

Fairytale story based on The Ugly Duckling

Class (Age): 5 Years Old

No. of Students: 8

Lesson length: 15 Min

Objectives:

Children to:

1. Explore and create different grass rustling sounds with their body (for e.g. hands, legs, arms, mouth) while walking through The Tall Grassland, using Soundscape.
2. Explore problem-solving skills and create solutions as a class to help the injured person to cross The River of Doom, using the Mantle of the Expert.
3. Create physical expressions through Freeze Frames to show how they will climb up the peak when retrieving the Ugly Duckling egg, and verbalize their thoughts, ideas, or feelings using Thought Tracking.

Organisation & Resources:

The drama lesson will be held in the multi-purpose room where it is spacious to move around from one location to another and during the warm-up activity where the children have to run in a circle. One factor to note about the multi-purpose room is that it does not insulate against noise, therefore, classroom management plays an important role during the implementation as the room is also connected to the Nursery and Kindergarten 1 classrooms. The children will be seated in a circle during the introduction, warm-up activity, and closure, on the markers that are pasted on the floor to indicate each child's seat.

The resources needed for this drama implementation consists of The Ugly Duckling storybook, a whiteboard, a whiteboard marker, a clapper, colored duct tape, a xylophone, duck footprints cutouts, and a grey egg prop.

Appendix List:

Synopsis of the story stimulus (what my idea is about):

The story plot is based on the fairytale “The Ugly Duckling”, however, for my assignment, I am changing the plot of the story. In my version of “The Ugly Duckling”, it is about an adventure where the ugly duckling’s siblings take up the role of the duck explorers to search for the missing ugly duckling’s egg that mother duck misplaced. In this courageous adventure quest, the duck explorers will be exploring three different locations where they will face different situations and scenarios. In order to move on from each location and to retrieve the ugly duckling’s egg, the duck explorers and the mother duck have to work together to brainstorm, create, and share possible solutions to overcome challenges.

Lyrics of group song/ words of chant:

Appendix A

Song title: Five Little Ducks (Teacher to change the number of ducks to the number of children participating during implementation)

(Location 1: The Tall Grassland)

___ (Eight) little ducks
Went marching one day
Over the hill and far away
Mother duck said
“Let’s march, march, march”
Come join me and I’ll lead the way!

(Location 2: The River of Doom)

___ (Eight) little ducks
Went swimming one day

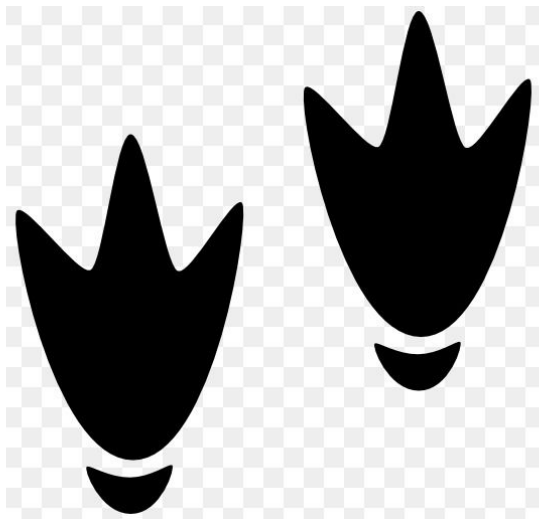
Over the hill and far away
Mother duck said
“Let’s swim, swim, swim”
Come join me and I’ll lead the way!

(Location 3: The Forbidden Crystal Cave)

___ (Eight) little ducks
Went jumping one day
Over the hill and far away
Mother duck said
“Let’s jump, jump, jump”
Come join me and I’ll lead the way!

Appendix A

Duck footprints cutouts (Location 1)



(Retrieved from <https://www.kissclipart.com/huellas-de-patos-clipart-duck-clip-art-zakx5z/>)

