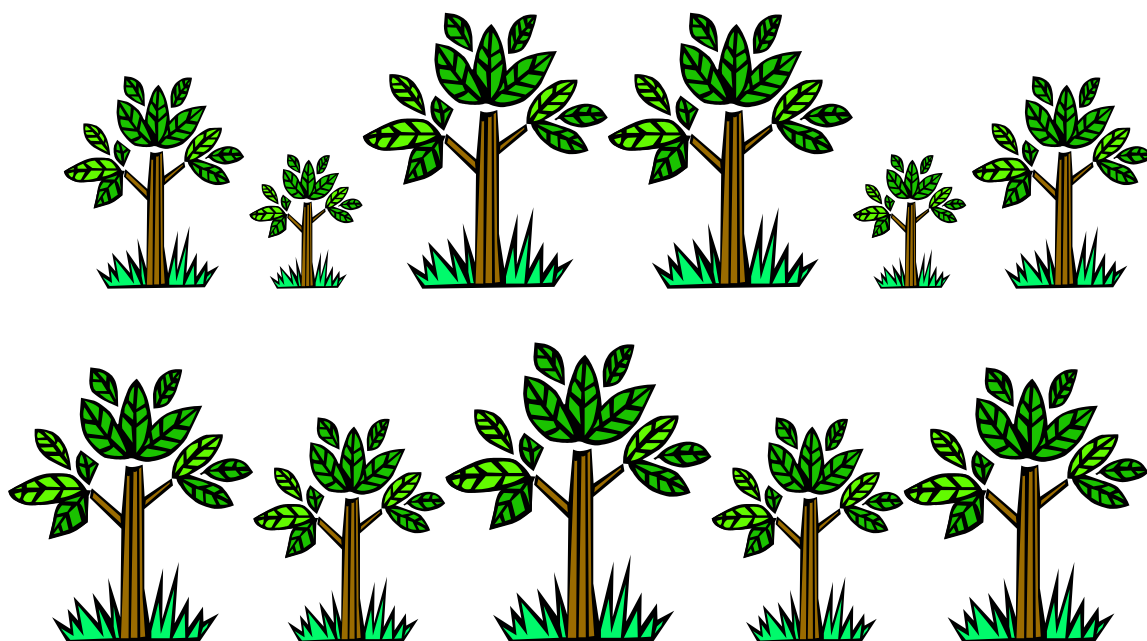


# The Gardener

by Mike Kenny



## Resources for Teachers

compiled by Damian Banks

# Drama

There are many themes in the play that you may like to pick out and explore further with your class. Some drama techniques have been included that you may find useful on the next page.

1. **Sibling Rivalry & Jealousy.** What if Florence was given a new toy... pretend to be Joe, freeze the action and ask Joe what he is thinking and feeling? What if it was your brother or sister? What are the feelings we have if we are jealous? What if the teacher gave two merit stickers to half the class, what do the other children think?
2. **Transition between seasons and also age.** Why was Uncle Harry becoming forgetful, and why was he going away? Use the mask to explore age. Follow up activities in the Art & Science sections.
3. **Contemplation in the garden.** Imagine finding a quiet space in a garden, sitting like Harry or a gnome. Where would it be? What do you see, hear, feel, think, imagine?
4. **Patience, waiting and tolerance.** Pretend to be a tree, scarecrow or snowman in a garden. Other children (restricted to touching arms only) can move around like the wind, the sun, a tall tree, a prickly bush or unfold like a flower. Can they imitate slugs, or a bird landing on the tree, or an inquisitive cat or dog? Freeze the children in mid-action to discuss their feelings and reactions.
5. **Imitating actions.** Think back to Uncle Harry digging with his spade and shaking the soil from the potatoes. Think of a job that an adult does, perhaps your mum or dad or something you might do in the garden or playground. What actions illustrate the job or the activity? Show your friends two or three actions. Can they guess what you are doing?
6. **Grandparents and Grandchildren.** Discuss the nature of this special relationship. Why is it often special? Use the mask or create your own and role play scenarios where children are with a grandparent. What do you say that makes them smile? What is funny about your grandparent(s)? What do children do and talk about when they are with their grandparents?
7. **Empathy with the elderly.** Enact an everyday scenario in which we see elderly people. What could we do to help or make them

smile? What about carrying a bag, helping them across the road or in an old people's home – how would you communicate and offer comfort to someone with a failing memory? Why are they sometimes nervous if children whiz past, or cross if someone hammers on their door? Why do they get up slowly?



