

# Lessons of a LAC by Lynn Jenkins

A Collaborative Story Drama written by

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Title: Lessons of a LAC	Teacher: Class / Year:	Level 2 / 3 (could be easily adapted for L1)	Duration: Date:
<p><b>Drama Techniques:</b> Voice, Gesture, Movement, Facial Expression</p> <p><b>Drama Elements:</b> Role, Time and Space, Action, Tension, Focus</p> <p><b>Drama Conventions:</b> Embodied action Role on the wall See-saw Key teaching principles: Bruner's 3 phases: Enactive – iconic - symbolic</p> <p><b>Dimensions of Dramatic Action</b> Sound / silence Movement / stillness Light / darkness</p>	<p><b>Key Competencies</b></p> <p><b>Thinking</b> – creative, reflective,</p> <p><b>Relating to others</b> – develop empathy for LAC and CC</p> <p><b>Using language, symbols, and texts</b> –role on the wall - annotate inside/outside feelings,</p> <p><b>Managing self</b> - thoughtful and respectful responses, working with others, sharing</p> <p><b>Participating and contributing</b> – Stepping out of comfort zone, accepting and working in an imagined world. Sharing reflections</p>	<p><b>Tātaiako</b> (culturally responsive actions for teachers)</p> <p><b>Ako</b> – Children / whanau may bring prior experiences of worry / calming techniques</p> <p><b>Whanaungatanga</b> – Build trust in the group. Make links with whānau support, if/when feeling uncertain.</p> <p><b>Tangata Whenuatanga</b> – Everyone's experience counts. Link to wai, the ngāhere and karakia for traditional forms of healing self</p> <p><b>Manaakitanga</b> – Always consider the emotional needs of the group. Take all 'offers' seriously.</p> <p><b>Wānanga</b> – Allow opportunities for problem solving *Model Kotahitanga (unity through difference)</p>	<p><b>Vocabulary:</b> (key words / phrases)</p> <p>Anxious - 'What if...', 'I don't think I can', 'I'm never going to be able to', 'Oh no!'</p> <p>Calm - 'It's okay', 'I can do it', 'Breathe', 'I might try it'</p> <p>Danger</p> <p>Battle</p> <p>Strategy</p> <p>Belly breathing</p> <p>Possible conceptual links - duality, growth mindset, power of yet, learning pit</p>
<p><b>Tau mai rā te mauri āio, te mauri aroha, te mauri o ngā mātua tīpuna</b> <i>Let the essence of peace and calm, of love and our forebears settle on us all - Māori proverb.</i></p>			
<p><b>STRAND: Achievement Objectives Appropriate to Level (copied from curriculum document)</b></p>			
Developing Practical Knowledge in drama PK:	Developing Ideas in drama DI:	Communicating and Interpreting in drama CI:	Understanding Context in drama UC:
Use techniques and relevant technologies to explore drama elements and conventions.	Initiate and develop ideas with others to create drama.	Present and respond to drama, identifying ways in which elements, techniques, conventions, and technologies combine to create meaning in their own and others' work.	Investigate the functions and purposes of drama in cultural and historical contexts. (Not really explored in this plan)
<p><b>Specific Learning Intentions (LIs)</b> (Note - this is very much a PK, DI lesson - with a little CI. The UC strand is not covered here)</p> <p>Learning intention formula Verb + Noun + Qualifier {Learning area + strand}[KCS]</p>	<p>Students will be able to...</p> <ol style="list-style-type: none"> <li>1. Discuss how people respond to challenging situations with an understanding of the complexity of emotion [H &amp; PE - A4 Personal Identity] [Managing Self, Thinking]</li> <li>2. Use drama techniques to embody contrasting states of being thoughtfully and respectfully [Drama CI, Relating to others]</li> <li>3. Identify and demonstrate at least two specific strategies for self calming [H &amp; PE - A4 Personal Identity] [Managing self, Relating to others]</li> </ol>		
<p><b>Enduring understandings</b> (in plain language)</p>	<p>Just because dangerous things MIGHT happen doesn't mean they will happen. Everyone needs a little calm and a little awareness inside them for balance.</p>		
<p><b>Prior Learning required?</b></p> <p>Preferably some ability to work in groups – though special needs can be accommodated.</p>	<p><b>Materials / Resources Required</b></p> <p>Chair or suitable stable object for mountain - TIR climbs on it, LAC &amp; CC templates for role on the wall. Strips of paper for script activity, Paper, pens, sellotape, scissors</p>		<p><b>Other Curriculum Areas</b></p> <p><b>Languages</b> – te reo Maori <b>HPE</b> – personal identity <b>Literacy</b> – visual, oral and written language <b>Visual Art and music</b> – creative conventions</p>