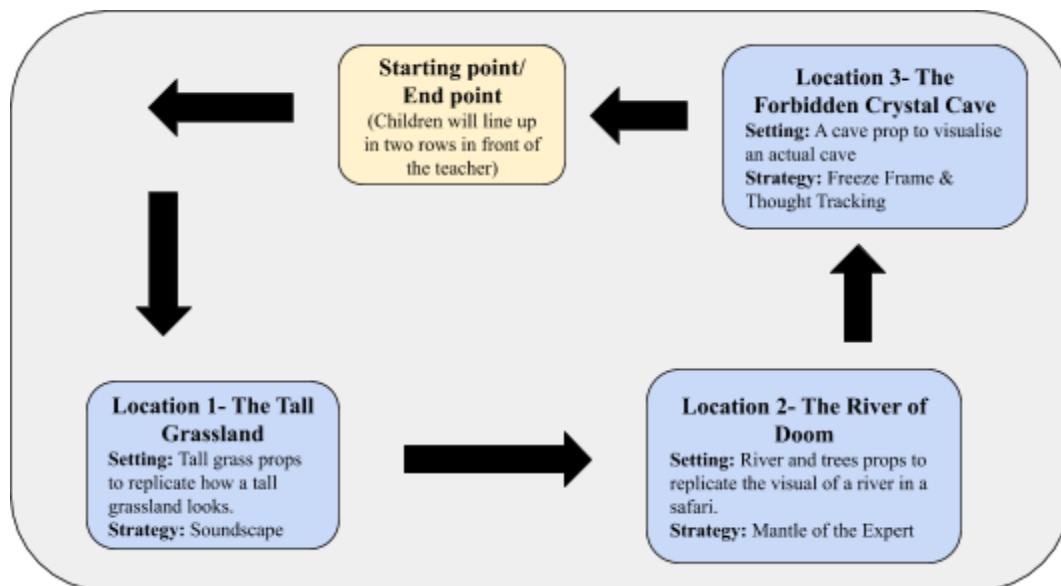
Appendix B

A grey egg prop (Location 3)



(Retrieved from <https://www.amazon.com/ft-Easter-Egg-Standee-Set/dp/B07BWVPMCJ>)

Diagram of drama lesson movement and flow:



Procedures:

Activity	Duration (min)	Step-by-Step procedure	Resources/ Materials
Group Improvisation (Main activity)	12 min	<p><u>Drama Journey:</u></p> <p>1. The teacher introduces the roles and the 3 different locations that the children will be exploring on their explorer adventure.</p> <p>Roles:</p> <ul style="list-style-type: none">● Mother duck (the teacher)● The duck explorers (the children) <p>Locations:</p> <ul style="list-style-type: none">● The Tall Grassland (location 1)● The River of Doom (location 2)● The Forbidden Crystal Cave (location 3) <p>2. Teacher tells the children that he/ she is going to transport them to the magical world where the adventure begins. In order for that to happen, children have to cover their eyes <i>(with their hands or closing their eyelids)</i> and pretend that they are ducklings waiting to hatch from their eggs <i>(children</i></p>	