Some drama techniques  
you make like to use  
with these themes.

### Warm Ups

1. **Fruit Salad** – each child has one of 5 or 6 vegetable or fruit names. In a circle call out a name, and those children have to swap places.
2. **Cat and Mouse** – children in twos holding hands moving or stationary, while one cat chases one mouse. To escape, the mouse joins hands with a pair and releases the front child of the pair to become the new mouse.
3. **Key Keeper** – children in a circle, one child (eyes closed) in the centre with a set of keys behind him or her. Children attempt to retrieve, without a sound.
4. **Pass the Object** – Children mime a garden object and pass it round the circle for all to use.
5. **Garden Ivy** – children link hands to form a chain and the leader weaves in and out of the chain.
6. **North, South, East, West** – or a garden variety, e.g. spring, summer, autumn, winter etc.
7. **Props** – put a prop in the centre of a circle, e.g. a carpet beater, can children mime a use other than its intended? E.g. a lollipop.

### Techniques

**Hot Seating** – as a character, in role the rest of the class can ask questions or whisper suggestions to a given scenario.

**Role Play** – children can re-live, re-enact the events they've seen, tap into their imagination.

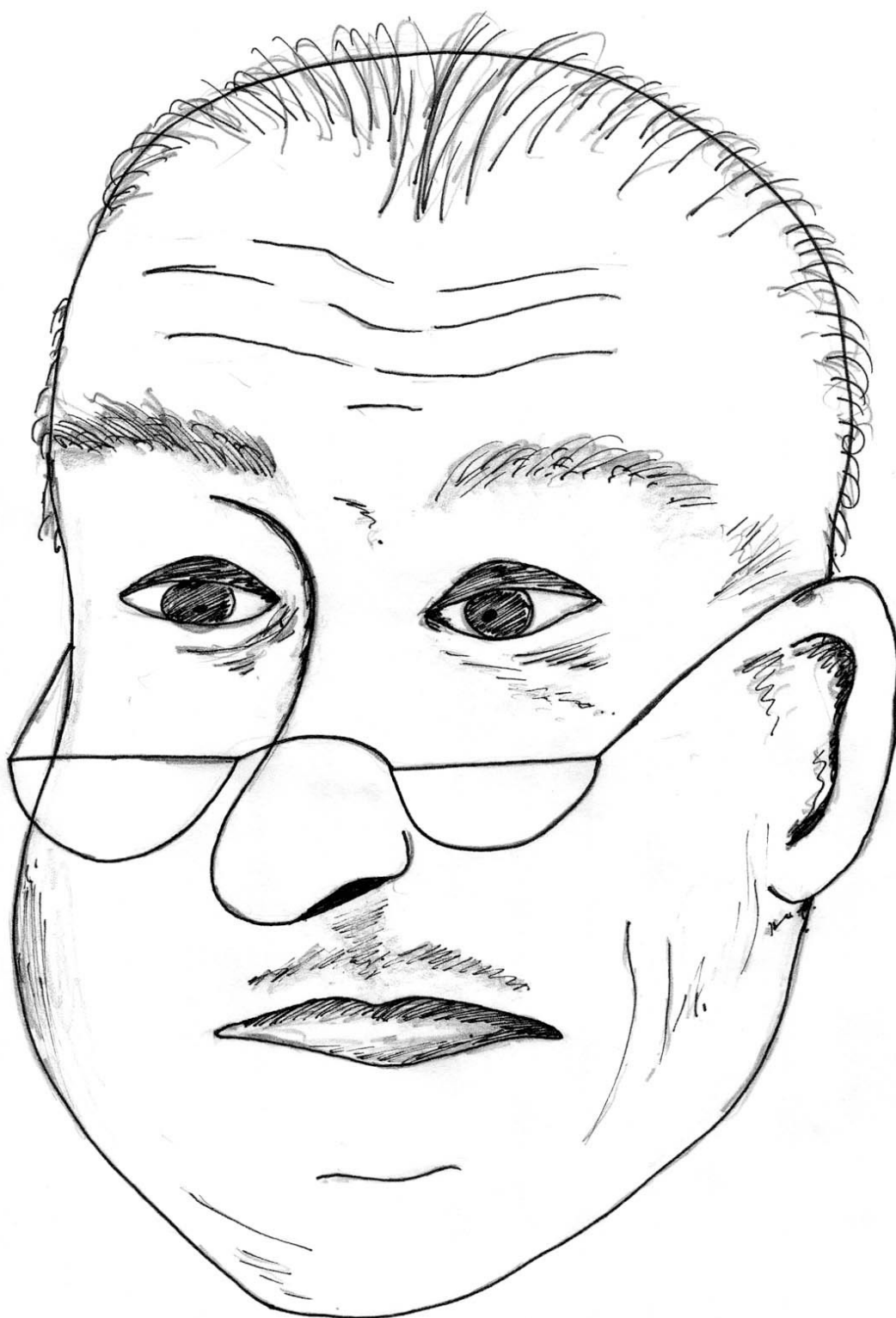
**Thought Tracking** – after acting out a part, ask the child or class to suggest their thoughts and actions.

