

Lesson plan.
 Day:.....
 Period:.....
 Room:.....
 Group:.....

PROJECT TITLE:..respect for all.....LESSON NUMBER:.....

PRIOR CONTEXT
 Group had worked together on bullying at school. This lesson was my 1st with them, but needed to round up a topic.

OBJECTIVE
 To explore the school respect for all policy.

THE LESSON 12.05-12.55	TIME
REGISTER	12.05
WARM UP Organise selves in the order of their first names, to help you remember their names. Rope game.	12.10
INTRODUCTION Who I am, my rules	12.15
DEVELOPMENT OF THE LESSON	
• Physical reminder of last weeks lesson, see a frozen picture of the bullying in the park incident.	12.20
• What is thought tracking?	
• Groups of 3. Angel/devil for the character of the bully. This is after repeated offenses.	12.25
• Quick model if do not understand.	
• Rehearsals.	12.30
• See a few. Use cut/click method.	12.35
• Conscience corridor. Angels one side, devils the other, bullies to walk down the middle.	
• Explain the technique.	12.40
• Run through, then as a performance.	12.50
HOMEWORK NONE	
CONCLUSION How did it feel to be the character? What might we do differently? Etc... Relate to respect for all policy.	12.55
EXTENTION WORK Frozen picture of conscience corridor. All together.	

QUESTIONS TO ASK PUPILS:

What does the way they are sitting etc. Show/ remind us of another situation/ what next/what if... (changes)

PUPIL TARGETS

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PRIOR CONTEXT
 group work
 frozen images, thought tracking. Conscience
 corridor.

OBJECTIVE
 To create an unreal situation, where truths can be
 told.issues explored.
 Remind group that they are learning new
 techniques.

THE LESSON 12.05-12.55	METHODOLOGY	TIME
REGISTER WARM UP group shapes. Move chairs. Stand in circle, square, oblong, diamond, triangle, repeat, faster, mix up Also squiggly shape.	Need practice in use of space.	12.05
INTRODUCTION wont need reminding of the rules. Last lesson, corridor What did we do last week?		12.15
DEVELOPMENT OF THE LESSON <ul style="list-style-type: none"> • repetitive bullying, Think what we would like to say to the bully, what bully may say to us all. Not a real situation. • Paper. Organise this carefully. 1 thing to say to bully 1 thing bully may say to the bullied person/to us (On each side of the paper.) No name • 2 volunteers, kept apart by people in the middle. Conversation about the weather, (not realistic situation) rules for that. Pupils are each side of the room. What happened? • Conversation between bully and bullied WOULDN'T HAPPEN. • PAIRS a,b, non naturalistic conversation/confrontation, not an argument, no physical touch. • Volunteers, back to back, conversation. • Pair work Performances 	Preparation not personal. to give ideas for the future of the lesson increase confidence model to demonstrate, responded well to a model last week demonstrate No fights.	12.15 12.20 12.25 12.30 12.45 12.50
HOMEWORK		
CONCLUSION What would happen if this could happen?	Challenge to think	12.55
EXTENTION WORK name game. I bet I can make you forget your name	reminder for me	

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What does the way they are sitting etc. Show/ remind us of another situation/ what next/what if... (changes)

Bullying
Respect for all
Lesson number:.....

Objective:To establish the working environment using space and our bodies. To introduce a new person into the workplace, who is lonely/shy. To explore mechanical movement.

Activities:

1. Register (5 mins)
2. To **create a cloud making machine**. Demo with 3 volunteers, add to it, moving parts. What kind of movements are needed? (Repetitive, simple, mechanical, noises...) In groups of 5/6. Put together as a whole group. (10 mins)
3. **TIR show new person round the factory**. Chose volunteer.). (*Sets up a model for group work is a stimulus.*)(5 mins)
4. Questions. How does the **new person feel**? (Lonely, shy) How do the other people feel? (**Happy, bored, mean, pick on people?**) (*To place characters within their experiences by attributing emotions.*) (5 mins)
5. In groups (5-7), make your **own machine**, Product is making robots. Give factory a name..(*Establish environment.*) Set up machine. Set up making robot. Remind of movements. (Could explore this further, depending on how group respond.) (5 mins.)
6. See a few, segments of them. (5 mins)
7. Show the **new person round your factory** (*Introduce complications and characters.*)(5 mins)
8. Performances.
9. How it felt to be new? What might happen next?

Pupil targets:

To set up a factory environment and characters who are out of their experiences. To introduce the idea of bullying not being confined to school.

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PRIOR CONTEXTlast week created the work place.
 factory makes robots.
 Group feedback last week suggested that the new person be teased.

OBJECTIVE
 Pupils to learn about status in drama, whilst looking at bullying in the workplace.
 Pupils to be able to give their character a status number.

THE LESSON 12.05-12.55	METHODOLOGY	TIME
REGISTER WARM UP 3 volunteers. 2 chairs Who has the power , one sitting on the floor, one sitting on the chair, the one standing? INTRODUCTION Stimulus.	1st introduction to status, something physical	12.05 12.15
DEVELOPMENT OF THE LESSON <ul style="list-style-type: none"> • STIMULUS::. Boss, worker,newcomer. (On floor.) Boss wants newcomer to make her a cup of tea. Rules are. Boss can only talk to the worker, the worker can talk to the boss and newcomer, and the newcomer can only talk to the worker. Only the newcomer can move around. No physical contact Give example. • Does anyone have another way of showing who has the power, no physical contact, no words? • Attention to wall, in drama power we call status.etc... • Copy model See a few. • As you said last week, the workers might tease/play jokes on the newcomer.The characters are a boss, workers and a newcomer. The workers tease etc newcomer, but the boss' office is right by where they work. What will they do when the boss comes out? What will newcomer do? No violence I want to see who has the power/status. In groups GO. • PERFORMANCES. 	A fun activity to catch their interest. Based on status. Relevant to the work. Open it up to the group. Use of word power. Introduction by teacher of status. Clear explanation. Instructions in this order, to manage group eagerness.	 1220 12.25 12.30 12.40
HOMEWORK none		
CONCLUSION At the end, all round the group. MY CHARACTER WAS...MY STATUS WAS....Shoe status line on wall again. Stand by which status you were.	To demonstrate understanding.	12.50 12.55
EXTENTION WORK what happens next? Production line.		

