

Context and Unit name	Moon Mouse: Finding Friends in Unexpected Places. A Drama unit of work for Year 3 and 4 students. Based on the picture book <i>"Moon Mouse"</i> by Corrinne Averiss and Corrinne Tapley, illustrated by Lorna Hill (2024). Publishers Hachette Australia. https://www.hachette.com.au/corrinne-averiss-corrinne-tapley-lorna-hill/moon-mouse
Year level	Year 3 and 4
Length of unit	7 / 8 weeks
Unit description	The unit centres around the picture book <i>Moon Mouse</i>, inviting students to immerse themselves in the imaginative world of its protagonist—a curious mouse who dreams of making friends beyond his familiar surroundings. Through guided exploration of the story, students examine themes of loneliness, courage, and connection. Drama-based activities serve as the primary mode of engagement, allowing students to step into the shoes of Moon Mouse and other characters. Techniques such as teacher-in-role, role-play, tableau, improvisation and reflection are used to deepen understanding of the book.
Length of unit	7 – 8 weeks
Descriptions	• Students use stimulus materials, such as images, events, texts, questions, and observations, as inspiration for their own making and responding. • These experiences support students to develop aesthetic knowledge across cognitive, sensory, emotive and physical domains, and to value artworks and practices from across times, places and/or other contexts
Achievement standards (Australia)	By the end of Year 4, students: • Describe the use of selected elements of drama in drama they experience, create and/or perform • Describe where, why and/or how drama is created and/or performed across cultures, times, places and/or other contexts • Use selected elements of drama when creating drama and/or performing • Collaborate to improvise and/or devise drama that communicates ideas, perspectives and/or meaning

	● Perform their work in informal settings.
Content descriptors	Exploring and responding AC9ADR4E01: Explore where, why and how drama is created and/or performed across cultures, times, places and/or other contexts Developing practice and skills AC9ADR4D01: Use the elements of drama to explore and develop ideas for dramatic action in improvisations and/or devised drama Creating and making AC9ADR4C01: Improvise and/or devise and shape drama using the elements of drama to communicate ideas, perspectives and/or meaning Presenting and performing AC9ADR4P01: Perform improvised and/or devised drama in informal settings
Assessment	Summative: Group presentations
Links	Literacy; Personal and social capability; Intercultural understanding; Ethical understanding; Critical and creative thinking

Weeks	Learning Experience	Teaching strategies
Week 1 Setting up for Drama	Overview and Resources: This lesson introduces students to the setting and characters of the picture book <i>"Moon Mouse"</i> by Corrinne Averiss and Corrinne Tapley, illustrated by Lorna Hill (2024). Students use this picture book as a springboard to imagine and create the environment and home of <i>Moon Mouse</i>, developing their own narrative. Activity 1: Knives and Forks game - Teacher calls out objects. Students first begin in their own space. They become the object and freeze. Students only have 5 seconds to become the object. Encourage students to use their whole bodies, think about their use of space, levels, and once they've formed a shape, to show stillness. After a couple of rounds, students move into a pair with the person closest to them. Again, they are creating one object. Students need to make quick offers to their partner and work collaboratively to create an object. Repeat in sequentially larger groups, 4, then 8, then the whole class together. Possible objects to call: <i>Individually:</i> balloon, 2's: chair, house, <i>Larger groups:</i> present, wheelbarrow, flower, ladder. <i>Whole class:</i> spaceship, telescope, moon. Extension: asking groups to add movement and sound. Remind students to be mindful of their personal space and to communicate if they feel uncomfortable. Activity 2: Exploring space Provocation: The story we are going to explore today is set in space. I wonder what we know about space. - Ask students to list what they might find or see in space. Look at the cover of the book. What do you notice? What do you wonder? Record responses for later. - Read the first page, "This is Moon Mouse. He lives all alone, many miles from Earth, in his chalky white home. Is there anything else we learn about Moon Mouse and where he lives?" - In partners think-pair-share. Mapping: Moon Mouse lives on the moon, which may seem like a long way from Earth, but what draws him near to Earth? This could be an opportunity to introduce ideas: distance, visibility of planets, shared sky, the connection of celestial circles - we're all connected. (Possible connection to Geography)	Individual work, group work, whole class participation Questioning/ wondering Think-pair-share Mapping

