

Lesson Plans

1. Exploring Racism.
2. Racism – The types of people it can attract.
3. Racism – The behaviour/friendship
4. The pressures for young people.
5. Racism – is it too late to change?
6. Racism and exclusion/inclusion

Lesson 1	Number in Sequence
Exploring racism.	1, 2, 3
General Aims – pupils should be able to: <ul style="list-style-type: none">• Build the belief and establish the core characters in the fictional content.• Communicate ideas and feelings through language, expression and movement in real and imaginary worlds.• Develop confidence and self-esteem in day to day interaction with others.• Develop sensitivity towards the feelings/opinions and values of others through interaction.	
Objectives – pupils will: <ul style="list-style-type: none">• Create initiative and select ideas/contribute to and negotiate in group discussions.• Present and portray ideas and actions, emotions through language, voice and movement in a variety of situations.• Demonstrate knowledge and understanding (K & U) of characterisation and relationships.	
Methods of Assessment: <p>Observations of the pupils, using assessment sheet – summative assessment.</p>	
Teaching Strategies and Conventions to be used: <ul style="list-style-type: none">• Role on the wall – discuss the topic in question.• Tableaux to create visual imagery of characters.• Small group improvisation.• Newspaper article to create discussion.• Hot-seating.	

Lesson Outline / Student Activity:

Exploring racism. (Lesson One).

- Introduction – framing the lesson/set groundrules
- Pupils are split in groups depending on their date of birth – pupils born on an odd day move to the left, pupils born on an even day move to the right.
- Pupils born on an odd day are asked to take out books from other subjects to revise and are also given work to keep them busy. They are then told that they need to work to keep up with the other group as they are born on an ‘odd’ day.
- Pupils born on an even day are asked to take it easy and are given the freedom to do whatever they please i.e. listen to music, eat, use their mobiles etc. because they are born on an even day and are naturally bright.
- The above runs for approximately twenty-five minutes to see the reactions of both groups.
- Both groups are asked to sit together and discuss what has happened so far in the lesson.
- We discuss unfairness, prejudice, discrimination and other subjects that are brought to light.
- Pupils are put into groups. Newspaper articles which raise issues of discrimination/racism are passed round the class.(Use the Internet to search for newspaper articles- Scottish newspaper sites can be found at this link
- <http://www.onlinenewspapers.com/scotland.htm>) Pupils discuss their newspaper articles.

Learning Outcomes – by the end of the lesson pupils will (Lesson 1, 2, 3):

- Movement and mime (M & M) – move inventively and appropriately in a given space.
- Using language – speak audibly and clearly, contribute to planning.
- Investigating – sustain fairly complex roles.
- Creating and designing – in response to the stimulus offer ideas which could be used to create the drama, going beyond the obvious stereotypes.

EXTENSION ACTIVITY

- Reflection time – write down in exercise book what you did and learnt and your next objective.

Lesson Outline / Student Activity:

Exploring racism. (Lesson Two).

- Recapping the previous lesson.
- Pupils using the newspaper articles as their stimulus act out the drama (15 mins).
- Pupils in groups perform the drama to the class.
- Pupils then later mime their drama, focussing on subtleties (10 mins).
- They then perform their mime to the class.
- Pupils create visual imagery of characters.
- The class discuss what they have performed and observed.
- We look at the events in the newspaper articles and how people behave and do what they do.

Learning Outcomes – by the end of the lesson pupils will (Lesson 1, 2, 3):

- Movement and mime (M & M) – move inventively and appropriately in a given space.
- Using language – speak audibly and clearly, contribute to planning.
- Investigating – sustain fairly complex roles.
- Creating and designing – in response to the stimulus offer ideas which could be used to create the drama, going beyond the obvious stereotypes.

EXTENSION ACTIVITY

- Reflection time – write down in exercise book what you did and learnt and your next objective.

Lesson Outline / Student Activity:

Exploring racism. (Lesson Three).

