

# Talk about it

SECTION

5

## The Sheep-Pig: the movie

**Objective:** To contribute to shared discussion about literature, responding to and building on the views of others.

**What you need:** Photocopiable page 23, copies of *The Sheep-Pig*, writing materials, flip chart.

### What to do

- Tell the children that before films are made, writers have to pitch their ideas to producers.
- Ask the class to think about *The Sheep-Pig* in terms of cinema. Although it has already been made into a film, ask pairs to discuss what made it suitable for filming. Remind them that it is important that they listen, and build on each other's ideas.
- After ten minutes, hand out photocopiable page 23 to each pair to continue their discussion and make notes.

- At the end of the ten minutes ask each pair to present their 'pitch' to the rest of the class, based on their notes. Remind them to be persuasive, and round off their speech with a memorable summary or selling point. Then ask the class to vote for the best pitch.
- Establish what is dramatically interesting about *The Sheep-Pig*, and summarise the findings on the flipchart.

### Differentiation

**For older/more able children:** The children could prepare a short radio advertisement for the film version of *The Sheep-Pig*. They will need to decide on an audience and think carefully about the persuasive language they use.

**For younger/less able children:** Ask the children to storyboard a short TV advertisement for *The Sheep-Pig* film, aimed at adults.

## Live from the Grand Challenge Sheep Dog Trials

**Objective:** To present events and characters through dialogue to engage the interest of an audience.

**What you need:** Props such as microphones, chairs, clipboards, copies of *The Sheep-Pig*, paper, writing materials.

### What to do

- Ask the children if they watch sport on the television, or listen to it on the radio. Encourage them to share their knowledge about the roles of pundit, commentator, presenter and interviewer.
- Tell the children they are going to provide a commentary for the Trials, where Babe is the final competitor.
- Invite them to take on different roles in groups of three. One will be the commentator, describing the actual events (*And now a sheep has entered the arena...*). The second will be the pundit expressing expert opinions (*Well, I don't think this is in the rules*). The third will be

the presenter in the studio, who introduces the programme and asks questions of the pundit and commentator.

- Give the groups ten minutes to prepare their programme, before presenting it to the class.
- Now ask the groups to take on new roles. One child will now be an interviewer and the other two interviewees. The interviewees could be other competitors, spectators, or even other animals taking part in the Trials. Encourage the children to use props for this part of the activity.
- Ask the groups to present their interviews to the class.

### Differentiation

**For older/more able children:** Ask the children to work on a script for the broadcast.

**For younger/less able children:** Have questions prepared on clipboards. Allow longer preparation before the children present work in an assembly for the whole school.

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