

Framework 1

The Enchanted Forest

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Overview

Session 1: Getting started

This Framework aims to provide a simple sequence of drama activities that a teacher new to drama could use to explore traditional stories and folk tales. It consists of three sessions. Pupils are introduced to drama strategies in Sessions 1 and 2 that should enable them to plan and write their own stories as a final outcome in Session 3.

*Activities outlined in Session 1 of the framework are demonstrated in **Film 1: Beginning a drama**. The drama strategies used in Session 2 are modelled in **Film 2: Continuing a drama**.*

In Session 1 pupils will

- Explore typical stories set in a forest - a place of enchantment and transformations
- Embodiment the characters and settings of our story *Rumplestiltskin*
- Act out the story as a whole class
- Explore children's personal responses to the story

Featured drama strategies

- *Stop and Go*
- *Story Whoosh*
- *Story washing line*

Discussion

Setting the scene

The opening discussion enables you to gather children's prior knowledge of traditional and folk tales and begin to think about the setting of the forest and the kind of characters and settings you might encounter there.

Running the activity

Explain that you are going to explore different stories that take place in the forest. Ask children what stories they can think of that take place in this setting and why it is a good place for stories to happen.

Talk about how some of the oldest stories - folk and fairy tales that have been passed down, retold by each new generation - often take place in forest.

Discuss how traditional tales often begin with 'Once upon a time...' and end with '...happily ever after'. Discuss *why* we think so many of them start and end in this way. These elements reassure us that whatever dangers or challenges our main character faces, we know they will be okay in the end.

Record the stories, characters and settings the children come up with so that you can use them in the following activity.

Activity

Stop and Go

*This activity encourages the children to work together to build focus and concentration, before introducing **still images**, a key building block of our drama work, in which children physically embody the characters and settings that give context to - and will be developed further in - our drama.*

Running the activity

Move into the hall and set up a simple game of *Stop and Go*.

Each stage of *Stop and Go* builds upon the last, increasing in complexity as pupils master each section.

Ask the children to find a place in the hall, spreading out to cover the whole space.

When you say 'Go!' ask children to move around the room, weaving in and out of each other and aiming to walk at the same pace.

When you say 'Stop!' children freeze like a statue - as if they have been turned to stone.

Now introduce new instructions 'Jump!' and 'Clap!' Aim for the class to jump or clap as one.

Once the class are working well reverse the instructions: 'Stop!' means 'Go!' and 'Clap!' means 'Jump!' etc.

The next stage is to then ask pupils to create statues, or still images, of the characters and settings from *The Enchanted Forest*. **Resource 1** provides some suggestions, but also use the class list you compiled to include the children's ideas here. Ask the children to think how they can they use their bodies and facial expressions to show the different characters and settings, modelling and sharing successful ideas.

Build the activity by first creating individual images, then introducing transformations on a count of five, before finally working in groups of a number that you call out.

*A more detailed description of how to run this activity is provided in the **Teacher Notes** and the activity is demonstrated in **Film 1: Beginning a drama**.*

*At different moments in the game stop and notice what individual children or small groups are doing and **thought track** them. Ask children to speak their thoughts out loud while holding their still image, so they speak in the first person from within the image they've created.*

When working in groups ask them to aim to create their statue, or still image, without speaking.

Activity

Story Whoosh

A Story Whoosh is a way of acting out a story as a whole class, allowing children to see the main narrative, action and characters in a story in broad brush strokes.

Running the activity

Move the class into a circle and then use **Resource 2** to run the *Story Whoosh* of *Rumplestiltskin*.

The teacher takes an active narrator / director role and supports the children in the creation of the images, inviting children in turn around the circle to show the moment as it is narrated. At the end of each scene or moment the children are 'whooshed' back into their seats and the next children around the circle are invited up to create the next.

Reflection

After you have acted out the story discuss children's responses to the *Story Whoosh*: what they enjoyed in the story and any questions or thoughts they have about it.

Extension activity: Story washing line

This activity asks children for a personal response to the story by choosing and drawing a moment that particularly resonates for them. Provide range of art materials and ask children to draw their favourite moment of the story. When children have finished their drawings spread them out and look at them together, noticing similarities and differences.

Now try to put the images in sequence, pegging them onto a washing line in the classroom. You may find that many children choose the same moment - so compare the different ways they have represented it and the choices made.

Discuss whether there are important moments in the story that have been missed. You can ask for volunteers who would like to create another drawing for those moments.

*A more detailed description of how to run this activity is provided in the Teacher Notes and the activity is demonstrated in **Film 1: Beginning a drama**.*

Overview

Session 2: Exploring in more depth

In Session 2 pupils will

- Deepen their understanding of the story
- Develop group work: negotiating, sharing and building on each other's creative ideas

Featured drama strategies

- *Teacher in role / Children in role*
- *Five point narrative*



Pupils work together to create The Enchanted Forest.

Activity

Teacher and children in role

Joining the children in the drama will allow the teacher to guide the exploration as they improvise alongside the children. The teacher in role can feed in relevant information, ask questions, challenge and develop children's thoughts and feelings and pose problems from within the story.

Running the activity

Explain that you are going to explore one moment in the story in a little more depth.

Tell the class you want them to take on the role of the servants who were present in the palace when the miller told the King that his daughter could spin straw into gold and that you will be a servant who has heard rumours about what has happened, but weren't present.