- Recapping the previous lesson.
- Pupils look at the newspaper articles and look at the role of the protagonist (10 mins).
- The pupils in groups jot down what they think a day in the life of the protagonist and the victim to be from the moment s/he wakes up to the moment s/he goes to sleep (10 mins).
- The pupils as investigators see who the protagonist and victim has interacted with and where they have been (5 mins).
- The pupils follow the various emotions of the protagonist and victim (5 mins).
- The pupils in their groups choose one person in their group to become the protagonist.
- The protagonist is moulded by the students in the group.
- The protagonist is hot-seated by everyone to understand his/her actions.
- The victim is moulded by the students in the groups.
- The victim is hot-seated by everyone to understand his/her emotions/feelings.
- Protagonist and victim face each other in a debate facilitated by the teacher.

Learning Outcomes – by the end of the lesson pupils will (Lesson 1, 2, 3):

- Movement and mime (M & M) – move inventively and appropriately in a given space.
- Using language – speak audibly and clearly, contribute to planning.
- Investigating – sustain fairly complex roles.
- Creating and designing – in response to the stimulus offer ideas which could be used to create the drama, going beyond the obvious stereotypes.

EXTENSION ACTIVITY

- Reflection time – write down in exercise book what you did and learnt and your next objective.

<p>Lesson 2</p> <p>Racism – The types of people it can attract.</p>	<p>Number in Sequence</p> <p>4, 5.</p>
<p>General Aims – pupils should be able to:</p> <ul style="list-style-type: none"> • Develop confidence and self-esteem through language and self-expression. • To research new understandings and appreciation of self, others and the environment through imaginative and dramatic experience. • To understand the type of person/character who can be pressures in this above situation. 	
<p>Objectives – pupils will:</p> <ul style="list-style-type: none"> • Demonstrate K & U of characterisation and relationships. Make real and symbolic use of space and resources. • Portray a variety of characters by using appropriate language, voice and movement demonstrating creative ability. • Use presentation skills to show drama work to an audience. 	
<p>Methods of Assessment:</p> <p>Observations of group and individual work.</p>	
<p>Teaching Strategies and Conventions to be used:</p> <ul style="list-style-type: none"> • Leading individual work. • Pupil brainstorming. 	

Lesson Outline / Student Activity:

Racism – The types of people it can attract (Lesson Four).

- Recapping the previous lesson.
- Pupils are asked to walk around the space and sit down.
- Pupils are asked to close their eyes and think of one sentence that can upset another person e.g. ‘you smelly paki’, ‘you fat git’ and so on.
- Once the pupils have thought of the sentence they are asked to stand up and at the count of three, are asked to say their sentence.
- The above runs until the pupils can connect to the sentence – making it real (some students may feel upset by this so be prepared to explain that this is a lesson about harsh issues).
- The pupils mime their sentences.
- The pupils are asked to create the TUNNEL OF ABUSE – get five students standing in a straight line (line A), and then five other students standing opposite in another line (line B).
- The remaining students are asked to walk through the tunnel (that lines A and B have created).
- Students in lines A and B speak out their sentences while the others walk in between.
- The students in lines A and B change places with the students who walk through the tunnel.
- Pupils are asked for feedback and you provide time for debriefing- this is a lesson and you respect students may have found these lessons to be difficult –but this is a daily reality for some people!

Learning Outcomes – by the end of the lesson pupils will (Lesson 4):

- Develop reading skills, research note talking (newspaper articles).
- M & M – movement appropriately in space.
- Investigating – use language in movement, space and other resources in new and invented ways.
- Using language – show awareness of audience.

EXTENSION ACTIVITY

- Reflection time – write down in exercise book what you did and learnt and your next objective.

Lesson Outline / Student Activity:

Racism – The types of people it can attract (Lesson Five).

- Recapping the previous lesson.
- Pupils are split into three groups.
- Group one – the protagonist – the bully.
- Group two – the friends of the protagonist.
- Group three – teachers/head teachers.
- The above discuss the tunnel of abuse undertaken.
- The protagonist has been suspended for a week. In the group they discuss what they will do for a week.
- The friends of the protagonist discuss how they feel about their friend being suspended, should they do anything/should they have done anything?
- Teachers discuss the fate of the pupil suspended.
- Groups two and three later become councillors and discuss the best way of helping the suspended student.
- Ask the group for feedback. Reinforce positive feedback. What are the new discoveries? What was achieved?

Learning Outcomes – by the end of the lesson pupils will (Lesson 5):

- Develop reading skills, research note taking (newspaper articles).
- M & M – movement appropriately in space.
- Investigating – use language in movement, space and other resources in new and invented ways.
- Using language – show awareness of audience.

