

Insta







Week 3, lesson 1	Duration
Students will explore and unpack the effects of instant gratification on the individual human and collective psyche. They will unpack preconceived notions of technology as a fast-paced and unfaltering entity and study their own behaviour.	75 minutes

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

[Drama 7-10 Syllabus](#) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2003.

Element learning opportunities	
 Symbol	 Role and character

Lesson Body

Element learning opportunities	
 Language	 Movement
 Sound	 Dramatic meaning

Introduction

The focus of the lesson is to unpack the emotional habits we have developed around social media and online communication. The content is designed to look at the way in which social media provides us with personal and impersonal feedback – such as comments and likes. Posts are valued based on their quantity of comments or likes despite whether they are positive or negative. Also, social media users and influencers find the success of their posts on comments and likes, which provide them with instantaneous gratification in real time. The immediate nature of social media has conditioned us to expect communication and feedback immediately and to judge delays in transmission or feedback as negative.

Watch this Video – 5 minutes

The video the teacher will show to students is deliberately not going to load. The teacher will pitch the video as an inspiring way of starting the lesson. The teacher introduces the lesson and sits the students in front of a screen. Once the teacher has pressed play the 'buffer' will begin to load. As the students wait, the teacher discreetly videos the students waiting for the video to start. The student's reactions to the video are recorded.

Students will answer the question below in their logbooks.

- Your video didn't load – how did it make you feel?

While students are answering the question, the teacher shows a recording of the students themselves as they react to the video not loading. This exercise is used to demonstrate to students how we are affected by the instantaneous nature of 21st-century technology.

Students and teacher reflect on the videos and discuss how certain gestures and sounds indicated the emotional responses they had towards waiting.

Activity - Character Hotseat (In focus groups)

Students are split into groups of four or five. Out of these groups, two students are chosen to receive the questions of their peers and answer the questions as the artist who created these two images (images are pasted below and are visible on the [digital resource package](#)). The students hypothesise in character what has driven them to make this artwork and what concerns they have about the nature of technology and social media today.



Main body

Activity – Nit Pick

In this activity, students will respond to a series of stimulus images, twice. The first time they will respond anonymously online. The second time they will respond in person. The teacher and students will reflect on the differences between each student's response.

Begin by creating a Padlet (this is a free application and a demonstration version of this can be found in the online digital resource package). You can prepare this before class. First, search some current celebrity or social media influencer posts online and download them to your desktop. You may even choose to post any kind of image – but try to keep it in the realm of the kinds of things students are currently putting on social media (ie. selfies)

Then:

1. Go to: <https://padlet.com/>
2. Sign in with Google (DoE teachers have an education google account: firstname.secondname@education.nsw.gov.au)
3. Choose a free account option.
4. Click 'Create Padlet';
5. Depending on your visual preference, select the 'Wall' or 'Stream' option.
6. Give the Padlet a title and description
7. Using the '+' button to add content to the wall or stream.
8. Add the files from your desktop by pressing the upload button and then arrange it on the wall or screen. You may choose to add a caption.
9. Once you have made and curated your padlet posts (try to have at least four), click the 'settings' cog tab and scroll down to the 'posting' options.
10. Tick the checker boxes that allow comments and reactions. Turn the profanity filter on.
11. Click the 'Share' button in the top right-hand corner.
12. Select the 'Share/Export/Embed' option. You can share the link to the padlet with your students via QR code, link, email, or Google Classroom. You can also embed the Padlet into a Google site.
11. Invite your students to comment on the Padlet posts in the activities below. Refer to the digital resource package for this lesson to find an example of Padlet.

Discuss the student answers that arrive on screen. You may like to give this to students as a homework task or before this lesson so that their responses are present before the class begins.

Nit Pick – Round 1 – Under the Digital Mask

Students use phones or devices to add comments to the posts on the padlet. Some curated Instagram style posts are shown on the board.

Teacher and students reflect on what the comments say about the posts – are they positive, negative? what do they say about the post/person who posted or has a feed started within the comment section itself that has nothing to do with the content at all?

Do you think people would say these things in public? Discuss.

Nit Pick – Round 2 – Under the Social Mask

The students put their devices away. They must locate a comment of theirs on the wall. The posts and their added comments are shown on the board. Students line up in front of the board. One by one, the students jump in front of the board and mime typing on an imaginary keyboard. As they type furiously they provide their comment and announce it to the class. This is recorded by the teacher.

