

# Wooden Arms by Sarah Johnson

A Collaborative Play Experience written by

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Title: Wooden Arms	Teacher: Class / Year:	Level 1	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 TIR <a href="#">Three voices</a>-Facilitator, TIR, Narrator</p> <p><b>Key teaching principles:</b> 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> – make connections to different types of gatherings within whānau and extended whānau, develop meaningful connections within authentic contexts,</p> <p><b>Using language, symbols, and texts</b> – record ideas / words, labels, write stories</p> <p><b>Managing self</b> - thoughtful and respectful responses, working with others, sharing equipment</p> <p><b>Participating and contributing</b> – Working in an imagined world. Sharing thoughts and feelings</p>	<p><b>Tātaiako</b> (culturally responsive actions for teachers) <b>Ako</b> – Children / whānau encouraged to share experiences of gathering - multiple perspectives / traditions / values are listened to and welcomed. <b>Whanaungatanga</b> – Build trust in the group. Support tamariki to welcome whānau into the learning and kōrero about play <b>Tangata Whenuatanga</b> – Everyone's experience counts. Value and locate tamariki within culturally relevant contexts. <b>Manaakitanga</b> – Always consider the emotional needs of the group. Take all 'offers' seriously. Respect cultural differences. <b>Wānanga</b> – Allow opportunities for problem solving *Model Kotahitanga (unity through difference)</p>	<p><b>Vocabulary:</b> (key words / phrases) Tuurangawaewae, Hauora, Manaakitanga, Whakaute, Manawaroa, Engaging, Evolving, Enriching, Gather, wooden arms, warmth Sturdy wooden 'Walls folding all the way around like wooden arms' Hall, Squat and swayed Raindrops and sunlight "Nau mai, haere mai" Whare manaaki tangata Merriment, laughter, taes and dreams Church - spire, parson Cobbler - boots, leather, laces Surgery, Dressmaker, Dance school 'Words for welcome -Benvenuto Huan ying, Swaagat, Afio mai Speckles of light Shelter Lozenges of light</p>

**Tau mai rā te mauri āio, te mauri aroha, te mauri o ngā mātua tipuna**  
*Let the essence of peace and calm, of love and our forebears settle on us all - Māori proverb.*

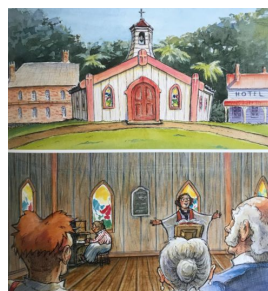
## STRAND: Achievement Objectives Appropriate to Level (copied from curriculum document)

Developing Practical Knowledge in drama <b>PK:</b>	Developing Ideas in drama <b>DI:</b>	Communicating and Interpreting in drama <b>CI:</b>	Understanding Context in drama <b>UC:</b>
Explore and use elements of drama for different purposes.	Develop and sustain ideas in drama, using personal experiences and imagination.	Share drama through informal presentation and respond to elements of drama in their own and others' work	Identify and describe how drama serves a variety of purposes in their lives and their communities
<p><b>Specific Learning Intentions [LIs]</b> (Note - in terms of drama this is very much a PK, DI lesson - with a little CI. The UC strand is not covered here) Some LIs are linked to Key Competences</p> <p>Learning intention formula Verb + Noun + Qualifier {Learning area + strand or KCS}</p>	<p>Students will be able to...</p> <ol style="list-style-type: none"> <li>Travel between interior and exterior spaces, with some evidence of contrast in movement qualities [Dance PK]</li> <li>Collaborate with others in the group to build a shared setting from the imagined world that creatively represents / builds on the details of an existing story. [P &amp; C]</li> <li>Explore and extend on an existing story through dramatic play, making 'offers' and suggestions with increasing confidence [Speaking and Listening, Drama DI, Th]</li> <li>Record in writing or some other form, stories they have created through play, with evidence of original ideas beyond those in the storybook. [Writing, ULST]</li> <li>Use persuasive language and other forms of communication to 'stand up' to a teacher in role, constructing a convincing argument on a complex social issue. [Th, Speaking and Listening]</li> </ol>		
<p><b>Enduring understandings</b> (in plain language)</p>	<p>We all have different places that make us feel safe.</p> <p>All people need a sense of community to feel like they belong</p> <p>People gather and connect in different ways and for different purposes that are meaningful to them.</p> <p>Man-made spaces can become living, breathing entities through the things that happen there over time.</p> <p>Spaces grow and evolve with community needs and that's OK</p> <p>Cultural diversity enriches spaces and brings positives for all of us</p> <p>Aotearoa has people who belong here equally even though they come from very different places.</p>		