EXTENSION ACTIVITY

- Reflection time – write down in exercise book what you did and learnt and your next objective.

Lesson 3 Racism – The behaviour/friendship.	Number in Sequence 6
General Aims – pupils should be able to: <ul style="list-style-type: none"> • Acknowledge characters – problems of making decisions and having responsibility. • Communicate ideas and feelings through language, expression and movement through real and imaginary context. • Develop a range of dramatic skills and techniques. 	
Objectives – pupils will: <ul style="list-style-type: none"> • Demonstrate K & U of characteristics and relationships. • Create, initiate and select ideas in shape-shifting activity. • Use presentation skills to show drama work to an audience/class during cross-cutting sequence. 	
Methods of Assessment: Observations of class and pupils using assessment sheet.	
Teaching Strategies and Conventions to be used: <ul style="list-style-type: none"> • Group work. • Thought-tapping. • Improvisation. • Teacher as motivator. 	

Lesson Outline / Student Activity:

Racism – Behaviour/friendship. (Lesson Six).

- Recapping the previous lesson.
- Pupils individually make decisions for why we cannot tolerate racist behaviour, bullying.
- Class is split into three groups.
- Group one going to the party.
- Group two going to the cinema.
- Group three going skating.
- All three groups are a friend of the bully/racist. Should they invite this particular person to join them, because s/he has previously caused problems and the friends have been warned that they would be barred if s/he turns up with them.
- The three groups create three scenes each.
- Scene one – telling the protagonist that they are not going out (thought tap scene one).
- Scene two – meeting the protagonist at the destination (thought tap scene two).
- Scene three – what happens the following day, when they meet in school (thought tap scene three).
- Group discussions – ask the group for feedback. What are the new discoveries? What was achieved?

Learning Outcomes – by the end of the lesson pupils will (Lesson 6):

- Creating – in response to the stimulus offer ideas which could be used to create the drama.
- Communicating and presenting – suggest ways of presenting the drama. Portray characters in accordance with decisions taken.
- Language – speak audibly and clearly.

EXTENSION ACTIVITY

- Reflection time – write down in exercise book what you did and learnt and your next objective.

<p>Lesson 4</p> <p>The pressures for young people.</p>	<p>Number in Sequence</p> <p>7</p>
<p>General Aims – pupils should be able to:</p> <ul style="list-style-type: none"> • Communicate idea and feelings through language, expression and movement in real and imaginary context. • Develop confidence and self-esteem in day to day interaction with others. • Develop sensitivity towards feelings, opinions and values of others through purposeful interaction. • Explore the temptations and pressures experienced by young people. 	
<p>Objectives – pupils will:</p> <ul style="list-style-type: none"> • Demonstrate K & U of characterisation and relationships. • Create, co-operate and participate in group activity/adapt and work with a variety of roles using appropriate language. • Present and evaluate the work of self and others. 	
<p>Methods of Assessment:</p> <p>Observing the pupils drama and noting down their progress using baseline assessment.</p>	
<p>Teaching Strategies and Conventions to be used:</p> <ul style="list-style-type: none"> • Brainstorming. • Still images. • Thought tapping. • Improvisation. • Writing in role. 	

Lesson Outline / Student Activity:

Racism – The pressures for young people (Lesson Seven).

- Recapping the previous lesson.
- Talks/discuss the pressures for young people today – peer pressure, why certain pupils join in with bullies and hurt others.
- Still images of their ideas.
- Brainstorm the type of families that these children come from.
- Brainstorm the family background of the victim and his/her home life. Is he/she open to what is happening?
- From what has been discovered create the home-life of the bully and the followers (thought tap the followers).
- What are the new discoveries?
What has been achieved?

Learning Outcomes – by the end of the lesson pupils will (Lesson 7):

- Creating and developing – identify new ways of using drama inventively.
- M & M – move appropriately in the given space.
- Sustain complex roles.
- Language – justify decisions.

EXTENSION ACTIVITY

- Reflection time – write down in exercise book what you did and learnt and your next objective.

