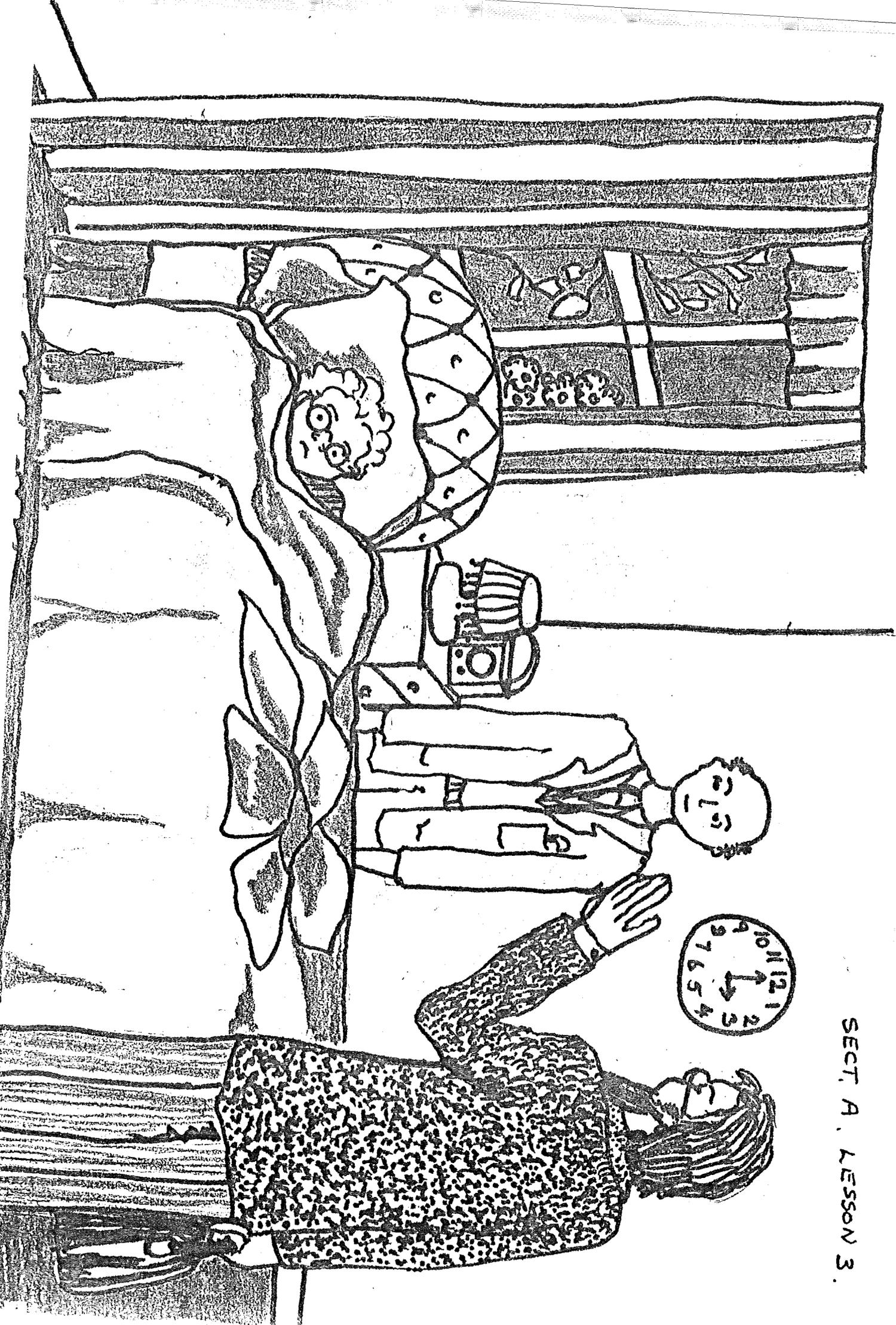
3 RED JACKETS  
1 RED JACKET  
4 RED JACKETS  
etc.

Mr. Brown liked his old brown jacket. Do children have favourite

Lesson 2 (Cont.)

Additional Follow-up Suggestions (Cont.)

clothes or colours? Talk about favourite things. Play the song  
'Favourite Things' from 'The Sound of Music.'



SECT. A, LESSON 3.

SECTION A

Lesson 3

Items included

Picture

Map

Music for Song

Examples of Cards

Additional items you might require

Thermometer (room or personal)

Telephone

Tape Recorder

First Aid Kit

Magazine Pictures (or posters from local Health Centre)

Empty toilet roll tubes, greaseproof paper, string (fine), buttons,  
elastic bands

Paper doileys, tissue, card, crayons, play-shapes, etc.

## SECTION A

### Lesson 3

#### Part 1 - Story

Mrs. Brown woke up one morning. She felt awful. Her throat was sore and she had a terrible pain in her head. She felt very hot too. Mr. Brown put his hand on her head to feel how hot she was.

'Oh, dear', said Mr. Brown. 'I think you'll have to go to see the doctor'. Mrs. Brown tried to get up, but she felt so dizzy she had to lie down again. 'Oh, dear', said Mr. Brown again. 'I don't think you can go to see the doctor. I think we'll have to ask him to come in and see you'.

Mr. Brown went over and picked up the telephone. He dialed the doctor's number and waited. The phone went 'peep, peep, peep, peep'. That told Mr. Brown that the line was engaged. He put the phone down and waited for a little while. Then he tried again. This time he got the ringing tone - brr, brr, brr, brr. Good. That meant the phone was ringing out in the doctor's surgery. Brr, brr, brr, brr.

The lady in the doctor's surgery answered the telephone.

'Doctor's surgery. Can I help you', she said.

'This is Mr. Brown,' said Mr. Brown. 'Could the doctor come and see Mrs. Brown. I think she has the flu'.

'What is your address', asked the lady.

Mr. Brown told the lady his address.

'Ash Cottage, 23 High Street, Hightown'.

The lady wrote down Mrs. Brown's name and address.

'The doctor will be along soon', she said.

Mr. and Mrs. Brown waited for the doctor to come. Mr. Brown made a cup of tea and Mrs. Brown felt better as she was drinking it. They had just finished their tea when the doctor arrived in his car.

The doctor put his fingers on Mrs. Brown's wrist to feel her pulse. Then he popped the thermometer into Mrs. Brown's mouth. The thermometer would show whether Mrs. Brown was too hot. Yes! Mrs. Brown was very hot. Next the doctor took out his stethoscope and listened to Mrs. Brown's heart beating, and the noises her chest made when she breathed in and out.

'Take a big deep breath in and out - in and out - in and out'.

Mrs. Brown took in a deep breath and let it out just as the doctor told her.

'Now, Mrs. Brown, open your mouth very wide and say Ah.'

### Lesson 3 (Contd.)

Mrs. Brown did as she was told. At least she tried to. She tried to say 'Ah' in a nice loud voice. But all that came out was a whisper - ah - and a cough - aha.

'Yes', said the doctor. 'Mr. Brown was right. Mrs. Brown has flu'.

The doctor told Mrs. Brown that she must stay in bed and take her medicine. The doctor would be back in a few days to see how Mrs. Brown was getting on. Poor Mrs. Brown. I hope she feels better soon, don't you'.

#### Mime and Dramatisation

Talk with the children about having flu. Have any of them had it? Or their mums or dads? Make sure they understand the terms used in the story - thermometer, stethoscope, etc. If possible, show children a thermometer and how it works. When children are familiar with the terms and understand the story go through it with them again to establish the sequence of events. (The sequence of events in this story is very straightforward and unless children are very poor or quite inexperienced in drama work there should be no need to work through all the individual actions as a group first. When children are familiar with the story let them act it through in character, taking the various parts mentioned. With larger groups you can add extra parts - e.g. another doctor sitting in the surgery examining another patient, or another receptionist taking down telephone messages, or a telephone operator putting through calls.)

#### Part 2 - Story

Do you remember what happened to Mrs. Brown in our last story. Yes, she was ill, wasn't she. She had flu. Can you remember what the doctor said? Yes, he told Mrs. Brown to stay in bed and to take her medicine.

The doctor wrote out a prescription for Mrs. Brown. A prescription is a little note which tells the chemist what is needed. The chemists read the note and prepare the medicine. Mr. Brown took Mrs. Brown's prescription and set off for the chemist's shop. He walked through the park and down the hill to the town. He went into the chemist's shop and gave the prescription to the chemist.

'Your medicine will be ready in ten minutes', said the chemist, 'would you like to wait'.

Mr. Brown sat down to wait. As he waited he looked around at the things on the shelves in the chemist's shop. There were medicines, of course, but there were lots of other things too - perfumes, and shampoos, tissues and face creams. There were bottles of orange juice too.

'That's a good idea', thought Mr. Brown. 'I'll buy a bottle of orange juice for Mrs. Brown to drink.'

### Lesson 3 (Contd.)

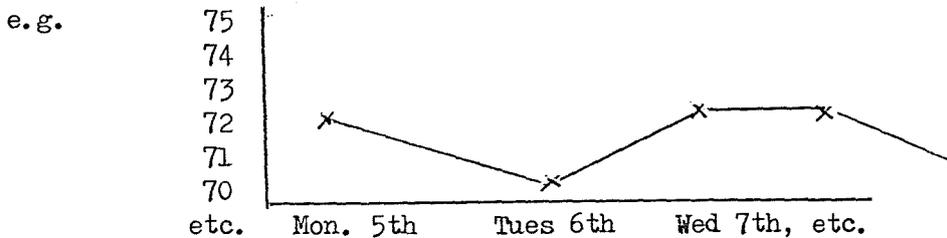
And that is just what he did. He picked up his medicine and orange juice, paid for them and set off up the hill to see how Mrs. Brown was getting on. But Mr. Brown wasn't worried. He knew that the medicine would soon make Mrs. Brown better. And then they could go out for a nice walk in the park.

#### Mime and Dramatisation

Talk about prescriptions and make sure children understand the term. Role play the scene in the chemist's shop with children taking it in turns to be customers, assistants, and chemists in the back of the shop weighing out medicine and counting out pills. Before starting the role play ask the children how many things they can think of that one could buy in a chemist's and ask them to decide which of these things they want to buy or whether they are bringing in a prescription. For the duration of this lesson the shop corner could be set up as a chemist's shop to familiarise children with the different items.

