

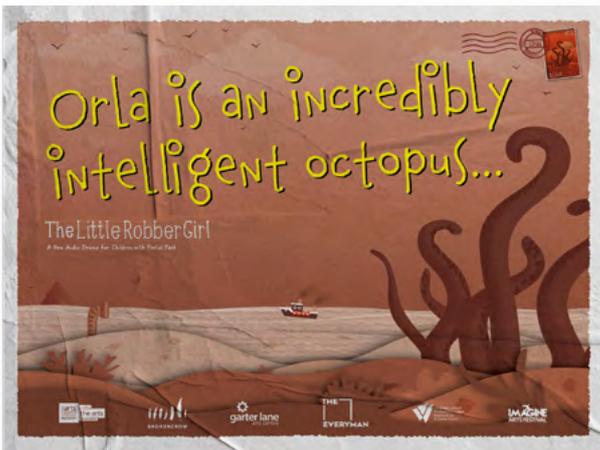


# The Little Robber Girl

by Deirdre Dwyer



# Teachers Pack



# Dear Teacher,



Welcome to the Teacher Pack for “The Little Robber Girl” an audio drama by Deirdre Dwyer. This five-episode audio drama invites you and your class into the world of seafaring adventures, creatures large and small, crafty pirates, magic and treasure.

The activities in this pack are linked with the **Primary Language Curriculum** for **English** and **Irish**, **SPHE**, **Arts education: Visual Arts, Music, Drama**, and **SESE: Science**. The activities are suitable for Second – Fourth Class. There are five audio drama episodes with three or four activities for each episode. The activities and episodes have **Curriculum Links** and plans with **Learning Objectives, resources, a main activity**, and **plenary**.

**The pack is divided into two parts:**

**Part 1:** Introducing the audio drama, discussing the poster using key questions, and Meet the Makers.

**Part 2:** Curriculum linked activities for exploring each episode in “The Little Robber Girl” audio drama. Five episodes in total with three or four activities for each. These activities and strategies can be used to develop children’s speaking and listening skills, storytelling and story writing, collaborative paired and group work. The cross-curricular approaches using drama and active learning approaches enable children to build on their vocabulary around feelings, choices, and decision-making skills.

We hope these activities will provide you with fun and useful ideas to share with your class. They can be added to your teaching toolkit.



BrokenCrow  
PRESENTS

# The Little Robber Girl



A New Audio Drama

in association with

Garner Lane Arts Centre, Waterford,  
the Everyman, Cork & Imagine Arts Festival

**Baboró**

International Arts  
Festival for Children



## The Little Robber Girl

### Part 1: Introducing the audio drama, “The Little Robber Girl”

by Deirdre Dwyer

# Part 1: Discussing the poster and Meet the Makers

<b>English L1</b>	<b>Strand:</b> Oral language  <b>Element:</b> Communicating, Understanding and Exploring and Using	<b>Strand unit:</b> Oral language – Stage 2-3  1. Engagement, listening and attention 3. Social conventions and awareness of others 5. Vocabulary 6. Demonstration of understanding 12. Description, prediction and reflection
<b>SPHE</b>	<b>Strand:</b> Myself  <b>Strand:</b> Myself and the wider world	<b>Strand unit:</b> Self-awareness. Identify and talk about personal preferences, dreams for the future and hopes.  <b>Strand unit:</b> Developing citizenship. Living in the local community, be aware of and appreciate the diversity of cultures and people in the local community, recognise their contributions and be aware of how differences can enrich their experiences.

### ACTIVITIES:

- Making predictions
- Discussion about ‘Meet the Makers’

### OBJECTIVES:

- To work in small groups to make predictions about the audio drama
- To understand behind the scenes of an audio drama

## Activity 1: Making predictions

**Learning Objective:** To make predictions about the audio drama.

- Explain to the children that you have been sent a poster
- Show the children the poster for “The Little Robber Girl” ask the class to **Think, Pair and Share** their ideas about it
- Think about what can they see in the poster? Why is there a boat? What might this be about? What else do you notice? What colours have been used by the illustrator and graphic designers? Why did they choose those colours?  
**Pair** discussion. **Share** ideas with the class

### Continuing the discussion:

- What are our predictions? Why did you make that prediction?
- Have they heard of the Little Robber Girl before?
- The poster looks like something happens at sea. What might happen out at sea?

