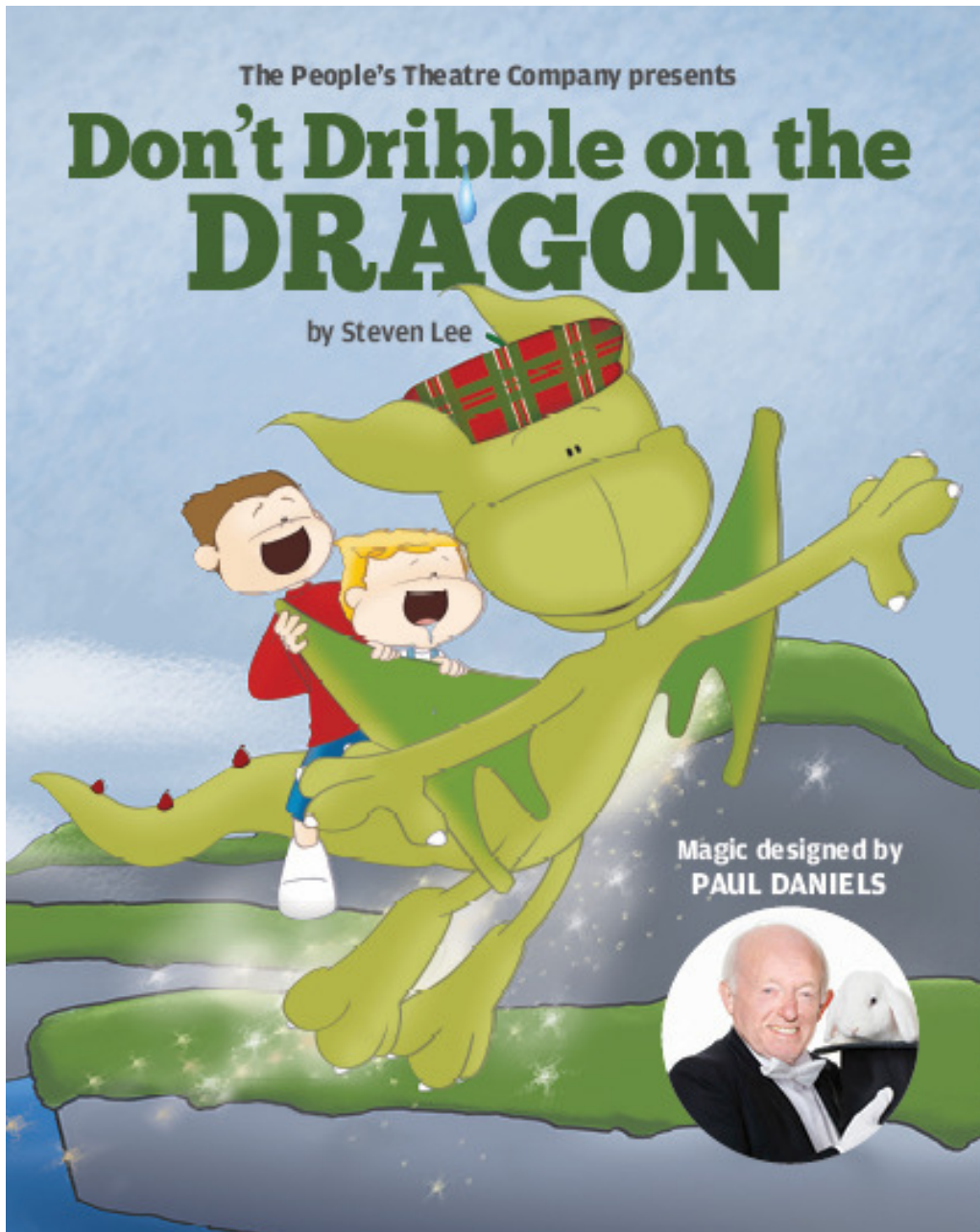




Don't Dribble on the Dragon

Education Pack



The People's Theatre Company

Table of Contents



About The People's Theatre Company	1
More Stuff for Schools.....	1
Introduction	2
Summary of the Story.....	2
Context from the Play.....	3
Lesson 1 - English – Similes Poem.....	4
Lesson 2 - English – Missing Poster	5
Lesson 3 - Maths – Capacity	6
Lesson 4 - Geography – Map of Dragon's home.....	8
Lesson 5 - PSHE – Feeling Lonely	9
Lesson 6 - Art and Design – Egg Box Dragons.....	10
Additional Activities	11