	Activity 2: A Space Day in the Life of Moon Mouse • After the game concludes, revisit the areas of Moon Mouse’s home that were established in the last lesson. Where is his house? Bedroom? Garden? Do a brief walk-through of the space to reacquaint students with Moon Mouse’s environment. • Then, invite them to choose one area where they want to begin the next activity. Consider reading a few pages from the book to reintroduce them to Moon Mouse and get them thinking about his daily life on the moon. • Read pages that begin “Space time moves slowly . . .through each long space day.” This section of the book outlines some of his activities, including fixing his rocket, watering his garden, and baking. • Continue reading: "Space time moves slowly, but hey, that’s okay. Moon Mouse keeps busy through each long space day." Remind them that, as far as we know, Moon Mouse lives alone, and so they will be doing the following mime activity on their own. • Briefly outline the drama convention of mime with students (i.e. doing realistic actions without props or words). • This game, a Day in the Life, uses mime to imagine Moon Mouse’s “space day” routine. Activity 3 with age differentiation: With younger students • Guide students through Moon Mouse’s space day activities using narration and mime, encouraging them to join in with your movements. • Sample script: <i>When Moon Mouse wakes up each morning, he gives a big yawn (stretch and yawn). He looks through his telescope, where he can see the starry sky, and he wonders what it is (looking through the telescope). He slowly moves to the kitchen and makes himself a big bowl of cheese (opening the fridge, chopping cheese).</i> With older students • Narrate different times of day and encourage students to do what they think Moon Mouse might be doing at that time of day. • Sample script: <i>It’s 8 o’clock in the morning and Moon Mouse is just getting up. What is the first thing he does as he gets out of bed? Where does he go? How does he move from place to place?</i>	Drama conventions: mime and narration
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	✓ He has no family or friends ✓ He does get lonely sometimes ✓ Has never been to another planet, but he is curious about them because he can see them through his telescope • If students ask him about humming the Happy Birthday song, he admits that he doesn't know what the song is, or what a birthday is, but for some reason the song is stuck in his head . . . • When it feels like a good time to wrap up the role play, invent an excuse for Moon Mouse to leave (perhaps he has to water his garden). • Remove the costume piece and leave the chair to signal that the role play is over and give some applause to the students for their participation. Reflection: • <i>What are our first impressions of Moon Mouse?</i> • <i>What have we learned about him?</i> • <i>What are we curious about, that we would like to know more about?</i> • <i>What sense do we have of Moon Mouse's feelings, not just from what he said, but how he behaved in our drama?</i> • <i>How did the hot seating go?</i> • <i>How might we make the drama go even better next time?</i> Activity 3: Snapshots of Life on the Moon: Freeze Frames • Now that we have imagined Moon Mouse's environment, his daily life on the moon, and gotten a chance to ask him some questions, we will put that information together to create a "snapshot" of Moon Mouse at the end of this day, the same day we met him. • Show them the image from the book on the page that begins: <i>"There's no one to squeak to, not a sound fills his ears. But he's used to the silence– he's lived here for years."</i> • Invite students to go back to the space where they began the lesson, standing alone. Ask them to listen to the narration and begin to act out what is being described through mime. In this activity, everyone plays Moon Mouse. Sample script: <i>"That night, Moon Mouse got ready for bed, as he always did. He put on his pyjamas, brushed his two front teeth, and got out his favourite toy teddy bear. But before he got under the blankets, he sat down on his bed, facing the window. He listened to the silence. He looked out at the starry sky and</i>	Reflection/ predictions/ questions, inferences Reflection
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	<i>took a deep, long sigh. He thought about the mysterious people he had met that day, and the questions they had asked him about his life.</i> <i>It was so rare to have anyone to talk to here on the moon! It was nice to talk to people. He looked out into space and began to think”.</i> • Ask students to stay in their pose as Moon Mouse, looking out his window. • Move through the space and thought-track students, encouraging them to speak a phrase or sentence about what Moon Mouse is thinking about at this moment. Reflection: • Have a brief discussion of some of the highlight phrases that students heard during the activity as a wrap-up of today’s lesson and a prelude of what is to come. <i>What is Moon Mouse thinking about?</i> <i>What emotions is he feeling at this moment?</i> <i>What do you think will happen next in the story?</i>	Mime Thought tracking Reflection
