

School Drama™ Virtual

Amy and Louis

SCHOOL DRAMA WORKSHOPS BY KATE WORSLEY AND TARA MORICE

WITH SOPHIE BILA

INSPIRED BY THE BOOK BY LIBBY GLEESON AND ILLUSTRATED BY FREYA BLACKWOOD

This series of three short videos is inspired by the book *Amy and Louis* by Libby Gleeson and illustrated by Freya Blackwood and demonstrates some of the literacy strategies we use in Sydney Theatre Company's School Drama™ program. This School Drama Virtual series was created by STC Teaching Artists Kate Worsley and Tara Morice, with Sophie Bila.

This resource is designed for Early Stage 1/Stage 1 students, but could be adapted as educators see fit. We suggest spacing the videos out over several days to give students time to engage with the follow-up activities.

Please see below for some explanations of the strategies used in each video, and suggestions for how to engage with them. We hope you and your students enjoy!

Feel free to share your students' responses with us at [#stcschooldrama](https://twitter.com/stcschooldrama) or schooldrama@sydneytheatre.com.au

CURRICULUM LINKS EARLY STAGE 1

- Communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction ENE-1A
- Thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts ENE-10C
- Responds to and composes simple texts about familiar aspects of the world and their own experiences ENE-11D

STAGE 1

- Communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations N1-1A
- Thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts EN1-10C
- Responds to and composes a range of texts about familiar aspects of the world and their own experiences EN1-11D

RESOURCE LIST

- [Amy and Louis](#) by Libby Gleeson and illustrated by Freya Blackwood
- [Amy and Louis teacher notes](#)
- [Cooee Mittigar: A Story On Darug Songlines](#) by Jasmine Seymour and illustrated by Leanne Mulgo Watson
- [The School Drama Book: Drama, Literature and Literacy in the Creative Classroom](#) by Robyn Ewing and John Saunders

Compiled by Kate Worsley.

The activities and resources contained in this document are designed for educators as the starting point for developing more comprehensive lessons for this text.

You can contact us at schooldrama@sydneytheatre.com.au

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Episode One

In Episode 1, our Teaching Artists Kate and Tara reveal that they are both in lockdown and therefore the only way they can read a story together is via Zoom. They read parts of the beginning of the book *Amy and Louis* by Libby Gleeson and illustrated by Freya Blackwood. They predict what the story will be about, and they take turns 'hot-seating' as different characters from the book. They then suggest some follow-up activities for students to complete at home or school.

SUGGESTED ACTIVITIES

- Before watching Episode 1, discuss some of the following questions:
 - » How have you been communicating with people during lockdown?
 - » How do you communicate with people who live far away from you?
 - » What is your favourite thing about video calls/zoom? What is your least favourite thing?
- When Kate and Tara look at the front cover of the book and ask 'What do you think the story is about? What do you wonder about these characters on the cover?', pause the video and ask students for their thoughts. Encourage them to look at the details on the front cover for clues as to what the story might be about!
- Tara and Kate talk about being 'in-role' as Louis and Amy. Being 'in-role' means taking on the role of someone else, for example a character from a book. Sometimes a small costume item (like a colander or a bird-beak!) can help us step into role as a character. Encourage students to find a simple costume item to help them take on the role of Amy or Louis!
- Tara and Kate ask one another questions when they are in-role as Amy and Louis. This is called 'hot-seating'.
 - » Encourage students to write a list of questions that they would like to ask Amy and Louis. What would they like to know about these characters? Then take turns at stepping into role as each of the characters and answering the questions!

"Hot-seating involves questioning or interviewing a character in role. This device is excellent for developing confidence in oracy, as students are speaking in role; also for examining inferential comprehension as the students who are being hot-seated need to fill in the gaps or spaces in the text or story to answer the questions."

*The School Drama Book by Robyn Ewing
& John Nicholas Saunders*

FOLLOW UP ACTIVITIES

- Students write a list of all the special games they play with their friends.
 - » Encourage students to come up with a name for each game. Can they explain the rules to someone else?
- Students go outside with someone to lie on their back and look at the clouds. What can they see? Students draw what they see, giving each cloud a title/description.
- Students draw pictures of Amy and Louis and write words describing what they are like.
 - » Ask students to think of adjectives to describe the characters' appearances and their personalities and feelings. They could write the appearance adjectives on one side of the drawing, and personality and feeling adjectives on the other side.

Episode Two

In Episode 2, Tara and Kate return but Kate is a bit distracted looking at the clouds, just like Amy and Louis in the book! They read some more of the story together and discover that Amy has moved far away from Louis. They notice some changes in the illustrations, and they take turns sculpting one another into Amy and Louis, to explore the characters' feelings. They then suggest some follow-up activities for students to complete at home or school.

SUGGESTED ACTIVITIES

- When Tara asks, 'I wonder what the illustrator is trying to tell us?', pause the video and ask students for their thoughts. How does the mood/feeling change in the pictures with no colour?
- Tara and Kate take turns 'sculpting' each other into Amy and Louis, to explore how each character is feeling.
 - » Students can take turns sculpting one another into Amy and Louis at different points in the story. Sculpt Amy and Louis at the beginning of the story, when they are playing together by showing them or telling them what you would like them to do. How do they feel? Then sculpt Amy and Louis when Amy has moved far away, exploring the different feelings. Students can take photos of each other as sculptures! Students can start as one sculpture and over 5 counts transform into the other. Encourage students to reflect on the different feelings they had as Amy or Louis before and after Amy moved away.
- Kate and Tara wonder if Amy will hear Louis call to her. Pause the video and ask students what they think. Do they have any other suggestions for ways that Louis could stay connected to Amy?

"Sculpting invites students to consider what it feels like to embody a character, role, or idea."

*The School Drama Book by
Robyn Ewing & John Nicholas Saunders*

FOLLOW UP ACTIVITIES

- Students draw a picture of their home or a big city. First only in black and white, and then using colour.
 - » Ask students to think about how the mood or feeling in the pictures change depending on the use of colour.
- Ask students to build a 'big city' with blocks, clay or objects in their home.
 - » Students take photos of the 'big city' and label its different features.
- Students make a sculpture of Amy or Louis out of clay or collage. Students could think back to the adjectives they came up with to describe the characters in the follow-up activity from Episode 1, and incorporate them.

Episode Three

In our final episode, Kate and Tara have drawn pictures for each other and sent them in the mail! They read the end of Amy and Louis and reflect on what the story was about and their favourite parts. They also make cubby houses and talk about how the word 'Cooee' is a Darug word meaning 'come here'!

SUGGESTED ACTIVITIES

- When Kate asks, 'How do you think Amy felt after her dream?' pause and ask students for their thoughts. Encourage them to explain why they think Amy feels a certain way. They could take turns being 'in role' as Amy and pretending to wake up from the dream. Use facial expression, gesture and body language to show how Amy feels.
- Tara and Kate both make cubby houses in this episode. Ask students what materials they use to make cubby houses at home.
- When Tara and Kate ask one another, 'What do you think the book was about?' and 'What was your favourite part?' pause the video and ask students to share their thoughts. Students could make a freeze frame of their favourite part of the book, and explain why it is their favourite.

FOLLOW UP ACTIVITIES

- Students write a story or draw a picture about a magical world in the clouds.
- Students write a special letter to a friend and post it to them.
- As a class, [find out the traditional name of the land](#) where students live/where the school is located.
 - » Students could also find out other words in the traditional language of their area.
- Encourage students to go outside with someone to a beach or a forest or a big hill or park or backyard and yell as loud as they can: "Cooee!"