Free play of merriment / meals etc. (Remessaging - make explicit links to KNS values - celebrating, connecting "You know what - I think this hall is like our school. It puts its arms around us)	
Reflections:	

Time / Learning Intention: Episode 2	
Teaching 'script' / key questions	Notes / Tips / Suggestions
<p><b>Facilitator voice</b>  <i>The last time we went into the imagined world together, we built this beautiful warm welcoming hall, just like the one in the book. Its wooden arms fold around everyone inside a bit like our school and how people here help us feel cared for and warm inside (Link this to KNS values and turangawaewae) Let's step back into our story and see what happens next.</i></p> <p><b>Read Page 5</b></p> <p>As teacher reads, focus attention on the language of the story:  Church - spire, parson, stained glass window  <i>So, the little hall became a church? How do we need to change the whare we built here in the classroom?</i>  Invite children to add details, artefacts, materials. [L12]  There is also an opportunity to make stained glass window bikkies... some to hang in the space and others to eat.</p> <p><i>I wonder what sorts of things happened at the little hall during this time? Let's pretend we are the people in the story and find out? How should we start? What would be happening? Who can tell me what happens in a church?</i></p> <p>Draw out children's experiences of attending church. Allow children to 'direct' the action within the created space. [L13]</p> <p>After playing for a bit, children regather to "write" the stories of what happened during their play. They could either write these themselves or dictate to the teacher. Or digital storytelling could be used. [L14]</p>	<p>Read on, stopping after each phase of the whare's life (town hall, cobblers shop, church, dance studio, community hall next to mosque) and allowing children to 'play out' their understandings and create new stories in each phase.</p> <p>Teachers would need to ensure there were suitable loose parts provided to support the childrens' play.</p> <p>NB Be alert to your children's religious and cultural beliefs here. Prepare to broaden the play and include things taking place in the town around the church on a Sunday morning.</p>
Reflections:	



Time / Learning Intention: Episodes 3 - 5	
Teaching 'script' / key questions	Notes / Tips / Suggestions
<p>These three episodes will all follow the same rhythm:</p> <ol style="list-style-type: none"> <li>1. Reading a new section of the book,</li> <li>2. Making a change to the whare setting [L12]</li> <li>3. Playing within the imagined world in that new setting [L13]</li> <li>4. Write up the story of what happened in the play.</li> </ol>	

**For example for pages 8-9**

1. Read pages 8 & 9



2. Clarify with children the meaning of terminology. Create artefacts for the space (e.g. something to 'stand in' for shoes, drawings of shoes and boots, outlines of feet used as 'lasts' to model shoes on, laces, signs, play money, [L12])
3. Segue into play. *I wonder what sorts of things happened once the hall became a cobbler's shop? Let's play and find out!?* [L13]
4. Write up the story of the play.

**Repeat this cycle for each new phase of the hall's life:  
Some possibilities to include in the space / new terminology**

Doctor's surgery: stethoscope, white coat, desk, skeleton, syringe  
 Dressmaker - saree, mannequin, material, bolts of fabric, pins, threads  
 Dance school - Teacher is wearing a traditional Samoan dress called a puletasi, frangipani flower, siva - graceful dance 2 of the girls are doing, ballet slippers, leotard, tights, barre, tutu,



The book is clear on the specifics of the hall's use and this should be the starting point for the play. However, teachers can still encourage creativity by inviting children to broaden their play from that starting point e.g. with the dance school example, teacher can ask *What other kinds of dance might be taught at this school?*

**Other Possible activities -**

When it's the doctors surgery - learn about the body, make a skeleton, bandage, make a doctor's kit, sing songs (e.g. dem bones / head shoulders knees and toes)  
 When it's the dance studio we might teach an actual dance - or ask one of the children who takes dance lessons to show us some steps.  
 When it's the dressmaker shop - hessian squares - sewing - dressing dolls, research wedding sarees (colours, decoration)

**Things to notice / wonder about as you read ...**

Words for welcome -Benvenuto, Huan ying, Swaagat, Afio mai  
 Help children notice the themes of light and the sounds of the rain, changes over time...

Opportunity within the play to include welcome words from the book as well as words available in different languages to suit class composition. How do children welcome each other in their homes?  
 Kia ora, Hi, come in.



**Shoe lasts**

A last is a mechanical form shaped like a human foot. It is used by shoemakers and cordwainers in the manufacture and repair of shoes. Lasts typically come in pairs and have been made from various materials, including hardwoods, cast iron, and high-density plastics

Reflections:

**Time / Learning Intention: Episode 6**

Teaching 'script' / key questions

Notes / Tips / Suggestions

In our story, we have heard how the little hall was used by lots of different people with lots of different jobs. We've heard about the cobbler, the doctor, the dressmaker and the dance teacher. I bet there were other things the hall was used for over time. I wonder who else had their shop or their business in this space. Let's hear your ideas...