About The People's Theatre Company

The People's Theatre Company was set up to make quality theatre accessible to everyone. Our award winning shows have played to sell-out crowds up and down the country and each year the company brings that same standard of theatre into schools and youth groups to provide drama training, PPA cover and specialised workshops. If you would like details of any of these services please contact us at ptc@ptc.org.uk.

To find out more about The People's Theatre Company, our past productions, workshops and *Don't Dribble on the Dragon*, visit our website at www.ptc.org.uk. You can also email us directly at ptc@ptc.org.uk.

More Stuff for Schools

The PTC is committed to its audience of young people and as part of that commitment we want drama to be available to everybody. To that end we are happy to provide schools and youth groups with affordable, quality drama training, PPA cover and specialised workshops. If you would like details of any of these services please visit us at www.ptc.org.uk/Education or contact us at ptc@ptc.org.uk.

Introduction



Welcome to the education pack for *Don't Dribble on the Dragon*, presented by the People's Theatre Company.

This pack is designed as a flexible resource for teachers of EYFS and Key Stage 1. It has been prepared so that you can deliver lessons across the curriculum that will link in with the People's Theatre Company's show, *Don't Dribble on the Dragon*.

You can use this free pack whether you come to see the show or not (although we'd love it if you did!).

You are welcome to use as much or as little of the pack as you wish, choosing a one-off activity, or using it as the basis for a cross-curricular exploration of the themes in *Don't Dribble on the Dragon*. The relevant resources are numbered and found at the end of the pack.

Relevant areas of the EYFS and Key Stage 1 National Curriculum covered are set out at the start of each lesson.

Summary of the Story

Tom is a toddler with a big, older brother, a secret dragon... and a dribbling problem that just won't stop! When Tom's endless drooling threatens to tear the brothers' friendship apart can his dragon's crazy magic help them put it back together again... or will it only end up making things worse?

Don't Dribble on the Dragon is our magical adaptation of the fabulous new book by Steven Lee. This spectacular musical adventure about growing up and the importance of family is the perfect feel good show for big hearted adults and loving little ones alike.

Context from the Play

Lesson 1 (page 4)

Why that Pistol Pete he's lower than a rattlesnake's belly!

Why that Pistol Pete he's slippier than a barrel full of eels

At this point in the play Tom and his brother are pretending to be cowboys and the dragon is pretending to be Pistol Pete! Suggestion: read out the simile examples about Pistol Pete from the play and discuss what they mean – get the children to imagine how low a rattlesnake's belly is and how slippery a barrel full of eels would be! (Resources 1b, 1c, page 13, 14).

Lesson 2 (page 5)

But... she's gone! Oh no, she must be so sad that her magic has made her disappear.

I don't think anything's going to bring her back now; except for... what was it again?

The dragon should be in the cupboard but she's disappeared! This is because Tom's brother has told her not to come and play with them anymore! Before going through the example missing poster for this lesson (resource 2d, page 18), ask the children to imagine the craziest cake possible with wonderful ingredients. In the play the dragon has a famous magical mango cake, which is made with crazy ingredients including chilli (!) and of course lots of mangos and a little bit of magic. The dragon makes it with Tom in the hope that it will make his brother want to play with him again! A slice of it could be the reward for locating her?

Lesson 3 (page 6)

Because... if I don't stop dribbling... Jack won't love me!

Poor Tom has a serious dribbling problem – he just can't stop! Every time he plays with his brother he ends up dribbling on him by accident – he just can't help it – and now his brother is so disgusted by this rather wet problem he doesn't want to play with Tom at all! (resources 3a, 3b, page 19, 20).

Lesson 4 (page 8)

You know, all these tears, it reminds me; when I was a young bairn myself, me and my family, we lived in a park with so many puddles.