#### Part 3

Remind children of the thermometer in the story. Show them a room thermometer - as large and clear as you can get hold of - and construct a temperature chart of the classroom temperature at the same time every day:-



A similar chart could be made to combine with the weather chart for outdoor temperatures.

- e.g. Today is ..... (card with day of the week)  
It is ..... (cold, wet, dry, icy, etc.)  
The temperature today is ..... (in degrees F. or C.)  
It is ..... (hotter than, colder than, the same as) yesterday.

#### Part 4

Mr. Brown had to phone for the doctor. If children have worked through lesson 1 in this series they will have had some practice in making phone calls. Continue to practice this with, if possible, real telephones or toy telephones with proper dials. In this exercise children have to deliver a simple message as clearly as possible. The message could be similar to that of Mr. Brown or it could be any message of your own choice. Keep the message short, but emphasize clarity. Even children with very poor articulation can be encouraged to take part. For example, if, when the child dials the number,

### Lesson 3 (Contd.)

you pick up the phone and say 'who is this calling', all the child has to say is his name - but clearly. Encourage the children to mimic the different tones - Brr, peep, peep, etc. as these are excellent articulation exercises and add to the fun of the activity.

If you have access to a tape recorder and the children have relatively good speech, a good idea is to make a telephone answering service. Explain about this to the children. Pre-record on the tape any appropriate message - e.g. 'Dr. Smith's surgery is now closed. Please leave your name and address and your message. A doctor will contact you'. The child can then give his message. When the tape is played back the child can hear his own voice and be encouraged to notice whether it is clear and distinct, which words are mumbled, etc.

A variation of this exercise is for each child to record a 'secret' message on the tape recorder. No one else, teacher included should know what this message is. It is up to the child to decide what he is going to say. (With poor children the help of another adult in recording the message and helping him decide what to say, can be very useful). When the message is played back, the teacher and children see how quickly they can understand what the message is. The quicker the message is understood the better - it means that the person who made the recording is speaking clearly!

### Part 5

Here is a song about Mrs. Brown's flu.. ~~The music and recording are enclosed.~~ MUSIC ENCLOSED

Mrs. Brown is feeling bad,  
In fact, she's got the flu.  
Mr. Brown is feeling sad,  
He wonders what to do.

Send for the doctor Mr. Brown  
And he will come right in from town  
With his bottles and pills and his little black bag  
Will he give Mrs. Brown a jag?

Mr. Brown went right away  
And picking up the phone  
Said 'Doctor please come out today  
And look at Mrs. Brown'.

The doctor came to Mrs. Brown  
The doctor came right in from town  
With his bottles and pills and his little black bag  
Will he give Mrs. Brown a jag?

The doctor came, the doctor said,  
'I know just what to do,  
Mrs. Brown must stay in bed,  
For she has got the flu'.

Take your medicine twice a day,  
And soon your flu will go away  
Take the bottles and pills from my little black bag  
And Mrs. Brown won't need a jag ....

Take your medicine twice a day and you will soon feel bright and gay!'

Lesson 3(Contd.)

Suggested Follow-up Activities

Role-play of visit to doctor's surgery.

Extend the idea of doctors and illness to role-play of a hospital situation - outpatients, wards, doctors, nurses, patients, visitors, etc.

Prepare a first-aid kit to keep in the classroom - e.g. bandages, elastoplast, antiseptic, etc. Stress the danger of medicines and the need to keep them away from young children.

Make a collage of patent cold and flu cures cut from magazine advertisements.

Make sure children know that such things - though useful - can be dangerous.

Head the collage - Danger! Do not Touch! Or These are Medicines, etc.

Make an intercom that works. You will require:-

Two empty toilet roll tubes

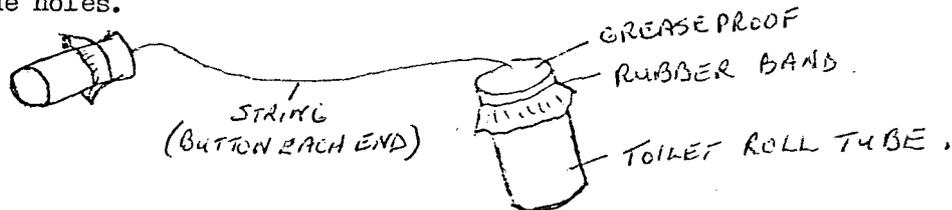
Two circles of greaseproof paper  $1\frac{1}{2}$ " larger in diameter than top of tubes.

Piece of fine string a few metres long.

Two small buttons.

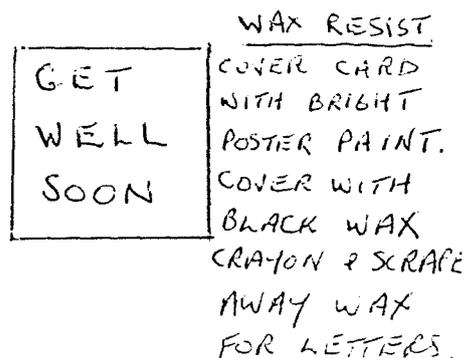
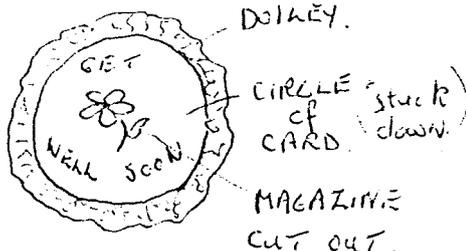
Two elastic bands.

Method - Damp the greaseproof circles and secure over ends of toilet roll tubes with elastic bands. Make a small hole in the centre of each circle when it dries. Thread the string through these holes. Tie a button to each end of the string to prevent it coming back out through the holes.



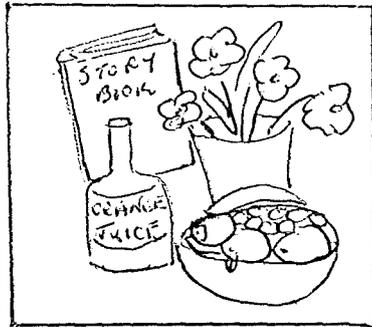
When the string is held taut one child holds a tube to his mouth, the other holds a tube to his ear. The string acts as a resonator and amplifier and a message can be passed easily from one child to the other.

Talk about get-well cards. Make individual get well cards using any of the methods described in package 1 - e.g. crushed tissue, magazine cut-outs, pre-gummed paper shapes (commercially called Play Shapes), etc.



Lesson 3 (Contd.)

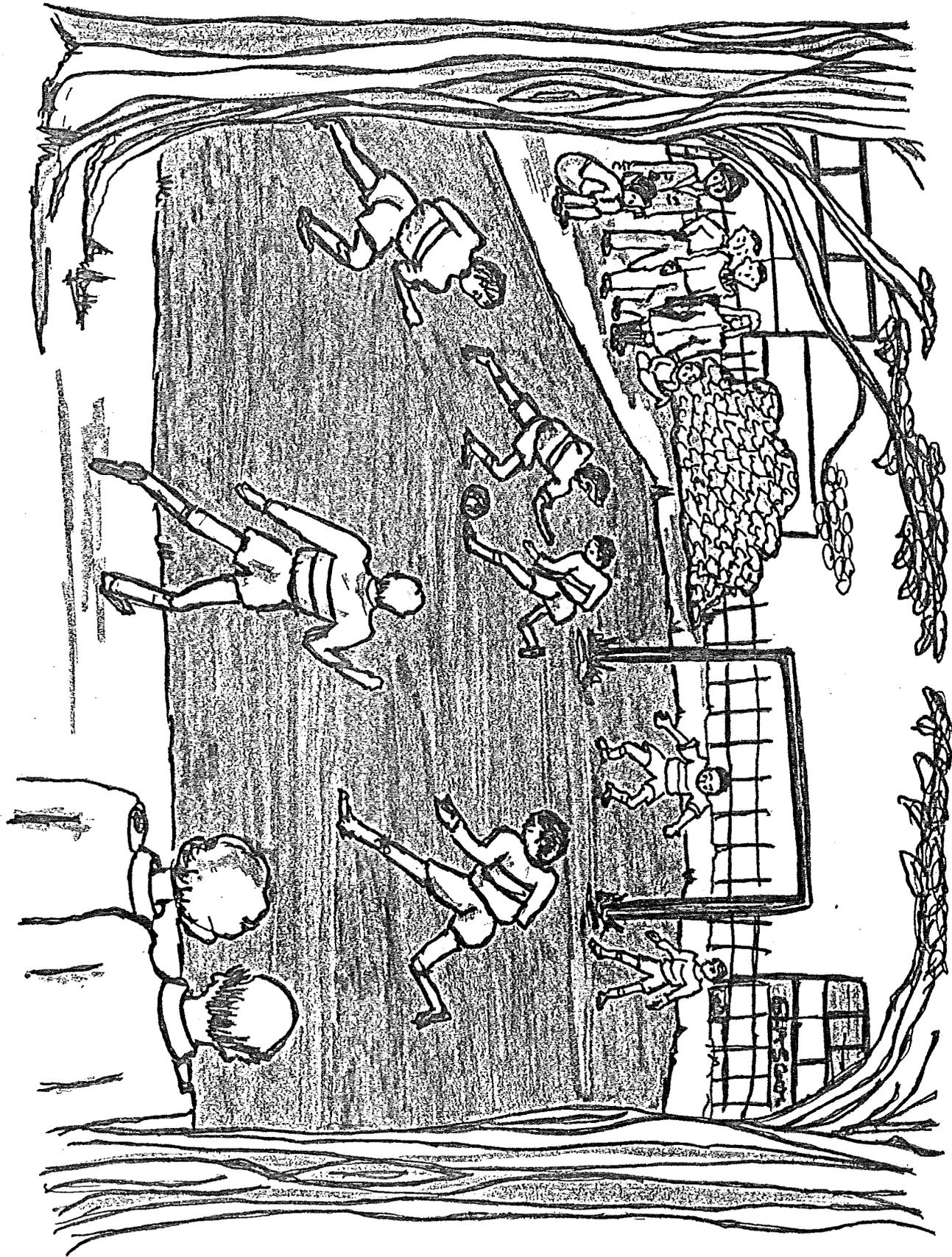
Talk about gifts suitable for those ill at home or in hospital.  
Make a large group collage or poster depicting some of these gifts - e.g.



