

# Talk about it

SECTION

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## More questions than answers

**Objective:** To use drama strategies to explore stories or issues.

**What you need:** Copies of *The Amazing Story of Adolphus Tips*, an enlarged copy of photocopiable page 24.

**Cross-curricular links:** Drama, history.

### What to do

- Read the chapter dated November 13th 1943. Explain that this pivotal event in Lily Tregenza's life was also a real-life event affecting the lives of some 3000 residents of the Slapton area.
- Display the real poster from photocopiable page 24, noting that the date is accurately represented in Lily's diary. Point out that this is evidence of the author's research.
- Together, determine what facts do NOT appear in the fiction, such as real names. Ask what general term the author uses to describe these gentlemen (*bigwigs*). Which words in the poster

refer to army exercises? (*Military purposes.*)

- Invite empathy with the villagers on seeing these notices. List likely emotions (fear, curiosity, anger, concern).
- Choose children to role play main characters attending the Slapton meeting, with the rest of the class being residents.
- Discuss how such meetings proceed and act out the gathering, allowing questions from the floor. Challenge the children to dramatise a mood-change as people leave the meeting and emotions, frustrations and unanswered questions surface.

### Differentiation

**For older/more confident learners:** Act out the scene of a gathering of residents reading the poster for the first time in shock and disbelief.

**For younger/less confident learners:** Help children write brief scripts or key words as notes for their improvisation.

## Rights and wrongs

**Objective :** To offer reasons and evidence for views, considering alternative opinions.

**What you need:** Copies of *The Amazing Story of Adolphus Tips*, a copy of Extract 2 (page 9).

**Cross-curricular link:** PSHE.

### What to do

- Display and read together Extract 2 and ask: *Who starts the fight? Are they provoked? How does it escalate and why?* Invite the children to consider how and why this fight affects Lily's opinion of Barry.
- List the emotions underlying this and other fights: jealousy, pride, anger, defence, outrage, loyalty, justice.
- Write the term 'righteous indignation' and discuss what it means. Ask: *Are there times when we are right to be indignant at someone's words or actions? Does this justify physical fighting?*

- Discuss the rights and wrongs of Dad's decision to go and fight; Lily's decision to cross the barbed wire after promising not to; Grandma Lily's persuading Boowie to keep their rides on Harley secret.
- Invite comments and opinions on these respective decisions, lies and deceits. Ask: *Which is based on logical reasoning? Are any or all of them justified?*

### Differentiation

**For older/more confident learners:** Invite the children to (moderately!) act out the playground fight in groups, using dialogue directly from the text and improvising. Does dramatising the scene change their feelings about the fight?

**For younger/less confident learners:** Discuss alternatives to fighting over issues. What other options are available? (Ignoring foolish remarks; walking away; retaliating calmly in reasoned words; telling a responsible adult.)

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