The combination of Tom's dribbling and crying makes for one very wet situation! It's so wet it reminds the dragon of the magical (and wet!) place where she grew up. Suggestion: before the lesson, introduce the word 'bairn' and explain its meaning (a child). A further discussion around Scottish culture and language could be had here also. (Resource 4a, page 21)

Lesson 5 (page 9)

To make matters worse Jack wasn't talking to me, and he'd banned me from his room so I was really lonely.

At this point in the story Jack is so fed up with his little brother's dribbling and the dragon's accidental trouble making that he has completely stopped playing with them! Poor Tom and the dragon!

Lesson 1

English – Similes Poem

*"Why that Pistol Pete he's lower than a rattlesnake's belly!
Why that Pistol Pete he's slippier than a barrel full of eels."*

Learning objective: To write a poem using similes.

National Curriculum

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 it makes sense

Develop positive attitudes towards stamina for writing by:

- Writing poetry

Lesson

Introduction

Explain to the pupils that today they are going to be using similes. Show them two sentences – 'the Dragon's ears are big' and 'the Dragon's ears are as big as two skyscrapers'. Ask them which sentence is better, get them to tell a partner why the simile is better/more descriptive. Explain what a simile is and give them more examples before getting them to come up with their own example to complete the sentence 'the dragon's ears are as big as...'.

Display resource 1a and in pairs get the pupils to name and label as many different parts of the dragon to describe as they can (eyes, tail, hat etc). Choose a selection of these and write each feature in the centre of a large piece of flipchart paper.

Sit the pupils in mixed ability groups and give each group one of the pieces of flipchart paper with a feature (group 1 – eyes, group 2 – nose, group 3 – feet etc). Explain that in the groups they have to come up with as many similes as they can to describe that feature, writing their similes with adult support on the paper with markers. After a given amount of time (around 3 minutes) get the groups to rotate the pieces of paper and think of examples for the next feature. Repeat the rotation a few times. At the end there will be lots of examples for each feature - pick out some of the best examples to share with the class and then stick the papers around the room as an aid for the main activity.

Main Activity

Model an example of a simile poem using resource 1c, also modelling using the children's examples from around the room. Pupils complete their own simile poems.

HA – Complete poems using the flipchart paper aids.

MA – Complete poems using resource 1b vocabulary helpers.

LA – Complete poems using resource 1c sentence starters.

Plenary

Ask the pupils to swap with the person next to them and feedback on their poem – what do they like about it? What could they improve?

Lesson 2

English – Missing Poster

"But... she's gone! Oh no, she must be so sad that her magic has made her disappear. I don't think anything's going to bring her back now; except for... what was it again?"

Learning objective: To create a missing poster.

National Curriculum

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 it makes sense

Develop positive attitudes towards stamina for writing by:

- Writing for different purposes

Lesson

Introduction

Explain that we need to help Tom and his brother find the Dragon because she's the only thing that can help them be friends again. As a class, discuss what you would do if you lost something that you loved, such as a toy or a pet e.g. put adverts in newspapers, put up posters or use social media. Explain that today we need to design a missing poster!

Discuss the features of a missing poster, what does it need to include – e.g. a description of the dragon, a picture, where she was last seen, a reward?

On mini whiteboards get the children to write down adjectives to describe the dragon to use in their posters. Feedback and brainstorm these on the board.

Main Activity

Model resource 2d.

HA – Create missing poster using resource 2a and 2d (can they include a simile from the previous lesson?).

MA – Create missing poster using resource 2b and 2d.

LA – Create missing poster using resource 2c and 2d.

Plenary

Choose some pupils to display their completed posters. In partners, can they spot the features discussed earlier? Can they suggest one thing that would make it even better?

Note: This task could also be completed using computers, if preferred.

Lesson 3

Maths – Capacity

"Because... if I don't stop dribbling... Jack won't love me!"

LA Learning objective: *To estimate whether a container holds more, less or the same.*

MA/HA Learning objective: *To measure whether a container holds more, less or the same.*

National Curriculum

- Count, read and write numbers to 100 in numerals
- Use the language of: equal to, more than, less than, most, least.