**Plenary:** The poster is titled, “The Little Robber Girl”. What other title could the poster have been given?



## Activity 2: Meet the Makers:

**Learning Objective:** To understand behind the scenes of an audio drama.

**Resources:** Key words: Playwright, Illustrator, Actor, Composer, Sound Designer, Graphic Designer, on the Whiteboard share – Meet the Makers images and biographies

- Place/Write the following key words on the board/flipchart: Playwright, Illustrator, Actor, Composer, Sound Designer, Graphic Designer.
- Ask the children: Have you heard of these words/jobs before?
- Share and record the children's responses
- Show the images and biographies for the makers on the interactive whiteboard.
- Read the different biographies for the roles involved in making the audio-drama.
- Ask the children to show the jobs using an action. What action could you use to show a composer or an illustrator? How would you move your body? After each action freeze, move onto the next job and action.
- What action could you use to show a playwright? A sound designer? A graphic designer? An actor?
- Ask the children: are the jobs different to how you imagined? What job are you most interested in? Why?

**Plenary:** What job would you like to try in the audio-drama production team? Why?



# Cast & Crew

## Jacqui Kelleher

Jacqui is a designer, maker and teacher from Waterford. She loves crochet, knitting, sewing and music. She likes to make all kinds of things, and is never happier than when she's figuring out what to make from a new ball of wool or piece of fabric. Acting is very special to Jacqui, and putting on silly voices makes her very happy.



## Nicholas Kavanagh

Nicholas gets up early because he's a "theatre maker",  
He takes ideas from his head and scribbles them down on paper.  
He lives in a friendly neighbourhood in Ireland's oldest City,  
And spends all day creating characters, which are extremely witty.  
Nicholas likes to collaborate with other artists too,  
He writes and performs stories with his creative crew.  
He loves to walk in forests and cycle on his bike,  
He has a happy family and they all look quite alike.



## Aideen Wylde

Aideen Wylde is an actor and a theatremaker and when she's not doing those things, she works in a cartoon studio!  
Her favourite hobbies are cooking, crafting, singing and reading.  
She loves the sound of really loud rain outside and dressing up for Halloween...or just for no reason in particular!



## Cilian Jacob

Cilian likes to pretend to be characters and loves putting on silly voices and making people laugh. He loves creating noises on strings, boxes, trumpets, paper and anything he can get his hands on. He likes watching other people doing the same thing and it puts a big smile on his face.



## George Hanover

George is an actor. She loves making work for the youngest of people in our world. She enjoys being in nature and swimming in the sea when it is raining. She is a terrible baker but loves food. She comes from a very big family which is maybe why she loves to entertain and make people smile.



## Michael Power

Michael is an actor from Waterford. He has acted in both film and television as well as performing in plays. He loves running and playing all kinds of sports.



## Joe Meagher

Joe is an actor, director, writer, singer and musician (kinda). He likes playing games and making stuff up..

Oh and fizzy drinks.



## Deirdre Dwyer Playwright, Director and Producer

Deirdre is from Waterford and she is a Theatre Maker, that means that sometimes she works as a designer for plays and films, then her job is to make sure the place and the costumes look right. Sometimes she writes and directs plays, especially plays for children.

She likes making things with her hands, looking after plants and cooking delicious meals. She loves watching birds and animals in the garden and swimming in the sea. She doesn't like sandwiches.



## Anthony O'Dwyer Composer and Sound Designer

Anthony is from Carrick-on-Suir and is a musician and copyright lawyer. He plays guitar, bass, piano and drums and also makes music on the computer. He enjoys walks and sea swims.



## Neill Mac Cann Graphic Design [nmcDesign.ie]

Neill is a graphic designer and loves nothing more than to get his hands dirty with all kinds of drawing and design. When he's not walking with his dog on the beach (even though she doesn't like to get her feet wet!), he can be found ranking ice-cream by deliciousness and buying more indoor plants than is necessary.



## Karen Kelleher Educational Consultant

Karen is from Cork. She lives in London with her family. She is a primary school teacher and a drama facilitator. She loves creating fun activities and songs with her classes. She enjoys singing in the rain, reading, writing her own stories and going to the theatre.



