

EXPLORE MORE SESSION

2

Queen Elizabeth I meets Batman

Teacher/Parent Carer Guidance

Aims and Objectives

Lesson Plan

Drama Games

Story Map

Story Map Script

TEACHER/PARENT CARER GUIDANCE

Teacher/Parent Carer and Film Led	An Overview
Main Theme	<p>Queen Elizabeth I Meets Batman session supports the Explore More at Home activities by introducing Talk for Writing 'Innovation' stage and how to create animations.</p>
Preparation	<p>Parents/Carers should be invited into school to participate in this session (Letter sent home after Session 5, scheduling this in good time beforehand). If a parent/carer cannot participate the session could be shared online for them to complete at home with their child out of school time. Resources will need to be sent home/picked up to enable this to happen.</p> <p>To prepare, then host this session in class you will need to sign in to the POPI578.com website, open the Explore More Session 2 tab, then download, print out, sort and source (if needed) the resources prior to the lesson. Explore More Session 2 should take 4 Hours. If this is too long for some of your parent/carers- send home all the Flip Book making activities OR divide the session into 2 separate sessions.</p>
The Teaching Day	<p>On the teaching day, before the parent/carers come into class, open the Explore More 2 tab, click and expand the Google slide and click through to check all the links are working and the resources have been prepared and are ready to use in the classroom. Remember today will introduce the method of innovating a story so references to this method and reminding the student that they have already innovated Titania and Oberon throughout the day will help instil the idea with students and parent/carers alike. But in this session, we add an unexpected occurrence and a new character to innovate the story rather than changing the setting.</p> <p>When the students and parent/carers are settled in front of the whiteboard simply open the Google slide on your whiteboard and begin to click through the session. Read each slide as you go opening up and playing the film clips set within the slides and completing the activities. The students and parent/carers will perform the Gift Giving Map Story Map so a bit of practice with the students beforehand is advised. There is a fair bit of preparation needed for this session. The resource section has all you need to download and print out, but there are other resources which need sourcing so please read the resources section carefully and ensure that are available on the day. This session can be completed in the classroom but ensure there is enough space to work with the extra, larger people included! Having a breakout space might be a good idea, somewhere quiet with plenty of table space and chairs.</p>
Teaching Aids	Film Clips
	<p>The Google slide has several short film clips which you can click on, expand and press play. In these film clips, you will again meet Duncan and Isabel explaining the drama games and Christina who explains the Flip Book and the Stop Frame Animation activity as well as demonstrating the actions for the Story Map.</p>
Teaching Aids	Drama Games
	<p>Using drama activities in your classroom and at home will help students to connect the verbal communication involved in vocabulary, grammar and story structures with the non-verbal communication of gestures, facial expressions and movement. By introducing a drama activity that gets your students and parent/carers on their feet, you help them to remove focus from exclusively speaking the language "correctly." There are two drama games in this session. We warm up with '1,2,3' to get our brains thinking quickly. The second drama game is 'One Word at a Time.' If possible, try to play this game in a class group then break out into smaller groups or pairs. You can also share the PDF of the game instructions for the families to play at home.</p>

RESOURCES

What you will need	
Flip Book Activity (Send this activity home if time is limited)	<ul style="list-style-type: none">– A small number of sticky notes per family. Or a few leaves of paper folded and inserted together– A fine black felt tip/pen– Pencil and eraser– Glue stick and 2 pairs of scissors– A sheet of 'time machines'– 8 sheets of A5 Paper– Instruction Sheet
Stop Frame Animation	<ul style="list-style-type: none">– An adult's own Smartphone/Tablet– 'Stop Motion Studio' App downloaded onto their phone– A plain wall to create backdrops scene and film against (push a table against the wall)– Printed backdrop (if not using bricks)– Shoe box lid or other stabilizing 'tripod' to hold the camera steady– Selection of Lego people or small toys adapted to being the Queen and Batman and other characters– Time Machine-be inventive, use Lego or create using small clean plastic pots, pipe cleaners-or our printable time machine stuck on a pencil.– Straight pieces of foam or wood/books to raise the phone camera (if required)– Sticky tape/sticky tack– Scissors/pencils felt tips– Queen Elizabeth I Meets Batman Story Map– Instruction Sheet
The Story Map activity	<p>The Story Map activity has four sets of resources. These are:</p> <ul style="list-style-type: none">– A story map– A story map script– Individual images with text– Individual images with no text <p>Print out a set per family, these can be taken home to practice.</p>
Drama Game	<ul style="list-style-type: none">– Watch the drama game film before going into the hall or drama room.– Instruction for this session can be sent home.

