

KS3 – Bullying – Lesson 5

Context: Pupils have been exploring the issue of bullying in many forms. Today, they will look at cyber-bullying and how words can be used to hurt someone, without any direct contact.

Homework:

LEARNING OBJECTIVE: To be able to identify and describe a range of non-naturalistic techniques (Level 4)

CHALLENGE: To be able to incorporate soundscapes into your work effectively and consider the effect on the audience (Level 5+)

Settle students and go through learning objective and challenge – define any unfamiliar words.

Targeted questioning – In today's society, how many different ways can you communicate with someone (Lower order questioning)? To what extent can messages be misinterpreted when sent over email or text (higher order questioning)?

Time

5 mins

Starter: Interpretations

Split class into differentiated groups of 4/5 and give each group a 'real' text message (tell pupils that these are real to engage from start). Pupils have 3 minutes to note down the different ways in which the text message could be interpreted – how could this come across in different ways?

10 mins

AfL – Feedback to class the interpretations they have come up with. Teacher to target questioning to support and challenge pupils to think about the ways in which messages can be misconstrued. Teacher to use target questioning to consolidate learning and allow pupils to consider the way they speak and communicate with others.

Consolidate: In groups, pupils have 1 minute to generate a message they want to give to other year 7 pupils about sending texts, facebook messages, emails etc and how they should be wary of what they say.

Main Activity 1: Words Hurt

Refer to learning objective and target questioning – Can you tell me what non-naturalistic drama is? (lower order questioning)? Can you give me examples of non-naturalistic techniques (higher order questioning)?

5 m

Mind map on the board and focus on soundscapes – how does this link to cyber-bullying? e.g. the text may be gone, but the sound lingers in the victim's mind. **Challenge:** How can we show the trace of the nasty words in performance?

In threes, pupils will create a short 30 second piece to music showing how cyber-bullying can affect someone using a non-naturalistic techniques, e.g. freeze frames, soundscape, symbolism. Share ideas before moving on – does everyone understand?

5 m

Challenge: To use soundscapes to demonstrate the effect of bullying on the victim.

Mid Plenary: Peer Assessment

Watch examples of good practice back and evaluate as a class with reference to the learning objective. Target questioning to allow pupils to recognise the effectiveness of a range of non-naturalistic techniques, that they may use these in the next activity. Target questioning to support and challenge pupils' evaluations.

7 m

Main Activity 2: Demonstrate your learning

Pupils to move into differentiated groups and have 10 minutes to create a piece of non-naturalistic drama that includes a soundscape showing **the effects of cyber bullying**. Pupils should think carefully about tempo, crescendo, volume, tone etc. Do they start out with the text being innocent and it is interpreted and twisted until it sounds horrible?

15 m

Differentiation – lower group can use their 'real' text message as a starting point. Higher ability group should think about showing the physical effects of cyber bullying. Does the victim become weaker throughout the soundscape?

Teacher to circulate throughout to support and challenge pupils.

15 m

Plenary: Peer Assessment

Watch these soundscapes back and evaluate with reference to learning and challenge objective. Pupils to use two stars and a wish to comment on the performances using drama specific vocabulary.

Target questioning: What was effective about using a soundscape in this performance about cyber bullying (lower order questioning)? What effect did the soundscape have on the audience (higher order questioning)?

AfL - Circle Cross – Pupils to cross the circle and complete one of the sentences in reflecting on their learning today.

I think that cyber-bullying is damaging because...

Today I have learnt that...

Planning for Progress:

1. All pupils will be able to describe how messages can be misinterpreted and the affect this may have on a victim of cyber-bullying.
2. Most pupils will be able to identify and describe a range of non-naturalistic techniques.
3. Some pupils will be able to incorporate non-naturalistic techniques into their work effectively & consider the effect on the audience.

Resources/Risk assessment:

'Real' Text messages.