# The Illustrators

EP1. Meeting Mattie, was created by Danny Foley



## The Illustration for Episode One

Danny is an artist from Cork. He is 19 years old and has just finished secondary school. He hopes to start studying Fine Art in Cork in 2021 and fulfil his childhood dream of being an artist. He sells his work and has collaborated with other creatives he met at Graffiti Theatre Company. He illustrated a children's book called 'Santa's Magic Mask' to assure everyone that Santa had a magical face mask to protect others from the corona virus and would still arrive for Christmas 2020. Danny can't wait to share his art with the world and wants to inspire others to also pursue their passions.



EP2. Finn of the Fisherfolk, was created by Rory Van Dokkum



## The Illustration for Episode Two

Rory is an artist and illustrator currently living in Waterford. He has been drawing since he was 5 years old, and does not intend to ever stop. After messing around with pencils, paints, charcoal and other mediums for ages, he's finally settled on using either a fine-tip pen or just a simple black biro for his work. He has a love of all things strange and fantastical, and in particular enjoys drawing monsters. In his spare time, he also likes to scribble down ideas for books and games.



EP3. The Missing Jewels, was created by Róisín Hahassy



## The Illustration for Episode Three

Róisín grew up in Clonmel, moved to Brazil in 2015 and has recently relocated to Portugal. She spends her days drawing pictures for children's books and when she isn't drawing, she loves nothing more than snuggling up in a cosy corner with a good book or a film. She makes most of her art digitally, but when drawing for fun, her favourite materials are colouring pencils and paper.



## EP4. Sister Stories, was created by Grace Enemaku



### The Illustration for Episode Four

Grace Enemaku is a Nigerian-Irish designer and illustrator from Dublin. She creates branding and illustration for the unconventional and loves building rich, imaginative worlds within her work. Her projects vary from branding and design for tech companies to children's books and illustration for creative businesses in the arts. She recently co-founded DesignOpp, an IDI initiative to champion diversity for people of colour in Irish design. In her spare time you can find her working on her streetwear brand KTSCH or glued to her Nintendo Switch playing Animal Crossing or the newest indie darling.



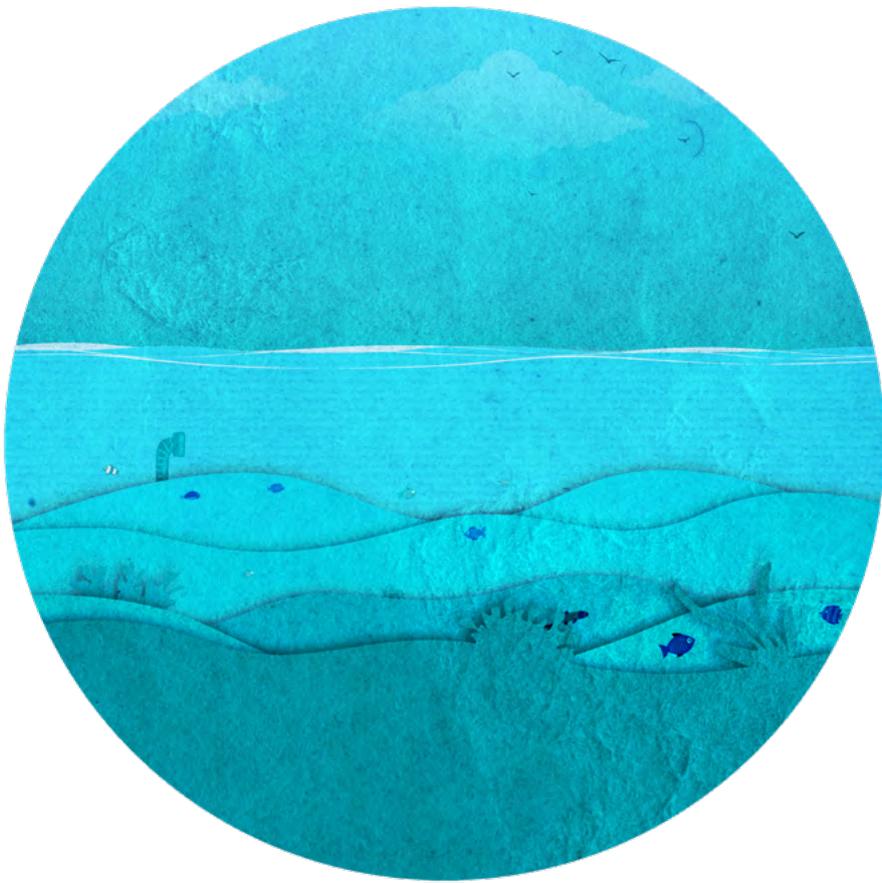
## EP5. Danger in the Deep, was created by Abeeha Tariq