Week 3 Balloons!!	Overview and Resources: This lesson jumps ahead to the moment when the balloon arrives in the story. To Moon Mouse, the balloon is a mysterious and unfamiliar object. Students take on the role of experts, helping Moon Mouse understand the various social situations in which balloons are commonly used. Materials needed • Red balloons - for balloon dance warm-up option • Narration script • Mouse ears for Teacher In Role as Moon Mouse • Red scarf for the Object Transformation game Activity 1: Warmup (choose 1) 1. Balloon Tag	Group work

	• All students become balloons floating around the room, encourage students to be creative with their size and shape of balloon. • Choose one or two other students to be the ‘balloon poppers’. They will move around the space and try to pop (tag) the balloons. Remind students about safe touching - gently touch and saying ‘pop’ to indicate they’ve popped them. • Once a balloon has been popped, they say a loud ‘loud’ and deflate (collapse) to the floor. Another balloon can come and save them, by standing over them with their arms in a circle and counting aloud to ten. Once they get to ten the balloon is inflated again and can resume being in the game. Hints: • Encourage collaboration and teamwork. The goal is to help other balloons inflate and before the poppers can tag all the balloons. • Change the poppers after a couple of minutes. • Explore the different sounds they could make when they get popped. OR 2. Balloon Dance - Adapted from Drama notebook.com Objective: • To warm up students' bodies and imaginations by exploring slow-motion movement, body awareness, and creative transformation. • Play some gentle floaty music - could be space themed for example: Space Ambient Music (DEEP SPACE JOURNEY) (Clair de Lune, L. 75) • Ask the students to scatter themselves around the room so they each have enough space to move freely. Toss a number of balloons into the air. • Explain that the goal is to keep the balloons in the air without letting them touch the floor. Emphasise that this is not a fast-paced or competitive game. • Encourage students to move in slow motion, interacting with the balloons gently. Ask students to imagine that they themselves are balloons—light, floating, drifting through the air. Students may use any part of their bodies to keep the balloons aloft—not just their hands. • After a few minutes, gradually remove the balloons from the activity. Now invite students to morph from balloon shapes into a still image of Moon Mouse, a character going about one of his daily tasks.	Movement / kinaesthetic Group work Kinaesthetic learning
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	• Suggestions include: Gardening on the moon, Cooking, Collecting cheese from moon craters, Fixing his rocket ship. • Countdown to Stillness: Begin a slow countdown: “10... 9... 8... 7...” • As you count down, students should slowly transition into their final pose. By “1”, all students should be frozen in a strong, clear still image. Reflection: Ask a few students to describe their pose or guess what others are doing. Activity 2: Mimed Narration Tell the students you will narrate the next part of the story, and they need to mime what happens. Teacher Narration <i>One quiet day on the moon, Moon Mouse was keeping busy doing his favorite things. He worked in his tiny moon garden, planting shiny moon flowers. He stirred a yummy pot of moon soup in his little kitchen. Mmm—it smelled so good! Then, he looked at all his special moon cheeses in his cheese cupboard. He liked to keep them all neat and tidy. Moon Mouse also worked on his rocketship. He tightened the screws and fixed the wires so it would fly just right. He even cleaned his big telescope so he could see the stars better. Then—whoosh! Something floated down from the sky. It was a bright red balloon! It came all the way from Earth! The balloon twirled and spun in the light moon air. Moon Mouse stared with big wide eyes. He had never seen anything like this before! He walked closer. He reached up, up, up... He stood on his tippy-toes...He jumped... and grabbed the string! He caught the balloon! Moon Mouse smiled and wondered, who it belonged to and how it had come all the way to the moon.</i> Thought tapping – thoughts aloud • Students hold their still shape from the previous mime activity. ✓ <i>Imagine Moon Mouse had never seen a balloon before. What questions would Moon Mouse have about the balloon? What thoughts are going through his mind?</i> • Teacher gently taps each student on the shoulder or pretends to pop a thought bubble, and students speak Moon Mouse’s thoughts out loud at this moment in the story. Imagination Game – Object transformation ✓ Moon Mouse wonders what the balloon could be and comes up with lots of possibilities.	Mime Narration -teacher-in-role Thoughts aloud