**Freeze Frame** – stop some acting, ask the children to freeze...and discuss.

**Improvisation** – give children another issue that Uncle Harry had to face, how would they react themselves, if they were in Uncle Harry's shoes.



# Mask



*drawing by Jeanette Lord.*

# Art

I'm sure many of you may have ideas of your own having seen the play, alternatively try some of these.

## Andy Warhol prints

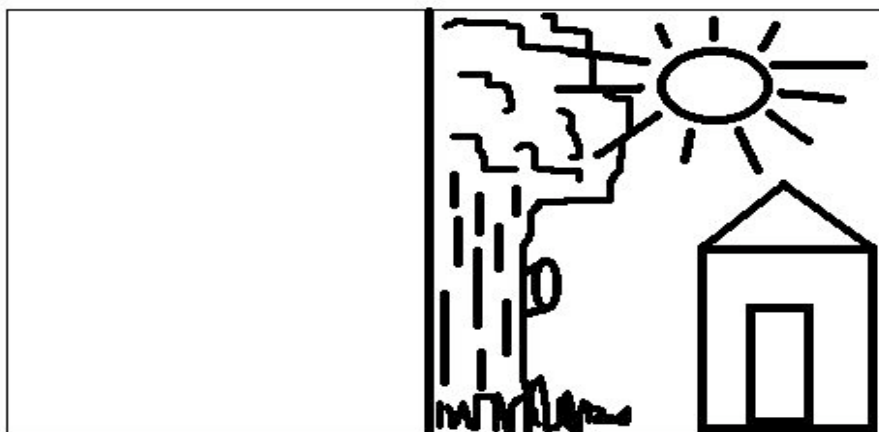
Using the sheet of leaves and pairs of colours, can the children find or create combinations that give the impression of the leaves in the four seasons of winter, spring, summer and autumn? (Photocopiable sheet)

## A Year in the life of a branch

Take the sheet with the branch and twigs on and decorate it through careful observation or artistic representation as to the differences in the four seasons. (Photocopiable sheet)