Use as many different textures and materials in the collage as possible - e.g. foil, tissue, velvet, sandpaper, cellophane, crayon, paints, etc.

.....

Make up a similar story involving a visit to the dentist. Role play in a similar way. The Ladybird series of books contains good illustrations for this as does the MacDonald 'Starters' series. Also look out for pictures in 'Child Education' and 'Pictorial Education' many of which lend themselves to simplification and can be traced and simplified fairly easily.



SECT. A. LESSON 4.

SECTION A

Lesson 4

Items included

Picture

Additional items you might require

Tape recorder

Beanbags, skittles, etc.

Sandpaper, plasticene or playdough, pipecleaners, scraps of cloth.

Magazine cut-outs

Milk bottle tops or silver foil

'Twinstick' adhesive tape

## SECTION A

### Lesson 4

#### Part 1 - Story

Mr. and Mrs. Brown were getting ready to go out. They were going to the park. It was a nice day so Mr. Brown put on his brown jacket. Mrs. Brown put on her new red coat. And off they went round the corner and up the hill to the park.

Mr. and Mrs. Brown passed the duck pond where the ducks were swimming around. They passed the red bench where they liked to sit down. And they walked on through the park.

Suddenly Mr. and Mrs. Brown heard voices. They were childrens' voices and they were shouting 'Hurray, Hurray, Come on John, It's a goal. Hurray'. Mr. and Mrs. Brown hurried on. What could be happening in the park today?

The children from Hightown School were in the park. It was the school's sports day. Some of the children were standing watching and cheering. Some were running races. Different kinds of races. The sack race. The potato and spoon race. The three-legged race and the wheelbarrow race. Some of the children were jumping. And two teams of boys were playing football.

Mr. Brown liked football. He liked to watch it on television. But he liked it even better when he could be at the game. Mr. and Mrs. Brown stopped and stood beside a big tree to watch the children playing football. It was a good game. First, the blue team scored a goal. 'Hurray', shouted the children who were watching. Then one of the red team tried to score. But the goalkeeper was too good. He caught the ball and threw it back on to the field. 'Ah!', said the children watching. The red team was coming forward again running with the ball, and they scored! The red team had scored a goal too. The referee blew his whistle. Whee! The game was over. It was a draw. Two all.

The football match was finished. The races were finished. And so was the jumping. The school sports day was finished. All the children hurried up and began to go back to the school.

Mr. and Mrs. Brown went home too.

'I enjoyed that football match', said Mr. Brown. 'Did you?'

Mrs. Brown didn't say anything. She just smiled. But I think she did enjoy it. Don't you?

.....

#### Mime and Dramatisation

This story requires a somewhat different treatment from the previous stories. The incidents in the story need space to act out, and the children may well have to have some of the vocabulary explained - e.g. wheelbarrow race, etc. Encourage children to talk about the incidents in the story and any sports events they have taken part in or seen on T.V. When children are familiar with the story and the

## Lesson 4 (Cont.)

vocabulary take them into the hall or playground and let them try out the different kinds of races for themselves - varying the types to suit the individual capabilities of your children. The 'egg and spoon' race is particularly good for co-ordination, but races involving passing bean bags over the head, between the legs, etc. are effective too. Divide children into two teams and let them play 'football'. I suggest a bean bag as 'football', if space is restricted.

### Part 2

Again some space is required. Though the activities suggested here can be done in the classroom if it is not possible to go into the hall. Choose some bright lively music - 'Popcorn', 'The Sting' are ideal (~~see tape~~). Children are footballers at a training session. When they hear the music they start miming - heading the ball, kicking it, running with it, etc. When the music stops they must try to stand quite still in position. When the music starts again they start, etc. Try this several times using the same activities then try varying the activities. In pairs, throwing and catching a ball. In pairs, playing tennis. Individually, running on the spot, skipping, etc. Each time the music stops children freeze in position. They will almost certainly find this difficult at first, but should improve with practice.

### Part 3

Repeat the activities suggested in Part 2, but suggest that this is an 'action replay' - everything is in slow motion. Use a slow record to help them (~~or see tape~~). Again when the music stops, they freeze. This is a much more difficult exercise requiring greater control - mentally and physically. It also requires greater concentration and more imagination. I have found it helpful if, in the early stages of this activity, the teacher performs the actions with the pupils. Many will simply imitate the teacher's actions at first, but as they gain more confidence they may try to vary their actions and eventually carry on the activity without using the teacher as a model. However, in an activity of this kind, classes will work at different rates and some children will take longer than others to understand what is required of them. Plenty of verbal praise and encouragement from the teacher is helpful here.

### Part 4

Make a model of a football pitch. Use sandpaper stuck to cardboard as a base. Either paint it green or leave plain. If sandpaper is not available or children object to the texture of it (some do!) use a card liberally covered in glue and sprinkled with sand. The sand will stick to the glue and give a good texture for the ground. Make goalposts from plastic straws sellotaped at top and stuck into blobs of plasticene for support. Decide on team colours. Make figures from pipe cleaners. As this can be tricky I have tried to simplify it and have found this to be the easiest way. For each figure you will need three pipe cleaners. Place two side by side and push into a ball of plasticene.

### Lesson 4 (Cont.)

Twist bottom half round once and separate.

Stick each leg into a blob of plasticene. Twist third pipecleaner round other two to form arms and cover sharp edges with small blobs of plasticene for hands.

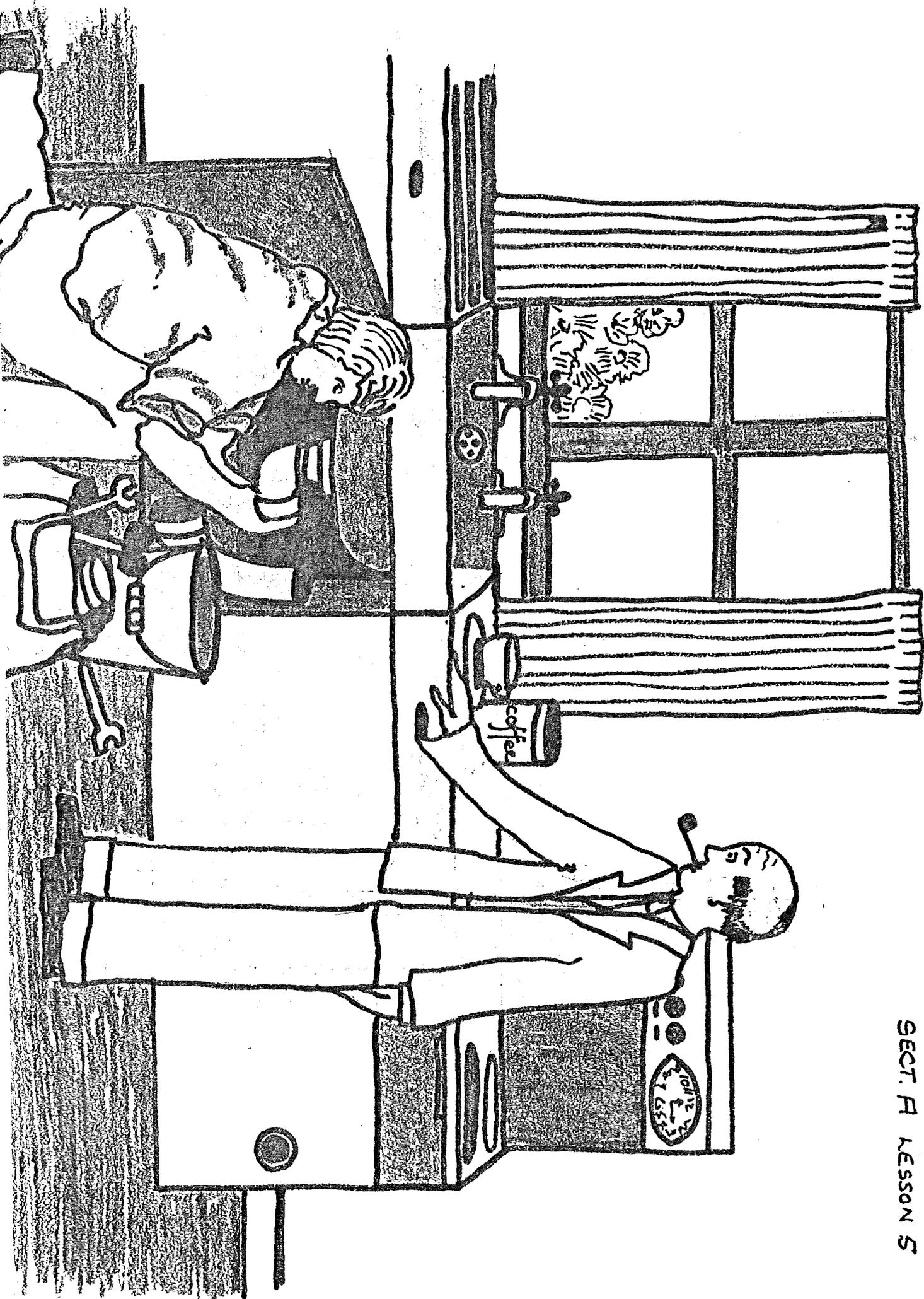
Either use pre-gummed sticky paper in chosen colour, or use scraps of material glued, as clothes. A rough square is sufficient to give the effect.

These figures will bend to give the effect of movement and a ball of plasticene or ping-pong ball will complete the model. If children are capable of it, they can draw the white lines on the pitch, but this is not really necessary.

#### Suggestions for Follow-up Activities

Make a 'sports' collage using cut-out pictures from magazines and papers. Try to find as many sports as possible. Find out the colours of different popular football teams and using child's dressing up doll as template, make 'supporters' of the different teams. Draw round doll and make paper hat, scarf and coat in the teams' colours for each doll. Coat may be shape cut from pre-gummed paper. Hat and scarf may be white paper with felt-tip or crayon stripes or strips of pre-gummed paper.