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	<i>Hmm... I still don't quite get it. Can you show me what a balloon does? Can you pretend to be balloons for me?</i> Activity 4: Mimed Moments • In groups of 3-4, the students create mimed moments related to balloons, showing how they are used on earth. • E.g. Birthday parties - decorations, to take home at the end of the party, tie onto the letterbox to show people where your house is and where the party is, some can be filled with helium, some you blow up with your own breath. People get sad when they pop or they fly away. Activity 5: Performance Carousel • One group at a time presents their mimed moment to Moon Mouse to help him understand. • Have the groups positioned around the room in their freeze frame. As Moon Mouse walks by, he stops at each group and they begin their mime. Opportunity to add sound and dialogue. When each group is finished, they freeze and the next group begins. Activity 6: Teacher in Role as Moon Mouse Teacher script: <i>Oh my whiskers! Thank you for showing me what a balloon is. Now I understand—balloons are like little floaty Earth hugs! I'm so glad one came all the way to the Moon just to visit me but... oh dear...Someone on Earth must be very sad. They lost their balloon... and they might be looking for it right now. I wonder who this balloon belongs to? I wonder how I could get the balloon back to them?</i> <i>Act worried...Hmm... I could take it in my rocketship...But I'm not too sure I want to leave my cozy Moon home. It's safe here, and quiet... and full of cheese! What if the people on Earth don't like Moon Mice? What if they scream when they see me? What if they say, "Aaaah! A space mouse!!" and run away? I need to have a big think about this and come up with some sort of plan. How about I give you some time to think about it too, and perhaps we could see each other again to make a plan to get this balloon back to who it belongs to? Would you help me?</i> Reflection/debrief ✓ Why does Moon Mouse choose to live alone? ✓ What difficulties does Moon Mouse have living the way he does? Additional activities linked to literacy:	Teacher-in-role Mime Group performance of rolling freeze frames / soundscape/ mime (formative assessment) Teacher-in-role
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	✓ Diary entry of Moon Mouse - Describe the arrival of the balloon - the day the balloon arrived. ✓ Poetry - The Red Balloon - Balloons	Reflection Literacy/writing / poetry
Week 4: The Birthday Party	Overview and resources: In this lesson, Moon Mouse learns the social norms of birthday party celebrations and the significance of balloons. Moon Mouse is faced with a dilemma that challenges the safety of his comfort zone. The students will need to help Moon Mouse find the courage to leave his home and return the balloon to the boy on earth. Materials Needed: ✓ Telescope prop - Cardboard tube painted gold ✓ Mouse ears or scarf for Teacher in Role ✓ Teachers scripts ✓ Pop up book to help demonstrate the Pop Up activity ✓ Hoola Hoops Activity 1: Warmup Musical Moon Craters/Launch pads - adapted from Tell Tale Hearts Theatre Co UK Education Pack Education Resource Pack Just like musical chairs, but using hula hoops - Children could pretend to be travelling in rocket ships, which have to land in special landing pods. Vary the tempo of the movement with the music you use. Add in rules - number of rocket ships allowed in the hoop or have to land in a certain colour hoops. Gradually remove hoops so that students have to share hoops. Into the story - Through the Telescope Read from the book: Go back to the page where Moon Mouse is looking through his telescope and the circular views of the birthday party. “With his gold telescope...it's the birthday parties he watches the most.” Show children a cardboard tube (you could paint it gold) and introduce this as the telescope that Moon Mouse looked through.	Games Brainstorming

	Brainstorm what sorts of things might Moon Mouse see happening at a birthday party through the telescope? E.g. blowing out candles on a cake, dancing, party games, eating, unwrapping presents, singing. Pop Up Picture Book Have students sit in a circle and imagine they are pictures in a pop-up book. You may like to show children a pop-up book if they haven't seen one before. When the book is closed, the pictures are flat. When the page turns, the pictures pop up. Teacher starts to narrate what Moon Mouse sees through the telescope, and groups of volunteer students have to quickly form the scene as it's being narrated and act it out, which could be done in the middle of a circle. The teacher uses the telescope (cardboard tube) to guide the pop-up scenes. Students who are on the edge of the circle can pretend to look through the telescope. Teachers Script: <i>Introduction:</i> <i>Moon Mouse has a telescope, shiny and gold.</i> <i>He aims it with care, his small paws take hold.</i> <i>He looks down to Earth each and every night...</i> <i>To find birthday parties—his favorite sight!</i> <i>Group 1: Moon Mouse spies a birthday—decorations galore!</i> <i>Streamers, balloons, and confetti on the floor!</i> <i>Group 2: The cake is brought out, the candles glow bright,</i> <i>And party hats sparkle in the warm candlelight.</i> <i>Group 3: “The party friends sing “Happy Birthday to you!” and Moon Mouse joins in with a song-squeak or two.”</i> <i>Group 4: Then come the presents—wrapped up tight,</i> <i>What’s inside? A puzzle? A kite?</i> <i>Group 5: First up—Musical Chairs—they march to the beat,</i> <i>But when the song stops, they all find a seat!</i> <i>Group 6: One guest is blindfolded, then spun around,</i> <i>Can they pin the tail without falling down?</i> <i>Group 7: They pass the present, round and round,</i> <i>When the music stops—it’s the next one’s turn to be found!</i> <i>Group 8: Each child holds a ribbon, soft and light,</i>	Freeze frames Teacher in role with students as participants
