

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

**PROJECT TITLE:..drugs.....LESSON NUMBER:..1.....**

PRIOR CONTEXT

OBJECTIVE  
 Introduce new topic using impro, frozen pictures and forum theatre.  
 Introduce myself.

THE LESSON 10.10 - 11.00	TIME
REGISTER Rules.	10.10
WARM UP Rope name game.	
INTRODUCTION	10.20
Set up model. Pupils to design the bedroom in the circle. Volunteer to be mum.	
Mum finds a tablet freezes. Teacher can be the narrator.	10.30
DEVELOPMENT OF THE LESSON	
• Discussion, what is mum thinking, what happened etc...?	
• What might happen next?	
• Groups of 3. Do this and carry on a scene. Who might be the other characters?	10.35
• Did the son/daughter take the drugs? You make the decision.	
• Rehearsals	10.40
• See moments of each, (or see them all. Pupils were having a TIE company coming in to do some forum theatre with them, so we needed to introduce the idea of forum theatre.)	10.45
• Set up semi circle, and 4 chairs for a lounge. Who are our characters?	
• Volunteers to be these characters.	
• Introduce forum theatre.	
• Run the scene following on from the one they did.	10.55
HOMEWORK None given	
CONCLUSION. Why did we use forum theatre? How would they describe it? Write all of this on paper for wall.	11.00
EXTENTION WORK Other scenes for forum theatre. Dad and head of house meeting.	

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

**PROJECT TITLE:..drugs.....LESSON NUMBER:..2.....**

**PRIOR CONTEXT**  
 Saw theatre about drugs and teenagers. I did not see the drama.

**OBJECTIVE**  
 To use frozen pictures to check initial understanding of the topic.  
 To develop short scenes that start to explore the pressures.

THE LESSON 10.10 - 11.00	TIME
REGISTER	10.10
WARM UP I bet I can make you forget your name..	
INTRODUCTION Tell me what happened in the play? What were the key moments? The issues/the problems/ the characters?	10.15 10.20
<b>DEVELOPMENT OF THE LESSON</b>	
• Reminder of our work on drugs.	10.25
• Brainstorm how we think drugs make people feel.	
• Groups of 4/5 frozen images using brain storm.	10.30
• Split the group in 1/2 to watch each others frozen pictures.	10.35
• Learn how to make our frozen pictures better. Introduce o.k questions.	10.45
• Take one of the pictures and use it as a starting off point for a scene. If none are suitable, then set up a frozen picture of persuading someone to take drugs , and set scenes rolling.	
• Rehearsals	10.55
<b>HOMEWORK</b> None given	
<b>CONCLUSION</b>	
Performances (use cut click method.)and summary	11.00
<b>EXTENSION WORK</b> See more of the performances	



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

**Signs of drug abuse:**

Drastic weight loss/gain.

Problems with concentration.

Erratic eating and sleeping habits.

Victim becomes verbally abusive and physically violent.

Loss of motivation and self esteem.

Victim steals, cheats and becomes deceitful.

**Some physical symptoms:**

Runny nose.

Sneezing.

Sweating.

Vomiting, diarrhoea.

Trembling, coma.

**Cocaine:**

Makes you awake, stimulates.

Cheerful, energetic

Addictive.

Psychologically dependant on the drug.

Damages membranes in nostrils.

Stomach complaints

Heart problems/heart attack.

Panics

Tired, hungry, unhappy, frightened.

**Crack (derived from cocaine)**

Addictive.

Violence and theft associations.

Heart problems.

Feel depressed afterwards.

**Nicotine:**

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

### Stimulant

Increases pulse rate, heart rate, blood pressure.  
Comforting rituals.

### Heroin:

Immediate unpleasant effects: Sickness, feel nauseous.  
Addiction, at first psychological, then physical.  
Withdrawal symptoms are like flu.  
Injected, there is a risk of AIDS.  
If smoked, there is a risk of bronchitis, blood infection.  
Bad skin.  
Will kill.

### Alcohol:

Relaxing.  
Slows the brain  
Makes people more talkative.

### Caffeine:

Increases alertness  
Decreases drowsiness.  
Increases pulse rate.  
Too much causes headaches, anxiety, insomnia.

### Glues/Solvents:

Sedative effect, very short lived (maximum 30 minutes.)  
Dream like hallucinations.  
Risk of suffocation.  
Light headed.

### Cannabis:

(Grass, weed, draw, ganja, blow, marijuana, hash)  
Relaxed, talkative, mild hallucination.  
Sick, anxious, depressed, confused, paranoid, panic attacks.