Most football teams try to win a cup. Make a 'silver' football cup from milk bottle tops washed and glued down inside a template shape. If children are very poor and not good at using glue, draw template and cover it with 'twin-stick' - double sided adhesive tape with the backing removed. Children then only need press the bottle tops against the tape and they will stick with no mess.



SECTION A

Lesson 5

Items included

Picture

Additional items you might require

Record or Percussion

Paper, card, crayons, glue

Pictures of People at Work

## SECTION A

### Lesson 5

#### Part 1 - Story

Mrs. Brown got up one morning and went into the kitchen to make breakfast. What a shock she got when she opened the kitchen door. The kitchen floor was covered in water. Oh dear. Mrs. Brown called to Mr. Brown. 'Come quickly! Look!'

Mr. Brown looked at the water all over the kitchen floor. 'Oh, dear', he said. 'I think we have a burst pipe. We shall have to phone for the plumber'.

But first Mr. Brown rolled up his trouser legs. He took off his socks and slippers and waded through the water. He opened the cupboard under the sink. It was full of water. Oh, yes. It was a burst pipe all right. Mr. Brown put a big bucket under the burst pipe to catch the drips. Then he went to phone the plumber.

Mrs. Brown began to clean up the water. What a job it was. At first she tried to clean up the water with a mop, but after a while she had to get down on her hands and knees and use cloths to dry the water off the floor. She had nearly finished when the plumber arrived.

The plumber looked at the pipe. 'Ah, yes', he said. 'I can fix that. But first we must turn the water off'.

The plumber took a long thin pole out of his bag and walked out into the garden. He found the place where the water pipes ran under the ground. He lifted up the manhole cover and with his special tool he turned the water off.

The plumber went back to the kitchen and began to mend the burst pipe. Mr. Brown watched as he unscrewed the old pipe with a big spanner. Then he took a new pipe. He pushed the new pipe into place and tightened it up. He was a good plumber and it didn't take him very long before he had the burst pipe mended. He went back out to the garden and turned the water on. Mr. and Mrs. Brown tested the taps in the kitchen. Yes the water was flowing out of the taps, down through the plug-hole and away out through the pipes to the drains. No sign of a leak anywhere. The burst pipe was mended.

'Thank you very much', said Mrs. Brown. 'Would you like a cup of tea?', said Mrs. Brown.

The plumber said 'Yes, please', so Mr. and Mrs. Brown and the plumber all sat down in the kitchen to have a nice cup of tea.

.....

#### Mime and Dramatisation

This is a very straightforward story to dramatise. It gives plenty of scope for the making of sounds - the sss of the water, the splashing as they wade through it, the mechanical sounds of the pipes, etc. as the plumber fixes the pipe. It also gives scope for fairly precise

## Lesson 5 (Cont.)

occupational mime in the fixing of the pipe. It is particularly suitable for the boys but girls should enjoy the activity also. Make sure that children have plenty of time to understand any unfamiliar vocabulary or new ideas in the story.

### Part 2

The plumber in this story came to mend a burst pipe. What other things do plumbers do? Talk about mending washing machines, new baths, showers, etc. Use this conversation as a lead in to mime of plumbers, in pairs, installing or fixing various gadgets. Girls may be housewives who open door to plumber, show him the problem and perhaps mop or clean up after he has finished and then collecting clothes, etc. and doing a washing.

### Part 3

Try to extend the previous exercise into a more abstract type of mime - e.g. being clothes in a washing machine, moving first one way then the other, getting tangled up, spinning very fast, etc.

This type of activity requires a certain amount of space so would be best done in the hall with either music or percussion to accompany it. If space is a problem, or if children are in wheelchairs, hands can be the clothes and children can make vocal sounds to accompany the hand movements.

### Part 4

Plumbers help us by mending burst pipes and machines. What other workmen may come to the house to help us? Talk about coalmen, gardeners, painters, electricians, 'T.V. fixers', etc. As a whole group mime some of the activities which these people may do. When children have had plenty of time to try out the various activities, play a version of charades in which one child mimes an activity from the ones practised and the other children guess who he is.

### Additional suggestions for Follow-up Activities

Many books for young children (e.g. Ladybird, McDonald's 'Starters') show pictures of people at work, or people who help us. Make a guessing game in which teacher has a picture and tells children about it without saying the name of the person. Children have to guess what he is, e.g. 'I come to people's houses when they are ill and I try to make them better. Who am I?'

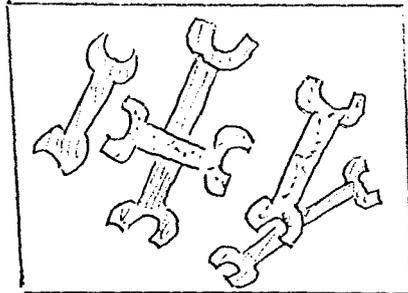
or 'I come to your house early in the morning and I leave something on the doorstep. You can drink it and it makes you strong. Who am I?'

Encourage children to have a go at telling about their picture.

### Lesson 5 (Contd.)

Using a simple shape such as a spanner or a hammer, make a card template. Get children to do crayon rubbings on sugar paper over textured objects - e.g. the grain of the desk, an embossed box, etc. Use the template to draw round on the rubbing. Cut out the shape and stick them on poster as collage.

e.g.



Follow up previous lessons by making phone calls to the plumber to report a fault.

SECTION A

Lesson 6

Items included

Picture

Music for song

Additional items you might require

Circle of stiff card

Dowel rod or pencil

Empty cotton reel

Model cars or matchboxes

Blutack

Beanbag or ball

Paper, wax crayons, black paint and washing up liquid

## SECTION A

### Lesson 6

#### Part 1 - Story

Mr. and Mrs. Brown were really excited. Something nice was happening in Hightown. The fair had arrived! All the stalls and the roundabouts had been set up in Hightown Park. Mr. and Mrs. Brown could hear the music from their house and they could just see the top of the Helter Skelter peeping up through the trees in Hightown Park.

Mr. and Mrs. Brown set off - up the hill and round the corner to the park. Mr. Brown had lots of pennies in his pockets. They jingled as he walked. He liked the noise the pennies made. Jingle, Jangle, Jingle Jangle.

At last they reached the park. The music was much louder now. They could hear the noise of people laughing and talking and squealing as they whirled round on the roundabouts and up on the big wheel. And the lights in the fairground twinkled - red and yellow, and green and blue. Mr. and Mrs. Brown loved the fair!

The first thing they went on was the dodgem cars. Mr. Brown drove the car round and round, turning the wheel first one way and then the other so that he wouldn't bump into the other cars. Brrum, Brrum went the car as he drove it round and round.

Mr. Brown wanted to go on the Waltzers, but Mrs. Brown wouldn't go.

'No!' she said. 'They go too fast and I get scared'.

So they didn't go on the Waltzers. But they stood for a little while and watched them.

'I'd like a Candy Floss', said Mrs. Brown.

'That's a good idea', said Mr. Brown.

Mr. Brown bought two candy flosses - one for Mrs. Brown and one for himself. They ate their Candy Floss and watched the people having fun on the Helter Skelter and the big wheel.

Mrs. Brown tried to win a goldfish. She threw balls into glass jars. But she missed. She didn't win a goldfish this time. Mr. Brown tried too. But he missed. He didn't win a goldfish either.

Then Mr. and Mrs. Brown met Susan and John, the little girl and boy from next door. John was carrying a goldfish in a plastic bag full of water. John had won a goldfish.

'Well done, John', said Mr. and Mrs. Brown.

Mrs. Brown held John's goldfish and Mr. Brown gave them a turn on the roundabouts. Each time they passed they waved to Mr. and Mrs. Brown. When they came off the roundabout it was time to go home. Susan and John walked with Mr. and Mrs. Brown down the hill and round the corner to their house.

## Lesson ① (Contd.)

'I like the Fair', said John.

'Me too', said Susan.

'I know somebody else who likes it', said Mrs. Brown. And she looked over at Mr. Brown. Mr. Brown didn't say anything. He just smiled and jingled what was left of the pennies in his pocket.

Do you think he liked the fair?

### Mime and Dramatisation

This story may be dramatised quite straightforwardly in the way with which you are already familiar; break it down into incidents and let the group try out the various parts in unison before attempting to dramatise the story in sequence. Parts like the dodgem cars may be done with children seated and pretending to drive and swerve, etc. Alternately, if space and children's mobility permits, children may run around the room trying to weave in and out of others without touching.

### Part 2

This story is similar to one for the younger children in Package 1. The aim is the same in both - to encourage conversation, if possible animated conversation. Most children, even those quite severely handicapped, have had some experience of a fair and the variety of sense impressions it conveys. Talk to children about fairs and encourage them to talk about their experiences - sounds, smells, sights, tasks, etc. As children mention an activity get them to act it out in their own way. Try to encourage spontaneity. Only if children cannot suggest ideas should you prompt and show.

### Part 3

Make a model roundabout. You will need a circle of stiff card about 9" in diameter with a hole in the middle. Either a few empty matchbox trays, or a few cheap lightweight plastic toy cars. 'Blutack'. A dowel rod or pencil. An empty cotton reel, (preferably one from a larger reel like the large Black or White Reels of Drina).

### Method

Stick the matchboxes or cars to the card at intervals round the edge, with 'Blutack'. Children should be able to do this themselves. If using matchbox trays children may wish to paint them in bright colours first. Push dowel or pencil through hole in centre of card and into hole in cotton reel. Secure reel to surface on which it is to stand with a blob of Blutack. Depending on how close the fit is between rod and card, the roundabout will turn either by twirling the rod or card.

## Lesson 6 (Contd.)

### Part 4

Teach this song about the fair.

I hear music coming from the fair  
Come Along, Come Along,  
Let's go there  
I hear laughter coming from the fair  
Come Along, Come Along,  
Let's go there  
Go on the dodgems  
Go on the swings  
Go on the roundabouts  
Lots of things  
I hear music coming from the fair  
Come along, Come along  
Let's go there

### Suggested Follow-up Activities

Many of the activities in Package 1, Section A, Lesson 6, are applicable here and may be adapted easily to suit the older child.

Play the game 'Goldfish', a variation of 'Piggy in the Middle'. In the hall or playground, children make a circle. They are the goldfish bowl. One child in the middle has a ball or beanbag. That is the goldfish. He tries to throw the bag or ball over the heads of the others and out of the ring. If he succeeds he retrieves the beanbag and tries again. If any of the other children catch the beanbag they change places and that child then does the throwing.

