

## Key Stage 3 - Bullying Scheme - Lesson 4

**Context:** The fourth lesson in a scheme that focuses on bullying; pupils will learn ways to deal with bullying, develop characters that show an understanding of victims and bullies and others that may be effected by bullying. Today they will bring to life diary entries that they have written using a variety of drama techniques that they know.

**Homework:**

**LEARNING OBJECTIVE:** To use a variety of drama techniques when devising a performance piece (Level 4)

**CHALLENGE:** To show strong characterisation skills and stay in role throughout a performance (Level 5+)

Welcome and pupils ask them to sit with their homework ready for their register.

**Starter: 'Dear Diary...'**

Play appropriate music as pupils read out their diary entries to the class (e.g Phillip Glass etc)

Teacher to make notes of each diary entry as 5 or 6 will be chosen to be turned into performance pieces by the end of the lesson.

Take some nominations from pupils for their most effective (define this with pupils before moving on) diary entry then using teacher notes as well choose 5 or 6 pupils and their diary entries to be the stimulus for a performance piece.

**Challenge for higher ability:** Which diary entry was effective and why?

**Higher order questions:** What effect did this diary entry have on you?

**Mid Plenary: Link to prior learning** and last lesson when they were inspired by key words and images rather than doing the basic or copying a verse. Explain the task to pupils that they will use the chosen diary entry and come up with a short performance piece that links in some way to the entry. They are to use different drama techniques to make their performance stand out and engage their audience.

Using the board brainstorm different techniques they know and could use in their performance

E.g. Cross-cutting, narrator, freeze-frames, slow motion, monologues etc.

**Higher order questions:** How might you use one of these techniques as part of a performance?

**Main Activity:**

Groups should read through their chosen diary entry before they begin devising a piece. They should all contribute a suggestion about what might happen in their piece or a technique they could use then groups should be up on their feet creating and rehearsing ready to show at the end of the performance.

**Plenary: Performances**

Create a stage and audience area.

Pupils will perform their pieces to the rest of the class.

Time
15 mins
5 mins
20 mins
20 mins

**Planning for Progress:**

1. All pupils will be part of the creation and use of different techniques in their performance.
2. Most pupils will show a confident understanding of the different techniques used in their performance.
3. Some pupils will lead with creative ideas about how they can bring to life a diary entry using interesting techniques to engage.

**Resources/Risk assessment:**

Pupils should have their diary entry homework completed.