AIMS AND OBJECTIVES

An Immersive Adventure Teacher/Parent Carer and Film Led

Talk for Writing: Innovation

Driving questions	How can we innovate the story of Queen Elizabeth I's visit to Norwich in 1578? Can we use flip book animation and stop frame animation to innovate the story using Lego and other toys?			
Initial stimulus material	What would happen if Batman appeared during The Queens visit to Norwich? What 'moves' would Batman have made to show off his talents to Queen Elizabeth I? What gift might Batman give Queen Elizabeth I?			
Learning objectives	To introduce the scheme of work: Putting on a Pageant 1578: entertaining Queen Elizabeth I in Norwich.			
	To learn the structure and vocabulary of Queen Elizabeth meets Batman with a story map.			
	To work together using drama, actions, words and the story map as a kinaesthetic method to reinforce their learning and the structures of writing.			
	To create flipbook animation and stop-frame animation.			
Key messages	THE ONE THING YOU NEED TO KNOW IS... Stories can be told, adapted and re-invented using new characters and settings			
	Key Point 1 We can innovate stories with the simplest change.	Key Point 2 Using animation stimulates our imaginations, helping us tell innovative stories.	Key Point 3 Using drama games helps generate energy, focus and creative thinking.	
	How will the session be adapted for differing abilities What SKILLS do the students have?	Upper	Middle	Lower
		Skills – Imagining and empathising – Thinking and making suggestions	Skills – Empathy and recall – Predicting what might happen	Skills – Remembering the main events of the Queen Elizabeth I Meets Batman session.
How can you CHALLENGE?	Challenges Ask open-ended questions: get students to elaborate	Challenges What do you think happens next? Why?	Challenges Can you remember...? What, where and how?	

AIMS AND OBJECTIVES (continued)

National curriculum

Areas covered by this
session

KS1 & KS2*

ENGLISH SPOKEN LANGUAGE

Students should be taught to:

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Participate in and gain knowledge, skills and understanding associated with the artistic practise of drama
- Adopt, create and sustain a range of roles, responding appropriately to the adult in role
- Articulate and justify answers, arguments and opinions*
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings*
- Maintain attention on participate actively in collaborative conversations, staying on topic and initiating and responding to comments*
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas*
- Speak audibly and fluently with an increasing command of standard English*
- Gain, maintain and monitor the interest of the listener*
- Consider and evaluate different viewpoints, attending to and building on the contribution of others*
- Select and use appropriate registers for effective communication*

WRITING: Composition

Students should be taught to write sentences by:

- Saying out loud what they are going to write about
- Composing a sentence orally before writing it*
- Sequencing sentences to form short narratives
- Re-reading what they have written to check that it makes sense*
- Discussing what they have written with the teacher or other students*
- Reading their writing aloud, clearly enough to be heard by their peers and the teacher*

HISTORY

Students should:

- Develop an awareness of the a long time ago, using common words and phrases relating to the passing of time
- Use a wide vocabulary of everyday historical terms*
- Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events*
- Understand some of the ways in which we find out about a long time ago and identify different ways in which it is represented*