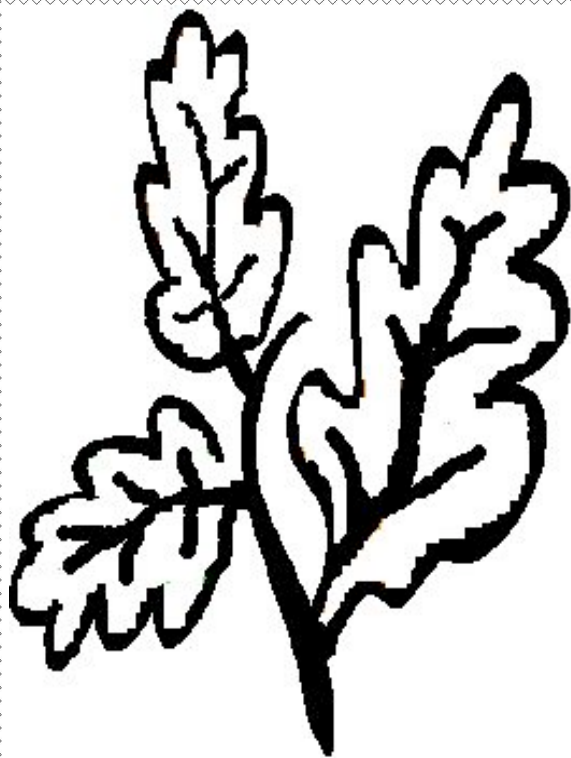
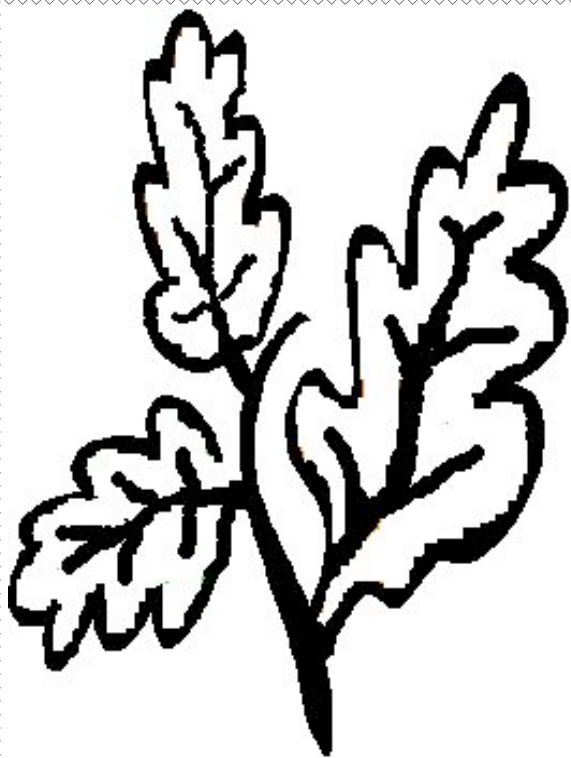
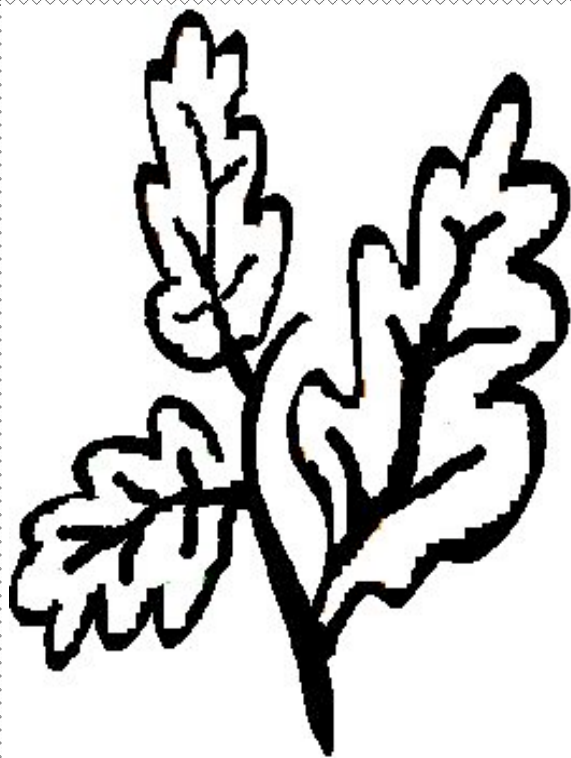
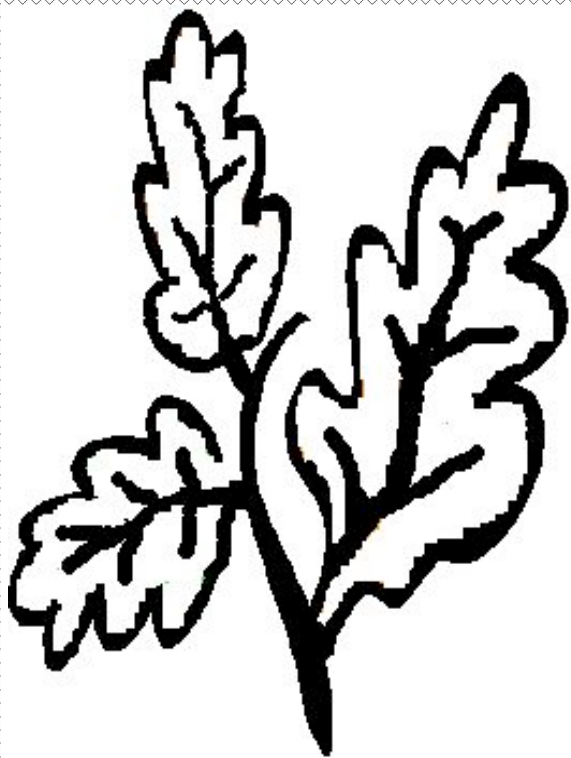
## Symmetry

On a folded A3 piece of paper, children could sketch then paint half of a garden, the outline of a tree, a shed, a bush etc, perhaps with the tree in the centre – so they'd only need to do half the trunk and upper branches. Fold the painted outline to re-create the other half of the garden. Colour each side differently to illustrate a garden in transition from one season to another.



