



## Food Dudes Curriculum Links for Drama

### Ideas for Drama include:

- Re-enacting an adventure, where the Food Dudes outwit the Junk Punks
- Exploring the characters' feelings
- Exploring what kind of people the Food Dudes and the Junk Punks are
- 'Hotseating' (children take on the role of a character and answer questions whilst in role)
- Developing new adventure stories
- Teacher could create a starter (e.g. the life force monitor has shown that the Junk Punks have stolen the fruit delivery van, and the Food Dudes need help to thwart them) and the children could continue the story
- Teacher could read a 'letter' from the Food Dudes asking children for help and again the children could respond through Drama

### All elements of drama can be explored in lessons

- Belief
- Role and character
- Action
- Place
- Time
- Tension
- Significance
- Genre

### But the strands presented below are particularly relevant.

**Strand: Drama to explore feelings, knowledge and ideas, leading to understanding**

**Strand unit: Exploring and making drama**

The child should be enabled to

Infant  
Classes

- develop the ability to play in role as an integral part of the action

First  
and  
Second  
Classes

- use his/her emerging awareness of the differences in people in order to begin to develop an understanding of the relationship between role and character

Third  
and  
Fourth  
Classes  
Fifth  
and  
Sixth  
Classes

- understand the relationship between role and character and develop the ability to hold on to either role or character for as long as the dramatic activity requires
- extend playing in role and in character to include the ability to accept and maintain a brief that has been decided on by either the teacher, the group or himself/herself

**Strand: Drama to explore feelings, knowledge and ideas,  
leading to understanding**

**Strand unit: Reflecting on drama**

The child should be enabled to

Infant  
Classes

- share insights gained while experiencing the drama

First  
and  
Second  
Classes

- experience through drama, the relationship between story, theme and life experience

Third  
and  
Fourth  
Classes

- learn, through drama, the relationship between story, theme and life experience

Fifth  
and  
Sixth  
Classes

- learn, through drama, the relationship between story, theme and life experience

**Strand: Drama to explore feelings, knowledge and ideas,  
leading to understanding**

**Strand unit: Co-operating and communicating in making drama**

The child should be enabled to

Infant  
Classes

- develop, in role, the ability to co-operate and communicate with others in helping to shape the drama

First  
and  
Second  
Classes

- develop, in role the ability to co-operate and communicate with others in helping to shape the drama
- develop fictional relationships through interaction with the other characters in small-group or whole-class scenes as the drama text is being made

Third  
and  
Fourth  
Classes

- develop, in role the ability to co-operate and to communicate with others in helping to shape the drama
- develop fictional relationships through interaction with the other characters in small-group or whole-class scenes as the drama text is being made

Fifth  
and  
Sixth  
Classes

- develop, in role the ability to co-operate and to communicate with others in helping to shape the drama
- develop fictional relationships through interaction with the other characters in small-group or whole-class scenes as the drama text is being made