

CoP Head Start: Teacher Alumni Series (2)



‘The school is a stage’ –

English activation through drama

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Pre-task: The notice board

Situation

- Your school is planning to participate in the **Hong Kong School Drama Festival** for the first time next year.
- You deem it beneficial for your struggling learners (KS3) to **stage a drama performance** in the morning assembly.
- You are taking note of the criteria for **script selection** as the logical first step.

Pre-task: The notice board

In search of a script...

What makes a suitable drama script?

Underline the critical words in connection with script selection.

Script

- **Original/adaptations/naturalistic/stylized works are acceptable; can be written by teachers, students in the schools or collaboratively by members of the team.**
- **Scripts written by commissioned tutors to the schools are not considered for awards nomination.**
- **Originality of the script (apply to original script)**
- **Good consideration of the characteristics of drama on adapting script (apply to adaptations script)**
- **The theme/topics are understandable by the acting team.**
- **Complete structure and coherent style of the script.**
- **Logic and coherence development of the script.**
- **Proper roles description, tension and attraction.**
- **Terse lines of plays and match up with the story.**

Hong Kong School Drama Festival (FAQ29)

<http://hksdf.hkas.edu.hk/pdf/1718faq-eng.pdf>



**While-task:
The script**

The Awful Billy Smiff (Brian Jacques)

A **drama script** has reached you by snail mail from Dr You-Know-Who.

Read the plot **synopsis** and the **extract** of Scene 2.

- Does the script **satisfy** the adjudication **criteria**?
- How would you **adapt** the script with your **lowly 2C students** in mind?



Who is speaking to whom?

‘And what’s that toy? You’re not supposed to bring this to school!’

‘Mind your own business! You can’t even teach!’

'It ain't a toy! It's my friend!
My only friend...'

You have me, too, Billy!
I'm your friend, too!

