

YEAR 8 'TIME TRAVEL' SCHEME – CONVICTS/AUSTRALIA LESSON 6

Teacher's name:		Date:	Day:	Period:
Subject:	Year/Group:	No. on roll:	Boys:	Girls:

Learning Objectives:

Learning Objective: Learn to show and react to status using effective characterisation techniques.

Challenge: Show the historical context in your work effectively with your use of spoken language.

Context of the lesson: Sixth lesson of the 'Time Travel' scheme in which **pupils are focusing on developing characters different to themselves.** As well as learning about the historical and social context of the era they should focus on the key skills of the lesson; **today they are going back to 1787 and exploring the lives of convicts bound for a life in Australia. They will look at status and how we show this in Drama.**

Pupils to enter the room and sit in the circle of chairs, answering register and reading the learning objectives to themselves quietly.

Time
5 mins

STARTER:

'Status with stickers...'

Go through the learning objectives with pupils without expanding too much on the era and historical context they are working on today – **their focus is on status** and how we show it and respond to it as characters. **Brief recap on what status is and ways we show it as actors.**

10 mins

Using the board explain that each number represents the level of status of their character:

- 1 = The most important
- 2 = Quite important
- 3 = Average, not really important but not a real nobody either
- 4 = Someone who is really struggling to be noticed and respected
- 5 = You have no status, you are worthless in others eyes and so you feel the same most of the time

Ask pupils to now sit facing outwards so they can't see each other so well.

Using sticky labels with these numbers written on them place a random number on everybody's back; everybody should see the number except the person it belongs to. Encourage this so the activity is effective.

Set the scene in which the pupils will become part of and will have to react to everyone and their status, it might just be how they look at each other depending on the number they see or they can develop it to include dialogue.

Read description 1 to the class and get them to start moving about the space reacting to each other's status.

After a couple of minutes, **regroup and ask random people what number they think they are** by the way people responded to them. Did they then change the way they acted after being looked at or spoken to in a certain way?

Read description 2 and now pupils now their status ask for a more developed scene, pupils are to try and create a sustain characters now.

ACTIVITY ONE:

Share a brief introduction to the setting and time period we are looking at today - convicts travelling on a ship bound to Australia in 1787. Their focus is on the different relationships and status struggles between the officers and convicts and the aborigines when travelling and when they reach Australia.

5 mins

In pairs label each other A & B. A= Convict, B=Officer

Each must now consider the character they will create; Officers must decide what rank, why they are doing the job, age and who you left at home; Convicts must decide their crime, age and who they are leaving back in England as they are deported to Australia. Each must also give themselves a level of status using numbers from starter activity.

5 mins

Once everyone has created a brief character

In pairs they must create a short role play that shows a relationship between an officer and a convict onboard the ship bound to Australia.

Brainstorm some ideas of what they might be doing, why they get talking what the ship is like etc.

Allow a few minutes to practice, remind pupils of the learning objectives and what you expect from them as actors – focus, creativity, clear portrayal of status and relationship, and those that want to push themselves...effective use of spoken language and awareness of historical context.

Spotlight some of the pair work and allow pupils to contribute evaluations of the performances and progress they are making so far. (mid-plenary)

**5
mins**

ACTIVITY TWO:

Ask all those who played convicts to stand on one side of the room and all those who played officers to stand opposite.

Swap over the roles, pupils should have the chance to explore playing both types of characters.

In groups of approx 4 pupils will create a scene in which involves a group of convicts interacting and a group of officers spending time together.

Their focus should still be on status and within the group even though they are all convicts/officers there should be different levels of status amongst the characters and the audience should be aware of this from the performance and effective use of characterisation.

Allow a few minutes to role-play a short scene, they should consider where they are and what and how they talk (could objective). Be imaginative and do something out of the norm, you don't always have to play these characters as stereotypes – challenge yourselves and the audience.

**15
mins**

PLENARY/PERFORMANCE:

Show the short scenes they have created and if time comment on the characterisation and effective demonstration of status within their pieces.

Use learning objectives to assess learning with an eyes closed/hands up response.

**15
mins**

Differentiation for SEN:

Differentiation for Gifted and Talented/most able in the group:

Assessment for Learning:

RESOURCES NEEDED FOR LESSON:

Sticky labels with numbers written on for status starter game

Descriptions sheet for starter game