## A Class or School Tree

Children could draw and add leaves or other garden paraphernalia to a tree and link it to the play or write comments on leaves connected to one of the themes.







**Spring**



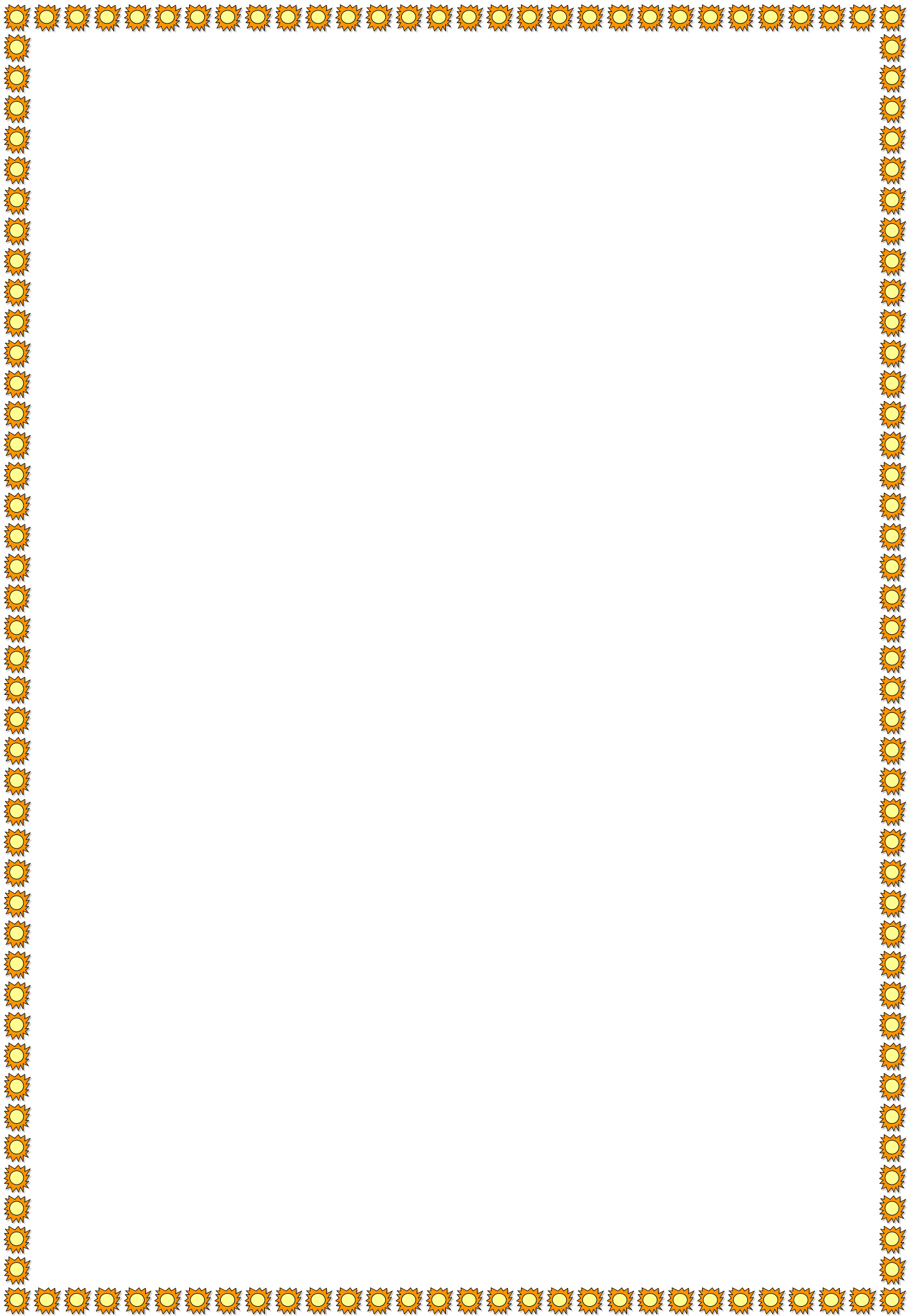
**Summer**



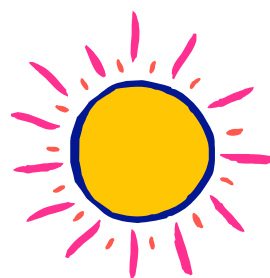
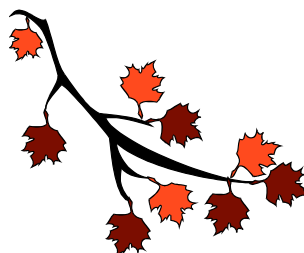
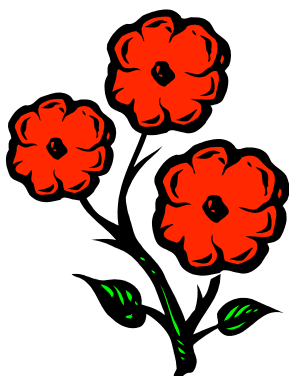
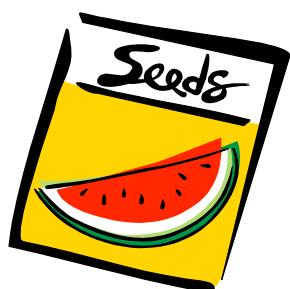
**Autumn**



**Winter**







# Literacy

## 'That thing'... 'Over there'... 'The digging thing'

Someone picks an object and describes it without naming it or by using ambiguous language. Others can point to it as they realise its identity. Or use abstract objects with out an obvious use, e.g. a dibber.

## Figures of Speech – what do they really mean?

'a bean...a has bean'.

'old folk have a young one tucked inside'.

'young ones often older than they seem'.

'yesterdays seems far away and long ago like today'.

'memory plays tricks'.

## Word Association

In pairs start with a garden word, see where it takes you, e.g. green – grass, leaves – tree, seed – grow, tall – short etc.

## Conversations

Harry and Granny, Mum and Joe on the bus – short, sharp dialogue. Make up a role-play between 2 people.

## Rhymes and Rhythms

Using the rhythms in the play as stimuli, invent some garden rhymes.

