

Clip: Many Families

Episode 13: Family

Activity: Family Stories

Theme: Dance Skills

Elements of dance: relationships

1. *Dance Academy* episode 13, *Family*, is about relationships and belonging to a family. During the episode, Tara discovers that she has two families: the one she grew up with, and her family of friends. Discuss with students the following questions:
 - a. Who makes up your family?
 - b. Who is the 'glue' (central figure/s) within the family?
 - c. What makes your family different from other families?
 - d. How close are you to your family?
2. As a class, discuss the students' stories about their family, particularly the stories that are retold over and over. Some of these stories can be funny, heroic, accidental, based on love/forgiveness, birth/death, and possibly they have been retold so many times that they replace real memory with a bit of myth. These stories are often of family members when they do something or something happens to them which is out of the usual: when someone is left behind on a trip, when Dad loses the car keys, and so forth. Alternatively, have the students sit in pairs. They are to share a story with the other person. Then the pair is to join two other pairs and the original pair has to retell the other partner's story to the group. This activity assists the students' listening skills and storytelling skills.
3. As a class, view the clip, *Many Families*, where Tara is embarrassed by her parents, who passionately express their opinions and values. Discuss Tara's reaction to her parents and ask students to justify Tara's behaviour.
4. Again, form the class into pairs. Ask the pair to role-play the situation they viewed in the clip. One partner is to play Tara and the other partner is to play one of the parents. Each pair is to act out how they would respond to the situation.
5. Form two pairs together to make a group of four students. The group is to collaborate to develop a story that involves family members. They can adapt one of the stories

Activity: Family Stories

previously told by either one of the group or they can start from scratch and develop a new fictitious story.

6. As a group, they should storyboard the action and develop a small script for each actor. Any movement should be choreographed and props sought out to assist the telling of the story. Each member of the group needs to speak, or narrate part of the story.
7. Have students use **Student Activity Sheet E13.1: Design Family Stories - Other Points of View** to sketch out their story and the parts to be played.
8. The following questions may support deeper thinking:
 - a. Name the characters and their motivations (other points of view). This may be a line by the character, stating their thoughts at the time (for example, Dad: “*We’re late, if we don’t leave now we’re going to be stuck in traffic.*”).
 - b. Give the story a title from each character’s point of view (POV).
 - c. If you were to add a sound track to this story, what would it be?

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Student Activity Sheet E13.1: Design Family Stories - Other Points of View

Useful resources:

- [Drama resource, role-play](#)
- [The Benefits of Role Play](#)
- *The Drama Teacher’s Survival Guide: A Complete Tool Kit for Theatre Arts*, Johnson, M. Meriwether Publishing; 1 edition (March 2007)
- [Xinsight, Storyboard template](#)

NAME:

Student Activity Sheet:
Activity:

E13.1
Family
Stories

Episode 13:
Clip:

Families
Many Families

Design Family Stories - Other Points of View

Retell a favourite family story of your own

Give this story a title: _____

Retell your group's family story: (If it was your story, go straight to storyboarding the action/poses required to tell the story on the following page).

Family Story – Storyboard

A storyboard template consisting of nine rectangular panels arranged in a 3x3 grid. Each panel is divided into two horizontal sections: a larger top section for an image and a smaller bottom section for text. The top sections are currently filled with a solid light blue color, while the bottom sections are blank white space.