### The Illustration for Episode Five

Abeeha is a Pakistani and Irish illustrator currently living in the UK. The story goes: when she was a child, she picked up a pencil one day and started drawing – and just never stopped. Her art is infused with bright and playful colours, shapes and textures. She is a member of the DesignOpp initiative and makes art featuring all types of people and cultures. She is currently working on an upcoming children's picture book.





## The Little Robber Girl

### An audio drama for children

by Deirdre Dwyer

# Part 2: Activities and strategies exploring the audio drama story

This section of the teacher pack is divided into five episodes linked with the audio drama. Each episode has curriculum linked activities that explore the themes of the 'The Little Robber Girl' and can be used again across the curriculum. We hope you enjoy trying out the activities with your class.

## EPISODES AND ACTIVITIES

### Episode 1

**Activity 1: Keeper of the Keys**

### Episode 2

**Activity 2: Designing and constructing a boat or raft using different materials**

### Episode 3

**Activity 3: Ról ar an mballa**

### Episode 4

**Activity 4: Colour mixing and creating a painting with a colour palette**

### Episode 5

**Activity 5: Thought bubbles**



# Episode 1

## Activity 1: Keeper of the Keys

**Learning Objective:** To work together to find ways to collect the keys.

**Resources:** A hall space or the chairs and desks cleared in the classroom, keys, a crown or hat for the Keeper, a chair if needed for the Keeper to sit on.

The Keeper of the Keys activity is adapted from: Beat by Beat Press. (2014) [Online] Available from:

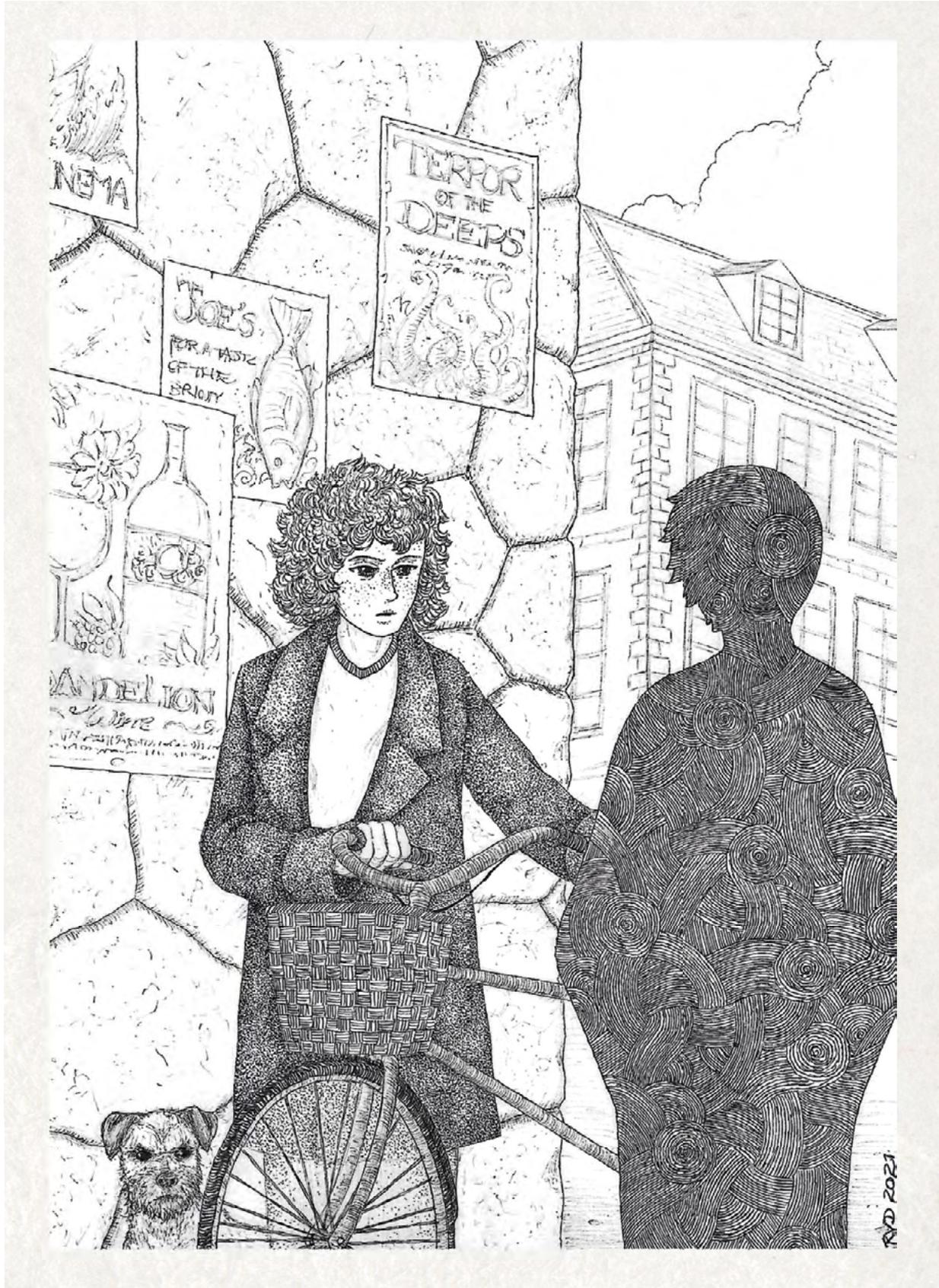
<https://www.bbbpress.com/2014/04/drama-game-keeper-of-the-keys/>