<b>Before teaching, consider:</b> What are the kids doing? How are they going to do it? What will you, as the teacher say?		
<b>Key moment of tension to be explored in the story:</b> Battle between Little Anxious Creatures and Curly Calmster > anxiety vs calm		
<b>Time / Learning Intention: Session 1</b>		
Teaching steps	Teaching 'script' / key questions	Organisation of group:
<p><b>LI.1</b>  Discuss how people respond to challenging situations with an understanding of the complexity of emotion</p> <p>Focus:  Lesson Hook</p>	<p>Teacher script</p> <p>Over the last 6 weeks, we have been through some different and sometimes difficult times, haven't we? Sometimes I have felt like there are two different creatures battling inside me. Occasionally I feel like I have a little anxious creature inside of me that causes me to worry and then sometimes I feel like there is a Curly Calmster creature inside of me, helping me to feel relaxed and happy. I wonder why that is? Why do you think that might be?</p> <p>Think, pair, share</p> <p><i>I'm not the only one that has wondered about these feelings. Sometimes I feel worried and I want to be calm and sometimes I feel too laid back and I need to be more aware of what's going on around me.</i></p> <p><i>Lynn Jenkins is also one of these people. She's thought about this a lot and wrote a book called Lessons of a LAC that I'm going to share with you.</i></p> <p><b>Read up to page 5</b> - The LACs and Calmsters have always battled. They take their battles very seriously because when one wins, the other Shrinks.</p> <p>Teacher says:  What did you notice about the story? (Could annotate the story - a copy of the page)  What ways do you think a LAC might win the battle?  What ways do you think a CC might win the battle?  What else do you notice?</p>	<p>Think about: space / safety issues / management notes etc</p> <p>Initially grouped on mat or comfortable listening / viewing position</p> <p>Copy of book required - see <b>APPENDIX A</b></p>

<b>Time / Learning Intention: Session 2 (you may wish to break this into two parts depending on time)</b>		
Teaching steps	Teaching 'script' / key questions	Organisation of group:
<p><b>LI.2</b>  Use drama techniques to embody contrasting states of being thoughtfully and respectfully.</p> <p>Focus:  Facilitator voice</p> <p>Embodied action  Role on wall - iconic / symbolic</p> <p>NB: Rāwiri Hindle &gt; BE</p>	<p><b>Facilitator voice:</b>  As you can imagine growing up in Lopyy's village was quite different to growing up in the Calmsters' village.</p> <p><b>Teacher voice</b>  Let's find a space in the room and <b>be</b> a LAC. Move around the space, what might your body be doing as you move? Think about your facial expression? How might you show others what you're feeling as you move around the space in your LAC body?</p> <p><i>Imagine you are... (share a selection of scenarios for the children to embody)</i></p> <p><b>POSSIBLE SCENARIOS</b></p> <ul style="list-style-type: none"> <li>• As you go to get your book out of the book box and a cockroach scurries out</li> <li>• You're at the beach and all of a sudden you find that you've been dragged a bit further out than you expected</li> <li>• Playing in the playground,</li> <li>• Climbing trees and your friends want you to go higher - past the red line</li> </ul>	<p>Think about: space / safety issues / management notes etc</p> <p>Open space, keep our distance from others</p>

