

## **Rebecca East**

### **PROCESS DRAMA OUTLINE**

#### Island Roles

fruit harvester  
fishers  
island cooks  
basket weavers- palm fronds

#### Props

palm fronds  
sticks for fishing rods  
cutouts of fruit

#### Phrases in Samoan

Mālō e lelei- Hello  
'Ofa atu- love to you, best wishes  
Motunui- the fictional island where Moana lives  
hou'eiki- chief

#### OUTLINE:

Theme / Learning Area: By role playing as islanders on the island of Tonga 2,000 years ago, students will explore how roles within the society are key to the essential functioning of the tribe and understand Moana's mindset growing up on the fictional, but similar, island of Motunui.

Context: 2,000 years ago, in the Polynesian island of Tonga. The goal is for students to walk away from the drama with an understanding of the daily work villagers had, how tasks were divided, and how Moana felt when she was handed her destiny to her. By the end they should understand the life of the Tongan people and find similarities and differences in how the Tongan society and their own.

Teacher's Role: As the teacher, I will be the ceremony leader.

Student's Roles: The students will be families of villagers and will grow into contributing workers for the village.

Frame: Tongan children who will grow to be working members of the village and be assigned their lifelong duty rather than being able to explore their own hopes and dreams.

Sign: Image of the Polynesian islands and where Tonga is being projected, hula skirt worn by ceremony leader, image of the starry night sky projected, images of fish and fruit for those people to gather.

### Putting It Together

Have students get into family units, 3 siblings per family unity

Have family units act out a normal day for the siblings

Now it is nighttime, you are about to go to bed. Act this out.

- put up image of starry sky, play An Innocent Warrior from Moana soundtrack

Have the students pull out their diaries, have them grab pieces of papers and something to write with, and write out their dreams, maybe what they want to be when they grow up. This is the night before they are to be assigned their lifelong jobs.

Pretend a number of years pass and now all of our children are of age to enter the workforce and their friend Moana is old enough to be crowned as ruler

Bring everyone to the ceremonial crowning of the new chief- Moana

- As ceremony leader I will prepare the Kava and serve it to everyone
- “But before we crown our new leader, I would like to give everyone their lifelong duties to our people”

Assign family units a trade (harvesters, fishers, chefs, basket weavers)

Have the family units act out doing their trade

- walk around to the groups and lead them to practicing their trade

Have the students go home, talk to their siblings about how their day went and share their thoughts on not getting to choose their jobs

Have the students pull out their diary again, ask them to write whether or not they would like to have a different job

Return for another day of work, tell the students to bring their contributions from their work to the ceremony.

Call everyone to the ceremony. Let the students know how proud Moana has been at their skillful work, but wants to hear how their first week has been. Let them share their thoughts.