Similar games (based on some of the 'trust' exercises devised by drama and movement therapists like Sue Jennings and Veronica Sherbourne) may be played, e.g. children form a circle holding hands or touching in some other way. One child has to get into or out of this circle by whatever means he can. The other children try to prevent him. The only rule is you must not hurt anyone!

Role-play in pairs. One child is a stall-holder and tries to persuade others to 'have a go'.

Draw the colours of the fair at night. Cover a sheet of paper with brightly coloured wax crayons. Paint all over this with black poster paint to which a few drops of washing up liquid has been added. The washing up liquid helps the paint adhere to the wax surface. When the paint is dry scratch through to the bright colours below. See example.

SECTION B

Seasonal Lessons

Summer

Items included

Picture of Seaside

Seaside Poem

Seaside Poem

Additional items you might require

Scraps of foil, sandpaper, etc.

Holiday snaps

Holiday postcards

Wall map or Atlas

Tape Recorder

## SECTION B

### Summer

(This lesson may be taken before the summer holidays, in preparation for a school outing, or after the holidays. Depending on when you decide to take it you may wish to slant the story and activities slightly to suit).

#### Part 1 - Story

It was a hot summer's day and Mr. and Mrs. Brown were getting ready to go out. But they weren't going to the park today. No! And they weren't going to the shops today. No! They were going in a bus. To the seaside. Mr. and Mrs. Brown were very excited. They were looking forward to their visit to the seaside.

When they were ready, they set off down the hill to the bus. The bell on the bus went 'ding, ding, ding, ding'. The engine went 'mm, mm, mm', and the wheels went 'brr, brr, brr' and they were off - off to the seaside.

When they got to the seaside, Mr. and Mrs. Brown climbed down from the bus and crossed over to the beach.

There were lots of people on the beach. Boys and girls, and Mummies and Daddies and Grannies and Grandpas - all enjoying themselves on the beach.

Mr. and Mrs. Brown took two deckchairs. Mr. Brown tried to put them up. (What a muddle! First the legs were round the wrong way! Then the chair was upside down! Then it fell flat on the sand. But at last he managed to get the chairs up)(Omit or expand here as desired).

Mr. and Mrs. Brown sat down.

They watched the children building sandcastles and playing in the sand. They watched the children splashing in the water and playing with big balls. They listened to the sound the sea made - sh, sh. Big waves - splash. And little waves - sss. They saw the children having donkey rides.

Then Mr. Brown said, 'Oh, it's hot. Would you like an ice-cream, Mrs. Brown'.

'Oh, yes', said Mrs. Brown, 'that would be lovely'.

Mr. Brown went off to the little kiosk down the road and bought two ice-cream cones.

Mr. and Mrs. Brown licked their ice-cream and felt very happy.

At last it was time to go home. Mrs. Brown gathered up all their bits and pieces ready to go on the bus. Mr. Brown took back the deckchairs.

## Summer (Contd.)

On the bus home Mr. and Mrs. Brown felt happy after their day at the seaside. But they were so tired that they stretched and yawned and stretched and yawned and then fell asleep. They slept all the way home.

.....

### Mime and Dramatisation

There are a number of different ways of tackling the dramatisation of this story. If you wish you may tell the story in two parts, stopping the first part after the deck-chair incident. Although the story moves along fairly quickly, there is a great deal of information and vocabulary in it. If the children have had experience of visiting the seaside much of this will be at least partially familiar to them. If, however, children have never visited the seaside or have a very limited understood vocabulary, it will be necessary to take the dramatisation very slowly in order to establish these new words and concepts.

The first part of the dramatisation is simple. Children can make the noises of the bell on the bus, the wheels, the horn, etc. and pretend to be drivers driving the seaside bus. Then let all the children be Mr. and Mrs. Brown packing their bags for the seaside trip. Are they taking a picnic? Are they taking bathing suits? What will they wear to go there?, etc. They board and sit in the bus as Mr. and Mrs. Brown, driver and other passengers. Make the bus noises as the bus is going.

They climb down from the bus and walk to the bench. Make much of finding a good spot, smoothing out the sand, putting down bags and taking off coats/shoes, etc. If the business with the deck chairs does not seem too advanced for your children let them all mime the difficulties Mr. Brown gets into putting up the deck-chair. If this does seem too advanced, simply have them lie down on the sand or sit in chairs and feel the sun on their faces and feel the sand in fingers and toes.

### Part 2

In the second half of the story there are a number of incidents to choose from. You may eventually decide to dramatise most of them, but I suggest that this be done in a number of separate drama sessions. One session might concentrate on the water play - the noise the waves make, jumping over the waves, splashing with hands and feet - and play with a ball. Contrast this and combine with actual water play in pool or in washbasin at school.

### Part 3

Another session would deal with sand play - making sand pies, digging, patting, making castles, finding stones and feathers to decorate them, etc. Again combine with play with actual sand.

## Summer (Cont.)

In another session, children could role play the ice-cream kiosk activities or buying pails and spades, rubber rings and balls, and so on. In all of these sessions make plenty of use of the appropriate noises - e.g. blowing up the rubber rings, bang, bang, bang as you pat the pail for the pies, etc.

### Part 4

Using the same sorts of activity as in the two previous parts, do a music and movement session, encouraging children to respond appropriately to the sound of the music - e.g. lying still and relaxed, letting sand run through fingers, etc. to soft music, playing ball games, splashing or making pies to lively music, etc.

### Additional follow-up Activities

Ideally - a visit to the seaside! Or a visit to the baths.

Make a model of the seaside - sandpaper for the sand, foil for the sea, cotton wool for the waves, etc. Add scraps of material for towels, a small ball for a beach ball, and get the children to provide small dolls as people, etc.

Make a collage of holiday snaps which children bring in from home. This encourages a two-way flow of conversation between home and school. If some of the children are unlikely to have been on holiday or to have photographs available, try to take photographs of them on school outings, so that they may have photographs included in the collage.

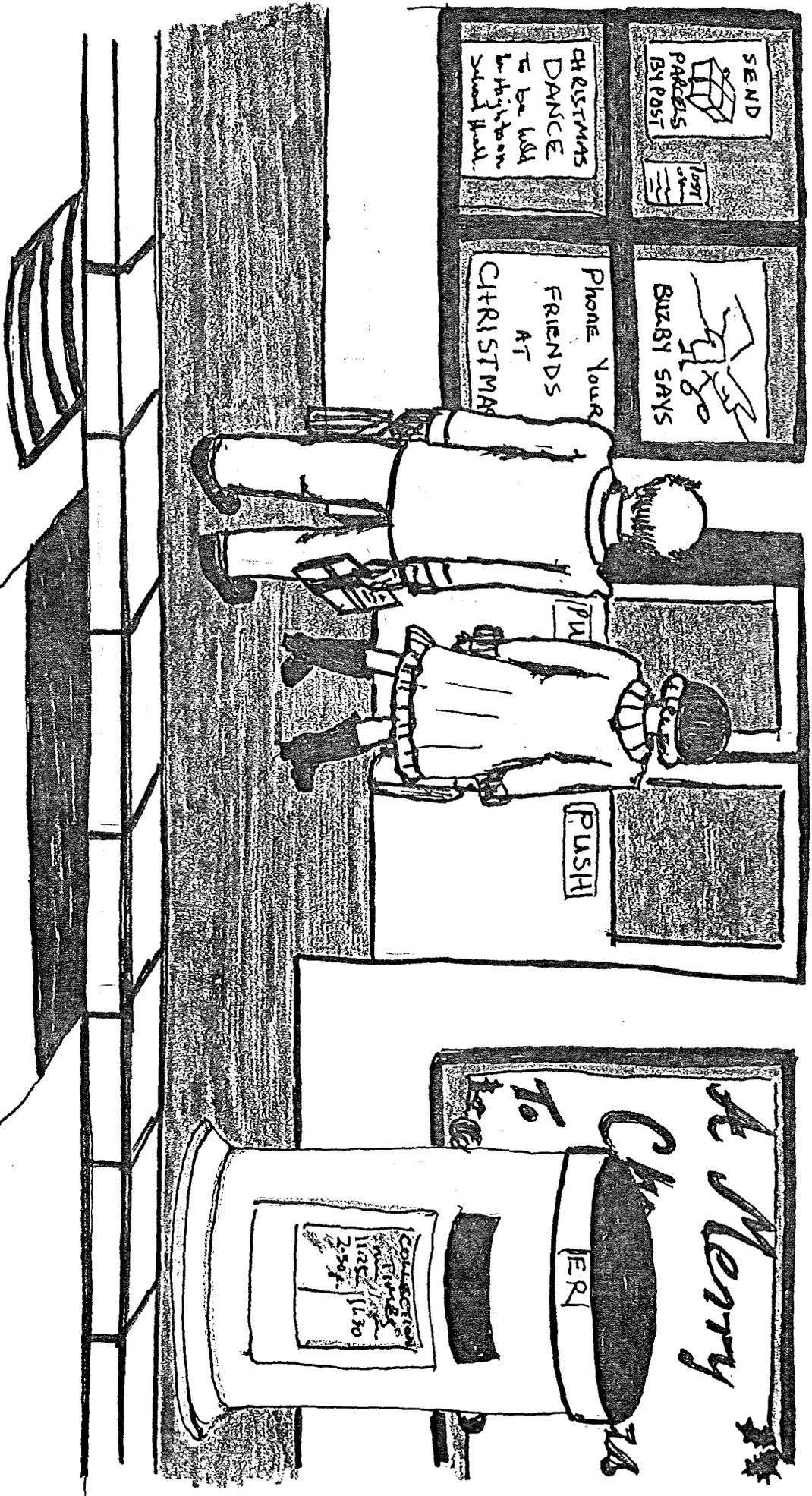
Alternately, use holiday postcards and make a wall display of these, encouraging talk about the picture and who sent the postcard, etc.

Using a wall-map or atlas try to show children how much sea there is in the world. Encourage them to point out the blue areas and show how small our country is in relation to the size of the sea. (This activity is only useful for the more intelligent of the children).