(write ideas on the board) Other possibilities the children might suggest could include e.g. cake shop, pet shop, barber shop / beauty salon, book shop, cafe, corner dairy, garden shop, op shop, flower shop, dentist, fruit and veg shop,

If you were in the story as one of these people I wonder who you might be?  
What tools might you need to do your job? I wonder what sorts of people might come to visit you and what might they say?

Allow children to set up spaces and free play these ideas. [L13]

Reflections:

**Time / Learning Intention: Episode 7**

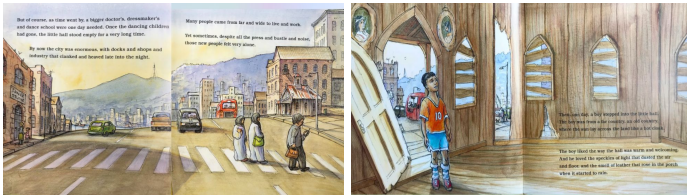
**Teaching 'script' / key questions**

**Notes / Tips / Suggestions**

**Facilitator voice:**

So the little hall in our story has been through lots of changes. The dear little hall that was a bit swayed and squat yet so warm and welcoming, with its walls folding all the way around like wooden arms. It had grown and changed over time, much like our school and us. AND just like us and our school even though we have changed we can still see who we were to begin with. As we rejoin our story, our hall is about to change again, let's see what happens next.

Read pages 11 - 13 up to 'when it started to rain'



Close the book...

Oh dear - the poor hall is rather neglected. What do we need to change in our whare to match the story at this point? [L12]

I'm so glad that little boy can see what's special about the hall, even though it is looking tired and sad.

**Process drama - lead in with narrator voice**

*"And so the little boy decided to be really brave and go and find the person who was in charge of the hall. He wanted to ask them about the hall. Whether it could be fixed up and used again. If only there was some way to save the hall... He wanted the Wooden Arms of the little hall to wrap themselves around his community for a long time to come.."*

**Transition into teacher in role**

*In a moment, I will take on the role of the person in charge of the hall. You'll know I'm in that role when I'm wearing this (scarf / hat). And you can all be the little boy. Listen in to what the boss of the hall is saying and then you can talk to them. Remember, you really want that hall to be saved for your community.*

Go into role - put on hat. Talk to the children as if they were the boy. "Hello I'm the person in charge of the hall - I believe you wanted to speak to me about it. What do you want?"

See how children respond. If necessary add tension with comments such as  
"What makes this hall so special anyway? I don't it has any special history, or stories - or does it?"  
"I think the plan is to knock it down...."


to encourage children to speak truth to power and advocate for the hall. [L15]

Mid way through the conversation (don't resolve the tension) teacher steps out of role -  
Who was that? What did they want?

Setting the compact for the drama (agreement for how things work / the "rules" for the interaction between TIR and students)

Drama gives us the power to pause time and consider

<p>Refer back to the stories children created and ensure they understand the tension. Gather children's voices and ideas to advocate for the hall. Rehearse what the children want to say or show to the hall owner. Children may wish to retell or show the stories of the hall in some way.</p> <p>Teacher says... "Shall we see if the hall owner is ready to hear our ideas?"</p> <p>Make a phone call (use your hand phone, dial numbers on the palm of hand)... 'Greeting of choice initiated by children - could be Kia ora, Talofa Lava, etc' (everyone could say the same thing or something different)... we want to talk to you... please come to the hall.</p> <p><b>Teacher in role</b> Hall owner returns and says... "Thank you for talking with me. I can't wait to hear all the stories of the hall. Do you mind if I write some notes to help me remember? Who is going to start?"</p> <p>Listen to children's advice... Accept all offers, perhaps ask clarifying questions [L15]</p> <p>At the end - thank them for their stories and ask if you could get a photo of the group who helped you so much with your thinking.</p> <p><b>Teacher in role says</b> <i>Thank you so much for your thinking / whakaaro. I can see that the hall has a long and beautiful history and that over time it has been many things... I can tell by the way you spoke with such warmth that the hall was very special to many different people and that over time you have all been welcomed and sheltered by the hall's wooden arms. You've helped me make up my mind - I'm going to save the hall.</i></p> <p>Encourage children to work together to rebuild the shared whare space - <i>What will you do to help make our hall beautiful and new and modern?</i> Example: Rehang doors, paint, repair plumbing. [L12]</p> <p><i>I wonder who will be the next person to enjoy our hall. We will find out next time.</i></p>	<p>our options - something we could never do in real life!</p> <p>Opportunity to re-message enduring understanding of the unit, which includes Man-made spaces can become living, breathing entities through things that happen there over time. Spaces grow and evolve with community needs and that's ok.</p>
<p>Reflections:</p>	