LESSON PLAN

SESSION INFORMATION	ACTIVITY DURATION	AN IMMERSIVE ADVENTURE TEACHER/PARENT CARER AND FILM LED
<p>FULL SESSION DURATION APPROX:</p> <p>4 HOURS</p> <p>(if this is too long for some of your parent/carers - send home all of the Flip Book making Activities OR divide into 2 sessions)</p> <p>Age and ability dependent*</p>	5 mins	<ul style="list-style-type: none"> – Open the POP 1578 website and login. – Click on Explore More Session 2 – Open up the Google slide on your whiteboard so it is ready to use as the session starts. – If parent/carers are working independently from home. simply ask them to open up the slide and work through it.
	10 mins	<ul style="list-style-type: none"> _ When students and parent/carers are settled in front of the whiteboard... – Continue to start the session. <p>TEACHER: “Welcome and thank you for coming into class today to support you children. We have lots to do today, but if you have any question please don’t hesitate to ask. To start, let’s read through the first few slides together.”</p>
	30 mins	<p>Click through each section on the next slide slowly as it will give time to look at the detail on the story maps which have already been learned.</p> <p>TEACHER: “So today our class are going to tell the story of The Gift Giving Masque which we learned in the first Explore More session with the maps with actions. You can also followit with the Story Map Script.” “Parent/carers, please join in where you can.”</p> <p>Click to the next slide which shows the map and script side by side. Keep this on the whiteboard whilst the class performs The Gift-Giving Masque.</p> <p>Click through to the next slide about ‘innovation’</p> <p>Play the Drama Game Film Clip.</p>
	40 mins	<p>Click through the next slide explaining ‘Flip Books.’</p> <p>Play the ‘Make a Flip Book’ ilm clip.</p> <p>TEACHER: “Great, let’s get started on making our flip books.”</p> <ul style="list-style-type: none"> – Click through to the flip bookmaking activity instruction slide and read through the instructions together. – Leave the instruction slide on the whiteboard. – Handout the activity resources. – Recap the instructions once again if needed. – Once the activity is finished the flipbooks can be placed on a table to the side ready for completion another day or for display when her Majesty visits. <p>Click through to the next slide. Read through together.</p>

LESSON PLAN (continued)

SESSION INFORMATION	ACTIVITY DURATION	AN IMMERSIVE ADVENTURE TEACHER/PARENT CARER AND FILM LED
<p>FULL SESSION DURATION APPROX:</p> <p>4 HOURS</p> <p>(if this is too long for some of your parent/carers - send home all of the Flip Book making Activities OR divide into 2 sessions)</p> <p>Age and ability dependent*</p>	15 mins	<p>Play the Drama Game Film Clip</p> <p>Click onto the drama game instruction slide. Read through together.</p> <p>Stay in the classroom at desks or move into the hall or drama studio.</p>
	60 -90 mins*	<p>Click through to the next slide and read the slide together.</p> <p>Play the Stop Frame Animation Film clip</p> <p>TEACHER: "I think we are ready to start"</p> <ul style="list-style-type: none"> - Click through to the Stop Frame Animation making activity instruction slide and read through the instructions together. - Leave the instruction slide on the whiteboard. - Handout the activity resources. - Recap the instructions once again if needed. - Once the activity is finished the animations can be shared and saved to the school's server or a memory stick for showing around school or when her Majesty visits.
	50 mins	<p>Click to the next slide and read through together. Elaborate more here if you want to explain how the school is using the POP 1578 programme in the teaching of literacy.</p> <p>Play the 'Actions' film clip</p> <ul style="list-style-type: none"> - Read through the story map script together - Then leave the story map on the whiteboard - At this point, depending on the age and ability of the children, you can decide how to divide up the task of learning the map. - Remember for the best results, remind the class as a whole about the consistent actions you've been using for the other maps, as there will be lots of suggestions from parent/carers! - Children and parent/carers can, however, make up their own actions * - The class could learn the whole map together * - OR use the individual images in pairs or small groups * - The individual images can be blended into sentences and each family unit could learn a sentence each * <p>We have suggested 50 minutes for this activity but depending on your students age and ability adjust accordingly.</p> <p>**Remember the parent/carers will need to take home the Story Map activity resources for this session so it would be good to have a set in a plastic folder.</p> <p>Read through the final slide</p>
	30 mins	<p>Letter Home: inviting parent/carers to attend Explore More Session 3. Folder with Queen Elizabeth I Meets Batman Story Map activity resources in.</p>

DRAMA GAMES WARM UP

123

Age: 5 to adult

Players: Pairs

Time: 5-10 minutes

Skills: Concentration, Group Dynamics

A quick and easy warm-up game which involves counting from one to three – but takes a lot of concentration.