Compare, describe and solve practical problems for:

- Capacity and volume (for example, full/empty, more than, less than, half, half full, quarter.

Measure and begin to record:

- Capacity and volume

Lesson

Introduction

Warm up – counting forwards and backwards as a class in 100s

Explain to the pupils that Tom's dribbling is out of control and he desperately needs our help! We need to find the container that will hold the most dribble so we can catch as much as possible...

Introduce to the children the word capacity. Explain the word capacity means how much a container holds or what fits inside. Today we're measuring how much of Tom's dribble a container can hold!

Have the water tray at the front of the classroom, and show the children a container that is full of 'dribble', ask the children to say how much is in it? Empty the container and ask the children how much dribble is in the container now? As the children produce the vocabulary add the words to the board. Repeat by filling the container half way, tell the children it is full and ask them if you are correct, add the vocabulary to the board.

How can we measure accurately? Introduce reading a scale. Tell the children that there are different units to measure liquids in. Introduce the words litres, and millilitres and their abbreviations. Show children scales and model reading them.

Explain the task – show the pupils a range of different shaped and sized containers alongside a litre of "dribble" in a measuring jug. They need to help Tom by investigating which container will hold the most dribble. Model estimating, measuring and filling in the table.

Main Activity

LA – dribble investigation resource 3a

MA/HA – First estimate how much dribble they think each container will hold then measure using a measuring jug, completing resource 3b.

Plenary

Ask the pupils whether they were right about their estimations? Did any of the results surprise them? Why? Address any misconceptions about tall thin containers holding more than shorter but wider ones.

Lesson 4

Geography – Map of Dragon's home

"You know, all these tears, it reminds me; when I was a young bairn myself, me and my family, we lived in a park with so many puddles."

Learning objective: To design a map including a key.

National Curriculum

Use basic geographical vocabulary to refer to:

- Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation.

Geographical skills and fieldwork:

- Devise a simple map and use and construct basic symbols in a key

Lesson

Introduction

Explain that today we are going to imagine what Dragon's home, looks like and design a map.

In partners, discuss what would feature in a perfect land of dragons – e.g forests, rivers, mountains and lakes. Feedback as a class and agree on a set of features together and write these on the board. Explain what a key is and discuss what it is for. What symbols could we use to represent the chosen features?

Main Activity

All pupils design a map of dragon's home using resource 4a, including the set features agreed and a key (self-differentiated).

Plenary

Self assessment – pupils analyse their work and check to see if they have included all the agreed features and a key. Choose several pupils to share their work, encouraging them to explain what they thought worked well in their maps and what they could improve.

Note: This task could also be completed using computers, if preferred.

Lesson 5

PSHE – Feeling Lonely

"To make matters worse Jack wasn't talking to me, and he'd banned me from his room so I was really lonely."

Learning objective: To present ideas of how to help someone who is feeling lonely.

National Curriculum

- Listen and respond appropriately to adults and their peers
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication

Lesson

Introduction

Write the word lonely on the board. In a circle discuss what this word means, sharing examples of when the pupils have felt lonely and why (at school, in the classroom or playground, or at home?) and what it feels like to feel lonely. How can you tell if someone is feeling lonely? Explain that we all feel lonely sometimes, even adults, but we can help each other feel less lonely.

Warm up

Ask for a volunteer to role play feeling lonely in the centre of the circle. Shout freeze and ask the other children what could be done to make them feel less lonely? Take some suggestions and then invite another volunteer to enter the freeze frame and role play trying to help.

As a class, discuss what other ways you could help someone to feel less lonely.

Main activity

Explain that today the pupils have to work in teams to make a presentation about how to help someone who is feeling lonely. They can choose to present it as a poster on flipchart paper, to roleplay a right and wrong scenario or do a series of freeze frames.

Discuss how they will need to work as a team to be successful:

- Listening to each other
- Planning together
- Time keeping
- Making sure everyone is involved

Pupils work in mixed ability groups to come up with presentations to present to the class.

Plenary

After watching the presentations, discuss in partners what the pupils will now do differently if they see someone feeling lonely at school. Feed-back.