Accessed: 8th September 2021

- This warm-up activity. It is about working as a team, using our senses to listen in and think of strategies to retrieve the keys from the Keeper.
- One person – the Keeper stands guarding their keys, which are by their feet. They face the away from the class. They close their eyes – check that the child is comfortable with closing their eyes or they can look towards the ground.
- The Keeper stands, facing away, with the keys at their feet. They need to listen and point when they hear a sound. They want to protect their keys.
- The rest of the class are at the other end of the classroom or hall. They want to get the keys.
- Discuss: What could we do to retrieve the keys? Share ideas for strategies.
- When the Keeper of the keys says “Go!” the group can begin to move to try and get the keys. When the Keeper turns around the group must freeze!
- If the Keeper sees anyone moving those people must return to the beginning position and try again. If they were not moving when they hear “Go!” they can begin to move again from their position.
- The game continues until one person retrieves the keys.
- This person becomes the new Keeper of the keys.
- You can pause the game and ask; “What is working well?” “What can you do to help your team? Listen and share feedback.

### Extending the game and adding a challenge:

Encourage the class to explore different characters from the play. Can they move and freeze like; Mattie or one of the gang – Sam, Mike, or like Orla Octopus or Finn? How would those characters move? What ideas might they have to get the keys? For moving like Orla – maybe children could move in a pair? Try again just as themselves after moving as a character. What is different? Do you have new ideas?



# Episode 2

## Activity 2: Designing and constructing a boat or raft using different materials

**Learning Objective:** To design a boat or raft.

This activity is designed to be delivered over two lessons

Resources: A variety of materials – these could be collected and kept aside before using– these will help the class when they are designing their boats.

Junk modelling materials – cardboard, paper, plastic yoghurt pots, or plastic cartons, foil, lollipop sticks, glue sticks, PVA glue, glue spreaders, split pins, string or wool, sticky tape, hole punch, rulers, scissors, fabric, pencils, colouring pencils, paper, markers.

Resources: Pictures of boats, rafts, pencils, paper, colouring pencils, materials that can be using for constructing the boat or raft.

- This activity can take place over two lessons.
- The class can work on individual boats or rafts, or this could be a paired activity.
- Show the class pictures of different types of boats and rafts – available
- At the end of this section. Ask the class to say what they can see. What materials are used to build these miniature boats and rafts? Listen to ideas.
- Today you are going to design a boat or raft. Using different materials you are going to make your own miniature boat or raft.
- Show the class the variety of materials they have available to them when making the boat or raft. Ask the class to think about what materials would hold their boat or raft together? Which materials might float best?
- Show the pictures of various boats and rafts for inspiration on the whiteboard. Model drawing a design for a boat or raft. Label the materials that will be used.
- Give paper to each child or a pair to begin designing their boats or rafts.
- Share children's different designs and ask them to explain what materials they have chosen and why.

