



## Teaspoon of Light – lesson one

**Duration:** 1 hour lesson

**Materials required:**

Large piece of plain white fabric – calico works well  
Plenty of fabric crayons in a variety of bright colours  
Pens/ Pencils  
Paper

**Links to Level 1 of the NZ Curriculum:**

**Visual Art:**

- Share ideas about how and why their own and others' works are made and their purpose, value, and context.
- Explore a variety of materials and tools and discover elements and selected principles.
- Investigate visual ideas in response to a variety of motivations, observation, and imagination.
- Share the ideas, feelings, and stories communicated by their own and others' objects and images.

**Drama:**

- Explore the elements of role, focus, tension, time, and space through dramatic play.
- Contribute and develop ideas in drama, using personal experience and imagination.
- Share drama through informal presentation and respond to ways in which drama tells stories and conveys ideas in their own and others' work.

**English/ Literacy:**

- Recognises how to shape texts for a purpose and an audience.
- Use language features, showing some recognition of their effects
- Organises texts, using simple structures

**Mathematics:**

- Use a range of counting, grouping, and equal-sharing strategies with whole numbers and fractions.

**Key Competencies:**

**Thinking:** Children are required to think abstractedly about a problem that requires their help.

**Relating to others:** Children are working collectively as a class and are required to do so effectively for the success of the drama.

**Using language, symbols and texts:** Children are using symbols to represent their dreams when they create the dream cloth. They are also using language and text throughout the drama, and the writing period of the workshop.

**Managing self:** Children are able to manage their personal involvement within the drama. They also need to manage their dramatic role, as well as their own written work.

**Participating and Contributing:** The creation of the dream cloth requires the participation and contribution of all children for it to be considered a communal piece of artwork.

| Teachers guidelines  | Children  |
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| <p><b>Share with children</b>, the first two lines of a spoken story:</p> <p>“A young girl wakes up to get ready to visit her grandmother. As she gets up, she trips and tears her cloth of dreams...”</p> <p><b>Explain to children</b> “ If I had a picture book, I could show you what that looked like. But I don’t have a picture book... Do you think you could show me a picture of what it looked like when she tore her torn cloth.”</p> <p><b>Release</b> the children from their frozen images and ask them: “what do you think happens when you tear your cloth of dreams?”</p> <p><b>Ask the children</b> if they would like to create a new cloth of dreams for the little girl – named Sarah, to borrow until her dream cloth is repaired.</p> <p><b>Lay out the large piece of fabric</b> so all children can access a place to draw. <b>Allow plenty of time</b> for this and sit with the children as they do this.</p> <p><b>Once children appear to be finishing</b>, collect the crayons and sit altogether around the dream cloth. Share some of the dreams that have been drawn, and what they mean, with each other.</p> <p><b>Place the dream cloth over a sleeping Sarah – either a teacher or child in role, or a designated space in the room.</b></p> | <p>Children to be seated together, with teacher, on the floor.</p> <p>All children to use their bodies to make a frozen image/ freeze frame of this image.</p> <p>Responses may include:<br/> “Your dreams will disappear”<br/> “Your dreams are gone forever”</p> <p>Children to draw interpretations of dreams they believe would be on a dream cloth – they can’t write the dreams, using pictures only.</p> <p>Ideas may include:<br/> Land of all that is good<br/> Lollipop land<br/> A new home<br/> Gifts, toys, animals</p> <p>Children to tiptoe over to Sarah and place the new dream cloth over her until hers is repaired.</p> |

**Remind the children;** Sarah's dream cloth is still torn. Ask the children if they know of a way to fix it.

"Of course to fix a magic dream cloth, we would need to use magic thread to sew it back together... and we would need to become dream makers so that we can use the thread. Would you like to become a dream maker with me?"

**Enroll the children** as dream makers, asking them if they could please write up the ingredients for magic thread. Remind children how to write a recipe – measurements, list ingredients etc.

- hand out pieces of paper and pens for the children to use.

**When completed,** ask children what we now need to do in order to bring the ingredients together to make the thread.

**Allow the children** to take turns calling out what ingredient is needed. **Ask questions** that deepen belief in the activity:

- is (that ingredient) heavy or light?
- how will we put that in?
- does one person put that in or will we all need to?

**To use the thread** there are multiple ways the children can do this. The ideas below are suggestions. Of course the best way to use the thread would be to ask the children: what happens now?

There may be many suggestions, but the teacher selects one that includes the idea of sewing it back together.

Ensure children are aware that magic thread needs different types of ingredients to those required in food and practical/ craft tasks. Spend a few minutes discussing possible ideas which could include: laughter, sunshine, courage, colours from a rainbow etc.

Use the children's ideas, guiding them towards the creation of a mixing bowl, where all of the ingredients can be placed.

Children to act out placing ingredients into the mixing bowl. They determine how it is to go in. Eg. If a child says an ingredient is heavy, every one will need to act dragging something very heavy into the bowl.

1. Sit in a circle and pass an invisible needle and thread around the class.
2. Children to become the thread and weave around each other.
3. Children to sit and mime weaving on their own or in small groups.



**Once the dream cloth is repaired**

indicate an area in the classroom where Sarah is sleeping.

**Ask the children in a whisper**

“Could you dream makers please help me place Sarah’s dream cloth over her. We have to do it very quietly so she doesn’t wake up.”

**Say to the children,** “do you think it’s working? Oooh look, it is working! I can see her dreams are coming back to her. Let’s tiptoe away and leave her to sleep quietly with her dreams. “

**De-role and debrief with the children** by asking questions such as:

‘From looking at the story of Sarah, how do you think it felt for her when she woke up the next morning?’

“What do you think it feels like to be a dream maker, who fixes peoples torn dreams?”

**Possible follow up lesson:**

Visual arts lesson. Creating a container to keep dreams safe in. Ask questions that would frame this work:

“What is needed in order to keep dreams safe?”

“What would the box need to be made out of?”

“How would this container keep dreams safe?”

A teacher or a child can be in role as Sarah, or it can simply be an empty space and the children use their imaginations.

Tiptoe over to the space, some children remove the temporary dream cloth while the others each hold a corner of the imaginary dream cloth. The swap is completed almost silently.

Children to back away and sit together for the final discussion.



*Helping teachers work with children when they first return to school following major traumatic or life-changing events*

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**Arts-based teaching is so valuable for the immediate return to school after crisis and trauma. For those looking to sustain the benefits in the longer term, check out Mantle of the Expert - a highly engaging teaching approach combining inquiry learning with drama. It allows ākonga to explore real world contexts in create, safe and meaningful ways through imagined 'adventures' lasting several weeks or a term. With Mantle of the Expert, you can extend on the strategies used in the process dramas on this site to support learning across the curriculum. For more on Mantle of the Expert and other dramatic inquiry approaches in a New Zealand context, visit [www.mantleoftheexpert.co.nz](http://www.mantleoftheexpert.co.nz) or email [mantleoftheexpertnz@gmail.co.nz](mailto:mantleoftheexpertnz@gmail.co.nz)**