Lesson 6

Art and Design – Egg Box Dragons

Learning objective: To design and make a dragon.

National Curriculum

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Lesson

Introduction

Explain that today we are going to make our very own sculpture of a dragon! Display pictures and a pre made example. Explain the method:

You will need per dragon:

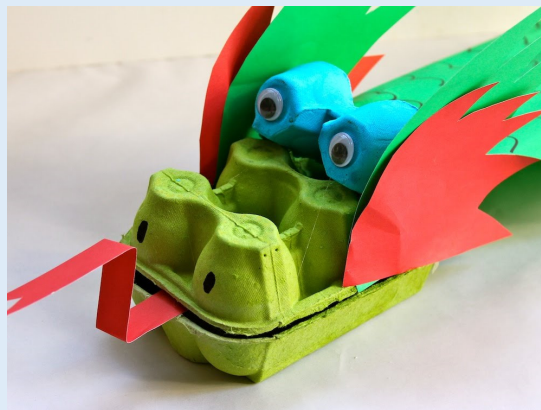
- 2 Egg boxes
- Paint
- Coloured paper
- Glue
- Tissue paper
- Pens
- Stick on eyes (optional)

Instructions:

Paint the egg boxes in brightly coloured paint. When the paint is dry, cut out two of the egg compartments from one of the boxes and glue these to the lid of the other egg box to form the eyes (see photo).

Cut a mane, eyes, nose, mouth and other decorations (e.g. tongue) from coloured paper. Glue these on to your dragon's head.

Draw some scales on the tissue paper. Get an adult to staple the tissue paper to the back of the head to form the tail of your dragon.



Additional Activities

The following activities are aimed primarily at EYFS children but could be woven in to KS1 lessons as mini activities before/after lessons

Activity 1 – Colouring in sheets

Please find below the lesson resources some charming *Don't Dribble on the Dragon* colouring in sheets.

Activity 2 – Socks

Place a large collection of random socks, some paired, some odd, in various places in the environment (tell the children they are from the sock drawer the Dragon lives in!) including in the sand pit and amongst small world play figures.

1. Encourage mathematical thinking (how many socks are there? How many pairs of socks might that make?)
2. Reason (how could we sort the socks?) Encourage the children to organise the socks in different ways using different coloured hoops to group them according to certain features e.g. colour, size, material, length.
3. Expand (what would happen if we put more sand/more cubes etc in the socks? Why?). This situation could lead to a variety of mathematical conversations including counting (cupfuls of sand to fill a sock)
4. Description (Tell me about these socks? What are the interesting shapes of the socks).

Activity 3 – A friend for the dragon!

Place large cut out dragon footprints throughout the classroom and convince the children that at night the dragon comes into the classroom (even persuade them that she has left some scorch marks on the ceiling!) and that she must be very lonely.

To keep her company and make her feel better, the class need to make a giant dragon model! Discuss with the children how to best do this and what materials to use (cardboard boxes, plastic bottles etc), the different parts of the dragon could be divided up and given to different teams of children but the end result should be a whole class effort. You could even bring in a tartan hat to place on its head!

Resource 1a



The dragon's is as as a

The dragon's are as as a



Features

<i>Tail</i>	<i>Hat</i>	<i>Eyes</i>	<i>Feet</i>
<i>Nose</i>	<i>Smile</i>	<i>Wings</i>	<i>Mouth</i>
<i>Teeth</i>	<i>Arms</i>	<i>Claws</i>	

Adjectives

<i>Huge</i>	<i>Red</i>	<i>Green</i>	<i>Pointy</i>
<i>Large</i>	<i>Smelly</i>	<i>Friendly</i>	
<i>Spikey</i>	<i>Round</i>	<i>White</i>	<i>Bumpy</i>



The dragon's eyes are as friendly as..... .

