

Module: Relationships

Unit: Friends

Title: Bossy Chris

Key stage targets:

Interpersonal Strand/Dimension (ID)

- To establish and maintain relationships and routines in school (IDa)
- To converse about feelings, ideas, experiences and plans (IDb)
- To participate with others in making choices and decisions for carrying out events (IDd)

Knowledge Strand/Dimension (KD)

- To identify ideas in simple spoken and written texts, form opinions and express them (KDC)
- To recognize and solve simple problems in given situations, and describe the solutions (KDD)
- To understand some aspects of how the English language works, including how grammatical features contribute to meaning and how simple texts are organized; and apply this understanding to one's learning and use of the language (KDF)

Experience Strand/Dimension (ED)

- To develop an awareness of the basic sound patterns of English and an enjoyment of imaginative texts through presenting short simple plays (EDA)
- To respond to characters and events in imaginative and other narrative texts through oral, written and performative means (EDb)
- To give expression to imaginative ideas through oral, written and performative means (EDc)
- To give expression to one's experience through activities such as providing simple oral and written accounts of events and one's reactions to them (EDd)

Language focus:

- Use modals to express prohibitions and obligations
e.g. You shouldn't always make us do your work.
You should do some of the work.
- Use adjectives to describe people
e.g. You are so weak.
- Use formulaic expressions to show concern
e.g. What's happened to Chris?



Synopsis:

Chris is always bossing other pupils around, which they find very annoying. The other pupils in his class do not play with Chris. Tim, Mary and Sally are pupils in his class who get really annoyed by Chris. In the end, Chris learns that it does not pay to be bossy.

Key movements:

- 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

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.