'Spring Sowing, Summer Growing'

'Banging out of the house'

'Fat fat prune face boom boom baby'

# P.H.S.E.

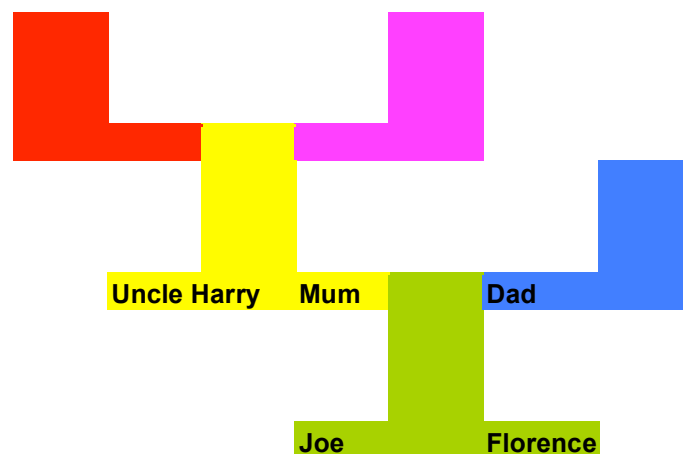
**Try juggling** – good for the left/right brain communication. Can children swap hats quickly like the actor did while being Joe and Uncle Harry in quick conversation? Bean bags are a good way to start, put one on your head, then take the other bag from your other hand around tummy level, then simultaneously put the other on your head and lift the one from your head down to waist level...and repeat.

## **Family Trees and Traits**

Uncle Harry passed onto Joe his love of and gardening culture. What do children think they will learn and take from their grandparents and parents and continue to do, as they get older?

## **Family Trees – using Excel or similar**

Can they use some of the primary, secondary colours etc to show the mixing of their families?



## **Thinking Hats**

Giving the children a 'What if?' scenario, e.g. Uncle Harry forgetting that he had already dug up the potatoes, can they try and imagine how different people would react, think, feel or how many ways could Harry react? Put Uncle Harry's hat on, Joe's, Mum's, Florence's etc. Or make up other scenarios for the children to draw a response? (Photocopiable sheet.)