The dragon's nose is as a big as

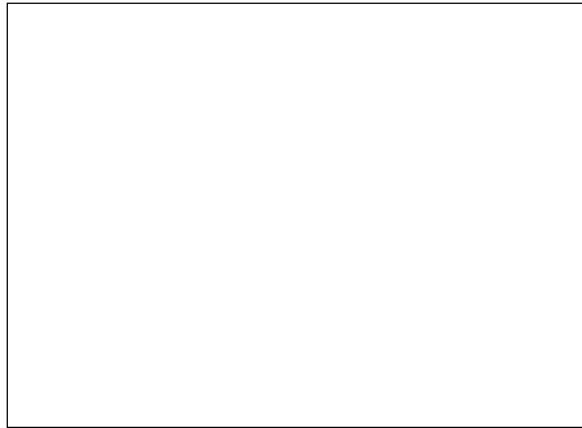
The dragon's hat is as red as

The dragon's tail is as pointy as

The dragon's wings are as green as

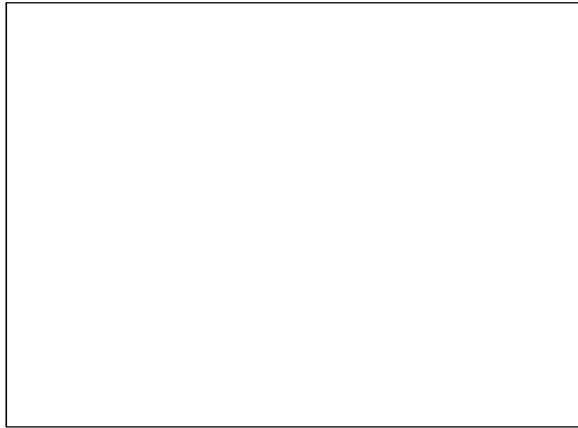
The dragon's arms are as long as

MISSING!

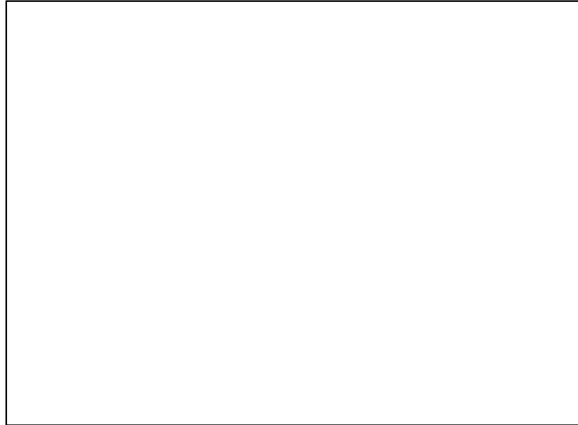


Resource 2b

MISSING!



MISSING!



DESCRIPTION:

LAST SEEN:

REWARD:

MISSING!



A friendly, green dragon with gigantic ears, a long pointy tail and magnificent wings. Easily recognisable by her tartan hat, warm smile and magical powers!

She is a kind dragon but if seen be careful as she can breathe fire!

Last seen in the sock drawer of a wardrobe. Will probably be feeling very sad and lonely.

Reward if found:

A piece of Dragon's famous magical mango fruit cake!

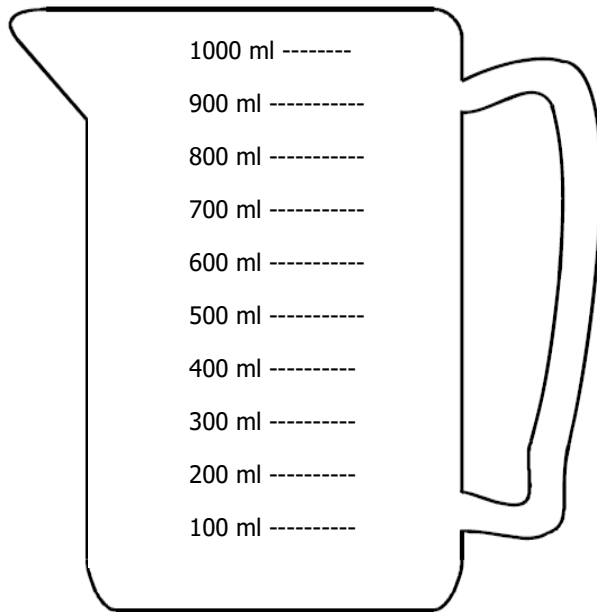
Resource 3a

Investigating capacity - **more, less** or the **same**?