Time / Learning Intention: Episode 8	
Teaching 'script' / key questions	Notes / Tips / Suggestions
<p><b>Read book</b> pp14- p.16 "and the hall is not alone"</p>  <p><b>Narrator's voice</b> As the little boy looked around, new dreams began to form in his head. He brought his family and friends, and soon the hall was full of people from far away who needed a place to remember the lands they had left behind.</p> <p><b>Change to Teacher in role 'voice'</b> Haere Mai, welcome, welcome, everyone to our beautiful, newly decorated hall. It's wonderful to see our hall looking so fresh and bright. And it's great to welcome people here from so many different lands and places. I wonder how we might celebrate the lands and places that we come from? What might we do to celebrate our coming together?</p> <p>If children don't suggest, the teacher could 'seed' the idea with <i>'do you think we might have a party?'</i></p> <p>Possibilities for party planning in the imagined world (it's real in all the ways that matter). Some aspects could be done in the real world too if manageable.</p> <ul style="list-style-type: none"> <li>- Decorate the room</li> <li>- Organise the seats table for kai</li> <li>- Set up a place for dancing and merriment</li> <li>- Make the kai - in the imagined world - slice the bread and put it on a tray, make the spaghetti, cook the rice, assemble the palusami and cook - gather suggestions from</li> </ul>	<p>Teacher in role voice is not full role - but a way of speaking from inside the imagined world</p>

- children about food they prepare at home, carry dishes carefully & place on the table
- Organise our roles for the celebration e.g. welcoming VIP guests, leading waiata...
- Get into our party clothes

At the party...

- Share karakia & waiata
- Enjoy the beautiful kai
- Dance and be merry

At the end of the party the teacher might say something like this...

- *As the celebration came to a close, all the guests smiled at each other. Their hearts were full of aroha and warmth. Everyone helped clean up. As the last decoration was put away and the lights were turned off, the people waved and said goodbye. They returned to their homes, satisfied that a wonderful time had been had by all.*

### Read to the end of the book Pages 17 - 19

Yet still, at quiet times, the little hall creaked and sighed as it settled down, its walls gathering in upon themselves like wooden arms.

And within were folded all the words and footsteps, the prayers and music, the dreams and dancing that had passed and were still to come.

Then the rain thundered on the roof or the sun shone. And the lozenges of light from the windows scattered across the floor, like so many stars that have cast their light and decided to stay.

### Reflection - Link to enduring understandings and Learning Intentions (choose / amend to suit)

*We've reached the close of our story ... which bits did we make up and which bits were already in the book? What was a new idea that you put into the story?*

*Why do you think that the hall owner listened to us? What was good about our arguments?*

*From our playing, what have we learned about people? What have we learned about special places?*

*What made this hall so important to these people?*

*The hall was built by a man and a woman and then passed on to many other people. Does this sort of thing happen in real life?*

*Can a space still be important to people even if they are not still using it? Did the man and the woman still love the hall when they left it?*

*Why do people need special places like this to gather?*

*How come the boy loved the hall so much when it was looking so broken?*

*What would the hall say about all this if only it could speak?*

*Is there anyone / anything else whose story we did not tell?*

*In what ways is our school like this hall? (re-message about wooden arms reaching around to keep us safe, and diversity bringing change that can enrich us all).*

These reflective questions link back to the enduring understandings for the unit and encourage children to see the themes of the book in a metaphoric way. The wooden arms of the hall serve as a metaphor for school / Aotearoa / safe places. There are also themes of diversity, belonging / tūrangawaewae / manaakitanga / hauora.

Reflections:

### Extensions into Music / Sound Arts

The plan can be extended at a number of points by offering opportunities for movement to music.

Play music that encourages children to grow and evolve like the hall in the story. Make links to KNS 'evolving' - always changing but can see the 'bones' of who we were

Music suggestions...

Music by Florian Bur - <https://www.youtube.com/watch?v=XrisCsNzOlo> or

Growth - [https://www.youtube.com/watch?v=J2eXF4jNh\\_I](https://www.youtube.com/watch?v=J2eXF4jNh_I) or

Growth change - <https://www.youtube.com/watch?v=NhZVfm0Reuw> or

Sunlight - <https://www.youtube.com/watch?v=MIM528kBjd0>

Opportunity for children to sing -

Music and Laughter <https://www.youtube.com/watch?v=ihl39PqDLRw>

Offer the opportunity to create a soundscape of the rain using the words from the story - thrummed and plinked, chiming with singing on stormy days, chatter and rain filled songs.

Possible art task - make simple rainmakers out of bottles / cardboard tubes, toothpicks and rice?