### Long term:

Remembering the last thing you said.  
Concentration

Lesson plan.

Day:.....

Period:.....

Room:.....

Group:.....

Lethargy.

Delusions about your ability.

You know that something is wrong in your head, but you won't know why/what.

Lose sense of judgement

Lose inhibitions(crime)

Unreliable, irresponsible, careless.

Acute cases: You will be going mad, but you won't know

Your sign of drug abuse is:

Erratic eating and sleeping habits.

Where are you?

Who are you all?

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

Have any of the characters picked up on the sign?

**DO NOT TELL ANY OF THE OTHER GROUPS WHAT YOU ARE DOING.**

Your sign of drug abuse is:

Problems of concentration.

Where are you,?

Who are you?

**DO NOT TELL ANY OF THE OTHER GROUPS WHAT YOU ARE DOING.**

Your sign of drug abuse is:

Victim steals/cheats/becomes deceitful.

Who are you?

Where are you?

**DO NOT TELL ANY OF THE OTHER GROUPS WHAT YOU ARE DOING.**

Your group is looking at some of the general physical signs of drug abuse:

Runny nose, sneezing, trembling.

Who are you?

Where are you?

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

**DO NOT TELL ANY OF THE OTHER GROUPS WHAT YOU ARE DOING.**

Your group is looking at a specific drug:

Cannabis.

The symptoms are:  
anxious, depressed, confused.

**DO NOT TELL ANY OF THE OTHER GROUPS WHAT YOU ARE DOING.**

Your group is looking at a specific drug:

Cocaine.

The symptoms are:  
Tired, hungry, unhappy, frightened.

**DO NOT TELL ANY OF THE OTHER GROUPS WHAT YOU ARE DOING.**

**PROJECT TITLE:...drugs.....LESSON NUMBER:...4.....**

<b>PRIOR CONTEXT</b> Depending on success of last weeks TIR.
---

<b>OBJECTIVE</b> To introduce tension and suspense into the drama., moving away from fights. To explore body language in drama.
--

THE LESSON	10.10 - 11.00	TIME
REGISTER		10.10
INTRODUCTION Explain what will be learnt today	Tension and suspense.	
Remind of TIR and rules.		10.15

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

<ul style="list-style-type: none"> <li>• TIR. Introduce the idea of looking for drugs at the airport. Have to learn to catch the drugs dealers., spot suspicious looking characters.</li> <li>• 3 volunteers. One to be the customs officer, a suspicious character. Two be nervous drugs traffickers.</li> <li>• Run the scene.</li> <li>• Discussion. How to create tension and suspense. How to develop?</li> <li>• Replay the scene. Note the differences.</li> </ul>	10.20
<ul style="list-style-type: none"> <li>• Groups of 3/4 In drama answer this, what are the visual characteristics of a guilty person? How to develop tension and suspense. Set up the scene using chairs. SPACE.</li> <li>• Create your own airport scene.</li> </ul>	10.25
<ul style="list-style-type: none"> <li>• Rehearsals</li> <li>• Stop and remind of tension and suspense and slow motion/no violence.</li> </ul>	10.30 10.35
<ul style="list-style-type: none"> <li>• Rehearsals.</li> <li>• Performances.</li> </ul>	10.45
<ul style="list-style-type: none"> <li>• Well done on definite endings!</li> </ul>	10.50
HOMEWORK None given	
CONCLUSION Police cadet round up of topic. THEN...	10.50
Tension and suspense on the wall. How did we create this in the drama? One word about what tension and suspense meant for you today. On paper. Put on the wall.	10.55 11.00
EXTENTION WORK How T.V/film creates tension and suspense.	

**PROJECT TITLE:...drugs.....LESSON NUMBER:...5.....**

**PRIOR CONTEXT**  
Tension, suspense.

**OBJECTIVE**  
To cement tension in the drama.  
To look at the choices that are faced with drugs.

THE LESSON 10.10 - 11.00	TIME
REGISTER WARM UP What did we learn last week? Tension, suspense. How? Well done last week. INTRODUCTION Depending on mood TIR. Noticing drugs passing. Carry on work on	10.10