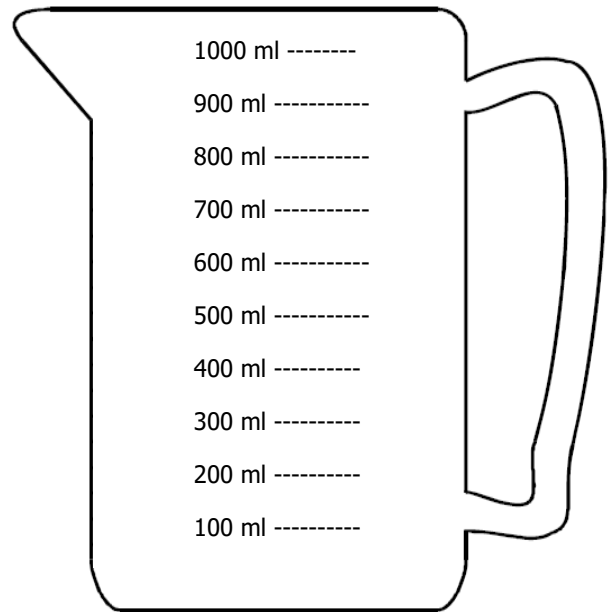
Look carefully at the **litre** of Tom's dribble! Now look at the selection of containers. Estimate whether you think each one could hold **more, less** or the **same** amount of dribble as the **litre** and draw them in the table below. When you have finished, check each container by pouring a litre of water into each one!

<u>Less than a litre</u>	<u>The same as a litre</u>	<u>More than a litre</u>

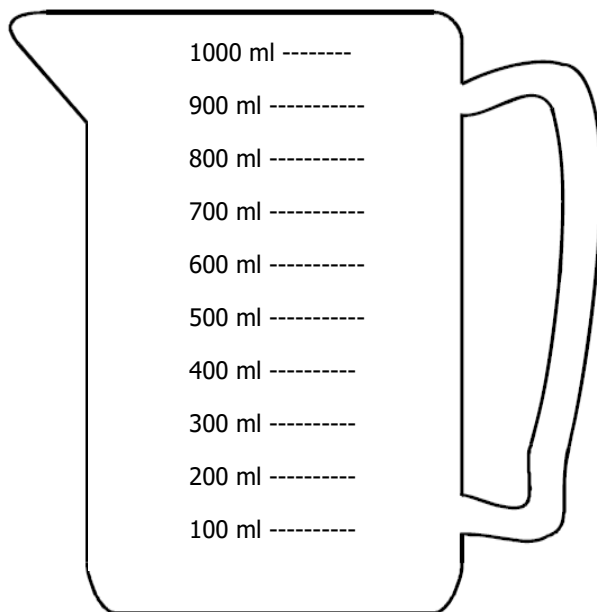
Colour in the amount of dribble each container holds!



