

## 'CO-OPERATION'

### **AIM;**

To follow instructions.  
Introduce the class to working together as a pair and in groups.  
To show how important co-operation is in class, and how it effects Drama.

### **STIMULUS;**

Model  
Mime

### **CONTENT;**

#### **ACTIVITY**

Teacher models with a pupil a situation.  
Set at a McDonalds counter, the teacher acts as the Server and the pupil the costumer  
*1) Scene runs with the teacher being very co-operative.*  
*2) Run the scene again being very un co-operative.*

#### **DISCUSSION**

Discuss the scenes and ask which scene was most effective.  
Why?  
This maybe because of Comedy aspect. etc.

#### **ACTIVITY**

In pairs they go off and recreate the characters but within different scenes. (*Praising pupils for good performances*)  
*1) Two Burglars*  
*2) Two Mountaineers*  
*3) Two Bomb Disposal Experts*

*( The pairs may also come up with other situations but must be agreed with the teacher)*

#### **DISCUSSION**

Watch some of the most efective scenes highlighting certain performance techniques like Levels etc.

#### **ACTIVITY**

Pair work. A + B stand in a space and take turns placing their hands behind there backs. The other partner then puts there arms through the holes so that it still looks like they have arms.

They then must role play around the following situations.

- 1) *Cookery show presenter on television having a bad day.*
- 2) *A Tough Gladiator showing off his physique whilst introducing himself.*

*(Again the class may come up with alternative situations)*

### **EVALUATION**

Watch the scenes and at the end ask them about the components that were necessary for the exercise to work.

*Listening Skills.*

*Body Contact.*

*Mime etc.*

All these amount to '**CO-OPERATION**'. The fact that they did not co-operate in certain scenes they indeed did because they worked together.

***Congratulate them and finish the lesson.***