

Overview

In this Expressive Arts section, the [e-book](#) is integral to the learning. Practitioners can use the talking script to encourage learners to concentrate and listen carefully to the story of “Aye Aye”, as his friends search for him. The drama work that follows each element of the story relates directly to it, in terms of theme or characters.

There are many layers to this work. Learners will certainly develop their listening skills as they hear the story of “Aye Aye”, but familiarising them first with the story and the e-book is recommended.

The development of other key skills is built into this work. Confidence building, self-awareness, group discussion and self-reflection are all central to the purpose of the drama work and practitioners and learners alike will quickly see further areas where the work might take them.....Looking at “Getting lost”, in Part 2 of the journey, for example, may give learners scope for further discussion and classwork. “Different Perspectives”, in Part 4, might also prove to be a fruitful source for further development.

Practitioners can take the learners on this journey at a pace which suits their group and ensure that each learner feels comfortable and supported every step of the way. Please also ensure that the space chosen for the activities is appropriate.



Challenge 1

Introduction

This part of our journey is based around Drama, but may involve other elements of Expressive Arts. We will go on this journey together with our learners, to find “Aye-Aye” and finally we will perform the work. The following offers suggestions, advice and guidance on how you might explore each part of the story, using drama techniques.

Relax

Ask the learners to find a space on the floor and lie down. Ask for complete silence. Eyes closed, arms by their sides and, when all is quiet, use the talking script of the e-book to let them hear this first section of the story. Suggest Screen One only.

LISTEN VERY CAREFULLY

THINK ABOUT WHAT IS BEING SAID

IMAGINE WHAT THE SCENE LOOKS LIKE

When the story is finished and the learners are relaxed, lower the voice so that it is very quiet and take the pupils through a simple imaginative relaxation exercise.

What do they remember about the story?
Characters/setting/plot.

Imagine

Imagine Aye-Aye the Lemur. With a partner, sit cross- legged on the floor, facing each other. ‘A’ should take on the facial expressions that Aye-Aye might have. ‘B’ should copy. Confirm the meanings with pupils as you go, if they need additional support.....

“Rat’s teeth”

“Eyes like saucers”

Add in emotions.....Aye-Aye is afraid/ Aye-Aye is happy that his friends found him/ Aye-Aye is

Extend this activity in a range of contexts.

Create

Create a Baobab tree. In groups of 4/5, use a big space on the floor and create the shape of the tree with the body. Chairs and tables can be used, but Health and Safety should be considered.

Words to help:

Jagged/Huge/Branches/Sweeping/Leaves/
Menacing/Broad



Participate

Encourage participation with this exercise. This can be done with a whole class or in small groups.

Ask the learners to imagine that they are walking through the rainforest. What is your role in this party of adventurers?

Leader? Cook ? Cameraman? Scientist? Set the context for the class if that is appropriate for your learners. What would the rainforest look like? What sounds can you hear? What does it smell like?

What obstacles are there here? Can the learners be encouraged to use objects and furniture from around the room? Would a narrator be appropriate in your setting ?

Script

Script the scene. Script the conversation between Lulu and Emile.

Script challenge- **THREE** sentences in your script must be written in French.

Ask the pupils to act out their scripts.

Act out!

Act out Episode One. This can be done in small groups and improvised. Make sure you have given the pupils enough detail, or alternatively give *character cards* as a starting point.

Characters:

Zebu

Crocodile

Tree people

Challenge 2

Introduction

Lulu and Emile begin the journey to look for Aye-Aye. These activities may take place over a number of sessions.

Listen

Get the learners to listen to the next part of the story (use the relaxation position to do this, as in the first section, through the e-book)

After the listening activity, ask the learners what happened in the next part of the story.

Create

Put the learners into groups of four. Give each group a printed card with the “Scenario” written on it. They should discuss how they might act out the given scenario. There are choices for the group to make within the task.

DISCUSS- Who am I? Where am I? What am I doing?