### Safe places to play

A garden is clearly a safer place to play than the road. Why is that? But are there any dangers to look out for? Draw a poster that promotes the garden but warns brothers or sisters of possible dangers.

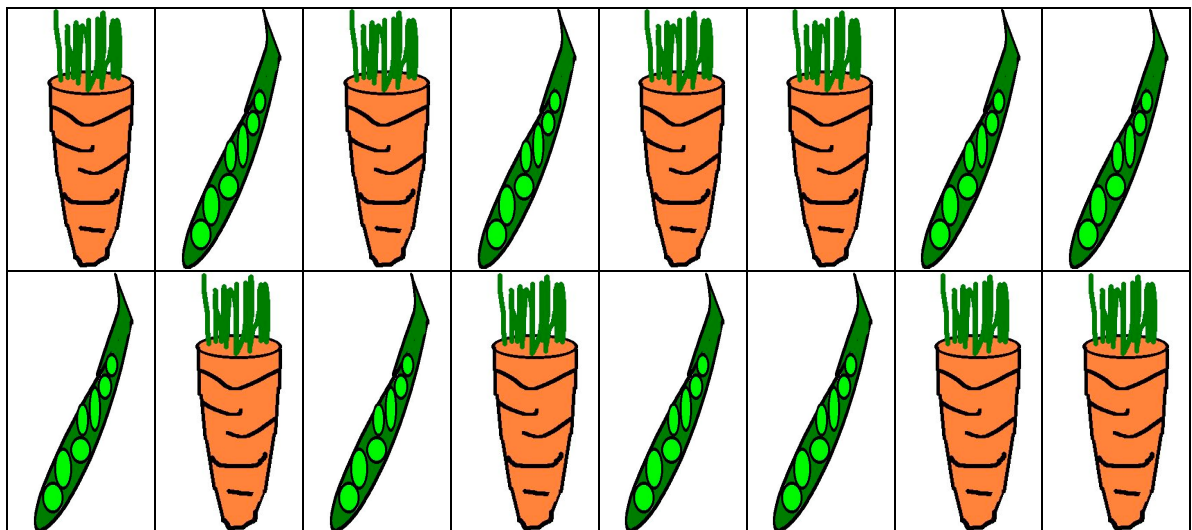
## Music

### Music with a Garden Theme

Vivaldi's – 'Four Seasons', 'English Country Garden' by R.M.Jordan, Beethoven's symphony – 'The Pastoral', Debussy's – 'Prelude a l'apres midi d'un fawn' and Tschaikovsky's – 'The Seasons'.

### Vegetable Vocal Rhythm

Make up your own vegetable rhythm, draw some vegetables in a paint package, insert into a table and perform to the class. Try this one out loud.



### Garden Music

Prompt children with some pictures of a garden. Can they use their voices and instruments to bring the different features of the garden alive? Does a beater sliding up and down a xylophone make the sound of a dangling willow tree moving in the wind? Can they then create a imaginary garden using varied sounds for other children to wander through? What about the shapes in a garden, what sounds would they use to represent curves, slabs, a pond, a bench, a small flower etc?



How many ways can you think about this?