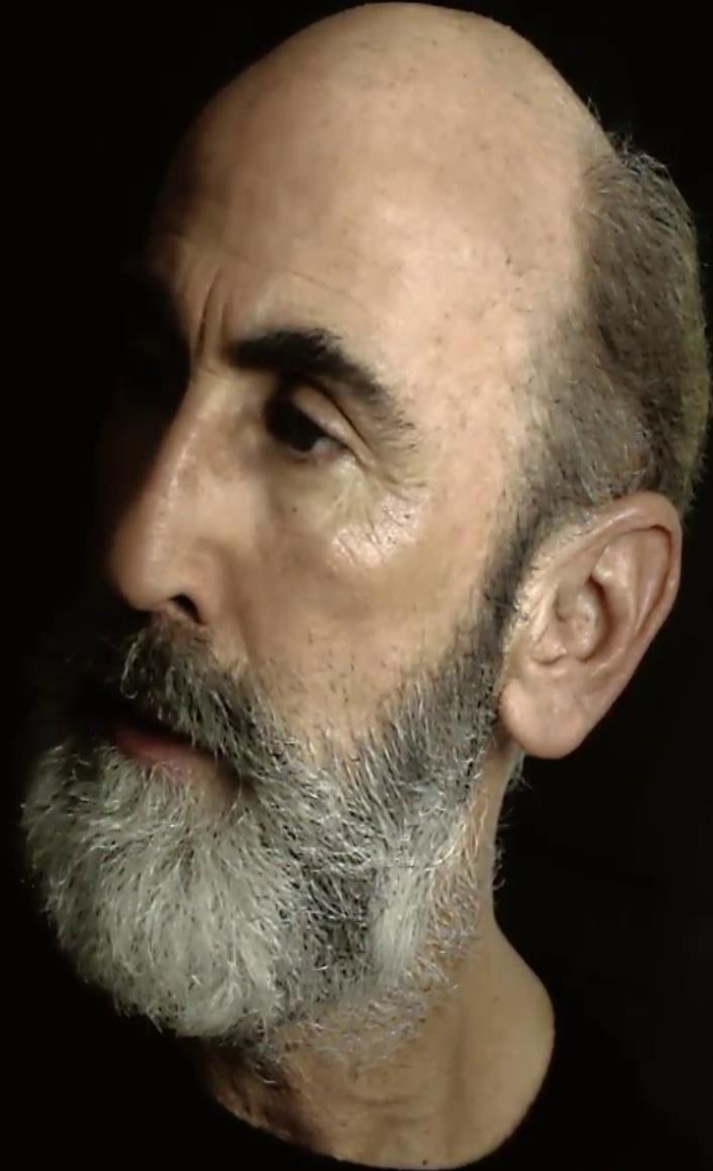


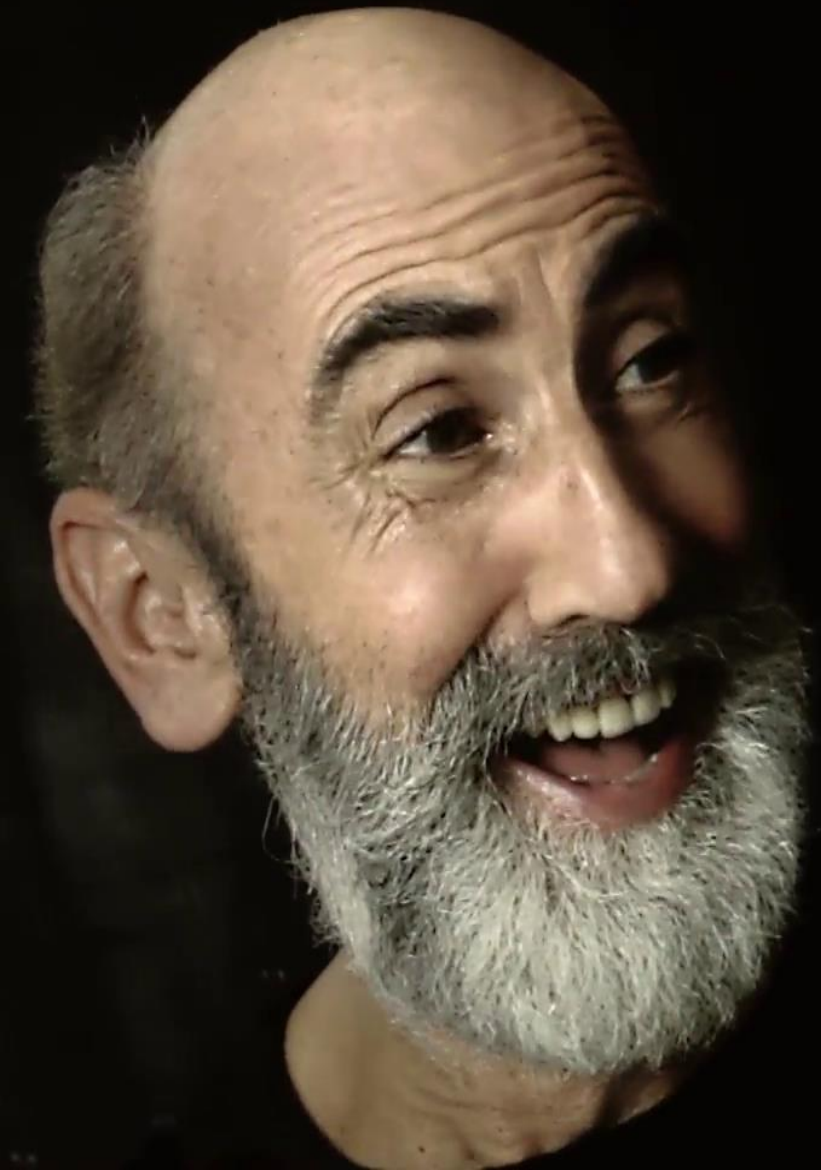
Who is speaking to whom?

