

Mantle of The Expert: RNLI exhibitors

Year Group: F 1 2 3 4 5 6 7 8 9 10 11

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Aut Spr Sum Term 200

Pre drama planning:

Setting the Scene

- Show chn picture of Grace Darling. Explain that by mistake you have shredded the description that came with the painting. Read some examples from other paintings. You need chn to help re-write it.
- Chn to share words that could describe what they see in the painting...descriptive as well as emotive language. Write words so that chn can refer to them later
- Chn sit in circle. What do you think the lady in the picture is thinking? Go round circle and ask chn to share ideas. Choose the best one or a new one and write it in a thought bubble
- Teacher to get into role of Grace Darling. Chn to ask questions
- What do you think happened just before this painting was created? Just after? Share ideas in circle? Children to draw picture of what they feel happened just prior/ after the painting. Encourage children to write sentence underneath to explain what is happening. Get chn to place pictures on large sheet of sugar paper (can be used for art work later on in term)
- Children to work in small groups to write the explanation of the original picture. Share.

'Anticipation of an event is often more terrifying than actually dealing with the event when it occurs' D.Heathcote
'The components of the situation are sure to create productive tension, provided time and energies are well focused in setting them up.'DH

Establish the Mantle of Expertise:

- Open up filing cabinet- look at photos, read letters about exhibitions they have done in the past. Discuss the ones that weren't very successful and identify why? And the ones that went well and why. Ask chn which exhibitions they particularly enjoyed and why? Explain to chn what your role is in the company e.g. general manager. Ask them to explain what their role is and how long they have been working for the company
- Look at one photo in detail. CT to pose as a life guard looking out to sea (past) Children to ask 'character' questions to discover who they are and what job is. Repeat. Pose sitting in front of radar equipment or radio equip. Chn again ask questions. CT to ask them to identify some of the differences. What other difference might there have been? Look at images from the internet that depict differences between past and present lifeguards
- Class teacher to read letter to class from RNLI to ask them if they could put on an exhibition to raise profile in community
- Class to discuss whether they are able to take on the job. Reasons for and against to be discussed

Tasks:

1. Discuss what makes an exhibition successful/unsuccessful?
- 2..Question lifeguards from different periods in history
3. Children draw a lifeguard from history and one from present day
4. Children to research about lifeguards and how they have changed over the years
5. Do the children need to know any more info about what the RNLI want? Do they need more info?
6. Letter writing to RNLI?

Key elements of the scenario are:

- What is our company called?
- What is our logo? What makes a good logo? Look at examples.
- What needs to be done in order to put on a successful exhibition?
- Class teacher to receive phone call from RNLI bring forward the date of the exhibition.
- Decide on what needs doing for the exhibition ...look at change in clothing, boats
- Someone 'in role' to visit children. Chn to ask questions

Tasks:

1. Children to come up with ideas for name of company and on pieces of paper design a logo. Company name and logo need to be voted on.
2. Children to work together in small groups. List things that could be included in exhibition
3. Research to be done/art work/posters/videos of drama/ invitations etc