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	<i>They keep it close, holding on tight. Group 9: They don't want their balloon to float up and go, So they hold on tight and never let go!</i> <i>THEN read from the book - the page where the balloon floats away "Then out of the blue...the birthday boy cries, tears wet his cheeks as he points to the skies...His balloon has floated... AWAY!" Close the 'pop-up book' and return to Teacher in Role as Moon Mouse ...</i> Teacher in Role as Moon Mouse Looking through the telescope at the birthday party. Teacher Script: <i>Oh my whiskers! Oh dear that boy looks really sad. It's his birthday, he should be having a really good time. This is no good. He really needs his balloon back. I have his balloon all the way up here on the moon. How am I supposed to get the balloon back to the boy? Do you have any ideas?</i> Children share ideas with Moon Mouse about how to get the balloon back to Earth. Teachers Script: <i>Thank you. You gave me so many brilliant ideas about how to return this balloon to the person who lost it. But... if I'm being honest... I'm still not sure. It all sounds a bit... risky. A bit scary. How would I even know where to go on Earth? Earth is huge! What if I got lost? Do you think... you could help me draw a map? A Moon-to-Earth map... with a path that leads me to the balloon's owner?</i> Pause and wait for reactions <i>That would help so much. Thank you. But... there's something else I need to tell you. It's a little bit hard. You see... a long time ago, some people on Earth weren't very kind to me. Some scientists put me in a cage... They sent me far, far into space, all alone. I was scared. I didn't like it at all. What if I go back... and they try to catch me again? What if they think I'm just an experiment? How long would it even take to fly back to Earth? And what would I need to pack? I'd need warm socks... moon cheese... a snack or two... Oh! And how would I keep the balloon safe on the journey? It's very floaty. It could pop! That would be terrible! And honestly... I don't think my rocket ship is ready. It needs some fixing... and some bravery fuel. What if... the boy who owns the balloon has a cat? Gasp! I've heard about cats. They chase mice! And what if people try to grab me? I don't know if there's anyone like me on Earth. Are there any other</i>	Reading / Teacher-in-role Reading / Teacher-in-role
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	<i>space mice down there? Here on the Moon, it's quiet. My garden is peaceful. And there's always cheese in my cupboard. Maybe... maybe it's better if I stay right here. Safe in my cozy moon house. What do you think, Earth friends? Should I stay safe on the Moon... or find a way to be brave, and try to help someone who's lost their balloon?</i> Activity: Decision Alley ✓ Moon Mouse is fearful of going back to earth. ✓ Class brainstorms some reasons why he should return. Think-pair-share ✓ What are the benefits to the boy? and to Moon Mouse? E.g. possibility of a new friendship or an adventure - it could be fun. ✓ Then think about the risks - all the reasons Moon Mouse doesn't want to go. Class lines up in two lines facing each other. One line says the reasons he should go back to earth and return the balloon. The other line says all the reasons he should stay on the Moon and keep the balloon. Teacher in role as Moon Mouse - walks down the centre of the line. Students in the role of Moon Mouse's thoughts. Say their idea one at a time as the teacher walks past. Activity: Freeze Frame/Tableaux Thinking about all the reasons why Moon Mouse should go back to earth and return the balloon to the boy, in groups 3-4, create frozen images through the telescope to convince Moon Mouse to go back to earth. How would the boy feel if he got his balloon back? Activity: Role on the wall Draw a large outline of Moon Mouse on a roll of butchers paper. Record ideas about what we know about Moon Mouse so far. Either directly write on the paper using felts or use post it notes. On the outside of the outline, the Moon Mouse appears to the outside world - what we see him doing, where he lives. On the inside of the outline, write down Moon Mouse's fears, worries, hopes, and dreams. Ask questions to prompt thinking: ✓ How does Moon Mouse feel about himself? About other people? ✓ What does Moon Mouse enjoy doing? ✓ How would other people describe Moon Mouse?	Decision alley Think-pair-share Brainstorming Echo Teacher-in-role Freeze frames Role-on-the-wall