Make a tape recording of seaside sounds. Get children to make the noises of the sea, birds calling, sand falling, donkeys braying, clip-clopping, etc. Experiment with voices and other things to make noises - e.g. crackling paper close to microphone or running nails over rough side of a ruler. These activities encourage an interest in sound and sound production. Hopefully this will lead on to trying out sounds and words for fun. As a lead-on from this tape you could make a tape combining words and sounds, e.g.

Sea! Sea!  
Sssss, Sssss  
Waves! Splashing  
Shsh----, Shsh----  
Donkeys! Donkeys!  
Clip Clop, Clip Clop, etc.

# POST OFFICE



SECTION B

Christmas

Items included

Two pictures

Music for Christmas Song

Script for Christmas Play

Advanced Script (separate)

Additional items you might require

Card, tinfoil, costumes, etc.

## SECTION B

### Christmas

#### Part 1 - Story 1

It was two weeks before Christmas. Mr. and Mrs. Brown were getting everything ready for Christmas Day. Mrs. Brown had baked the Christmas cake. Now she was covering it with white icing. She mixed up the butter and the icing sugar and she spread the icing all over the cake till it stood up in which peaks like snow. Mr. Brown tied a red ribbon round the cake and put a little robin on top. Mrs. Brown put a Santa beside the robin. The cake was ready. It looked lovely! Mr. and Mrs. Brown were very pleased with it.

But Mr. and Mrs. Brown had other things to do now. They had to write their Christmas cards and wrap up their Christmas presents. Mrs. Brown wrote inside the cards - A Happy Christmas from Mr. and Mrs. Brown - and Mr. Brown put the name and address on the envelopes and popped the cards inside. Then they took bright Christmas paper and began to wrap up their presents. Mrs. Brown wrapped up a lovely rag doll she had made for the little girl, Susan, who lived next door. Mr. Brown wrapped up a ball for her brother John. The paper crackled as Mr. and Mrs. Brown wrapped up the presents. The ball kept slipping out of the parcel Mr. Brown was making. Crackle went the paper and bounce would go the ball down on to the floor. Three times the ball fell out of the parcel. Three times Mr. Brown bent down and picked it up. But at last Mr. Brown managed to wrap it up and put it with the other presents under the Christmas tree.

Mr. and Mrs. Brown had two parcels which had to be posted. So after they wrapped them in bright Christmas paper, they covered them with strong brown paper and stuck them firmly with sellotape and tied them with string. Mr. and Mrs. Brown had finished all their jobs for that night.

'Tomorrow', said Mr. Brown sleepily, 'we must go to the Post Office'.

'Yes, tomorrow', said Mrs. Brown, 'but tonight we will sit and rest and have a nice cup of tea before we go to bed'.

And that is just what they did.

.....

#### Story 2

One day just before Christmas/or/the next day Mr. and Mrs. Brown set off early in the morning to go to the Post Office. Mrs. Brown put on her brown coat and put all the cards inside her shopping bag. Mr. Brown tied a warm woolly scarf round his neck. He picked up the two parcels, and they were ready to go. They went up the hill, round the corner and through the park to the town.

The town was very busy with people doing their Christmas shopping. Mr. and Mrs. Brown went into the post office and joined the queue. It was a long queue because lots of people were waiting to buy stamps and post parcels for Christmas. At last, it was Mr. and Mrs. Brown's turn to be served.

Christmas (Contd.)

'Five stamps please', said Mr. Brown.

'Yes sir', said the man behind the counter.

The man gave Mr. Brown the stamps and took the money.

Mr. and Mrs. Brown licked the stamps and put them on the envelopes. The assistant took Mr. Brown's parcels. He put them on the scales to weigh them.

'That will be another thirty pence, sir', said the assistant.

Mr. Brown took three ten pence pieces out of his pocket and gave them to the assistant.

'Thirty pence. There you are. Good morning'.

'Thank you sir, Good morning'.

Mr. and Mrs. Brown went out of the Post Office. They stopped at the post box outside and popped in their cards. Then they made their way back through the park, round the corner and down the hill to their home.

.....

Story 3

Mr. and Mrs. Brown were sitting in their chairs. Suddenly, there was a knock at the door.

## Christmas (Contd.)

'I wonder who that can be', said Mr. Brown, and he went to open the door. It was the postman.

'Parcel for you, sir', he said, and gave Mr. Brown a parcel and some Christmas cards.

'Thank you. I wonder who it's from', said Mr. Brown. 'Shall we open it?'

'No', said Mrs. Brown firmly. 'Look, it says here DO NOT OPEN TILL CHRISTMAS. It must be a Christmas present'.

'Then we won't open it till Christmas morning', said Mr. Brown, and he took the parcel and he put it with the other presents under the Christmas tree. Mrs. Brown opened the cards. There was one with holly and a robin on it. Another one had a picture of a snowman. The third one had a picture of the baby Jesus lying in the manger. Mr. and Mrs. Brown liked the cards very much. They put them up with the other cards and sat down in their chairs again.

There was another knock at the door.

'Who can that be this time', said Mrs. Brown, and she got up to answer the door. On the doorstep stood Susan and John, the little boy and girl from next door.

'This is for you, Mrs. Brown', said Susan.

'It's an invitation', said John. 'I made it myself'.

'An invitation', said Mrs. Brown. 'How nice!'

'It's for Mr. Brown too,' said Susan. 'You are invited to come to our school to see our nativity play and listen to our Christmas Carols.'

'Oh, that would be lovely', said Mrs. Brown. 'Thank you very much Susan and John'.

That night, Mr. and Mrs. Brown got ready and went off to the school. They had a lovely time!

First the little children sang 'Away in a Manger', and Mary and Joseph came in carrying the baby Jesus. (Susan was Mary and John was Joseph). Mary and Joseph knocked on the doors, but the people said 'No room! No room!' Then a man led Mary and Joseph to the stable and they sat down and placed the baby Jesus in the manger. The children sang about the shepherds who came to see the baby and about the Kings who came to give him gifts.

Then all the children sang 'Still the Night' and that was the end of the play. All the people clapped and said how much they had enjoyed the show.

Mr. and Mrs. Brown clapped too.

## Christmas (Cont.)

On the way home, Mr. and Mrs. Brown told Susan and John how much they had enjoyed the show and how happy they were that they had been given an invitation to the school play.

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### Mime and Dramatisation

You may decide to tell all of the stories over a period of a few weeks building up to Christmas. Or you may decide to choose one story and work on it over a shorter period of time. The method of dramatisation is similar for the first and second stories, but the third story is rather different and requires different treatment.

#### Dramatisation - Story 1

Have the children as a group mime all the actions of icing the cake, writing the cards, wrapping the parcels, etc. When wrapping parcels, awkward things to wrap - e.g. balls, may slip and fall to floor. Or the wrapping paper may tear or be too short. Help children towards fine motor control by encouraging them to mime as accurately as possible. If necessary, talk the children through all the stages - e.g. note the length of sellotape required, how it's cut, keeping parcel size consistent, etc. When children are familiar with the routine encourage them to say what it is they are wrapping and by asking questions - e.g. 'Oh! It's a doll!' And what colour is her dress? Red! And has she any shoes on?, etc.' - encourage them to extend their descriptions of the imaginary object.

#### Dramatisation - Story 2

Story 2 is more of a role play situation than a simple mime. Children may act out the scene in the Post Office - either taking different parts or all being the various characters in turn. With the Post Office's propensity for raising prices, the price of stamps quoted may be out of date by the time this reaches you! Update where necessary. Children could extend the idea of the Post Office by acting as Postmen delivering letters or working in the sorting office. Make sure they understand the vocabulary as they go along.

#### Dramatisation - Story 3

This story introduces an element of performance. Many severely mentally handicapped children are unready for any kind of performance and will not benefit from being asked to perform. For such children it is enough to ask them to be Mary, Joseph, the wise men, etc. And to act out in unison the different parts of the Christmas Story. In this case the method of approach would be the one with which you are already familiar. The carols could be taught separately and integrated into the story when the children are sufficiently familiar with the melody at least to hum the tune.



### Christmas (Cont.)

point with stars to shepherds who, during the course of the song, come in and kneel before the baby, again led by a child with a star).

Song Verse 1 See the Shepherds Coming, Coming,  
Coming from afar  
To see the baby Jesus  
And following a star

Chorus Baby Jesus born today  
Baby Jesus born today  
See the shepherds coming, coming,  
Coming from afar.

(During the next verse the stars point to the Kings. The Kings enter, led by a star and come to the baby, bow, present their gifts, and kneel at the side).

Verse 2 The wise men came to see the baby  
Lying in the hay  
The wise men came and gave the baby  
Birthday gifts that day.

Chorus Baby Jesus born today  
Baby Jesus born today  
The Wise Men came to see the baby  
Lying in the hay.

(During the singing of the next verse the stars hold up and wave their stars and the landlady or any other children not so far involved come in and present brightly wrapped gifts or flowers to the baby. Alternately, while one of the stars holds up his star, the other stars provide a percussion accompaniment of marakas and jingle bells to the singing of this last verse and chorus).

Verse 3 The little stars were shining and the  
Bells rang out so gay  
And all the world was full of joy  
On that first Christmas Day.

Chorus Baby Jesus born today  
Baby Jesus born today  
And all the world was full of joy  
On that first Christmas Day.

(After the song the performance may end, or the children may remain in position as the teacher says:-

'and so the little baby Jesus was born in Bethlehem a long,  
long time ago. And every Christmas we remember how the  
Wise Men (Kings) and Shepherds came to give gifts to the baby.  
That is why we give each other gifts at Christmas time'.

Finish by singing one verse of 'Still the Night').

## Christmas (Cont.)

### Costume

Elaborate costumes are not necessary for classroom drama, but children like to dress up and often a suggestion of costume - a crown or a sloak, etc. - and help children to have a sense of occasion and 'feel' the part more.

## Christmas (Cont.)

Here is another version of the preceding story. This version relies on dialogue much more and is more difficult. The mildly handicapped should be able to cope with it (it has been done by mildly handicapped children on several occasions, and an adapted version done by the severely handicapped), but teachers would have to simplify and adapt it, for S.M.H. children, using more mime in the first part and less speech.

