

## **Rudolf the Red nosed reindeer**

*A structured drama – being different, bullying*

### **a) Warm-up:**

Circle activity:

T, “*If you are wearing something red/white/shoes/underwear, swap your places*”

### **b) Grammar – conditional sentences:**

Group work:

T, “*Work in groups of 5. There are parents expecting a baby and planning what will the child do, e.g. **If we have a boy, he will be a footballer/pianist/handsome, ...***”

Students work, when they have finished T elicits their sentences, writing it on the board.

c) T, “*The parents were shocked when their child was born with a big red nose. They started saying, **If we had a normal boy, he would be a...***”

d) Luckily, Rudolf was otherwise healthy and made his parents happy.

### **A day in the life:**

In groups of 3 create still images from Rudolf life:

1. 6<sup>th</sup> birthday celebration
2. In the morning
3. At lunch
4. afternoon walk
5. getting to bed
6. at grandma's
7. with his best friends
8. in kindergarten

e) **the art gallery** – students are looking at the picture, guessing what is going on (using present continuous)

### **f) going to school**

T, “*Rudolf starts going to school and problems start. Rudolf gets more and more melancholic, stops eating and talking to his parents. What do you think is happening at school?*”

Students work in groups of 5 and prepare a still image from school.

### **g) voices in the head**

Ss show the still images, then T touches them on their shoulder (one by one), to hear what the character is thinking at that moment

### **h) bullying**

T tells the students that Rudolf is the victim of bullying at school and asks them to prepare a whole classroom still image (half of the Ss are in the picture, half hold the captions) with captions to make it clear what is happening. The Ss have to cooperate on a clear picture and captions. T takes a photo of the situation (**end of lesson 1**)

HW: read the texts on bullying to be able to discuss the matter next time

## Lesson 2

a) Circle: recapitulation of what has been done in the first lesson + discussion of the situation and discussion of the topic of bullying

b) getting into the last picture (see h) bullying) – T can project the photo from the last lesson on the wall and then the students get back into the situation.

c) **Improvisations** – Rudolf at home – from still image into conversation and back into still image

d) **Alley of conscience + TIR.**

Rudolf is very depressed and he is thinking about leaving his town, possibly even about committing a suicide. **TIR** = T in the role of Rudolf, Ss standing in 2 lines facing each other and giving advice when the T looks them in their eyes, practising conditional:

*If I were you, I would...*

e) **Collective Hot chair:** Rudolf meets Santa.

**TIR** – T is in the role of Santa and all the Ss are in the role of Rudolf. T comes to one S and asks what the matter is; the Ss have to listen to each other so that their story makes sense.

The T offers Rudolf to guide his sleigh, *“You know what, Rudolf, I am in trouble as well. Can you see the fog? I do not know how to get the presents to the children. However, your nose is like a flashlight, could you guide my sleigh tonight?”*

f) **Still picture of the other reindeer shock**

Santa and Rudolf come back to the village and Santa announces that Rudolf will be the first of his reindeer to guide his sleigh – still picture of the other reindeer shock.

g) Changing the still image of bullying into humble admiration

h) the song: **Rudolf the red nosed reindeer**