Instructions:

This is a fun introductory warm-up and concentration game. You can begin sitting down or standing up. In pairs, face each other. Start counting from one to three between yourselves, over and over. Once you get the hang of that part you are ready for the next stage. Instead of saying the number “one”, you should clap your hands – but you would still say “two” and “three” aloud.

Once everyone has mastered that, the next step is that instead of saying “three”, that person should bend their knees. You should still clap your hands for the number “one”. This is a bit like trying to pat your head and rub your stomach at the same time – in fact, you could try that afterwards!

A: “One” (Claps hands)

B: “Two”

A: “Three” (Bends knees)

B: “One” (Claps hands)

A: “Two”

B: “Three” (Bends knees)

Tip: Make sure you allow time to encourage pairs to show everybody else how they are doing after each step. It’s fun watching people trying to concentrate, especially if it goes a bit wrong!

If you have extra time, pairs can make up their own movement and/or sound for the number “two”

For language teaching, ask players to make up a word or phrase plus an action to replace the number two, for example ‘cup of tea’, ‘umbrella’ or ‘smile’

DRAMA GAMES MAIN ACTIVITY

One Word at a Time

Age: 7 to adult

Players: Whole Group, Small Groups, Pairs

Time: 10 minutes

Skills: Storytelling, Speaking and Listening, Co-operation

A story is told, with each person adding one word at a time.

Instructions:

In a circle, the story is started, with each person in turn adding one word. It usually starts with 'Once – upon – a – time'. The idea is to keep your thoughts free flowing, so that you don't try to guess what is coming or force the story in a particular direction. It is not always easy to maintain a logical flow for the story, although it is always amusing. If the group is too large, break into smaller groups or pairs.

Variations

- Players can say “full stop/period” to end a sentence
- Play the game in pairs, where both participants act out the story as it is told. In this case, tell the story in the present tense and as 'we'. For example, 'We – are – climbing – a – mountain. – Look – a – giant -spider – coming – towards – us. Quick – run!' You can soon create an adventure story in this way
- You can also use the one word at a time technique to create characters made up of two or more people – great fun for interview scenes!
- Throw or roll a ball around the circle in any order. Add your word then pass the ball to the next person. (This variation ensures that players pay more attention)