### The Christmas Stars

(Children are standing or sitting around with dusters in one hand. In the other hand, a cardboard star covered in tinfoil, dull side out. Small child has star covered in tinfoil, shiny side out and sprinkled with glitter. Throughout the following dialogue she is busy polishing her star).

Star 1                    I'm fed up

Star 2                    So am I

Star 3                    I'm tired of polishing these stars

Star 4                    (yawning) I'm just tired

Star 5                    No one ever looks up in the sky at the stars now

Star 6                    I don't care if nobody sees my star

Star 1                    Nobody will. It's all dull and dirty

Star 6                    It is not

Star 1                    Yes it is

Star 6                    It's not as bad as yours! Look at it.

(Other stars look at Star 1's dull star and laugh)

Star 2                    (pointing to little star) Look at her star

Star 1                    Well, she's new

Star 6                    She'll soon get tired of polishing

(Enter starkeeper like sergeant major)

Starkeeper                Attention! Star children, stand by your stars

(Children stand to attention and show their stars. He moves along as if on parade inspecting the troops).

Starkeeper                Oh dear! Oh dear! These stars are so dull. TTT!  
And we have an important job to do.

Star 1                    A job?

Other stars                What is it?



Christmas (Cont.)

Shepherds they are coming, coming  
coming from afar  
To see the baby Jesus  
And following a star.

(The little star moves forward and beckons to the shepherds).

Shepherd 1            Look at that bright star

Shepherd 2            Listen to the angels singing

Shepherd 3            What are they saying

(Stars sing first chorus.      Baby Jesus born today  
   Baby Jesus born today  
   See the shepherds coming  
   Coming from afar.)

Shepherd              Baby Jesus born today! Come my friends let us  
                                 follow the star.

(Stars repeat verse and chorus and shepherds follow star to where  
Mary, Joseph and baby are. They kneel. Little star goes and  
beckons to the wise men. They come in and follow the star to the  
manger. During this the other stars sing.)

Verse 2    The Wise Men came to see the baby  
                 Lying in the hay  
                 The Wise Men came and gave the baby  
                 Birthday gifts that day

Chorus    Baby Jesus born today  
                 Baby Jesus born today  
                 The Wise Men came to see the baby  
                 Lying in the hay.

King 1                Gold for the baby Jesus

King 2                Frankincense I bring

King 3                Myrr for the son of God

(All three kneel and present gifts. All sing Away in a Manger. As  
they do so the stars move round to stand behind Mary and Joseph and  
hold up their stars. The little star stands to one side, a star  
in one hand, and a small pocket torch in the other. She lights up  
her star with the torch).

Voice                 And so was born in Bethlehem the baby Jesus, the  
                                 Son of God.

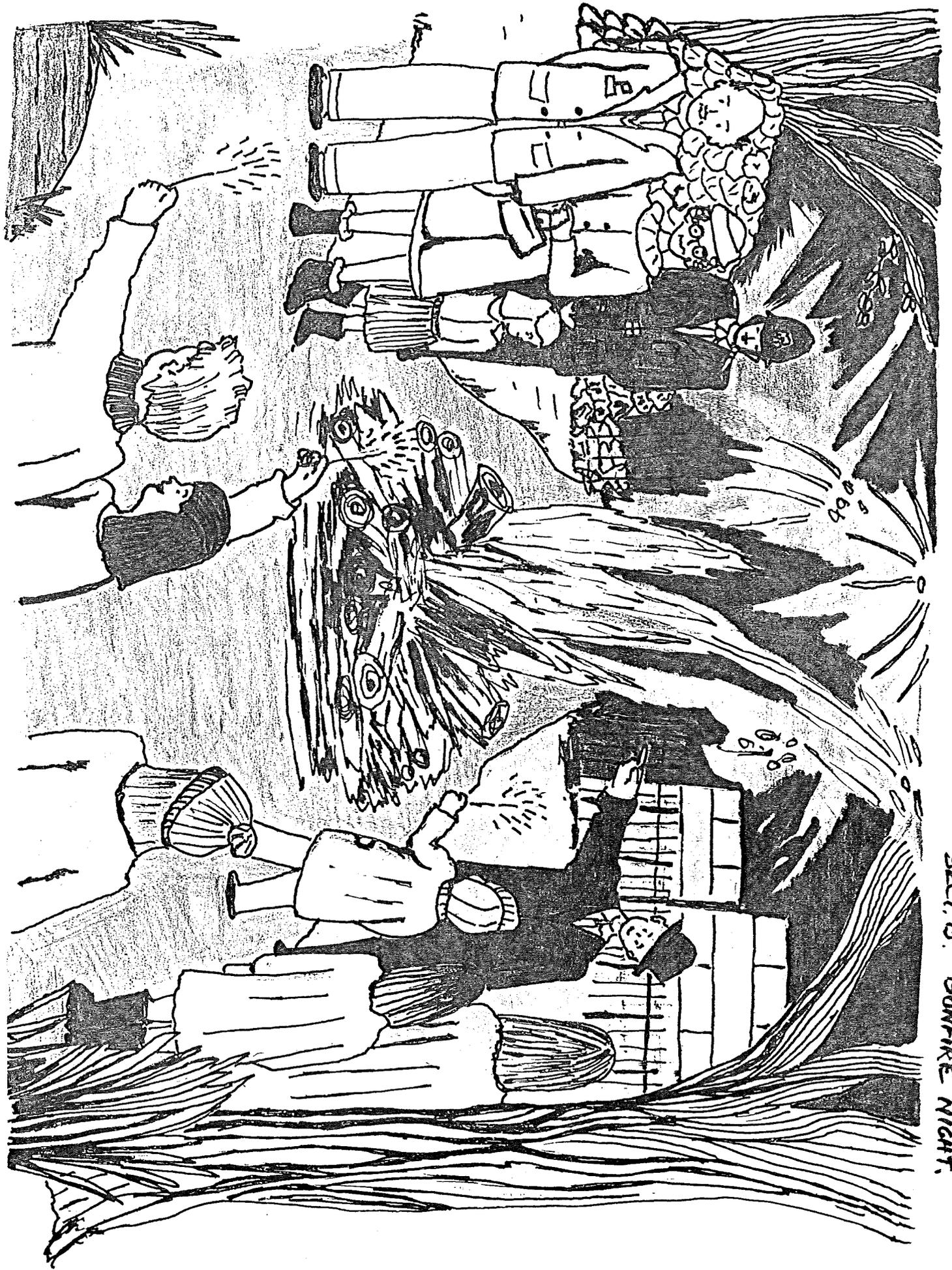
Christmas (Cont.)

(All sing. People who were landladies enter with bells and marakas and stand beside the others).

Verse 3      The little stars were shining  
                 And the bells rang out so gay  
                 And all the world was full of joy  
                 On that first Christmas Day.

Chorus        Baby Jesus born today  
                 Baby Jesus born today  
                 And all the world was full of joy  
                 On that first Christmas Day.

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SECT. 3. BONFIRE NIGHT.

SECTION B

Seasonal Lessons

Guy Fawkes

(Guy Fawkes and Halloween come very close together in the term and it is often not possible to work on both. Teachers who prefer to work on Halloween will find suggestions for Halloween activities in the Package for 6 - 10 year olds. Many of these can be adapted to suit the older child).

Items included

Picture

Music for song

Additional items you might require

Tape recorder

Old tights, newspaper

Red and brown crepe paper

Pictures of firemen, miners, coalmen

Pictures of Big Ben and Houses of Parliament

## SECTION B

### Guy Fawkes

#### Part 1 - Story

One day, Mr. and Mrs. Brown were sitting quietly by the fire. Mr. Brown was reading the paper and Mrs. Brown was knitting. It was very quiet. Suddenly Mr. Brown looked up from his paper. 'Listen to this', he said and he began to read from his paper to Mrs. Brown. 'Tonight in the park a bonfire and fireworks display'. A bonfire! And fireworks! Mrs. Brown thought that sounded fun. So Mr. and Mrs. Brown began to get ready to go to the park. Mr. Brown put on his jacket and wound a big scarf round his neck. Mrs. Brown put on her coat and a warm woolly hat and gloves. And they were ready to go.

They went round the corner and up the hill and into the park. There were lots of people in the park all hurrying to see the bonfire and the fireworks. There were Mummies and Daddies with boys and girls. There were young men and old men. Grannies and Grandpas. There was even a policeman to see that nobody got lost, and an ambulance parked at the side of the road with ambulance men standing by to make sure that no-one got hurt in the crowd. It was all very exciting.

The bonfire was lit. It roared and crackled and the flames shot up high into the sky. The people cheered. Hurray! And they watched the bonfire and listened to the noise it made. Crackle, Crackle, Crackle, Crack! Crackle, Crackle, Crackle, Crack! Then the fireworks started. And everyone cheered again. Hurray! First the rockets went up - whoosh - Bang! Woosh - Bang! Whoosh - Bang! Then a fountain of sparks - zzzzzz, zzzzz. Then a catherine wheel - shshsh, shshsh. A jumping cracker - crack, crack, crack, crack. And it finished with lots of rockets. Whoosh - Bang. Whoosh - Bang, Whoosh - Bang.

When it was over all the people cheered again. Hurray! And then they all went home. Mr. and Mrs. Brown went home too. They were tired after their visit to the park. And very happy. They took off their coats and hats, gloves and scarf and sat down by the fire. They stretched and yawned and stretched and yawned again. They smiled at each other and settled down to rest.

#### Mime and Dramatisation

This is a fairly self-explanatory story from the point of view of dramatisation. There are a great number of incidents implicit in the story. Teachers may choose to dramatise the events in the sequence given or they may decide to choose one facet (e.g. the presence of the policeman and a child who thinks he is lost) to expand and dramatise. This is also a good story for children who are still at the 'noise-making' stage of experimenting with language as there are a great many sounds in the story.

Guy Fawkes (Cont.)

Part 2

Teach the Guy Fawkes Song.