Scenario : Four friends are out together at: (make one choice)

A concert

A fairground

The entrance to a theatre

The cinema

A park

They are excited as they are going to see/hear something great. When they are chatting, they do not notice that one member of the group has disappeared. What do they do? (choose one)

Stay in the same place and wait

Let someone know that their friend has disappeared

Go looking for the friend – each searching individually

Search for him/her in pairs

What challenges would you have when trying to find your friend in a big crowded place?

What happens? You decide! You may need to create 2 or 3 short scenes to tell your story.

Rehearse

Allow the groups 15 minutes rehearsal time. Be sure that they all have a clear role to play and know what they are doing. Planning is key to the success of this task. Practitioners should keep moving round the groups, helping and suggesting ways to progress effectively.

Act out

Allow each group the opportunity to act out their short play in front of the class. The rest of the class should evaluate / comment on what has been produced.

Self-evaluation is important when this task is complete, and indeed when it is progressing.

Peer evaluation can be a great way for learners to become confident about analysing the work of others, in order to improve their own performance

Challenge 3

Introduction

Listening to the next part of the story should take place after a recap of what has happened so far.

Again, using the relaxation technique will help. Let the children listen to the next section, up to Screen 7.

Questions and answer

What animals have we met so far? What obstacles have they faced on the way to find Aye-Aye?

Each animal is a CHARACTER in the story and has an important ROLE to play.

Discuss

In small groups, pupils should discuss the Aye-Aye story so far. What animals have we met so far and what obstacles did they have to overcome? Ask the learners to recall these in order. You may want to issue a copy of the story to them, to assist with their discussions.

Obstacle course

Like Aye-Aye's friends, we will face a series of obstacles in this session, but our friends in the class will help us to safety.

The practitioner should use items found around the class to create an obstacle course. These items could be laid out in another space to be used after the story recap and telling of this new section (a gym or GP room perhaps). You could use chairs/tables/a coat stand/crates/boxes etc.

One of the pupils is blindfolded and stands at one side of the room. Another is selected and stands directly opposite, with all the obstacles in between. A third learner acts as "watcher" and will stay close to the blindfolded learner in case of any possible mishaps.

The blindfolded participant will have to make his/her way to the other side, guided by their friend, who calls out directions "*take 3 steps to the right!*" / "*walk ahead for four paces!*" / "*crouch down onto your knees to avoid a high bar*" etc. Children can all take turns (three at a time) or you may want to do this with only a few small groups and re-visit it at a later date.

This is all about trust. Please be aware of Health and Safety at all times.

Create

In Movement only, with no dialogue, the groups are going to explore how they might tell the story so far. You can offer them music, simple props and lighting, if it is available, or perhaps appropriate masks. This can work equally well with nothing at all, but some simple theatre arts will help. **NO SPEAKING WILL BE NECESSARY AT THIS STAGE!!**

Offer the learners up to 20 minutes to work out what they will do. Mime needs to be exaggerated, it should be *Slow* and *Simple*, so remind them of that and let them explore - and have fun!!

Act out

Each group will act out their version of the story, in any way they wish to. If they want to add some speaking, someone might act as narrator, telling the story in either English or, if they are brave, in French, from a printed version. Remember that they should not go beyond Screen 7.

Challenge 4

Introduction

The following session begins with listening once again. This time, use Screens 8 and 9. You can allocate as much or as little time for these activities as you see fit. They may, in fact, take place over a number of days/weeks depending on how you wish to incorporate them into other work.

Listen

Using a simple relaxation on the floor, learners will listen to the end of the Aye-Aye story. Practitioners may want to recap by playing every part of the story as a starting point. The story concludes with the discovery of Aye-Aye and reveals that his friends have been wrong to “assume” he had disappeared. It was a misunderstanding.

Create

In the groups (which should be four or five), allocate a role card to each person, and ask them to read carefully. You should only share the following information:

- (a) The scenes are set in a house.
- (b) The characters are Mum, Dad, 2 children and Grandma/Grandpa.

Once the role cards are given out and the rules of the task are clear, learners should have up to 20 minutes to rehearse and work out their story.