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

tension and suspense. Set up wasteland. 2 teenagers passing something,. Frozen image. WHAT IS IT? WHAT HAPPENS NEXT?	10.15
Second TIR as policeperson. Asking questions, general enquiry, stop at point where it gets tense. What are the possibilities FOR DEVELOPMENT OF THE SCENE? (WRITE THEM DOWN)	10.20
<b>DEVELOPMENT OF THE LESSON</b>	
<ul style="list-style-type: none"> <li>• The scene is this: One friend is trying to persuade the other to take drugs. You decide what. Any minute a police officer could come by. We set it in a bit of waste ground. Could do the same, or somewhere different. Set up your space.</li> <li>• Work in pairs/ threes. No one is to be the police officer.</li> <li>• Don't want scene to end with teenager getting caught with drugs. No chases through the wasteland. Build up the tension. Last week, did that, no violence. So always the thought of getting caught by police.</li> <li>• In pairs/threes, I will stop you in a min to give more instructions.</li> <li>• Prepare. (Teacher puts the following options on paper/the board.)</li> <li>• Stop pupils. There are 2 pathways to follow. <b>1</b> s/he does take drugs could lead to crime.. <b>2</b> He/she doesn't take drugs, and is spotted by a scout for a major football team/ wins some important medal. Decide whether she does or doesn't. lets see a scene one month later to see what she decided.</li> <li>• Practice.</li> <li>• Perform.</li> </ul>	1025 10.30
<b>HOMEWORK</b> None given	
<b>CONCLUSION</b>	10.55
Tension and suspense on the wall. How did we create this in the drama? Frozen picture to create a physical evaluation.	11.00
<b>EXTENTION WORK</b> Other scenes with tension discuss. Frozen image of this.	

**QUESTIONS TO ASK PUPILS:**

PUPIL TARGETS

**PROJECT TITLE:....drugs.....LESSON NUMBER:...5.....**

**PRIOR CONTEXT**  
Tension, suspense.

**OBJECTIVE**  
To cement tension in the drama.  
To look at the choices that are faced with drugs.

<b>THE LESSON</b> 10.10 - 11.00	<b>TIME</b>
<b>REGISTER</b>	10.10

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

INTRODUCTION Well done for last week, name something specific. Work on giving our scenes definite endings.	10.15
DEVELOPMENT OF THE LESSON	10.15
<ul style="list-style-type: none"> <li>• Stimulus: TIR as headteacher, and pupil in role as parent. Your child /their friend has Been found in possession of drugs at school. Will be suspended. (A very short scene, parent only given time for initial response.</li> </ul>	
<ul style="list-style-type: none"> <li>• In pairs copy scene. Full reaction from parent. Work on setting, start and end by freezing.</li> </ul>	10.25
<ul style="list-style-type: none"> <li>• See some of the scenes.</li> </ul>	
<ul style="list-style-type: none"> <li>• TIR as parent, and pupil as child creeping home that night. Quick scene.</li> </ul>	
<ul style="list-style-type: none"> <li>• Where was our tension and suspense?</li> </ul>	
<ul style="list-style-type: none"> <li>• In pairs replay. Only give them 4 mins.</li> </ul>	10.30
<ul style="list-style-type: none"> <li>• Put groups of pairs together (groups of 4) Make the scene into something more than the confrontation.</li> </ul>	
<ul style="list-style-type: none"> <li>• How? Discussion.</li> </ul>	
<ul style="list-style-type: none"> <li>• Rehearsals</li> </ul>	10.40
<ul style="list-style-type: none"> <li>• Performances.</li> </ul>	
<ul style="list-style-type: none"> <li>• Set up forum theatre as at the start of the project. The next morning at a family breakfast. Weekend. What will the family be talking about. Give advice to your actors.</li> </ul>	10.45 10.55
HOMEWORK None given	
CONCLUSION. Evaluation. Why do all of this? Effect of rounding off scenes?	11.00
EXTENTION WORK	
A further Forum theatre scene. Friends in the park after they have been suspended?	

**QUESTIONS TO ASK PUPILS:**

PUPIL TARGETS

**Creative Arts.**

**Project Assessment.**

**Drugs Awareness**

**Name:**

**Form:**

This term we have:

Watched a piece of theatre introducing the topic of Drugs.  
 Acted in role plays detailing symptoms of drug addiction.  
 All taken on police cadet roles to learn more about drug abuse and the pressures that



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

- What would you do different?

**The role plays:**

- Which of your role plays worked the best?
- Why do you think this?
- What would you do different?

**Your involvement?**

- What do you think that you are good at in drama? Give an example of this.
- What do you think that you could improve at in drama?
- List three targets for you to work towards next term in drama.
  - 1.
  - 2.
  - 3.