‘Promise me to behave well in class, and be my good students.’

Who is speaking to whom?

‘Good morning everybody!
Today we are honoured
to have Mr Brown from the
Education Department to visit us.’





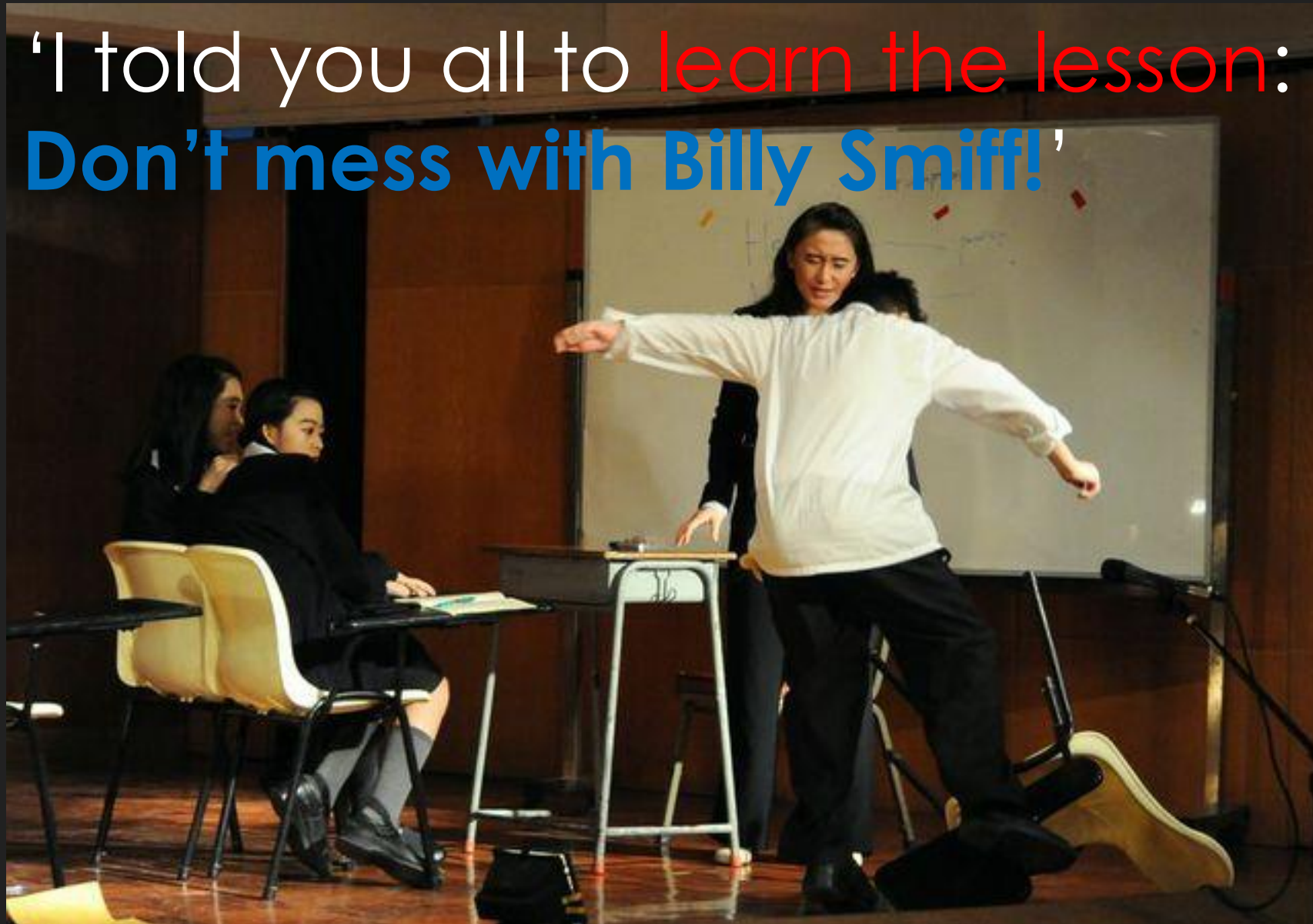
Who is speaking to whom?