Play Online

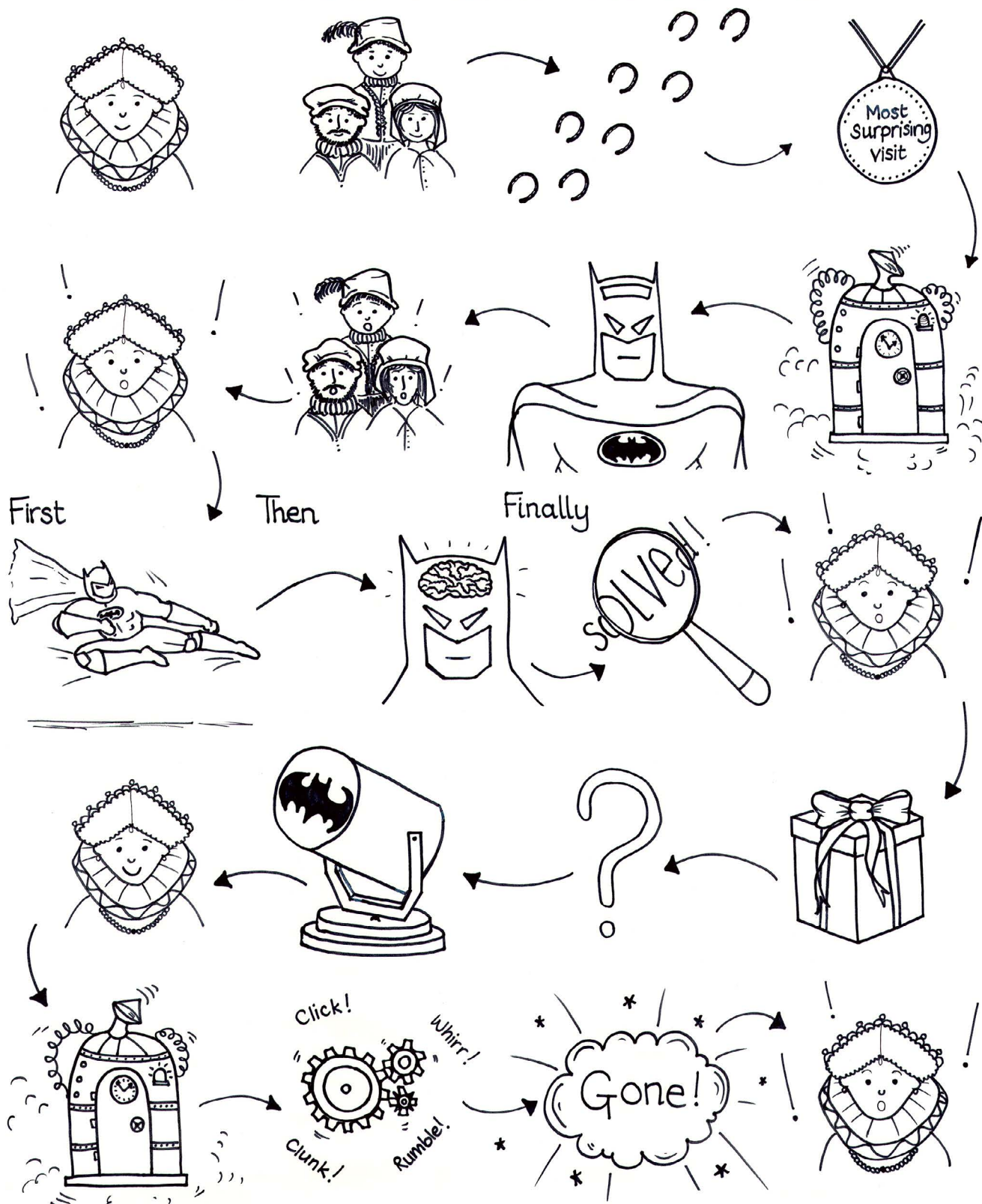
Using Zoom or other video-conferencing software, demonstrate the game with around five students (making sure they are unmuted). Give each student a number so that they know whose turn it is. Then divide the class into break-out rooms to play the game in small groups.

Socially Distanced

The game can easily be played if students are spaced out on a grid (marked on the floor) or at desks. They can then play the game in small groups or as a whole class.

STORY MAP

Batman meets Queen Elizabeth I



STORY MAP SCRIPT

Queen Elizabeth met many of her citizens as she travelled around, clip clop, clip clop

This is the story of the most surprising visit of them all...

Suddenly there was a strange, whirring and clanking noise.

Out of nowhere a time machine landed!
The door of the time machine swung open,
and Batman appeared!

Queen Elizabeth I was VERY surprised!

First, Batman showed the Queen his moves;
AIEEEE, POW,ARRRGH,AWK!

Then the Queen whispered to Batman:

“Could you use your brain power to solve a tricky problem, should I ever marry?”

Batman thought and solved the Queen’s question.
He whispered:

“No Your Majesty, you should not marry.”

“GOSH!” the Queen exclaimed

After that, Batman presented Queen Elizabeth I with a special gift in a big box.

What was inside?

It was a distress signal device!

Batman said to the Queen:

“If you ever needed help, you should send a bat signal.”

Queen Elizabeth was really pleased with her gift.

Suddenly, the time machine started whirring.

The cogs clicked, clanked and rumbled.

Batman said goodbye and climbed back into the machine.

Then all of a sudden, the time machine was GONE!

The Queen was left totally amazed!

What an exciting visit!