Plenary: What designs did you choose for your boat or raft? Why? What materials have you chosen to build your boat or raft? What made you select those materials?

**Learning Objective:** To use different materials to make a boat or raft.

**Resources:** Boat and raft designs from the previous lesson, materials and attachment equipment: paper, cardboard, lollipop sticks, jumbo sticks and standard sticks, plastic containers, plastic bottles, cardboard cups, paper straws, play dough, Lego, bottle tops, cork tops, fabric, foil, cling film, scissors, glue, glue spreaders, newspaper or table covers, sticky tape, duct tape. Reminder to be safe with scissors in the classroom.

- Ask the class to review their designs for their boats and rafts.
- Share out different materials with the class.
- Ask the class to consider how they will attach different parts of their boats or rafts? What might work well? Why?
- Give the class time to construct their boats and rafts.
- Plenary: What materials worked well? Why? What materials were easy to attach? What were the challenges of this activity?

**Extension:** To carry out an investigation to see how the boat or raft responds to the force of water. The class could use basins and investigate which boats float and can hold more objects. Remind the class about water safety.

**Boat Ideas**

**Raft Ideas**



A boat made with bottles, tape, and paper. (2021) [Online] Available from: <https://www.pbs.org/parents/crafts-and-experiments/float-diy-water-bottle-boats> Accessed: 10th September 2021



Raft made with 12 jumbo lollipop sticks, 1 standard stick, glue, material. 2021. [Online] Available from: [https://www.craftysticks.com/Popsicle-Boat-Craft\\_b\\_2.html](https://www.craftysticks.com/Popsicle-Boat-Craft_b_2.html) Accessed: 10th September 2021



Boat made from kitchen foil. 2021. <https://www.science-sparks.com/how-many-coins-to-sink-a-boat-stem-challenge/> Accessed: 10th September 2021



Raft made with straws, clingfilm, duct tape, paper cup. 2021. [Online] Available from: <https://pbskids.org/designsquad/build/watercraft/> Accessed: 10th September 2021



Boats made from plastic. 2021. [Online] Available from: <https://www.science-sparks.com/how-many-coins-to-sink-a-boat-stem-challenge/> Accessed: 10th September 2021



Raft made with lollipop sticks, corks, duct tape. 2021. [Online] Available from: <https://www.science-sparks.com/a-raft-for-the-billy-goats/> Accessed: 10th September 2021



Boat made Lego, playdough, a straw, paper, sticky tape. 2016. [Online] Available from: <https://www.craftionary.net/floating-boat-kids-science-experiment/> Accessed: 10th September 2021



Raft made with 2 thick sticks for base, 10 shorter sticks, stick for the mast, twine or string, scissors, glue, dish cloth. 2015. [Online] Available from: <https://www.beafunmum.com/2015/03/stick-raft-boats/> Accessed: 10th September 2021



# Episode 3

## Activity 3: Ról ar an mballa

**An Treimhse Cumarsáide:** 3: Ról ar an mballa

**Teideal an cheachta:** Scríobh faoi charactair sa dráma

- Caithfidh na páistí smaoineamh faoi Mattie. Cén sórt duine í?
- Bígí ag caint lena chéile. Cuir cheist leis an rang, “Cén sórt duine í Mattie?”  
“Cad a cheapainn sibh?”
- Éist agus scríobh síos na freagairí ar an mbord.
- Tarraing duine ar an mbord agus scríobh na mothucáin faoi Mattie insteach sa choirp agus na rudaí faoi conas a féachainn sí agus rudaí is maith léi os chomair an tarraing.
- Beidh na páistí in ann obair ina aonaor nó i mbeirteanna.
- Tabhair píosa páipeir dóibh agus déanann said an rud a rinne tú ar an mboard.

Ceisteanna:

- Cad is ainm di?
- Cá bhfuil sí ina cónaí?
- An bhfuil peata aici?
- Cén sórt duine í?
- An bhfuil sí cinéalta? Áthasach, brónach, feargach, neamhspleách, eachtrúil?
- Cén sórt caitheamh aimsire atá aici?