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	Variation: Refer to Samantha Marsden’s concept of ‘Footsteps’ to explore how past experiences have shaped a character. https://www.teachwire.net/teaching-resources/role-on-the-wall/ Consider what past experiences have caused Moon Mouse to choose a solitary life on the Moon. Has Moon Mouse had a disappointment, and this is how he dealt with it - creating a circle around himself? Isolating himself? Maybe he had a disappointment at a birthday party? Debrief: Do you think Moon Mouse will return the balloon to the boy on Earth? What difficulties will Moon Mouse experience when he goes to the party and meets the boy for the first time? Reflection Discussion: Social learning teaching moment: • For some people, making friends feels like travelling to a different planet - it's hard and risky and full of unknowns. • Travelling to a different country can feel like a different planet - different language, food, culture and landscapes. • Have you ever found it difficult to join in with a game? Why? • Have you ever helped someone else to make friends? How did you do this? Literacy: Writing Birthday cards, menus, invitations - this could be an option for a dramatic play area and part of the class literacy rotation. • Shared writing diary entry of the boy on the day of his birthday. • Character description - Moon Mouse • Writing letters to Moon Mouse - convincing him to return to the balloon	Reflection Reflection Literacy /diary entries
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Week 5: Travelling to Earth	Overview and Resources: Activity 1: Warm-up games – Space Journey Prep Rocket Ships (Whole-body Movement Game) ✓ “Countdown!” – Crouch and count from 10 ✓ “Blast off!” – Jump and fly around with arms out ✓ “Float in space!” – Move slowly and gracefully ✓ “Meteor shower!” – Duck and dodge ✓ “Land on a planet!” – Freeze in unique, alien-like shapes Building the Rocket – Machine Activity • Set the Scene (Teacher): <i>“Moon Mouse is building a rocket to travel to Earth. It’s powered by strange and wonderful parts! Let’s build the rocket together using our bodies, sounds, and imagination.”</i> • One student begins with a repetitive sound/movement (e.g. arm crank: “ka-chunk”). • Others join one at a time, connecting physically or in space. • Each adds a unique movement and sound (e.g. “beep-beep,” “shhh,” “bzzzt”). • Once complete, run the machine for 10–20 seconds in sync. • Pause and reflect: <i>“It looks like Moon Mouse’s rocket is working!”</i> Into the Story – Teacher Narration <i>“Moon Mouse sat on the edge of his moon bed. The red balloon was held in his hands. His telescope pointed toward Earth. He knew the boy missed his balloon. He knew he had to do something. But Moon Mouse still felt unsure. Could he leave his home, his moon garden, his cheese cupboard... and go back to Earth?”</i> Teacher as Moon Mouse: <i>“What if they don’t like me? What if I can’t find the boy? What if I never come back?”</i> Prompt: ✓ What would help Moon Mouse feel brave? ✓ Have you ever done something scary to help someone else? Packing for the Journey Class brainstorms what Moon Mouse might pack and why, and write a packing list.	Warmup / games Groupwork Teacher narration Literacy/writing lists
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	Students mime packing meaningful items: a telescope, special cheeses, a red balloon, a scarf, and a star map. Encourage thoughtful, careful mime. Freeze them mid-pack. Tap individuals and ask, “What is Moon Mouse thinking right now?” Transition: Entering the Rocket Ship Teacher Narration: <i>“Moon Mouse stood before the rocket. His suitcase was packed, the balloon tied to the handle. He looked back at his moon garden... then stepped inside.”</i> Action Prompt: “Show Moon Mouse climbing into the rocket. What does he do to get ready?” Students mime opening the hatch, climbing in, adjusting controls. Optional soundscape: soft beeps, countdown whispers, seatbelt clicks. Finish with a Rocketship Countdown: “3... 2... 1... Blast off!” Complications on the Journey Students discuss possible complications of how Moon Mouse responds/resolves the following complications while in the Rocketship: ✓ Shooting star distraction ✓ Low fuel warning ✓ Asteroid field ✓ Near collision ✓ Emergency: no cheese! Reflection: What helped him stay calm or find a solution? Looking Back – Freeze Frame Ask students to imagine Moon Mouse looking out the window of the rocket as he leaves the Moon. Think about what he might see. Ask one student to describe the scene (the garden, the house, etc) and ask the students to make a freeze frame of the scene. Descriptive Writing Prompt Prompt: "Out the Rocketship window, I saw..." Draw an image through a circular window shape to match the description.	Mime Thoughts-aloud Critical thinking/imagination Reflection Freeze frames Literacy: writing Visual arts: drawing
Week 6 Moon Mouse meets Boy	Overview and Resources: This lesson explores the moment when Moon Mouse and the boy meet. This offers opportunities to delve into the emotions of this moment and the courage Moon Mouse shows, knocking on the boy’s door. It also provides a learning moment connecting this imaginary world to their own lives, and how they make	