Whoosh go the rockets  
Bang in the sky  
Hear the bonfire crackling  
See the flames leap high

Isn't it fun for us all to remember  
Old Guy Fawkes on the fifth of November

Whoosh go the rockets  
Bang in the sky  
Hear the bonfire crackling  
See the flames leap high

Fizz go the sparklers  
What a lovely sound  
Catherine wheels keep turning  
Round and round and round

Isn't it fun for us all to remember  
Old Guy Fawkes on the fifth of November

Fizz go the sparklers  
What a lovely sound  
Catherine wheels keep turning  
Round and round and round

Part 3

Have a music and movement session in which children 'dance' like the different kinds of fireworks - round and round for the catherine wheels, up in the air for the rockets, moving only arms for sparklers or jumping about the room as jumping crackers, etc. Two notes played alternately and quickly on the piano would suffice for the wheels or sparklers and one note repeated in a staccatto fashion for the others. If you can play, so much the better! ~~I have also included some taped music for this session.~~

Part 4

Mime in which all build a bonfire collecting sticks and screwing up paper, etc. and lighting the bonfire. After this activity children could make an actual Guy out of old tights and rolled newspaper. Make a model fire out of red and brown crepe paper and sit the Guy on or beside it.

Guy Fawkes (Cont.)

Additional follow-up activities

Teach the fireworks code!

Talk about the dangers of fire and to treat it with respect.

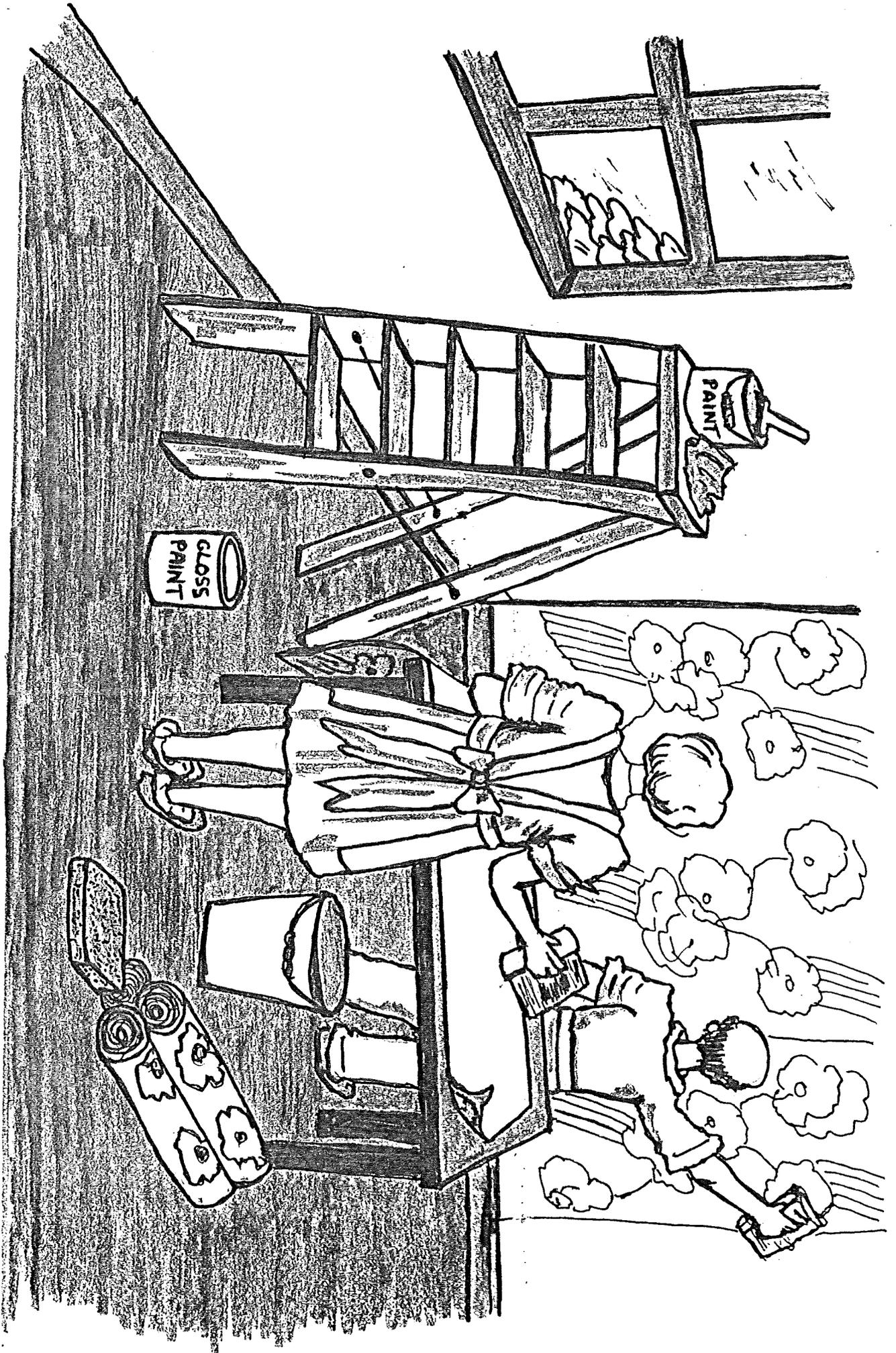
If children are capable of understanding, talk a little about the origin of Guy Fawkes Day and show picture of Big Ben and Houses of Parliament. Get the children to sing the Ding Dong song of Big Ben.

Talk about the work of firemen and what they do. Extend to a mime of firemen putting out a fire and rescuing people from a burning building.

Telephone calls for the fire brigade.

Most houses used to have coal fires. Talk about coalmen and miners. Mime the men digging, sorting, loading, lifting and delivering coal.

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SECTION B

SPRING

Items included

Lesson plan

Picture

Additional items you might require

Scraps of fabric, paper, wallpaper, shoe box, glue, etc.

Paint - washing up liquid - printing materials.

## SECTION B

### SPRING

#### Lesson 1 Story

One Spring morning Mrs. Brown went into the bedroom. The sun was shining in through the window. The sun was very bright. But, oh dear! Mrs. Brown looked at the walls. The paper on the walls looked very dull. So did the paint on the window ledge. Mrs. Brown made up her mind to do something about it. She called to Mr. Brown. Mr. Brown came in and looked at the walls. Yes! They were very dirty!

But Mr. and Mrs. Brown couldn't afford to pay someone to come in and decorate the bedroom. What could they do?

'I have an idea', said Mr. Brown. 'We'll paper the walls ourselves'.

'That's a good idea', said Mrs. Brown. 'But do you think we'll be able to?'

'We'll try!' said Mr. Brown. 'Get your coat on Mrs. Brown we're going shopping'.

Mr. and Mrs. Brown went to the paint and wallpaper shop. They looked at the rolls of wallpaper. Mrs. Brown saw one she liked.

'I like that one', said Mrs. Brown. Mr. Brown looked at it.

'Mmm. Not bad. But I like this one better'. Mr. Brown pointed to a roll of wallpaper. It had big yellow flowers on it, and green stripes.

'Oh, yes', said Mrs. Brown. 'I like that one too'. So Mr. and Mrs. Brown decided to buy the wallpaper with the yellow flowers. They bought some yellow paint too, to paint the doors and window frames.

When they arrived home they set to work. They lifted all the furniture out of the bedroom. They rolled up the carpet. They took down the curtains. And they were ready to start.

They put up the ladder and Mr. Brown painted the window frames. Mrs. Brown mixed up the wallpaper paste with water and stirred it to take out all the lumps.

Mrs. Brown pasted the paper and Mr. Brown stuck it on to the wall and smoothed it down. They worked hard all day and by the evening it was finished.

'Finished!' said Mrs. Brown.

'Good!' said Mr. Brown. 'Do you like it?'

'Yes', said Mrs. Brown, 'I really do like it. The yellow flowers remind me of the Spring'.

## Spring (Contd.)

### Mime and Dramatisation

Depending on the abilities of the children, this story may be dramatised as it stands or broken down into the sections indicated in the text, expanding the incidents as necessary. The choosing of the wallpaper lends itself to role-play, while the papering of the walls is more of an occupational mime.

### Part 2

A music and movement session in which children use music as the stimulus for the various movements. By exaggerating the movements children can extend their use of space in various directions - up and down for the smoothing of the wallpaper, side to side for the pasting, etc. Work in pairs - one pasting and one papering - and individually on the fine painting movements.

### Part 3

Movement lesson in which children mime 'carrying', and 'moving' objects. Make use of contrast - carrying a glass bowl full of water carefully so as not to spill the water, carrying a heavy object, carrying with the hands only on with the help of other parts of the body - e.g. a fireman's lift. Miming working co-operatively in pairs to carry ladder or move piece of furniture, etc. Working as a group to mime moving heavy objects, etc.

### Part 4

Develop the idea of lifting and carrying movements. If children are capable of responding, introduce an imaginative element - e.g. villagers get up one day, get dressed, etc. and go into the street. In the middle of the road there is a big rock which has fallen down from the hillside and blocked the road. How can they move the rock? Push? Too heavy? Pull - won't move? Any other ideas - tying on ropes, getting horses to help, etc? Finally rock is moved. Villagers so happy they celebrate in song and dance.

### Part 5

An alternative to lesson 4 and a simpler idea for imaginative work might be to suggest painting and decorating a village street for a special occasion - e.g. the visit of a king, or a special fancy dress parade, etc. This lends itself to a variety of occupational mime and also less formal movement in pairs and groups.

## Spring (Contd.)

### Suggested Follow-up Activities

Using a shoe box and scraps of fabric, carpet, wallpaper, etc., decorate a doll's room.

'Spring' collage using the colours of spring and the typical spring flowers.

'Mixing' paint to make other colours. If children are unused to working with paints, a good way in is to use white poster paint and add only a few drops of colour and children can see gradual development, deepening of colour, and change of colour as new colour is introduced.

Make repeat prints on sheet of shelf paper or other fine lining paper. Use to cover personal book or jotter. For children with poor manual dexterity use fairly large objects to print with - e.g. the inside of a toilet roll tube dipped into a little paint (thickened with fairy liquid) in a saucer. Different patterns can be obtained by sticking foam shapes to the end of the tube with firm glue. The foam holds the paint well and does not drip too easily.

Talk with children about decor in their own homes, or, if children are institutionalised, use magazine pictures of different types of decor and the colour of paint, the textures of the fabrics, etc. Even better is a box of assorted scraps of fabrics and paper with different textures and colour and children can be encouraged to sort and order these in a variety of ways - e.g. by colour, by feel, etc. These too can be used in collage.