

## Moving In, Moving On

### *The World of East Dorset Project 2015-16*

**“And before you finish eating breakfast in the morning, you’ve depended on more than half the world”  
Martin Luther King**

#### **NOTES FOR TEACHERS**

State of Play Arts is an East Dorset based arts service dedicated to stimulating young people’s imagination and understanding of the world through drama, theatre, film & creative writing.

Our Theatre in Education programme *Moving In, Moving On* has been created in partnership with EDEP, DEED and writer Louisa Adjoa Parker as part of *The World of East Dorset* project. It offers an inter-active workshop focused around a short performance exploring the inter-dependence of people coming to and going from Dorset today.

#### **Aims**

- Create a safe inter-active forum for children and young people to learn about social issues kinaesthetically
- Raise awareness of other people’s lives and cultures and how they compare with our own (Global Citizenship)
- Nurture understanding of the universal rights of the child
- Encourage children and young people to value own environment
- Challenge stereotyped views of why people travel and come to Dorset

#### **Objectives**

- An inter-active workshop, using several educational drama techniques and conventions, such as Hot Seating and Freeze Framing.
- A short performance staged in the round.

#### **ABOUT THE PLAY**

The play is deliberately open-ended, in order for the children to become involved in exploring the issues raised afterwards in the workshop.

#### **Cast**

Papa Tony Horitz  
Gaia Kelseigh Hall  
June Sharon Muiruri

As one character, JUNE, prepares to leave East Dorset, she meets an elder man, PAPA, and his grand-daughter, GAIA (pronounced GUYER) arriving. Each is uncertain of their future lives and look to each other for reassurance and help. JUNE is both intrigued and suspicious of why PAPA and GAIA are moving into Dorset. But when they show her what they can offer, she is won over. Likewise, PAPA and GAIA are impressed by the skills JUNE is taking overseas.



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## CROSS CURRICULAR FOLLOW UP IDEAS

Please use as few or as many as you see fit, in any order.

### ENGLISH

#### Writing imaginatively in and out of role.

- Imagine you are Gaia, the grand-daughter (boys, could call 'him' Guy).
- Write the **story** of how you came to be in Dorset. What happened before? How did you get here? (*You could write it like a diary or journal or as a cartoon strip*).
- Write a **letter or email** back home to your Mother, telling her how you're getting on in Dorset – maybe talk about meeting June and others.
- Imagine you are the character June in the play. **Write an email or text** to Papa or Gaia, telling them what you thought about meeting them before you left – and how you are getting on in 'out there' in your new country.
- Write a **poem** either about what it's like to be in a new place. What do you miss from your old home? Or write a poem about what's safe and special to you about where you live in East Dorset.
- Write your own special **Guide Book** aimed at young people coming to live in the area of East Dorset in which you live – refer to your own favourite places – indoors or outside - saying why they are special to you and why they are safe.



GAIA

#### SPEAKING & LISTENING/ DRAMA

**Solo** Make a **Freeze Frame** showing you in your special, safe place. What are you doing? Bring to life for 15 seconds. Freeze.

**Pairs** Imagine A is local person and B is newcomer. A shows B their special place and 'teaches' them to do their activity there (*NB could be sleeping, could be horse-riding, or swimming*). Share if appropriate with rest of class/group.

#### Teacher in Role\*

Tell class you are going to role-play as the character played by Tony in the play, PAPA, an elder person. Ask for volunteers to be GAIA coming home after their adventure with their new friend in their special safe place. Probe – *Q. How did they feel there? Safe or not? What was special there? How are they feeling about being in new country now?*

#### Alternative – Get children to do the same exchange in pairs.

A is GAIA (newcomer from play); B is PAPA (GAIA's grand-dad – Tony's character in the play). PAPA asks GAIA how she got on with new friend. Reflect on how it went afterwards.

\* A simple rule for doing class role-play. No need for you to put on a foreign accent – nor should the children; the important thing is for them to take it seriously, not play for laughs. Say you'll put on a hat or jacket when you're going into role. You'll remove it when you want the role-play to stop. Affirm you're back to being teacher again.

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# State Of Play

creative journeys through drama and the arts

## GEOGRAPHY

### Mapping

- Make 2D or 3D maps showing the **7 continents** of the world, as shown in the play.
- Do same for **East Dorset** - putting in your favorite safe places. Could do a large scale one for whole class.
- Add your own **emblems** (e.g. *play = lakes, oceans, mountains*) to show local landscape features, environmental features.

## LANGUAGES

- Learn new words to say hello and Thank You in other languages (as shown in the play):
- **HELLO** – e.g. **Jambo!** (Swahili); **Hola!** (Spanish) **Oi!** (Brazilian Portuguese) **Ahoj!** (Czech); **Ciao!** (Italian); **Szia!** (Hungarian); **Salut!** (French); **Bula!** (Fijian); **Guten Morgen!** (German);
- **GOODBYE** – e.g. **Merci** (French); **Danke** (German); **Gracias** (Spanish); **Grazie** (Italian); **Obrigado** (Portuguese); **Djacui** (Czech); **Kursunnam** (Hungarian)
- Find out who speaks a different language in your class or anyone you know.
- Make a **Phrase Book** and use it to communicate with each other. (Could be done online).

## ITC

- Extend Languages section by looking up words for **Hello**, **Goodbye** and **Thank You** online.
- **Pen pals** – see if your school is linked to other schools in the world. See if you can get a pen pal - write **e-mails and/or facetime** people in other countries.
- Use in conjunction with any other subject heading
- Turn GAIA'S story into a flash animation, using sound effects and music.

## ART

- Make **postcards** of their favorite / safe places (and write a message on it to GAIA, PAPA or JUNE on them)
- Link to 2D/3D work on Guide Books
- Make 3D **Memory Boxes** – including some of your most special things in them, to remind you life and family and hobbies now.
- What might Gaia put in hers?

## MATHS

- Work out distances between places in East Dorset and/or the 7 continents
- Do statistical tables to show size of populations in East Dorset towns and villages
- Data Handling – find out how many children live near school and how further away.



PAPA

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## HISTORY

- Do your own **Family Trees** (with reference to the Activity at the start of the State of Play workshop). Note where family members moved around the world/England/Great Britain. Find out why they moved.
- Explore with reference to **migration** elsewhere in the world (e.g. Ireland; Scotland; Russia, England – to Australia, New Zealand, and Canada.
- **Evacuees** sent to countryside – e.g. Dorset in WW2; also on ships to Canada. Find out some of their stories – great for writing, Drama, etc.

## FOOD TECHNOLOGY

- With reference to Martin Luther King quote about all the countries in the world our breakfast comes from, find out where key things we eat originate.
- Make charts to share this
- Create recipes for unusual foods from other countries (make a special menu).
- Try cooking (& eating!) new foods from other countries
- Learn more about **Fairtrade**- and local outlets.
- Find out why labour intensive farming can cause poverty and lead to migration (*for elder students*).