'I must say, compared to all the other classes I've seen in schools, this is a wonderful class! Thank you students!'

Who is speaking to whom?

'Yeah! Because Miss Crampton is such a great teacher! She told us to prepare for all these questions and **she would give us candies later!**'

'I told you all to **learn the lesson:**
Don't mess with Billy Smiff!'



In Geography examinations...

Question: Where is Sydney?

Billy: It is on the map.

Question: Describe the process of 'desertification'.

Billy: Just look at Mr Bond's forehead.

You Don't Mess with Billy Smiff (Tinnok Ng)

You don't mess with Billy Smiff (Ah),
Billy Smiff (Yeah), Billy Smiff

Come on students don't be fools
Why we have to go to school
If **schools got nothing fun to do**
I would rather break the rules



Teachers, we are what you teach
You gotta **practise what you preach**
Hear my voice that's all I need
I don't want another speech

You don't mess with Billy Smiff (Ah),
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Post-task: The think tank

In need of advice...

Miss Crampton: I did a course on **problem children** at college, and **I've still got the lecture notes and essays.**

Mr Cunningham: Marvellous. But Billy Smiff is **a special case.**

Post-task: The think tank

In need of advice...

'A little kindness goes a long way' – Miss Crampton
– the beginning teacher – needs your help!

Discuss the questions (1–4) in connection with
teacher professional learning.

Post-task: The think tank

Discussion [Team A]

1. 'If schools got nothing fun to do // I would rather break the rules' – how might a teacher allow 'something fun to do' without risking discipline problems?

Post-task: The think tank

Discussion [Team B]

2. **'Teachers, we are what you teach // You gotta practise what you preach'** – what are the **attributes** of an **accomplished** teacher of English?

Teacher competency framework – **teaching and learning domain** (pp. 25–29)

<http://www.edb.gov.hk/attachment/en/teacher/qualification-training-development/development/cpd-teachers/ACTEQ%20Document%202003%20-%20Eng.pdf>

Post-task: The think tank

Discussion [Team C]

3. 'Hear my voice that's all I need // I don't want another speech' – what are **learners' diverse needs** in Hong Kong schools?

Teacher competency framework – **student development domain** (pp. 30–33)

<http://www.edb.gov.hk/attachment/en/teacher/qualification-training-development/development/cpd-teachers/ACTEQ%20Document%202003%20-%20Eng.pdf>

Post-task: The think tank

Discussion [other participants]

4. **'I will be very firm with this Billy Smiff'** – if you had **unruly** Billy in your English class, what might be useful **classroom management strategies?**

Post-task: The think tank

Sharing

5. **'All along the ivory tower' (Tinnok Ng)** – having journeyed between higher- and lower-band schools, what do you make of your **career development?**

Choi, T. H. (2013). Autobiographical reflections for teacher professional learning. *Professional Development in Education*, 39(5), 822–840.
doi:10.1080/19415257.2012.737355