	<ul style="list-style-type: none"> <li>• In a shopping mall and you stay behind to look at something on the shelf - all of a sudden everyone else has carried on and you're a bit lost</li> <li>• Doing forward rolls</li> <li>• Get stuck on a hard maths problem/sitting a test at school</li> </ul> <p>Teacher says...</p> <p><i>I could see you thinking and moving your body thoughtfully and respectfully when you were a LAC. We'll step out of our LAC body, give ourselves a shake and get ready to try something else.</i></p> <p><i>Find a different space in the room and let's <b>be</b> a Calmster. Move around the space, what might your body be doing as you move? Think about your facial expression? How might you show others what you're feeling as you move around the space in your Calmster body?</i></p> <p>Teacher notices...deep breaths, serene smiles, calm thoughts....</p> <p>Enact same / similar scenarios as above.</p> <p><b>Role on the Wall - Iconic / Symbolic</b></p> <p>Split class in half - half are going to be the LAC and half will be the CC. Then break into smaller groups of about 3 or 4 to look at the shape of the LAC and CC. Inside the shape write down and draw all the things you think are happening inside the LAC (their personality, their behaviours...), outside the shape draw or write what the LAC might look like? What are their physical mannerisms? What can you see them doing (outside)? What might they be feeling (inside)?</p> <p><b>See-Saw:</b> In a moment, we're going to ask you to swap characters, be a LAC or a CC and share the answers written on the character you get given. SO if you wrote inside/outside words as a Curly Calmster, you're actually going to use the answers on the LAC's sheet and respond as a LAC. If you were a LAC, you're going to use the answers on the CC's sheet and respond as a CC, to share back how you feel on the inside. Think about your voice, body language/actions when you respond. Embody the character - be the character</p> <p><u>Scenarios:</u> You've been asked to stand up in assembly and speak You see someone in the playground getting picked on</p>	<p>Image of LAC's &amp; CC required, pens, sellotape / pins / blu tack for sticking up images when finished.</p> <p><b>See Appendix B</b></p>
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Time / Learning Intention: Session 3		
Teaching steps	Teaching 'script' / key questions	Organisation of group:
<p><b>LI.3</b> Identify and demonstrate at least two specific strategies for self calming</p> <p>Focus: Facilitator voice Narrator voice TIR Role on wall - iconic / symbolic 6 Dimensions of dramatic action</p>	<p><b>Facilitator voice:</b> <i>When we were last together we met Lopy the LAC and Curly Calmster. Lopy and Curly came from two very different villages and they had been raised to look at the world in two quite different ways. Let's step back into our story and see what they're up to now.</i></p> <p><b>Teacher text / script:</b> <b>Facili-rator's voice:</b> <i>One day, Lopy climbed to the top of the big mountain and took out his binoculars.</i></p> <p><b>Narrator Voice:</b> <i>Lopy's walk begins on the dark side of the mountain. The light, cresting on top of the peak, streams down on the Calmster's village. Lopy moves through the mist, which lies thick and still over the</i></p>	<p>Think about: space / safety issues / management notes etc</p>

<p>Option A - script Option B - embodied action</p>	<p>ground. He moves uphill. From the silence of the mist, Lopyy hears the merry sounds of Calmsters bubbling up the hillside. (Could add further imagery to your script here e.g. dark shadows, peaks behind peaks)</p> <p><b>Teacher In Role (TIR):</b> Walks over to the chair, looks around, climbs the mountain and stands up. TIR looks through the binoculars, looks around, clutches his heart, generally acting anxious. No words spoken.</p> <p>Teacher steps out of role (move away from the chair)</p> <ul style="list-style-type: none"> <li>→ What did you notice? Talk with the person beside you.</li> <li>→ Share as a class</li> <li>→ What do you think might be happening here?</li> <li>→ What did you notice about Lopyy's body language?</li> <li>→ I wonder if we might need some more information?</li> </ul> <p><b>Read or narrate up to the page:</b> "Oh no, Curly is floating up towards me"</p> <p><b>Ask the questions:</b> Why do they have to battle? Isn't there a benefit to having both? Could they learn from each other? What are the skills and attributes that each brings to the situation?</p> <p><b>Role on the wall of LAC and Calmster:</b> What are the strengths (and weaknesses) of each... We could put them inside the outline of a person and/or within the heart or tummy (?) to make it clear that these creatures exist inside a person. When can we call on them? When might they get in the way?</p> <p>If only we could get them to stop for a minute and learn from each other.</p> <p><b>OPTIONS:</b></p> <p>a) Play with what they'd need to say to each other <b>1.</b> Imagine things the Calmster could say to Lopyy to reassure him <b>2.</b> Write words/phrases on strips of paper 1 of each (half calmster and half LAC) what might you say as an LAC or a Calmster. <b>3.</b> Combine the strips of paper from each side (LAC &amp; CC) in groups to make a script of the interaction between Lopyy and Curly Calmster) Extra - Explore synonyms for some of the words you have chosen. Adding layers of detail to the Role on the Wall.</p> <p>OR</p> <p>b) Could go straight to the book. <i>Back to book - read and 'enact' - practice the words (Practice Calmster's strategies for LAC to help him out). Then create the learning that happens the other way - what can LAC's teach the Calmster? (Flip it so that LAC teaches the Calmster when it's needed to be a little bit more cautious)</i></p> <p>Read to the end of the book.</p>	<p>Children positioned so they can clearly see the chair (mountain prop)</p> <p>Enough space for the teacher to move away from the mountain - step out of role.</p> <p>Copy of book required</p> <p>Large sheet of paper to outline a person, pens, felts</p> <p>4 Strips of paper per pair pens Combine pairs to form a larger group (8 strips) to create script.</p> <p>Copy of book required Space to enact words iPad to take photo / video</p>
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Time / Learning Intention: Session 4		
Teaching steps	Teaching 'script' / key questions	Organisation of group:
<p><b>LI.1</b> Discuss how people respond to challenging situations with an</p>	<p>Discuss</p> <p><b>Critical reflection:</b> What did our drama explorations tell us about how people are? [LI1]</p>	<p>Think about: space / safety issues / management notes etc</p> <p>Options to</p>