	friends. Consider how this may be a challenging moment for many, and how we can show empathy towards others. Activity 1: Warm-up: Mirror Exercise - could use music from a previous lesson (maybe space-ish) In pairs, stand facing each other a little apart, like a mirror. One student begins leading. This student uses simple movements, e.g., moving their hand in front of them, moving it sideways and back, up and down, and then using both hands at the same time. The other student copies their movements, like they are the mirror image. Encourage students to take care of their partners by using simple movements and moving at a speed they can follow. The aim is that it shouldn't appear obvious who is leading. After a while, swap so the other student has an opportunity to lead. Extension: Encourage moving the whole body or take steps to the side or move in a high and low motion. Choose different body parts to follow. Try to send the lead back and forth between their partners. Preparing to land on Earth: Students stop and listen to the narration as it moves back into the story. As they listen, they can mirror each other's movements as Moon Mouse. <i>Moon Mouse stood looking in the mirror while he was drifting through space in his rocket ship. He was about to land on earth. He wasn't sure whether he could breathe the Earth's air so he picked up his helmet and squeezed his large left ear into the hole, then he tilted his head and put in his right ear, he wriggled his helmet down over his snout and under his chin, taking a few breathes in and out to see that it was comfortable. He wasn't sure if it would be cold on Earth, so he put on his red fluffy mouse coat, buttoning up his buttons 1,2,3,4. Then he picked up his matching red boots. He didn't know if Earth's ground would be as hard as the Moon's surface. He pulled on one boot and wriggled his foot until it was comfortable, then picked up the other boot, pointed his toes and pushed his foot into his snuggly boot. He was ready to leave his spaceship; he took another deep breath in and out.</i> <i>I wonder how Moon Mouse was feeling about leaving his rocket ship. Look into your mirror, use your face and your hands and body to communicate he might be feeling. Was he a little bit nervous, scared, or excited (could ask for suggestions from the class). It took a lot of courage for him to travel to Earth.</i> Meeting the Boy - create this image What does the moment look like when Moon Mouse arrives at the boy's house with the balloon? Using the technique of sculpting, students bring this moment to life.	Warm up / games Group work Kinaesthetic Teacher narration Movement / mime Group work
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	Sculpting: Begin in pairs, label themselves A and B. (This often stops arguments or conflict about who is going to be which character.) Before beginning sculpting, students should discuss and seek permission to touch, to see whether their partner is comfortable with being moved into their sculptured position. Another option is giving verbal instructions or modelling how they'd like them to move. Remind to move their partner with gentle movement. 1) A will sculpt B into the image of Moon Mouse standing on the doorstep. Encourage students to consider whether he's holding the balloon in a box, about to knock, or how he is feeling. B will sculpt A into the boy on the other side of the door. Did he just hear the doorbell? Does he know who is on the other side? Is he peeping through the keyhole? 1) Put Moon Mouse together in one image. Ask half the class to hold these images and the other half to view them. Then swap over. Extension: Thought tap - or ask questions of a few of the characters, e.g. Who do you think is on the other side of the door? What do you think the boy is going to think when he sees you with his balloon? 2) Then create the first lines of their conversation (one line each) and share. 1) Then rehearse a short conversation and then share those. Getting to know each other: Once Moon Mouse had given the boy his balloon, the boy invited him inside. <i>I wonder what they might have talked about?</i> <i>When you meet someone for the first time or make a new friend, what sorts of questions do you ask to get to know them? What would you want to find out?</i> Write some of these ideas and prompts on the board, so students can reference them during the next activity. Donut exercise: Form two circles. The inside circle faces the outside, standing opposite someone in the outside circle. Decide which circle will be the Moon Mouse character and which the boy.	Sculpting: pair group work Observation and reflection Rehearsal Wondering Group work