Websites

Hong Kong School Drama Festival – FAQs

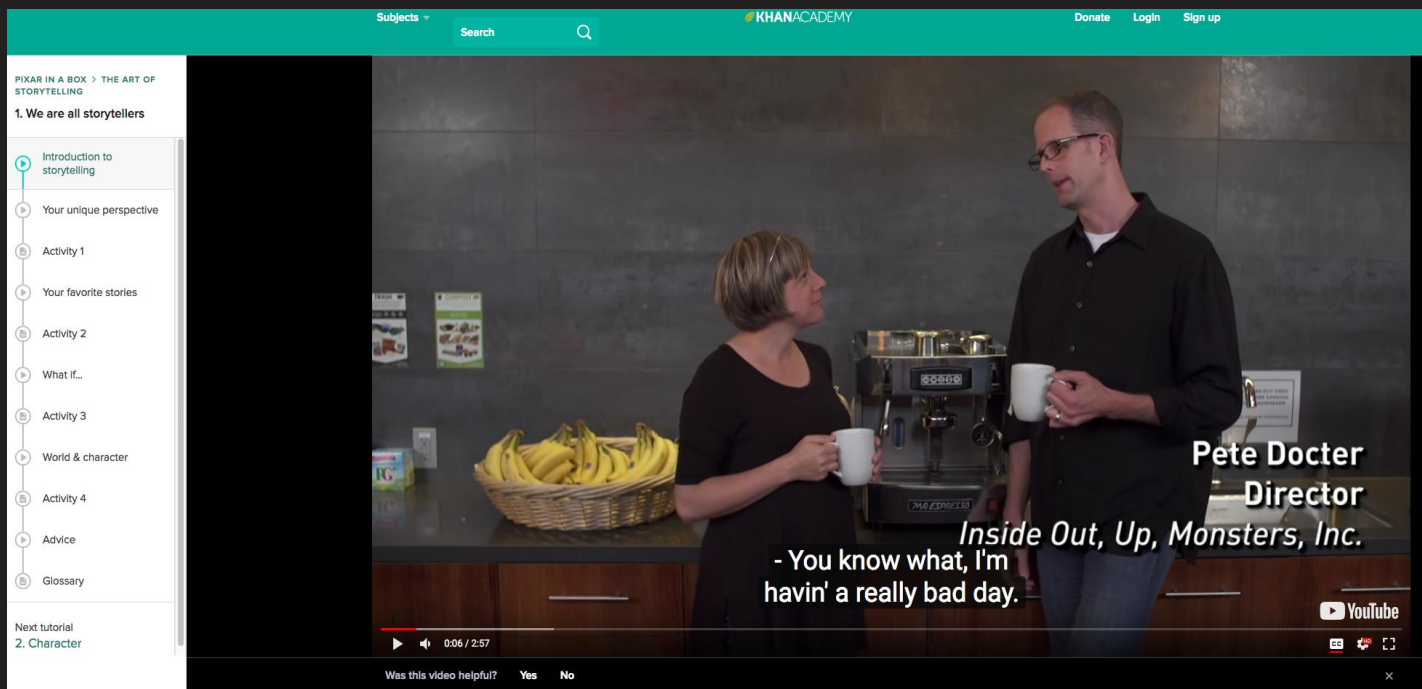
<http://hksdf.hkas.edu.hk/pdf/1718faq-eng.pdf>

Hong Kong School Drama Festival – Handbook

<http://www.edb.gov.hk/tc/public-admin/related-bodies-schemes/edu-schemes-fund/drama/handbook/content.html>

PIXAR IN A BOX – The art of storytelling

<https://www.khanacademy.org/partner-content/pixar/storytelling>



The image shows a screenshot of a Khan Academy video player. The top navigation bar is teal with the Khan Academy logo and links for 'Subjects', 'Search', 'Donate', 'Login', and 'Sign up'. The video content shows a scene from the Pixar movie 'Inside Out' where Pete Docter, the director, is in a kitchen talking to a woman. He is holding a white mug and saying, "You know what, I'm havin' a really bad day." The video player interface includes a progress bar at the bottom showing 0:06 / 2:57, a volume icon, and a 'Was this video helpful?' prompt with 'Yes' and 'No' buttons. On the left side of the player, there is a table of contents for the 'PIXAR IN A BOX > THE ART OF STORYTELLING' series, with '1. We are all storytellers' selected. The table of contents includes: Introduction to storytelling, Your unique perspective, Activity 1, Your favorite stories, Activity 2, What if..., Activity 3, World & character, Activity 4, Advice, and Glossary. Below the table of contents, it says 'Next tutorial 2. Character'.