Nit Pick – Compare and Contrast.

Students and teacher view the recording or listen to the audio, they will read the comments from the Padlet off the board and compare the responses.

Question: Does the meaning of a comment change when read aloud compared with when it is read silently?

Discussion/ Inquiry Questions

- When we post comments on a wall – what expectations do we have for that comment? (ie. Do we want it to receive 'likes'? Do we want people to reply?)
- Are we adding to the conversation of the original post, or are we judging that post or discussion?
- Is there anything about these comments or posts that we would change?

The teacher then gives students the right to access their comments again and change the posts. Alter the activity above so that the students can only say positive things about the posts. This connects the content to the style and purpose of Boal's forum theatre allowing students to step in and be the change they want to see.

Activity – Chair Duets of Social media

To physicalise the previous activity, students will create a chair duet scenario. Students will freeze frame themselves into a frozen post sitting down. The students create a set of repeated ‘changes’ where the opposing student will reach across the chair and change an element of the gesture consecutively up to four times. This action is repeated until the moves are memorised and flow smoothly.

- Teacher is to show the clips of Frantic Assembly on chair duets to get students started – refer to the digital resource package for these videos on Chair Duets:
 - [Chair Duets: step-by-step instructions \(00:03:22\)](#)
 - [Chair Duets: Frantic Ignition 2015 Company \(00:02:16\)](#)
- Allow students time to get into pairs
- Now remove the chairs.

Activity - Devising Exercise – Adding sound

Key movements, gestures and sounds are picked out from the recording of the students as a stimulus for a physical theatre workshop. The lack of a willingness to ‘wait’ thanks to technology’s influence has changed our notion of patience. Everything is ‘instant’. This has changed human behaviour – road rage, impulse buying, ‘like’ instant gratification, expectations of instant communication etc.

Students use their chair duets sequence and synchronise this with some of the noises and gestures they heard in their video recording.



Conclusion (10 minutes)

Students should video each other’s devised pieces for documentation on Google Classroom or similar.

Plenary – Exit Tickets

Students must show their uploaded videos on Google Classroom to their teacher before leaving the room.

Plenary – Take Away Questions

1. What are some of the things we can adjust or be aware of when thinking about our expectations of our self and others on social media?
2. How could you summarise the issue reflected today?



Differentiation

Extension	Life skills
<p>Play Readings - Cyberbille - Alannah Valentine</p> <p>Paradox. Being able to know everything in an instant is good for us, or is it?</p> <p>Examples of change. How would the internet be different if people experienced a physical electrical shock when you posted something negative about them?</p> <p>Intuitive expression. Try two ways; you are posting a negative comment about someone, what is racing through your mind? You receive a negative comment from someone, what is racing through your mind?</p> <p>Evaluate situations. What if all internet actions took sixty seconds to be completed?</p> <p>Creative writing skills. Write a letter from the point of view of someone involved in online bullying.</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. Scaffolding practical activities to a greater degree and breaking down steps to be followed until students are comfortable with accessing activities or concepts (social masks & digital masks) being covered may also be required.</p> <p>Student responses can be observations of content elicited by asking 'what do you see?' questions.</p> <p>Students list situations in which they are required to wait in their everyday lives and enact frozen moments depicting these situations. Online situations might then be enacted/depicted.</p> <p>They may also be given examples of or asked to suggest situations to enact when someone might be hurtful in person to another person and subsequently show how much more hurtful someone might be if they had the ability to be hurtful without being able to be identified.</p>

Reference list

Artist: Jo Newton - I will be your mirror, accessed 21/03/ 2019

- Image 1: [Bedtime Story](#), accessed 21/03/ 2019
- Image 2: [I will be your mirror](#) accessed 21/03/ 2019

Artist: Cameron Cam Scott:

- Image 1 [Beggar Image](#) accessed 21/03/ 2019
- Image 2 [NOT NOT Cam Scott](#), accessed 26/02/2019

[Chair duets - step-by-step instructions \(00:03:22\)](#), accessed 21/03/ 2019

[Chair Duets: Frantic Ignition 2015 Company \(00:02:16\)](#) accessed 21/03/ 2019

[Drama 7-10 Syllabus](#) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2003.