

Key Stage 3 - Bullying Scheme - Lesson 3

Context: The third 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 affected by bullying. Today they look at the poem 'Four o'clock Friday' by John Foster and will respond dramatically to this stimulus (The poem is available [here](#)).

Homework: Pupils are to write a diary entry based on character they have inspired by in today's lesson, it might be a bully or a victim or a parent. The diary entries will be used next lesson to develop characters and scenes.

LEARNING OBJECTIVE: To use key words and sentences as stimulus to inspire a creative piece of drama (Level 4.5)

CHALLENGE: To show you can stay in role and react to the action in a short scene (Level 4.9+)

Welcome and register pupils, they are to sit in a circle.

Starter: 'Four o'clock Friday'

Hand out pupils copies of the poem 'Four o'clock Friday'.

Hand out light coloured marker pens.

Teacher read out to class and ask pupils to underline the 10 key words that stand out to them for whatever reason.

Challenge for higher ability: highlight the sentence that stands out the most and be ready to explain why.

Re-read the poem with pupils saying their chosen words with the teacher.

Discuss how the emphasis on certain words changed the poem and audience reaction.

Activity One: Pair work

In pairs pupils must choose 2 lines and a movement to go with them. They must say the lines (hopefully they'll learn them)

Show their ideas in a carousel.

Challenge for higher ability: Consider how you will say the line and the effect this will have on the audience.

Activity Two: Group work

In larger groups (approx 4) give pupils a verse of the poem. They must look at what the poet is trying to express in that verse. Improvise a scene around it. Pupils must create appropriate characters and consider a dramatic climax to the piece. The scene must be ended in a way that the victim sees no way out. Each scene must end with the verse being read by one or more group members.

Mid Plenary: As pupils are working teacher discuss with each group their ideas and how they link to the poem – what words/images were they inspired by? Who is playing what characters? Who is going to attempt the challenge? How will they do this?

Show the scenes in order of the poem without any feedback in between and then show again a verse at a time discussing what is effective about each piece.

Plenary: 'Extended Circle-Cross'

Pupils to stand in a circle and the cross to random people answering the questions posed by the teacher.

Every pupil must cross the circle with their answer before the next question is posed.

- What word from the poem sticks in your head?
- What one thing were you pleased with about your work in this lesson?
- Who do you think has done well today and why?
- Looking at the levels board and knowing where you are and where you want to be what are you going to focus on future lessons to develop your skills in this subject area?

Set Homework:

Planners and pens out. Pupils are to write a diary entry based on character they have inspired by in today's lesson, it might be a bully or a victim or a parent. The diary entries will be used next lesson to develop characters and scenes.

Planning for Progress:

1. All pupils will be able to create a basic scene that links to a verse of the poem.
2. Most pupils will be able think creatively when devising a short scene that shows their understanding of the poem.
3. Some pupils will use different drama techniques to bring to life a verse of the poem in a creative and imaginative way.

Resources/Risk assessment:

copy of poem - [link](#)

Light coloured markers/highlighters

Time
10 mins
10 mins
15 mins
10 mins
10 mins
5 mins