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	This is an opportunity to talk about creating a role using facial expression, body language, posture, gesture and voice; how we will know who is the mouse, what kind of voice, body language, how they will move, what about the boy? How old is he? How will he stand/speak? What sort of language would he use? Students create a short conversation using prompts; find out things about Moon Mouse, what is his favourite food, things in common, and what party games does he like. After their conversation has run for a little while (30 seconds to a little longer, depending on age), pause. You could ask a few students to share a part of their conversation, or you could find out a few things that they discovered about each character. Then ask the inside circle to move one place to the left. Meet their new Mouse or boy and create a conversation. They could include things they'd learnt in their previous conversation. After 3 or 4 conversations, create one large circle. Ask each person to share something they learnt or discovered about the boy or Moon Mouse. Going to earth– does it switch to the boy's perspective? What happens when Moon Mouse arrives? When he knocks on the door, holding the balloon? Donut exercise: introducing yourself to a partner, finding things in common Circle - Walk in to the centre make an offer - starting point of a friendship - initiating conversation Give children prompts - 'mixer' find out other things about Moon Mouse - ask questions - favourites, things in common What did you find out about Moon Mouse? Reflective discussion: Making connections to their lives: As we saw Moon Mouse was a little nervous about meeting someone new. He might have felt a little shy. <i>Have you ever felt like Moon Mouse? Do you remember a time when you went somewhere and you didn't know anyone? How do you make a friend? How do you welcome someone who is new into the class and get to know them?</i> In pairs, or small groups of 3 - 4, share what happened and how they felt.	Conversation Sharing Questioning Reflection
Week 7: Friendships	Overview and resources: This lesson explores the friendship that forms between Moon Mouse and the boy after their first meeting. It provides opportunities for students to reflect on how relationships grow, how we stay connected with friends over time and distance, and how imagination helps us keep people close. Students will use role-play and storytelling to extend the Moon Mouse narrative and relate it to their own experiences.	

	Activity 1: Warm-up: Walking Conversations Students walk around the space in character, alternating between Moon Mouse and the boy. When you say “freeze,” they find a partner and improvise a short conversation using prompts: - "How have you been since our last visit?" - "What planet should we go to next?" - "Do you still play the same games we used to?" Switch partners a few times to encourage a variety of interactions. Part 1: How Do We Keep in Touch? (Discussion & Small Group Role Play) Class Discussion Prompt: <i>“Moon Mouse and the boy became great friends... but they live far apart. How might they stay in touch?”</i> - Do they send postcards? Video messages? - Do they meet once a year? Where? - What do friends do to show they care even when they’re not nearby? Activity: In groups of 2, create a freeze frame showing one way the two characters keep their friendship alive. Brain-storm ideas as a class, some to get you started: - A postcard arriving on the moon - A space Zoom call - Planning a trip together - Meeting again after a long time apart Each pair presents their idea to the class. Extend: freeze frame comes to life; short-role play using voice and mime. Part 2: Future Adventures – Story Creation Students imagine a new chapter in the story: One year later... Ten years later... On a brand new planet... Activity Options: Drama Option: Pairs or small groups devise and rehearse a short scene of an imaginary reunion or adventure at a future point in the timeline.	Warm up /games Small group/ role play Freeze frames Brainstorming Role play Imagination / story creation
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	Writing Option: Students begin drafting their own short narrative: “Moon Mouse and the Boy’s Next Big Adventure.” Encourage them to answer: - Where do they go? - What challenge do they face? - How do they help each other? - What do they discover about themselves or each other? Part 3: Circle Reflection – Real-World Connections Bring the group into a circle. Ask: “Have you ever had a friend move away or change schools?” “What did you do to stay connected?” “How does it feel to make a new friend?” “How can we be like Moon Mouse and show courage when meeting someone new?” Students take turns sharing one way they’ve shown friendship or courage. Extension Ideas for Future Lessons: - Create a “Friendship Map” of the different planets the boy and Moon Mouse visit together. - Design postcards from those adventures. - Devise a dance or movement sequence symbolising staying connected across space. Class book: compile all the student stories into “The Adventures of Moon Mouse and the Boy.” Miniature mouse worlds - clay garden, house, food - birthday cake for Moon Mouse Group Jump - From Drama notebook.com Students stand in a circle, and on cue, they jump together and then land. The goal is for everyone to land at the same time. After a few tries, students must try to achieve the unison jump and land without speaking. Next, they must try to land without making any noise with their feet. Finally, how high can they jump and still land quietly and in unison? Dramatic play corner - Moon Mouse’s house/birthday party for Moon Mouse.	Literacy: writing narrative / story Reflection Friendship maps / Integration: Visual arts: design postcard Dance sequence Class book
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