

ELMER THE ELEPHANT.

DRAMA IDEAS.

Objectives:

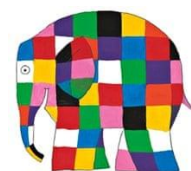
- To explore the story and range of characters using their bodies.
- To begin to understand differences and emotions.
- To develop their understanding of emotions.
- To begin to show a range of emotions through facial expressions and body language.
- To control the body through use of stillness and movement.
- To use their imaginations and descriptive language.

Warm up suggestions:

- Action Game: call out an instruction and they perform the correct action. Elephant, Tree, Elmer, other jungle animals
- "Fruit Salad" with animal names instead. Divide all players into three or four groups of animals by going around the circle and naming them. Then call the name of an animal. Everyone who is that animal must get up quickly and change places. Shoes or PE spots can be used to keep track of spaces.
- Become elephants, make noise and wriggle on spot, then freeze!
- Sit down if... Thinking about being different still. Use silly examples, sit down if you would eat sausages and custard.

Activity ideas:

- "Roll our arms high, roll our arms low; Roll our arms fast, roll our arms slow. Hands over your eyes and count to three." Open your eyes and we're in the jungle. Who can describe it? What can they see/hear/smell/touch? (It's important to repeat this rhyme at the end of a session so the children know they have left the scene).
- Think of an animal, and an action and a noise to go with it. Show all together. Then with Teacher in role as Elmer, go and say "Good morning" to some. They reply, "Good morning Elmer." Then say it to whole class for whole class to answer as their animals.
- Describe a herd of elephants. All grey and happy but some young, old, big, small, tall, short. Can they become an elephant? Are they young or old? Tall or short? Etc. Encourage them to show you their elephant on the spot.
- Read the part of the text which says; 'Elephant young, elephant old, elephants tall etc.... Play music and children move to the music like an elephant walking. When the music stops the elephants must freeze. Then call out an elephant description and they mime doing this
- What is a group of elephants called? Herd. This herd liked doing things all together. Play follow the leader.



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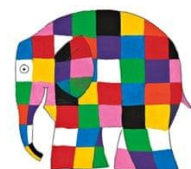
- Elmer was always the one laughing or making the other elephants laugh. In pairs, discuss how he might do this, do you know any jokes? Can you move your body in a funny way? Can you pull a funny face? Half the class try and make the other half laugh and then swap over.
- Class become sleeping elephants. Teacher in role becomes Elmer: "I can't sleep. I'm tired of being different. Whoever heard of a patchwork elephant? No wonder the other elephants laugh at me." Ask class how they think Elmer is feeling? What does he think about being different? Use expression cards as prompts if needed.
- Show the expression cards one at a time. Can they guess what each emotion is? Can they then act out that emotion? Why would people feel that way? Can they give a real-life example? Can they act out a real example? These expressions can be explored individually, in pairs, then in larger groups. Build it up.
- Read the part where Elmer has decided to try and turn himself grey just like the other elephants. Ask children to find a space, then they're going to shake the bush, roll in berries, and pick some up and rub them all over. What has happened to them now? All grey. How does this make them feel?
- Teacher in role as Elmer: So, I'm all grey and part of the herd, no one recognises me. But something feels wrong. It's the same jungle, same old bright sky, same old rain cloud, and same old elephants. They're all standing completely still, silent and serious. I don't like it, I really want to laugh, and I really need to laugh. Boooo! How do the herd react? Jump, fall all ways in surprise, helpless with laughter. Watch some reactions. Ask them to discuss in pairs, how the other elephants feel seeing Elmer all grey: shocked, surprised, confused?
- Create the sound of rain, with fingers and legs, growing in volume gradually and then quietening down. Change conductors in groups.
- Have a catwalk parade. One partner parades up and down and the other describes what their pattern and colours are.
- Parade round in a circle. Freeze as different emotions in the story: sad, happy, shocked, confused.

Evaluations:

- Can they retell their favourite part of the story?
- Can they describe their favourite activity and why it is their favourite?
- Can they use their bodies or faces to retell their favourite part of the story or chosen activity?

Progression:

- Use other Elmer stories, acting out the story, becoming the characters, exploring the surroundings of the story.
- Design their own Elmer.
- Can they create their own Elmer adventure?



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