

Mike Dodsworth:

Happy Birthday Alice! Using Readers and Stories to Motivate Learners

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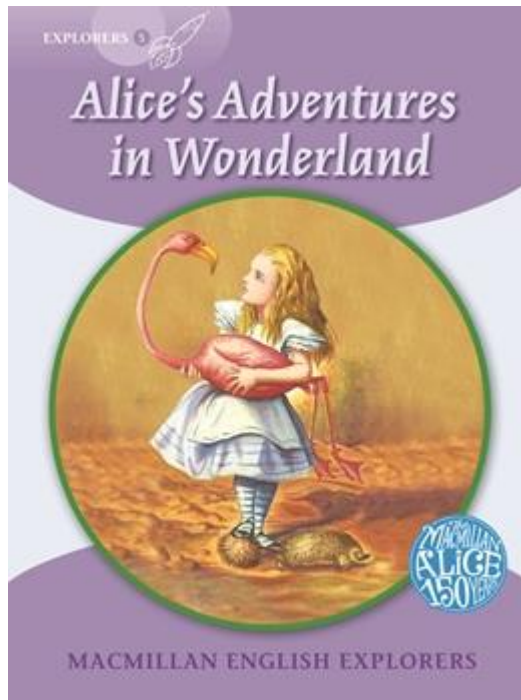
Outcomes:

What you will gain from it?

- **How stories can be adapted to motivate learners to speak English**
- **Practical activities for the classroom**
- **Building student's confidence**
- **Identifying opportunities for drama**
- **Using text-based drama creatively**

Featured Reader:

Alice's Adventures in Wonderland



ISBN:9780230469297

English Type: British English

Level: Level 5

One sunny day, Alice follows a White Rabbit down a rabbit hole ... and into Wonderland! Wonderland is a very strange place and lots of very strange people live there. Alice has some wonderful adventures with the Mad Hatter, the March Hare and the Cheshire Cat. And she even plays a game of croquet with the frightening Queen of Hearts!

Speaking and Listening:

Leading from the front...read out loud.

Give a **spoken summary** and some background on the story.

Read out the chosen story in chapters or small sections.

If it is long consider a part of the story to focus on.

Be **clear, exciting** and **animated** when you read out loud.

Discuss any new, unusual or difficult **words**.

Your **enthusiasm** for the story will **inspire** the students.



Speaking and Listening

The benefits of Drama/Story based spoken activities

Playing story characters → **A fun way of speaking English** →

Having fun → **Increases confidence** →

Increased confidence → **Taking more risks and digging deeper** →

Taking more risks and digging deeper → **Motivation to learn more...**



Stories will introduce **new vocabulary** and phrases.

The **scenarios** and characters have been written! Use them and **adapt** them...

Drama and Storytelling are **audience** focussed...the language must be **performed** and an audience must be faced.

The rehearsal and preparation phases do not have to be rushed.

Performing in front of an audience brings **reward...a great motivator.**

Activities:

Warm ups, Wrap-ups, 5 minute fillers...

Read out loud in small groups...taking turns (small audience).

Read out loud as a class taking turns (large audience).



Practice dialogue in character scenarios (groups or pairs): Offer a menu of scenarios and recap the different characters and their traits e.g. Alice meets the Cheshire Cat or Caterpillar, Alice and the Tea Party....show each other the results as pieces of spoken drama.

Narrator and actors: In groups narrate the action of the characters...taking turns to be actors and narrators...offer a range of scenarios and combinations from the story. These can be performed to each other

Hot seating: Ask questions and learn about the character from their answers.

Activities:

Main lesson activity: Group scripting and performing

Preparation: Choose a section of the story, section off the story into small scenarios, identify the characters and actions, write a short summary for that scenario.

Read out each summary to the class in story sequence, **images are useful**. Discuss ideas for **dialogue**, **monologue** and **stage directions**.

The class get into **working groups** and are tasked to **speak in English**.

Each group works on scripting one scenario **in their own words** and by using their **recall** of the story

Each group submits their scripted scenario.

You now have a class play of the story or story section.

Gather volunteer actors from the class.

Perform the play with the actors reading out the scripts.

HAVE FUN!



Activities

Main lesson activity: Group scripting and performing

An example of the previous group scripting activity from the Alice Reader:

Story section - "Alice meets a Duchess, Cook, a baby and a Cheshire Cat."

- 1. Alice finds a tiny house. A servant (a Fish) gives an invitation to another servant (a Frog) from the Queen to give to the Duchess. Alice tries not to laugh at them when they bump their heads together.**
- 2. Alice enters the house and goes into the kitchen. She meets a Cook who puts lots of pepper in the soup. The Duchess is holding a baby. A Cheshire Cat has an enormous smile. Alice asks them questions.**
- 3. The Cook begins throwing kitchen things at the Duchess. The Duchess begins throwing the baby to the Cook. Alice asks them to stop! The Duchess and Cook leave and Alice puts the baby carefully on a chair.**
- 4. She leaves the house and walks into the forest. She finds the Cat in a tree. The Cat tells her that everyone including Alice is mad here (in Wonderland) and he directs her to the March Hare's house and the Mad Hatter's house.**

Activities

Main lesson activity: Play script

Script a section of the story by adapting the words **directly from the text**.

Work in groups speaking English.

Remember that scripts are written to be spoken and guide the actor like a map.

Don't forget *stage directions* and *layout* of dialogue, narration or monologue:

Alice: I wonder who lives here? I'm sure they won't mind if I take a little look.

(Alice enters; the cook is stirring the soup, the Duchess is nursing the baby, the Cheshire cat is lying on the table; there is much shouting and sneezing)

Alice: *(sneezing)* There's certainly too much pepper in that. I do hope it isn't rabbit soup!

Have a **Read-Through in groups. Devise some **action** and **staging**.**

Perform the mini-plays to each other as a **celebration** of your work.

Activities:

Main lesson activity: Play script

- Alice: Cheshire puss, would you please tell me which way I ought to go from here?
- Cat: That depends a good deal on where you want to get to.
- Alice: I don't much care where...
- Cat: Then it doesn't matter which way you go.
- Alice: ...so long as I get *somewhere*.
- Cat: Oh, you're sure to do that, if you walk long enough.
- Alice: What sort of people live around here?
- Cat: In *that* direction lives a Hatter; and in *that* direction lives a March Hare. Visit which ever you like: they're both mad.
- Alice: But I don't want to go among mad people.
- Cat: Oh, you can't help that, we're all mad here. I'm mad, you're mad.



Sharing and Showing:

The Performers and the Audience

Rehearse the scripts you have devised as a class.

Would you like share by showing them?

No? Have fun using the scripts to speak English.

Yes? Choose an occasion and invite an audience.



Not everyone is a performer: other roles and skills?

Commit to the performance: an audience has been invited.

Enjoy the reward when the audience applauds your work.

For more information
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Thank you

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