		<p><i>can link both of their hands over their heads to create a circle as an imagination egg).</i></p> <p>3. Teacher tells the children that they will hatch out of their eggs when they hear the sound of the xylophone.</p> <p><<i>The magical transportation happens</i>></p> <p>4. After the children have hatched out of their eggs, the teacher will welcome them into the adventure.</p> <p>5. The teacher takes up the role of the mother duck and counts the number of ducklings she has. Teacher to say, “ Let me count my eggs! 1, 2, 3, 4, 5, 6, 7, 8! I have 8 of them!” Teacher to tap on the children’s shoulder when counting. (<i>The number of eggs/ ducklings depends on the number of children during the lesson.</i>)</p> <p>6. Teacher to tell children to imagine themselves as duck explorers where they are given a task to solve, which is to find the missing ugly duckling’s egg</p>	<ul style="list-style-type: none"> • A xylophone
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		<p>that mother duck misplaced.</p> <p>7. In this adventure, they will go through 3 different locations and in these locations, there will be some difficulties faced. As a team, the children (duck explorers) will have to help one another and work as a team.</p> <p>8. Teacher to invite the children to put on their imaginary adventurer cap and backpack before travelling from one location to another.</p> <p>9. Teacher tells the children to find a partner and stand in two rows in front of her.</p> <p>10. Teacher to tell the children that as they are travelling from one location to another, they will sing a song called “Five Little Ducks”. <i>(The title varies with the number of children in class.)</i></p> <p>11. Teacher to sing the group song once as an example to the children (refer to Appendix A). Afterward, the teacher to invite the children to sing along while marching into location 1.</p>	
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		<p><u>Location 1: The Tall Grassland</u></p> <p><u>(Strategy: Soundscape)</u></p> <ol style="list-style-type: none"> 1. Teacher to guide the children to the Tall Grassland by marching, however the teacher tells the children to enter the location quietly with small walking steps. 2. As they are walking into the grassland, teacher says, “Look! My little duck explorers! We are in the TALL grassland! I think it is quite difficult to walk as I cannot see what is in front of me! So I need everyone to hold your friend’s hand as we walk across the tall grasses.” 3. While the children are walking, the teacher invites the children to make the sound of grass rustling, using their mouth. For example, “Swishhhh”, “Swoosh”, “whoosh”. <p>(Soundscape)</p> <p>Questions to ask:</p> <ul style="list-style-type: none"> • What sound do you think the grass makes when the wind blows or when you step on the dried leaves? 	
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		<ul style="list-style-type: none"> • Can you make the sound of it? <p>Potential answers:</p> <ul style="list-style-type: none"> • Shhh, Swishhh, swooshhh • Crak crak (the sound of dried leaves crackling) <p>4. Teacher tells the children that they should walk out of the tall grassland because it is too dark and cold. Teacher to ask the children what they should wear when they are feeling cold.</p> <p>Questions to ask:</p> <ul style="list-style-type: none"> • What should we wear to protect ourselves from this strong wind? • Other than a jacket, what else can we wear to feel warmer? <p>Potential responses:</p> <ul style="list-style-type: none"> • I think a jacket and long pants. <p>5. Teacher to acknowledge children's responses and invite the children to retrieve their jacket and pants from their imaginary backpack.</p> <p>6. Teacher to ask the children if they heard the wind sound and how it sounds. Teacher to participate with the children.</p> <p>Questions to ask:</p>	
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		<ul style="list-style-type: none"> ● Children, have you heard anything while walking in the grassland? ● Can you make the wind sound? <p>Potential responses:</p> <ul style="list-style-type: none"> ● Woohoo, whoosh, etc. <p>7. Teacher to ask the children for their opinions as they are walking through the grassland.</p> <p>Questions to ask:</p> <ul style="list-style-type: none"> ● Do you think the grassland is dark or bright? ● If it is dark, what do you think we will need to bring/ use? <p>Potential responses:</p> <ul style="list-style-type: none"> ● A torchlight. <p>8. Teacher to inform the children that they will be going out of the tall grassland soon to continue the search for their missing sibling.</p> <p>9. Teacher to encourage the children to use their own creativity and imagination on how they want to exit the tall grassland. For instance, walk, tiptop, skip, hop.</p> <p>10. Teacher to tell the children that</p>	
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		<p>they have safely crossed the first location and that they will be moving on to the second location which is The River of Doom.</p> <p>11. While moving to the next location, teacher and children to sing the group song (refer to Appendix A). However, they will have to demonstrate swimming actions as they cross the river filled with alligators.</p> <p><u>Location 2: The River of Doom</u> <u>(Strategy: Mantle of the Expert)</u></p> <ol style="list-style-type: none"> 1. As the teacher and children were swimming in the river, two sudden strong waves came by. Teacher to invite the children to act out what it looks like to be swept away by the strong waves. 2. After overcoming the strong waves, teacher to check on the children's wellbeing. <p>Questions to ask:</p> <ul style="list-style-type: none"> ● Is everyone okay? Is your partner beside or around you? <p>Potential responses:</p>	
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		<ul style="list-style-type: none"> • Yes we are. My partner is beside me. <ol style="list-style-type: none"> 3. Teacher to encourage children to imagine themselves looking around the river bank while swimming. 4. As they were trying to swim across the river, there are ripples of water and the teacher spots an unknown object moving in the deep water. Upon closer look, the head of an alligator surfaces and their eyes are locked on. 5. Teacher shouts, "I think... It is an alligator!" 6. Afterward, teacher tells the children that they need to move quickly and quietly around the alligator. Teacher to allow children to create their own actions for this scenario. 7. Teacher to provide a setting and a scenario where her arm was bitten by the alligator while trying to guard the children from the alligator. 8. Teacher to then gather the children to sit on the floor and 	
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		<p>explained that he/ she is hurt and is in extreme pain. Thus, she would need some assistance from the children in helping her with her wound. (Mantle of the Expert)</p> <p>9. Children take up the expert role of a first aider in the scenario.</p> <p>10. The children are encouraged to work together to come up with ideas and solutions on how they could help the teacher with her wounds and to move her across the river.</p> <p>Questions to ask:</p> <ul style="list-style-type: none"> ● My arm is hurt, what do you think you could do to help me with my injury? ● What are some objects or materials that you can use to clean or wrap my arm? ● How are you going to wrap my arm? Why are you wrapping it in this way? ● As a class, how will you help me in crossing the river? <p>Potential responses:</p> <ul style="list-style-type: none"> ● I can use a cloth to wrap your 	
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		<p>arm. It helps to stop the bleeding.</p> <ul style="list-style-type: none"> ● We can use the water to wash your wound. ● It is wrapped in this way so that your arm would not drop. ● We can hold and carry you across the river. <p>11. After the children have helped the teacher with her wounds and assisted her to move across the river, teacher to acknowledge the children's efforts.</p> <p>12. Teacher to praise the children by telling them that they are very brave explorers and it is because of their bravery and teamwork that they got out of the water safely.</p> <p>13. Teacher to move on to end the drama journey by transporting the children back to the classroom through the same method used in the beginning.</p> <p><i><The magical transportation happens></i></p>	
Lesson Closure	3 min	1. Teacher to gather the children	

		<p>back to the circle time area and have them sit in a circle.</p> <ol style="list-style-type: none"> 2. Teacher to ask the children what they have learned from the lesson and what they enjoyed doing in this lesson. 3. Teacher to acknowledge children's responses and thank them for their active participation and effort. 4. Teacher then recaps the moments in the drama journey to reinforce the lesson objectives. 5. Teacher also shares what she has observed about the children during the activities. 6. Teacher ends the lesson by telling the children that they will be going on another explorer adventure next week to search for a golden magic lamp. <p>Questions to ask:</p> <ul style="list-style-type: none"> ● From this drama lesson, what have you learned? ● Can you share with the class what you enjoy most in today's lesson? ● What did you do to help one 	
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		another when we saw the alligator while crossing the river?	
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