<p>understanding of the complexity of emotion</p> <p>LI.2 Use drama techniques to embody contrasting states of being thoughtfully and respectfully.</p> <p>LI.3 Identify and demonstrate at least two specific strategies for self calming</p> <p>Focus: Assessment</p>	<p>What can we take away from this for our own lives? Whose perspectives did we hear today? Whose point of view was not included? Where was the power – visible, invisible and systemic? What assumptions did we make in our drama?</p> <p><b>Informal assessment of LIs</b> How did we use drama techniques today? Who did you see doing that in a particularly thoughtful and respectful way (peer assessment LI2) Can you identify and demonstrate <b>at least two</b> specific strategies you could use to calm down when you are stressed? (LI3)</p> <p><b>Follow up</b> - visit the author's website, watch clips etc. <a href="https://www.lessonsofalac.com/for-teachers.html">https://www.lessonsofalac.com/for-teachers.html</a></p>	<ul style="list-style-type: none"> <li>- kōrero</li> <li>- record discussion</li> <li>- offer reflection sheet</li> </ul>
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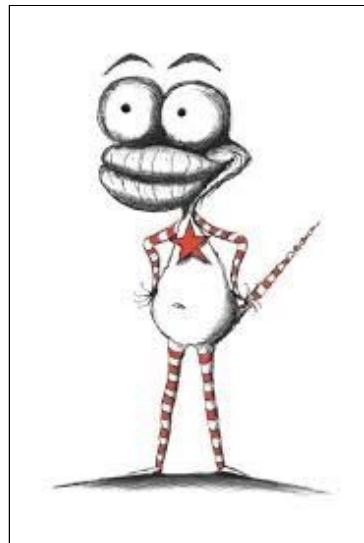
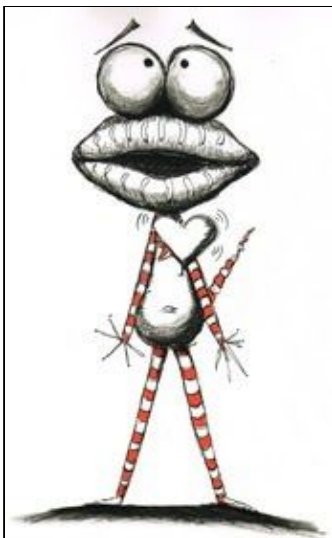
## Appendix A

[Mrs Mackie reads "Lessons of an LAC"](#)

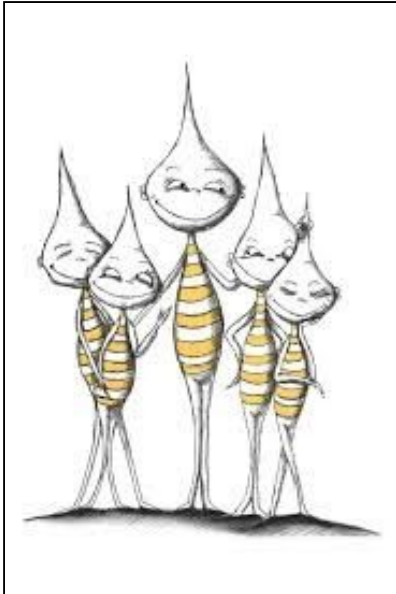
[Lessons of a LAC - Slideshow](#) - not for use outside school - planning tool only, copies of the book are in our school library and Whakarongo has a personal copy that she is happy to share with you.

## Appendix B

Loppy LAC



Curly Calmster



**Extra teaching resources:**

<https://ekbooks.org/wp-content/uploads/2018/03/EK-Books-Teacher-Notes-Lessons-of-a-LAC.pdf>

**Optional extras**

- Make positivity thought bubbles
  
- Create a 3D Village out of this story - town of fun - story mapping
  - ◆ Is the setting the most important thing? (reflection)
  - ◆ Do we need to physically make it (3D) **OR** could we make curly calmsters village as a [tableau](#)?
  - ◆ We create the environment using phrases/cues from the book, strategies learned from a young age (breath, positive self talk)
  - ◆ Could we also bring in some geography? Create a playdough/clay mountain **OR** create the mountain using a freeze frame?
  
- Physically make curly calmsters, to learn how to be calm - could link to story book Aroha's Way - [https://www.youtube.com/watch?v=6irr\\_hGCRI0](https://www.youtube.com/watch?v=6irr_hGCRI0)