

LESSON PLAN GOING IN TO A SCHEME OF WORK.

THE BOTTLE. YEAR NINE.

AIM; To look into the dangers of drinking. Never drink from a bottle that has no label. Looking at tension. Mime. Reactions to situations. Letting the drama go the students way.

STIMULUS: An unusual shaped bottle with coloured water in it, not completely full. It is important what you choose to stand this on.

BRAINSTORM: Have time to sit and look at the bottle, time to absorb all your different thoughts. Then on a board write down all their ideas. Without too much discussion about them, at this point.

FROZEN PICTURE:
You have picked up the bottle and taken a drink from it.....
It tastes horrible..... Freeze.
It now tastes lovely..... Freeze.
As if you really needed it, and feel much better after it..... Freeze.

MODEL. (MIME)
The bottle is on the table.
1. Go up to the bottle and take a drink from it, but you know you should not.
2. Now do the same, but this time it is a normal drink.
3. This time it is nasty medicine that you have to take.
4. You are going to steal it but someone comes in (teacher in role) and prevents you from doing so.

DISCUSS: The way you acted differently in each situation.

QUESTION: Which one had the most tension and why?
Which one held the most drama? Drama is in the tension.

GROUPS FOUR:
In your groups choose two or three different words from the brainstorm and devise a scene that is believable and that has at least two tension points in it.

TIME TO WORK:
Short time is best. But enough time to create the tension.

NEW INFORMATION:
Remind them that you are looking for the tension.

SHOW WORK:

EVALUATE:

END OF LESSON.

EXTENSION WORK:
From a frozen picture at the end or the beginning of the scene, you could thought track different characters.

From the scenes they create you could choose the one with the most scope or the one which takes the drama in the direction you want and use that scene to develop a scheme of work.