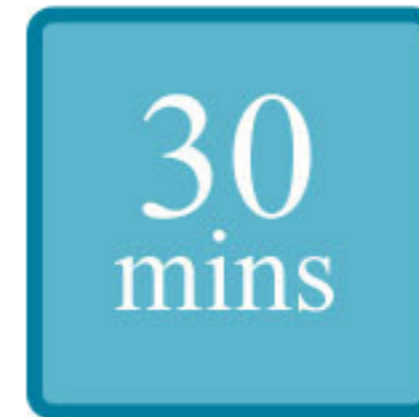


Learning objectives

- 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. 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.
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.
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 hauler and his horse	A hauler has been asleep on the deck of the lighter. They stopped the previous night just a short distance from Lisburn where they have an urgent delivery of coal for one of the mills. It is important that it gets there that morning. The hauler left his horse on a part of the towpath he thought he had secured and when he got up in the morning he found the lock keeper's son had accidentally left the gate open and the horse is away home...	Hauler, lighterman, lock keeper's son (or daughter)	Rope
The stolen pies	The lock keeper's wife has made pies and cakes she has left out on the windowsill to cool. She comes back from shopping to find that a lighter has pulled up at the lock for an overnight stay and the pies have all gone ...	Lock keeper's wife Lighterman's wife Lighterman's son (or daughter)	Pies
The Interview	A young man is being interviewed for the position of Lock Keeper on the Lagan Navigation.	Young man Canal Manager	Table, chairs
The floods	The lock keeper is woken in the middle of the night. One of the lightermen has come in to tell him that the river is in flood and he needs to act quickly or it will be very dangerous.....he needs to go and sort out the weir to try and keep the water level down.	Lighterman, lock keeper and lock keeper's wife	Lamp
Ghost story	The lighter is going along the head level (stretch of the canal between Sprucefield and the Broad Water) in the dead of night and suddenly the horse is spooked....the hauler swears he saw another horse and hauler coming down the towpath towards them and they just disappeared...	Hauler, lighterman, lighterman's wife.	
The stowaways	The lighter has arrived in Lisburn. They left Stranmillis the previous day and spent an overnight at one of the locks near Lisburn. When they are about to unload all the coal in Lisburn the lighterman's wife finds two young girls hiding in the hold – they have stowed away from Stranmillis...	Lighterman's wife, two girls.	

Things you may like to consider...

The location of the scene – is it on the towpath, inside the lighter or in the Lock Keeper's Cottage

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 the following:

Girls: long skirts, aprons, blankets (for shawls)

Boys: trousers, old-fashioned shirts, waistcoats, boots, flat caps, other old fashioned hats, coats.

Additional activities...

Forum Theatre

This gives the class the opportunity to further develop the characters and scenes.

1. A group of pupils enact a scene as above
2. The scene is observed by the rest of the class
3. The action can be stopped at any time by the actors or the observers to discuss any interesting matters that arise
4. New roles may be added and observers may take over existing roles.

Freeze Frame

1. Pupils are divided into small groups
2. They are asked to pose for a "photograph" of a significant moment in the scene.
3. The pupils are given a limited amount of time to plan this.
4. Each group takes it in turn to go round and view the other groups' scenes.