More listening! More fun!

After the recap discussion and Q and A with learners about the story so far, the next activity creates random groups for the main activity, which involves more listening. The class will do this as a whole group. Ask the class to line up, one behind the other. One at a time, they come forward and the teacher whispers in their ear. The word whispered will be.....

CAT/COW/PIG/SHEEP/HORSE or whatever animals you choose. If you wish to, you could use the animals in the Aye-Aye story, if you have thought about and discussed what sounds these animals might make. You can, of course, just have these on laminated card, but this way makes it more exciting and enhances the idea of a “secret”

Ask the learners to find a space in the room, once they have their animal. Now ask learners to close their eyes and no peeking.....

Ask the learners to make the sound of their animal and find their “own”. Chaos ensues and it is loud, but the focus is to LISTEN to find members of your team. Once the teams are formed, the next activity can begin.

Rehearse

Scene one – The family arrives for a family meeting. Child 2 has something in a bag which they run upstairs with. Mum wonders what it is.

Scene two – The family meeting. Child 2 gets upset by the end of the meeting and runs upstairs

Scene three – Mum and Dad confront Child 2 about what they are hiding as they are very suspicious.

The child reveals the truth and the misunderstanding is now clear.

Mother

You have 2 children. One is a sporty child and is always running, playing football, participating in competitions etc. and is your pride and joy. Your other child is very clever at school and is always top of the class. However, recently, this second child has been getting into a bit of trouble at school. He/she has been hanging around with another child who hardly goes to school and has been in some serious trouble. You are very worried about it and have decided that, tonight, you are going to have a word with him/ her.

Father

You work in a local garage as a car mechanic. You work long hours and your family hardly sees you. Your children are both great and you are very proud of them both. Your wife is very concerned about one of them at the moment, as things are not going so well for him/her at school and, tonight, you need to be home by six for a family meeting, to discuss things. You are not worried. Kids go through these bad patches at times, but you know it will pass. It's your wedding anniversary tomorrow....you had better get a card and some flowers on the way home!

Child One

You are 13. You love your life and all is great. You have masses of school friends and you are very popular. You love sport and have loads of trophies, from gymnastics to football, and even one from a crazy golf tournament last summer. Your Mum and Dad always come to see you and are so proud of you! Your big brother/sister is the bookworm and is always getting his/her success through schoolwork and coming top of the class. Recently, things have not been so great though, and Mum had to go to the school last week to talk about his/her poor performance in some class tests. Mum and Dad are a bit worried. Tonight is the family meeting to talk it all through. Even Gran is coming! It's Mum and Dad's wedding anniversary tomorrow. You will need to get a card on the way home.

Gran/ Grandpa

You are the parent of John, a car mechanic who works really hard. He has been married for 16 years tomorrow and you are going over for tea tonight. His wife seems a bit preoccupied and worried about your grandson/granddaughter and so she's not cooking but sending out for fish and chips. You have a nice card and a set of tea towels to take over. You can never have too many tea towels!

Child Two

You are the bright child in this family. You always work hard at school and come top of the class. You were surprised last month though, when you failed three class tests in a row in Maths. It is so unlike you but you put it down to the fact that you really do not get on with your new Maths teacher and you found the last three topics so hard. You know that it had also a little bit to do with the fact that you have been hanging around at night, near the park, with Sammy who lives near you. You like him, but he hardly goes to school at all and is not likely to pass any of his exams further up the school. Mum really does not like him. Mum had to come to school to discuss your tests, but you know it won't happen again. You want to do well. Tonight there is a family meeting about it all. You have a box of crystal glasses for Mum and Dad's wedding anniversary. You have used up your savings to buy them, but you wanted to get something nice because you have caused them so much worry recently. The plan is to sneak the glasses into the house and hide them under the bed and give your parents the present tomorrow.

Enhance

The Drama could be enhanced with the use of appropriate Theatre Arts.

Perform

Learners should perform their short plays to the class.

Evaluate

Learners could evaluate their own work and the work of other groups after the performances.