**Daingniú:** Éistigí leis an ról ar an mballa agus na rudaí atá scríofa ag na páistí agus cur ceist ar an ngrúpa, “An raibh sé éasca nó deacair a bheith ag smaoineamh rudaí a scríobh faoi Mattie?”

Ról ar an mballa – mar shampla:

Ról ar an mballa

Mattie is ainm di.

Tá sí ina cónaí lena máthair, Mags agus Sam agus Mike. Cónaíonn siad ar bád cónaithe. Is í an duine is óige.

Tá madra aici. Arthur is ainm dó. Tá sí in ann smaointe Arthur a cloistáil. Cloiseam sí Orta, an achtapas. Goideann sí rudaí ó daonna. Is breá léi a bheith ag rith agus ag snámh.



# Episode 4

## Activity 4: Colour mixing and creating a painting with a colour palette

**Learning Objective:** To mix colours and create a painting with a colour palette.

**Resources:** Illustration for Episode Four, Sister Stories by Grace Enemaku, a colour wheel image, paints – red, yellow, blue, white, paintbrushes, paint trays, pencils, drawing paper, water pots, newspaper or table covers, old t-shirts or aprons for painting, drying rack or area for paintings.

**\*This activity may need to be set up in the morning or after lunch for a longer session.**

Ask the class to look at the illustration from Episode 4: Sister Stories by the illustrator, Grace Enemaku. What can they see in the illustration? What do they notice about it? What colours has the illustrator decided to use? Why do you think they chose those colours for the illustration?

Today we are going to do some colour mixing and think about a limited colour palette. The illustrator, Grace Enemaku chose a particular colour palette to create her illustration.

Show the class a colour wheel. What colours do you see? There are primary and secondary colours. The primary colours are red, yellow and blue. We can use these colours to create the other colours on the colour wheel.

Set up the classroom ready for painting – tables with covers, newspaper, paintbrushes, water pots, paint trays, paints – red, yellow, blue, white and an example colour wheel on the board.

Give the class opportunities to explore the different colours, they could create their own colour wheel to begin, creating a red, yellow and blue space on the colour wheel and then mixing those colours to create the secondary colours on the colour wheel.

Look at the illustration by Grace Enemaku for Episode 4, Sister Stories again.

Ask the class to think about what drawing they would like to create. It can be inspired by Grace Enemaku's illustration or it could be another scene or episode from the audio drama.

Think about the colour palette they would like to use and decide on the key colours they will use in their limited colour palette.

The teacher can begin a model drawing an example and share what their colour palette will be.

Give the children time to draw, decide on their palette and to complete their painting. It might be useful to try this over two sessions.



**Plenary:** What colour palette did you decide to use? Why? What did having a limited colour palette mean to your painting?

Example of a colour wheel: Image: iStockphoto LP by Getty Images . (2021) Colour Wheel. [Online] Available from: <https://www.istockphoto.com/search/2/image?medi-atype=illustration&phrase=creative+color+wheel>  
Accessed: 15th September 2021



# Episode 5

## Activity 5: Thought bubbles

**Learning Objective:** To write thought bubbles for the characters.

**Resources:** The postcard illustration from Episode 5 – Danger in the deep by Abeeha Tariq, thought bubble templates, pencils.

- Show the class the postcard illustration from Episode 5: Danger in the Deep by Abeeha Tariq. Ask them to describe what they can see. Tell their partner or the children that are at their table.
- Share children's ideas with the whole class.
- Show the children a thought bubble. "Ask what do we use a thought bubble for? What might a character be thinking?"
- Show the class the thought bubble template. "Imagine what Mattie, her mam, Mags, Finn and Arthur are thinking at this moment." What might Mattie be thinking? What might Finn be thinking?" "What might Mags be thinking?"
- Model writing a sentence in the thought bubble. Reminding the children to use the first-person register, I.
- Give the class time to write and share their thought bubbles.
- Draw a picture to match the character speaking the thought bubble.

**Plenary:** Listen to more of the thought bubbles.

You could try a drama activity, asking the children to go in role as the different characters and a thought tracking activity. Children could try it in groups. As they pass by they tap a character on the shoulder and we hear the character's thoughts. It could be developed into a mini scene or improvisation.

Thought bubble template:





Thank you.

