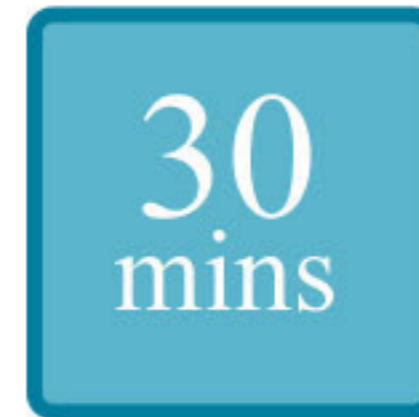


Learning objectives

- These are designed to engage the pupil's imagination so that they can use the knowledge they have gained from their visit and the worksheets.
- Skills include working with others, being creative, thinking and decision making.



Teacher preparation

- The classroom should be laid out so that there is a performance area in front and space for pupils to work in groups of three.
- The role plays have been designed for three participants each, apart from No 5 which is for two girls. This allows for the development of the most dramatic story.

Equipment & resources

A series of role play cards that can be handed out to pupils (see below).

Main activity

1. Discuss the role plays with the class and divide into groups of three.
2. The children choose which role play they want to do. It doesn't matter if more than one group chooses the same role play as the result will be different anyway.
3. They decide what is going to happen in their scene – there has to be a beginning, middle and an end. The beginning establishes who the characters are and introduces the scene, the middle the main action in the scene, the end how the story gets resolved – what happens at the end?
4. The pupils divide into different areas of the classroom and rehearse their scene. This should take 15 – 20 minutes.
5. Each group performs their scene in front of the rest of the class.

| Role play | The Scene | Characters | Props |
|----------------|--|---|--------------------------------------|
| The Rent | The steward, who runs the estate when the owners aren't there, has come to a farmhouse to collect rent from a tenant farmer who is having difficulty paying. It has been a poor harvest so the farmer has hardly any money and has already sold some of his livestock and doesn't want to sell any more. | Steward, farmer, farmer's wife | rent book, purse for collecting rent |
| The Stable Boy | A stable boy comes running back to the Head Groom to say he was bringing some horses into the stables for the night and one of them escaped and he couldn't catch it and it was Lord Deramore's favourite horse. | Stable boy, Head Groom, Lord Deramore | rope feeding bucket "feed" |
| The Interview | A young girl is being interviewed by the cook and the housekeeper for the position of scullery maid. | Cook, Housekeeper and the young girl | table, chairs, kitchen equipment |
| The Gamekeeper | The gamekeeper has caught two poachers who have poached a brace of pheasants, a week before a big shoot in Belvoir. | Gamekeeper, two poachers (who may be related to each other e.g. brothers) | something to represent the pheasants |
| The Thief | The housekeeper suspects that a scullery maid has been stealing silverware. The scullery maid is the only person earning any money in her large family. | Housekeeper, Scullery maid | piece of cutlery |
| The Ice | The Lagan has frozen and the ice has to be gathered and put in the ice house before it starts to thaw. | Head Gardener, Assistant gard'rs, Stable boy. | gloves and hat |

Things you may like to consider

The location of the scene – is it in the Big House, the stable yard, the farmhouse or somewhere else?

The backgrounds to each of the characters – what age are they? What are the relationships like with the other characters?

Costumes and props are not necessary but can help create an atmosphere and energy for the performance. For general costumes you might like to consider for the girls long skirts, aprons, blankets (for shawls) and the boys trousers, old-fashioned shirts, waistcoats, boots, flat caps, other old fashioned hats, coats.