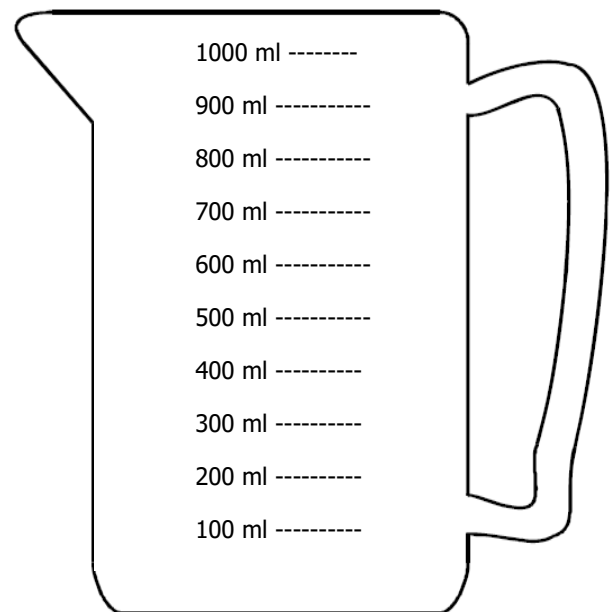
Container A



Container B

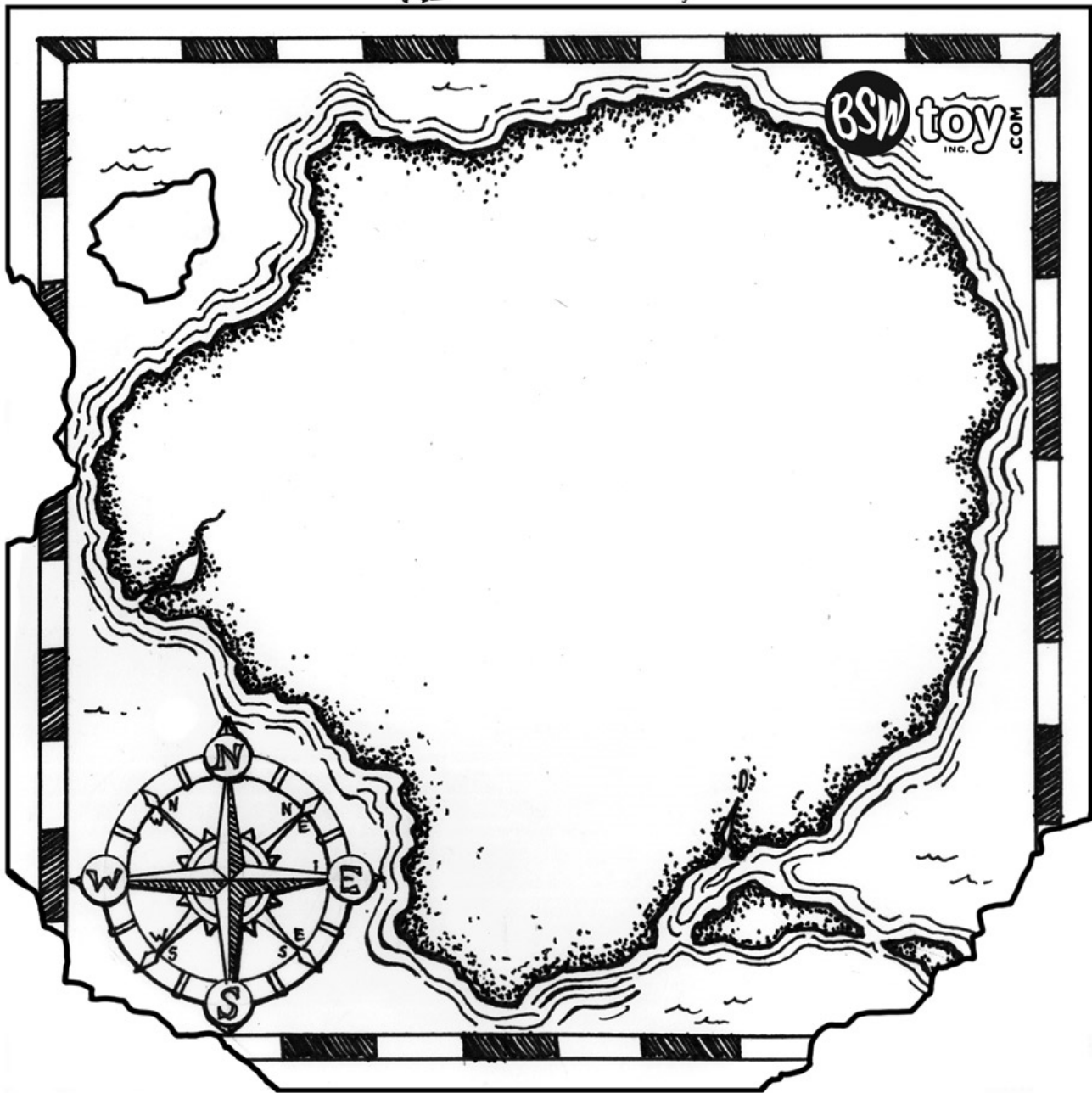


Container C



Container D

Draw Ye Own Map Here!



KEY:

	=
	=
	=
	=
	=

	=
	=
	=
	=
	=









