

### Class level

All class levels

### Learning objectives

The child will be enabled to:

- write the draft of a storyline for their class film

### Methodologies

Whole-class and group work

### Materials

Selected story

### Time

This lesson may take several classes, depending on the length of the storyline and the class level

### Curriculum links

**English:** Developing cognitive abilities through language: *Drafting a storyline for film*

**Drama:** Exploring and making drama: *Role-playing storyline, scene by scene*

### Film portfolio

Draft of written storyline

**Note for teacher:** It is recommended that you review Lesson 4, “The story” before starting this lesson.



## Introduction

### Discussion:

- The children select a story they wish to adapt for their class film. This might be a shortened version of a class novel, a fairy tale, a poem, or a news report.
- Brainstorm the main elements of the selected story: plot, setting, characters. (See Lesson 2, “Elements of a film,” for ideas.)
- See the example of a brainstorming activity for the fairy tale, “The Three Little Pigs” on the following page.



## Brainstorming activity for the fairy tale, “The Three Little Pigs”

### Who are the characters? What are they like?

- Three little pigs; two little pigs are shy, but the third little pig is confident.
- Mammy Pig; good
- Big Bad Wolf; bad

### Where is the story set?

- Mammy Pig’s house
- The woods

### What happens in the story?

- Mammy Pig asks the Three Little Pigs to move out of home and to each build their own house.
- The Three Little Pigs build their houses.
- The Big Bad Wolf blows down the first two pigs’ houses.
- The Big Bad Wolf cannot blow down the house of bricks, so he breaks in through the chimney.
- The third little pig tricks the wolf by lighting the fire, and the wolf falls into it.



## Development

### Improvising the story

- The class is divided into five groups. Each group deals with one section of the storyline, as outlined above. For example:  
*Group 1 will work on the scene where Mammy Pig asks the three pigs to move out, Group 2 will work on the scene where the three pigs build their houses, etc.*
- In their groups, the children decide who acts out each part. For example:  
*In Scene 5, where the third little pig tricks the wolf, you can have extras acting the role of neighbours, apart from having a wolf and the third little pig, etc.*
- Each group is given time to improvise its scene from the story.
- Each group performs its scene in front of the class.
- Groups record their scenes, and submit this to the teacher. For example:  
*Scene 1: Mammy Pig asks the three pigs to move out.*
  1. Mammy Pig tells the pigs to sit down.
  2. She tells them they are all grown up now, and it's time to move out.
  3. The three little pigs are not very happy about it.
  4. The third little pig is confident.
  5. The three pigs leave and build houses for themselves.

Take it scene by scene, and use the same approach as shown above to refine the story. Dialogue can also be added here. The teacher collates the written submissions of scenes from the groups. This document is called “work in progress.” The children will understand that it will take several drafts before a final script is ready for filming.