

The following









Week 2, lesson 2	Duration
<p>Students further explore Boal's theatre techniques as a means of transforming an idea, and modelling a positive future action. Students will focus on how symbols and masks can be used to enhance dramatic meaning as represented in their scenes. Game references are fully described in Augusto Boal Games for actors and non-actors.</p>	<p>75 minutes</p>

Stage 4 outcomes	Stage 5 outcomes
<p>A student:</p>	<p>A student:</p>
<p>4.1.4 explores a range of ways to structure dramatic work in collaboration with others.</p>	<p>5.1.4 explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.</p>
<p>4.2.3 explores and uses aspects of dramatic forms, performance styles, theatrical conventions and technologies to create dramatic meaning.</p>	<p>5.2.3 employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.</p>
<p>4.3.2 recognises the function of drama and theatre in reflecting social and cultural aspects of human experience.</p>	<p>5.3.2 analyses the contemporary and historical contexts of drama.</p>

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Lesson Body

Element learning opportunities	
 Symbol	 Focus
 Situation	 Tension
 Movement	 Dramatic meaning

Introduction - speaking with symbols and metaphors (15 minutes)

Warm up 1

How many A's in one A? (game 23)

- Form a circle.
- One actor goes in the middle and expresses a feeling or an idea using only the letter A in any of its possible inflections, movement and gestures.
- All the actors in the circle repeat this 3 times.
- Another actor goes in and the same is repeated for A E I O U then with a single word.

In this instance, students could represent the word 'power'

Warm up 2

Leapfrog. (game 4)

- One person bends over with his hands on his knees.
- His partner jumps with his legs over his back and then bends over with his/her hands on his knees and so on.
- Students can continue playing so that there are a whole lot of backs to jump over.

This game can represent a complex idea such as jumping over hurdles, or building resilience.

Warm up 3

The wooden sword of Paris (game 10)

Two students facing each other, with the leader in front of the group. They fight

a duel with imaginary swords. The leader gives six different instructions on the following strokes.

1. As if to chop off the head the opposing leader - in which case all the opposite team must duck
2. As if to chop off the legs - all the opposing teams must jump
3. A strike to the right - the actors must jump to the left
4. A strike to the left - the actors must jump to the right
5. A clear strike at the middle - the actors jump right or left
6. A strike forward - the actors jump back.

The leader can then decide to make two or three strikes at a time and then the pairs fight as they wish. Using the same movement as in the game, each group to symbolically present one of the following ideas: hacking or identity theft, trying to fight off trolls, etc.

Focus questions

- What levels of symbolic representations can be explored from the above activities?
- How can symbolism be used to represent online experiences? (positive or negative)



Main body – Linking symbols with theme of u.b.do (45 minutes)

Images

Students view a series of emoji images on the online digital resource. They will select an image and incorporate the use of masks to discuss the ways in which masks can represent persona. Look at the paper masks presented. What do they represent? How can the emojis be used in a performance to enhance dramatic meaning? What is an online persona? Students explore a moment using the persona of the masks. Students can also use the emoji dialogue provided on the online digital resource for further assistance.

Using the online digital resource, show the images of symbols and representation and ask students to select an image (teachers can give a separate image to each group).

1. Complete a tableau that interprets the image (students choose which masks to wear).
2. Create movement and/or dialogue that communicates a simple story from the image.
3. Explore how the story can use symbolic images and representations.
4. Retell the story again, turning it into a symbolic representation and then back again.

Here is an example to guide the teacher of how the student-teacher team will create a scene from the steps above.

Using the image with the hands of the person handcuffed to the computer.

1. Begin as characters who are about to go on snapchat. Decide on a situation.
2. Show that you are concerned about the future outcome of the situation but 'your hands are tied.'
3. Begin to transform into the future and become your future yourselves. This could include students selecting a new mask.
4. Deliver a message to the group as a personified, or symbolic/artificial being that can speak. (a meme, an avatar, a troll, other).
5. Now transform back into the present as yourself and end the piece the way you began/with a positive future outcome. E.g. unleash the handcuffs.

Perform to and discuss as a class.

Students should discuss how symbolism can enhance dramatic meaning.



Conclusion (15 minutes)

After each performance, students comment upon the symbolic representation of their scenes.

- What have you learnt about how symbolism can be used to represent online behaviour? What moments might you keep for the final performance?
- What sort of experiences on line have you had that can be symbolised and transformed into positive behaviour?



Differentiation

Extension	Life skills
<p>Analogy - How is the online world like a trip to the fun fair (Luna Park)?</p> <p>Organised random search - Would you have joined Mark Zuckerberg's, thefacebook? Would you have created thefacebook?</p> <p>Study creative process - Read Mark Zuckerberg's or Augusto Boal's or Steve Jobs' biography and analyse their traits and characteristics.</p> <p>Students could also make their own powerpoint and find symbols that represent other ideas.</p>	<p>Many of the activities in this lesson will be accessible to Life Skills students. Depending on an individual student's particular profile, however, activities may need to be adjusted for example by offering further examples when explaining concepts (eg: symbols, metaphors). Scaffolding practical activities to a greater degree and breaking down steps to be followed until students are comfortable with accessing activities or concepts being covered may also be required.</p> <p>Students can create a simple representation using the masks only to symbolise a scene. The teacher can give students two or three specific transformational movements to prompt scene creation.</p>

Reference list

Boal, Augusto [Games for actors and non-actors](#), date accessed 26/03/2019.

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Emoji images, <https://pixabay.com/illustrations/emoji-smilie-whatsapp-emotion-2762568/> date accessed 22/03/2019.