<p>Lesson 5</p> <p>Racism – is it too late to change?</p>	<p>Number in Sequence</p> <p>8</p>
<p>General Aims – pupils should be able to:</p> <ul style="list-style-type: none"> • Research drama topics, understanding and appreciating themselves and others and the environment through imaginative dramatic experience. • Communicate new ideas and feelings through language, expression and movement in real and imaginary context. • Develop a range of dramatic skills and techniques. • Explore rules and how individuals manipulate them – do individuals who follow the rules resort to breaking them if they observe others succeeding by doing so? 	
<p>Objectives – pupils will:</p> <ul style="list-style-type: none"> • Demonstrate K & U of characterisation and relationships. • Create, adopt and work out a variety of rules using appropriate language and movement. • Presenting and demonstrate technical skills in aspects of drama. 	
<p>Methods of Assessment:</p> <p>Observation of class participation in the drama.</p>	
<p>Teaching Strategies and Conventions to be used:</p> <ul style="list-style-type: none"> • Out of role discussions. • Teacher in role as the pupil. • Improvisation. • Pupils as guidance councillors. 	

Lesson Outline / Student Activity:

Racism – Is it too late to change? (Lesson Eight).

- Recapping the previous lesson.
- Teacher in role as pupil. Starts off by saying: “I saw pupil X calling this boy a Paki and it’s not right and it ain’t fair but this is a good friend of mine and we grew up together, my mum and his mum are best friends. What shall I do?”
- Pupils as guidance councillors.
- Pupils discuss what the appropriate actions that should be taken are.
- Pupils in role as pupil X understand his/her motivations, where s/he comes from.
- Hot-seat character.
- What are the new discoveries?
- Can pupil X change or is it too late?

Learning Outcomes – by the end of the lesson pupils will (Lesson 8):

- Communication – suggest ways of presenting drama – portray characters in accordance with decisions taken.
- Investigation – sustain fairly complex roles, contribute to planning.
- Understanding – justify decisions taken.

EXTENSION ACTIVITY

- Reflection time – write down in exercise book what you did and learnt and your next objective.

<p>Lesson 6</p> <p>Racism and exclusion/inclusion.</p>	<p>Number in Sequence</p> <p>9/10</p>
<p>General Aims – pupils should be able to:</p> <ul style="list-style-type: none"> • Research new understanding and appreciation of self and others and the environment through imaginative dramatic experience. • Communicative ideas and feelings through language/expression and movement in real and imaginary context. • Develop sensitivity towards feelings and opinions, values of others through purposeful interaction. • Understand why we have rules and what happens if we do not have them. 	
<p>Objectives – pupils will:</p> <ul style="list-style-type: none"> • Demonstrate K & U of theatre arts and technology and their contributions to planning. • Create, contribute to and negotiate in group discussion/initiate and select ideas. • Present and evaluate the work of others, demonstrate technical skills in aspect of drama. 	
<p>Methods of Assessment:</p> <p>Observation of drama within the classroom, baseline assessment.</p>	
<p>Teaching Strategies and Conventions to be used:</p> <ul style="list-style-type: none"> • Whole group improvisation. • Marking the moment. • 	

Lesson Outline / Student Activity:

Racism – Inclusion/exclusion (Lesson Nine).

- Recapping the previous lesson.
- Discuss previous lesson.
- Students mime a situation involving breaking the rules – bullying, racism.
- The pupils selected are asked why they did what they did and how they came to that conclusion.
- Thoughts - do it again – mark the key moment.
- Pupils discuss the types of people that can be racist, bully.
- Pupils discuss the types of people that can be victims.
- Class discussion run by students on racism and their final views on this topic.
- Students discuss the importance of inclusion/exclusion.

Lesson Ten – (Plenary) – Feedback

- Pupils discuss all the lessons of racism that they have taken part in.
- What are the new discoveries/resolutions?
- How can the lessons so far be improved?

Learning Outcomes – by the end of the lesson pupils will (Lesson 9):

- Using language – contribute to planning – offer ideas, use language inventively and appropriately and justify decisions.
- Investigation – sustain fairly complex roles – use language/movement, and other resources in new and inventive ways.
- M & M – move appropriately in a given space. Use movement inventively and appropriately.

EXTENSION ACTIVITY

- Reflection time – write down in exercise book what you did and learnt and your next objective.