Ask the children to imagine that you are all below stairs in the servants' area of the palace and that you are going to imagine what the servants discussed later that day.

You could start by asking the children to imagine exactly where in the palace you might be - where might the servants gather to gossip about what happens in the palace?

You could use a tea towel as a simple sign that you are in role as a servant, imagining you've broken away from your work drying the pans to find out what has happened. As the teacher is in the same role as the children it would make sense not to have an item of costume on this occasion.

When the children are gathered enter as the servant and begin to ask them what they saw and heard. **Resource 3** provides a sample script, to give a sense of the kind of questions the teacher in role could ask and statements you might make.

Film 2: Continuing a drama has a demonstration of this activity.

This role play can last just a few minutes or much longer, depending on the interest of the children. The aim is for the teacher in role to facilitate the children's thoughts, feelings and responses to what is happening, as well as any ideas for future action that the children begin to imagine or create.

Activity

Five point narrative

This activity will enable children to express and shape their ideas about the story in a collaborative task that requires them to make choices about what they think is important in the story. The tight structure allows for the children's creativity and interpretation of the story as they choose where to place emphasis.

Running the activity

Move the children into groups and ask them to create five still images that they think show the important moments in the story of *Rumplestiltskin*.

When they have their five still images ask them to bring each moment to life and move in slow motion from one image to the next. Counting each still image for 3 counts and the slow motion transitions on a count of 5 can help the children find the contrast of the controlled movement with the still images they have created.

While the children are practising you can play one of the pieces of music from **Resources 4 - 6** to underscore. This will help them control and develop their movement pieces.

Extension activities

Ask the groups to add one or two lines of dialogue for each character in each of the still images. Or some children might choose to be narrators who tell the story as others in the group enact it. The narrator could be telling the story from a particular perspective - eg as the palace servants who see and hear everything that happens to the Miller's daughter.

Reflection

Ask the children to watch each other's movement pieces and discuss the different interpretations of the story. Think about what each group has chosen to focus on and what that indicates about the characters. What do you think the story is trying to say? Is there a moral to it? This is a useful way to share thoughts about the meaning of the story and what it tells us about human behaviour.

*A more detailed description of how to run this activity is provided in the **Teacher Notes** and the activity is demonstrated in **Film 3: Concluding a drama**.*

Overview

Session 3: towards writing

In Session 3 pupils will

- Imagine, create and act out their own stories

Featured drama strategies

- *Improvisation games (Magic Box / If this wasn't a stick)*
- *Six part story structure*
- *Story acting - using Story Whoosh or Five point narrative*



Pupils show the climax of the Rumpelstiltskin Story Whoosh.

Activity

Developing imagination and improvisation skills

These improvisation or story building games encourage children to use their imaginations. They aim to open up a sense of possibility - that anything can happen and that there are no right or wrong contributions.

Running the activity

Start with one of these games to warm up the children's imaginations.

Magic box. Pass an imaginary box around the circle and ask children to mime opening it and showing what they find inside the box.

'If this wasn't a stick it could be a ...' Find a stick (or it could be a scarf or a piece of rope for example) and ask the children in turn around the circle to imagine what the stick could be and show what it is by miming. For example: 'If this wasn't a stick it could be an umbrella' - or a huge pencil, a walking stick, a conductor's baton, etc.

Fortunately / unfortunately. Ask the children to sit in a circle and explain that you are going to make up a story together around the circle. Start the story with a setting and a main character. As you go around the circle the children take it in turns to add a sentence to the story and should alternate beginning their sentence with either 'fortunately' or 'unfortunately'.

Activity

Six part story structure

Breaking a story down in response to these six key questions can help children identify the essential elements of a story.

Running the activity

Share with the children the six part story structure ([Resource 7](#)) and together fill out the six boxes for the story of *Rumpelstiltskin* as an example. You will need to decide:

- 1) Who is the main character?
- 2) What is the setting for the story?
- 3) What does the main character want or need?
- 4) What or who gets in the way (the problem / obstacle)?
- 5) What or who helps the main character?
- 6) How does the story end?

Together create a new story using the six part structure. Start by asking for suggestions of who the main character in your story might be - take the first suggestion. Then ask what the setting for the story is - where does your story take place? Continue with the prompt questions until you have completed your example story.

Explain that you want the stories the children create to partly take place in a forest. Remind them of the discussion you had at the beginning of your work on stories and your ideas around the kinds of stories that take place in a forest.

Think back to story of *Rumpelstiltskin* and how one of the key scenes - in which Rumpelstiltskin was dancing around the fire - took place in a clearing in a forest.

Give each child a six part story template and drawing materials and ask them each of the six questions in turn. Give the children time to draw or write their ideas for their story in each of the boxes in turn.

In pairs ask the children to share their stories, telling each other what happens in their story using the six part template as a prompt.

You could look at some images of forests to stimulate the children's imaginations.

Activity

Story acting**Running the activity**

When children have created their stories these can be acted out as a whole class using the *Story Whoosh* approach from Session 1, or in small groups using the *Five point narrative* method from Session 2.

If you want to do a whole class *Story Whoosh* familiarise yourself with the chosen story first and ask the child whose story it is who they would like to be in the acting out of it. Or they might like to be the storyteller / narrator.

The rest of the class can act out the story as you go around the circle as you invite them to stand up and act it out as it is narrated.