QUESTIONS TO ASK PUPILS:

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What does the way they are sitting etc. Show/ remind us of another situation/ what next/what if... (changes) What happens next?

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PRIOR CONTEXT
 Last week introduced status.

OBJECTIVE
 To solidify the work on status, within the context of the workplace and bullying.
 Introduce outright bullying , stylized within a dream.

THE LESSON 12.05-12.55	TIME
REGISTER Could do register in the manner of. Shy/timidly.	12.05
WARM UP. Who remembers this from last week. BOSS, WORKER, NEWCOMER in positions at the front. Who has most power. Lets create a frozen picture of these characters at work, see the status. Must be in threes, no more. 5 mins. All show together.	12.10
INTRODUCTION One by one go and sit under the status number on the wall. With last group to go, analyze body language and status.	12.15
DEVELOPMENT OF THE LESSON	
• Walk across space as your character on the way to work. Demonstrate. All bosses go. One status group at a time. Think of a line that your character might say. I'm the best etc... Walk again saying the line.	12.30
• How did each status walk? One person to demo each.	12.35
• Back to circle.	
• Model, one frozen image, change it slightly from before. On the way to work. Teasing about her clothes. Or her work. (Write pupils ideas on paper.)	12.40
• Bring it to life. Listen to my instructions.	
• Stop, what is this person thinking? (Thinking stop?) Thought track.	12.45
• Group size max4. Rehearse the scenes of bullying on the way to work. 5 mins. Who has the power, I want to see it in the way you walk. E.t.c.	
• Rehearsal. See a few.	12.50
• Could add the idea that this does not really happen, this is her dream/ nightmare. Make it dream like. How? Slow motion, and bigger than before.	
• Performances.	
HOMEWORK none given.	
CONCLUSION	
T.I.R. as boss. All must decide if they're a worker, or a newcomer, who has had the nightmare. See the status. Whole group drama. Introduce meeting next week for important company business. There are a few shocking company disclosures.	12.55
EXTENTION WORK	
More solid evaluation than all in role.	

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QUESTIONS TO ASK PUPILS:

Questions are in the plan

PUPIL TARGETS

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PRIOR CONTEXT frozen images, status,

OBJECTIVE To understand issues of bullying and consequences out of school.
 To use freeze frame within role play. Introduce techniques of slow motion.

THE LESSON 12.05-12.55	TIME
REGISTER	12.05
WARM UP. CONCENTRATION EXERCISE passing the keys. Looking guilty and innocent.	12.15
DEVELOPMENT OF THE LESSON Stimulus: TIR as boss, telling off worker about a safety /bullying issue. Says have photo evidence, and video. Has not watched all of the video yet.	
• What might be safety issues at work?	12.20
• Lets see a photo .Groups of no 3.	12.25
• What will boss see on video? Bullying. Set 2 chairs. I want you to recreate video footage of the incident that the boss watches on the video. Model.. See one frozen picture again, within my screen. Wind it on slowly. Lets see safety and a bullying incident. 10 mins.	12.30
• Rehearsal.	
• Stop practice. The boss will sometimes pause the frame, sometimes, slow it down, or maybe even rewind it. Be prepared. Carry on. S we're learning about acting in a certain way.	12.35
• Practice.	12.40
• Performance., TIR as boss watching video footage, with remote control. Introduce rules. Who has the remote? BOSS!	12.50
HOMEWORK none given.	
CONCLUSION Same TIR as start, sacking the worker. TIR. Has watched the videos. In this workplace, this is not good enough. The management say that we have to change. What have we learnt about ?	
	12.55
EXTENTION WORK	

QUESTIONS TO ASK PUPILS:

What was the effect of pretending it was video ? (Space, focus in on action, see things very clearly, gives context.)

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PRIOR CONTEXT
 Have just had a long Christmas assembly.

OBJECTIVE
 To evaluate practically the topic.
 Pupils to realise a sense of achievement.

THE LESSON 12.05-12.55	TIME
REGISTER	12.05
WARM UP Concentration exercise. Copying the action. One person out of the room to guess who the leader is.	12.10
INTRODUCTION We will have a practical review.	12.15
<ul style="list-style-type: none"> • DEVELOPMENT OF THE LESSON • On board. Recap techniques • Rules • Scenes/subjects. • Frozen image of favorite scene/moment. Or best scene. • Thought tracking of scenes all together in group. • Who were our characters? Angel/devil for your choice of character. • All do a production line mechanical movements. Revision of work. • All sitting back down with pens and paper. • Target for next term. Pinned on their section of the wall. 	12.20 12.25 12.30 12.40 12.45 12.50
HOMEWORK none given.	
CONCLUSION Round the circle one thing we have learnt this term in drama.	12.55
EXTENTION WORK	

QUESTIONS TO ASK PUPILS:

PUPIL TARGETS