

Key Stage 3 - Bullying Scheme - Lesson 1

Context: The first lesson in a scheme that focuses on bullying; pupils will learn ways to deal with bullying, develop characters that show an understanding of the victims, bullies and others that may be effected by bullying. Today they will explore status and show this through their characterisation in the drama they produce.

Homework:

LEARNING OBJECTIVE: To show status in Drama through characterisation effectively (Level 4.5)

CHALLENGE: To be imaginative and original in your characterisation (Level 4.5+)

<p>Welcome and register pupils – on the back of their chairs should be labelled post-notes which they can remove and look at after their name has been called. (Labels say either BULLY, VICTIM OR PASSER BY) Go through learning objectives and brainstorm what status is and how it can be shown in drama (log answers on board) e.g levels, positioning, eye contact etc</p> <p>Lower order questions: What is status? How do we show a character's status? Higher order questions: Why is it important to show a character's status? How can proxemics/levels show status?</p> <p>Starter: 'Show me...' Based on the label they have on their post-it note pupil must show their character and status through body language. PASSER BY should respond to either a victim or bully next to them – are they scared too? Are they trying to help the victim? Are they pretending they've seen nothing? Each pupil has 10 seconds to change the way they are sitting – consider the challenge objective.</p> <ul style="list-style-type: none"> • Teacher/pupils to comment on pupils use of body language and how they have shown status using the words logged on the board. • Pupils are to pass their label to the person on their left... • Now they have to create a pose for their new character but have to not use a chair; their use of levels is up to them. • Teacher/pupils to comment on effective use of techniques to show their characters status • Pupils are to pass their label to the person on their left... • Use of voice can show status – Pupils must now sit like their character but will say a line that suits their role and shows their character and their status. E.g "Please leave me alone", "Oi you! You're gonna get it!" • Teacher/pupils to comment on effective use of voice to show their characters status <p>Challenge: To make your characterisation original and believable.</p> <p>Activity One: 'Team up...' All pupils with the same label are to join up and create a still image that shows off their character in a imaginative and original way - encourage to create a different pose to the one they did before – also they should consider the character in a different context: BULLY – show the bully at home - how is their pose and status different? VICTIM – show the victim at home – how is their status different? PASSER BY – show the passer seeing some bullying take place – what is their reaction? As large groups they will perform to each other and nominate 'stand out' poses but have to justify their nomination using subject specific vocabulary.</p> <p>Activity Two: 'One of Each...' Put pupils into groups of 3 (one of each character in the group) They have to devise a short scene in which we see these characters brought to life using movement and voice. They must try and show the character's status in the scene. The character's status may change within the scene depending on what happens. Mid Plenary: Stop the rehearsals and refer to learning objectives once again and encourage imaginative and original ideas – hands up whose status changes in the scene. Directed questioning – how? Why? Lower order questions: Whose status has changed and how do you know this? Higher order questions: What effect has this had on the audience? What could they do to enhance the performance?</p> <p>Plenary: 'Watch back' After pupils have rehearsed watch back as many performances as possible in the time left. Pick a trio who aren't performing to feedback about what they have watched in 'the two smiles and wish' format (two positive / complimentary comments plus one suggestion for improvement).</p>	<p>Time 5 mins</p> <p>5 mins</p> <p>15 mins</p> <p>7 mins</p> <p>10 mins</p> <p>15 mins</p>
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Planning for Progress

1. All pupils will be able to explain how you can show a characters status in drama albeit in a basic sense e.g using levels
2. Most pupils will be able to explore showing status in different ways using appropriate body language, facial expressions and voice.
3. Some pupils will show imagination and originality in their characterisation by challenging the stereotypes of their characters.

Resources/Risk assessment:

Post-it notes/labels (one per student) with either BULLY, PASSER BY or VICTIM written on