

Suggested activities for directing the play

1. Identify and practise key movements

Key movements in 'Bossy Chris'

- a. Looking nervously
- b. Standing forcefully
- c. Looking bossy, big and strong
- d. Grinning
- e. Grabbing something
- f. Quickly tipping something out of a tube into the mouth
- g. Munching greedily
- h. Falling over in pain (with sound effects, e.g. Ohhh...)
- i. Helping someone up

Here is the story that incorporates all the key movements in the play.

'The Bears'

Group A will start by playing the part of children. They are taking a walk in the forest and stop to have a drink. Suddenly, some large bears appear (Group B will play the bears). The children look nervously at the bears (*key movement a*) who look forcefully down at them (*key movement b*). The bears are big and strong (*key movement c*). They grin at the children (*key movement d*). They then grab the bottles of water from the children (*key movement e*) and tip the water into their mouths (*key movement f*). Some of them seize the chocolates that the children are holding and munch them greedily (*key movement g*). One of the children is knocked down by a bear and falls down. He cries out loudly in pain (*key movement h*). This frightens the bears and they run away. The other children help the injured child to his feet and they comfort him (*key movement i*).

Groups A and B now change roles.

2. Identify and practise key dialogues

- a. Dialogues which convey the meaning of the play to the audience
 - e.g. **Tim:** We'll help you, Chris, but you must promise not to be bossy from now on.
 - Mary:** Yes, Chris. Promise you'll do your work.
 - Sally:** Then we can all be friends. It's up to you ...

This dialogue conveys the most important lesson in the play: Chris has to learn not to be bossy and to do his part in group work.



b. Dialogues which convey the nature of the characters

e.g. **Chris:** Yeah, just as I thought. You are so weak.

Mary: Leave him alone, Chris. You always boss him around and make him nervous. You should stop bossing all of us around.

We know from this dialogue that Chris is a bully, Tim is nervous and easily scared, and Mary is brave and willing to stand up for her friends.

c. Dialogues which include the language focus

e.g. **Tim:** No, I know what we can do. Then he'll be nice and helpful to us.

Sally: But, how can we? He's so big, bossy and strong.

This dialogue helps pupils to practise using adjectives to describe people.

3. Prepare the sets, props and sound effects

The setting of 'Bossy Chris' is in a classroom/covered playground. If we act out the play in these places, the classroom scene can be situated in just one corner of a classroom. However, it is preferable to move into the hall or covered area if the classroom is too restrictive. Then we need some desks and chairs to set the classroom scene. This simple change of environment can do wonders in terms of reducing the pupils' shyness in front of others.

The props are very simple. All we need for Scene 1 are pens and colour pencils when the children are doing their project. In Scenes 2 and 3, we need some chocolates. The most important prop is the tube of chocolates.

There are no sound effects in this play. But we could teach Chris to moan in an exaggerated manner so as to bring the play to a comic ending if we thought it appropriate.

