KS3 - Bullying Scheme - Lesson 6

Context: The final 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 will explore non-naturalistic techniques and how these can be used to represent cyber bullying which they began to explore last lesson.

Homework:

LEARNING OBJECTIVE: To creatively use non-naturalistic techniques to convey cyber bullying in a performance.

CHALLENGE: To justify your ideas in the performance – explain what are you trying to communicate.

Welcome students and register	Time
Starter: Chinese Action Whispers *Pupils sit in a circle facing to the left with their eyes closed, a pupil is chosen to start – they devise a simple movement sequence to pass to the person on their left. Everyone must keep their eyes closed until the action arrives at them, then they can watch how it changes as it passed around the circle, usually to much hilarity.* Actions must relate to the bullying scheme of work. The action should change as it travels around the circle. Link this to cyber bullying and how messages sent via email or text can be misread and can cause upset. We change the way we read messages and this creates different sometimes upsetting effects.	5 mins
Introduction: Recap **AFL Technique - Using the basketball discussion** techniques pupils will recap on their understanding of non-naturalistic techniques and work created last lesson. Teacher to direct questions using the ball. Q. What could a white neutral mask be used for? Q. What might using red ribbon in a performance symbolise? Q. What does synchronised movement mean?	5 mins
Activity One. Non-naturalistic performance ideas – Hand out scenarios to differentiated groups (mixed ability), give them time to discuss their ideas and help with shaping non-naturalistic ideas. Groups will work on their suggested scenario and show back their non-naturalistic performance piece in order to develop the rest of the groups understanding of these techniques.	10mins
Mid Plenary- Watch performances back, did the groups use non-naturalistic drama to convey cyber bullying? Use 2 smiles and a wish technique to evaluate the use of non-naturalistic drama.	10 mins
Main Activity: Students must now produce an original performance piece about bullying of any kind and can use any of the props, techniques any other ideas they may have seen today to create a non-naturalistic scene. They should show their understanding of non-naturalistic drama in their scene must be prepared to justify why they are using the props and performing in this way. **Challenge: What are they trying to communicate?**	15mins
Plenary: Watch these performances back and peer assess. Did the drama technique you chose create tension within the scene? What was effective in the scene and why? **AFL Technique - Circle Cross** to allow every pupil to comment on their learning or answer a question posed by the teacher to extend their learning or check understanding.	15mins

Planning for Progress:
All pupils will be able to explain what non-naturalistic drama is.
Most pupils will be able to perform a non-naturalistic drama scene about cyber bullying.
Some pupils will lead with creative ideas when structuring their non-naturalistic drama piece and will be able to discuss their ideas and the effects they will have on the audience.

Resources/Risk assessment:
Scenarios
Masks
Ribbons
Pieces of cloth