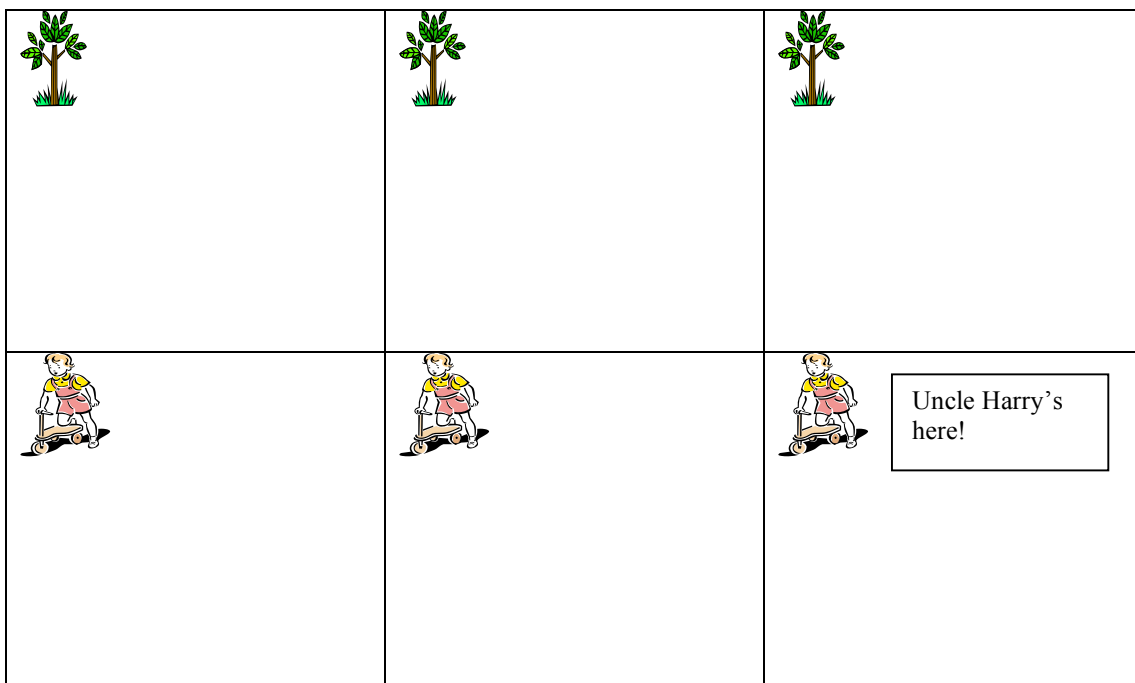
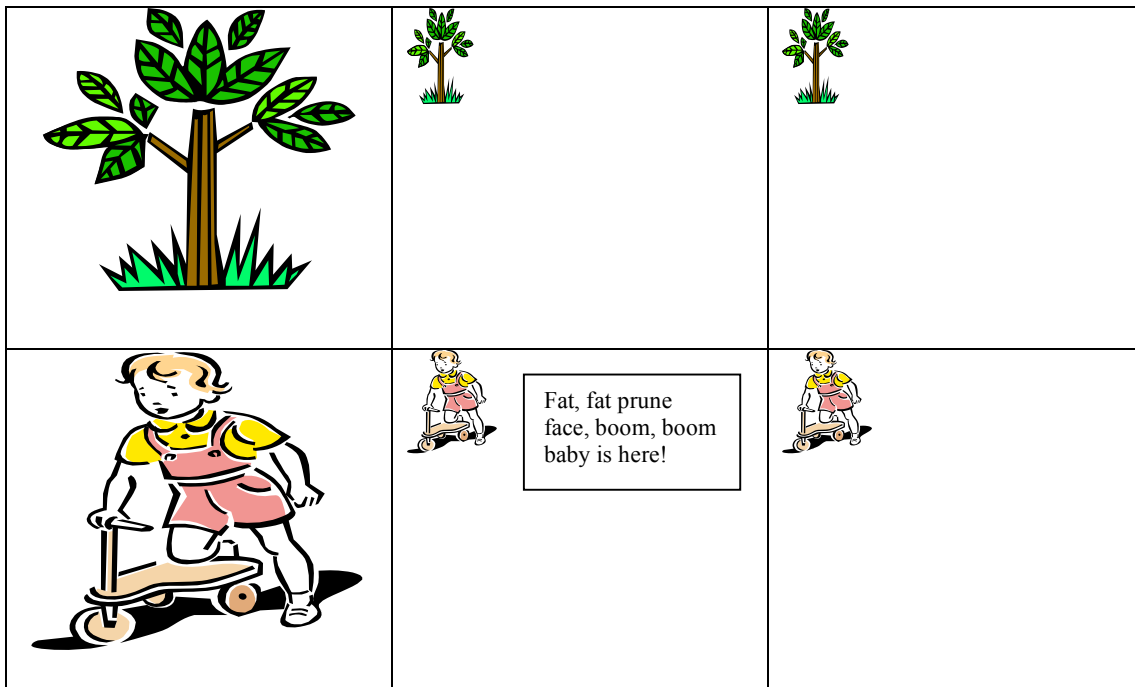
What if?



# Science

## Life cycle of plants

Do children realise that plants, like us, go through a life cycle. Can they draw the stages of a plants growth and compare it to that of a human and themselves. (Photocopiable sheet.)



# Numeracy

## Make a Wall Chart

How high can you count? Can you measure each other? Are you going to be taller or shorter than this sunflower? Copy and join this sunflower measuring chart (the bottom is overleaf), then add a scale.

