

+ Film it/post it











Week 4, lesson 1	Duration
<p>Students will focus on the difference between anti and pro social digital behaviour online by exploring ideas through Boal's workshop activities and games.</p> <p>This week's lessons will highlight how digital users record and post without reflection or in a passive fashion, neglecting the external impact. Digital citizenship will be inherent in the activities they now respond to, physically and in theory.</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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Element learning opportunities	
 <p>Place</p>	 <p>Role and Character</p>

Lesson Body

Element learning opportunities	
 Language	 Movement
 Situation	 Time
 Structure	 Moment
 Audience engagement	 Dramatic meaning

Introduction

Warm up - Action repeat

Students have played this warm up game previously in this unit. Now ask them to set it up and lead it and incorporate the modification in the warm up game. This is like 'Chinese whispers' but with an action (with or without a phrase or a sound). The action is passed around a circle. Each player has their eyes shut so as not to 'taint' the physical content which they received from the player before them. They all face one way and the player before them when ready to 'show' will tap them on the shoulder. Once the circle has completed passing on the action, then the final player shows all. The first player or movement/sound/phrase initiator then demonstrates the original version.

Reflection

Students attempt to identify what stayed the same and what was different by the end. If the work is significantly changed, perhaps they would like to repeat now facing the other way in the circle.

Warm up 2 - Rhythm with chairs (Boal)

In groups of five, each performer is allocated a chair/drama block to create

a frozen image. Each student creates a specific image of a body position in relation to the chair. The group numbers each image one to five. At any time, the teacher will call out one of those numbers, which the group must then replicate.

Using the five images, groups will create an original sequence that generates a silent narrative for an audience. Each group performs for the class and the audience will provide a suggested narrative.

Variation

Decide on a suggested narrative from the audience and playbuild a scene with dialogue that suits the scenario.

Reflection

Reflect and discuss:

- how the images and the narrative are connected
- as witnesses/audience do we need the two to go together, what was added? What might have been missed?



Main body

Activity One

Begin the next activity by showing the following video [Photo Fail \(00:01:19\)](#).

Using the following scenarios as stimulus, the students in small groups (those groups for the assessment task) devise three short tableaux to identify a moment of crisis or 'point of no return' climax where a decision will be called for.

In each sequence, the tableaux will identify the moment before /during/after the main action.

Main Action

1. A social event/party where an outsider has captured a picture of rowdy behaviour. Moshing dance to a fave song.
2. A train station where a group gossips about another who stands apart from the 'chat'.
3. Shoplifting in a group. Each participant has very different feelings about being involved.
4. A schoolyard physical altercation between students with others looking on.

Technology choice

Teacher takes a photo still of each tableau – this can be a further stimulus and referenced for the next lesson's activities.

Teacher

For each group's presentation, the teacher asks the class/audience to close their eyes then open for the actual tableau (this enables the moments to be the peak focus only...and not the moments in between)

Then during the 'playback' of moments, the teacher asks the class/audience to decide:

- on how they might change the moment
- at what point should it be changed
- changing one tableau to create a different outcome.
- title/caption that might go along with each.

They frame this under the banner of the unit, u.b.do.

Logbook reflection

- What were the most interesting moments?
- How could we identify the dramatic elements in each 'still' tableaux?
- Who were the characters involved?
- What were the relationships?
- How could we describe the action?
- How did we know what was happening?



Conclusion (10 minutes)

Discussion

- Who is our audience?
- Do we have control over who sees our posted world?
- Are privacy settings useful/important?
- What are the implications for our future?

Reflection

In response to u.b.do, how might the captured photos that reflected these original images be regarded on different social media platforms? Who would be able to see them? Who would/could respond to them? What could be the outcome of these or similar scenarios?



Differentiation

Extension	Life skills
<p>Further activities - variations</p> <p>Attribute listing. List what it is that makes a person 'good' online.</p> <p>Examples of habit. Create something that could persuade others to change how they behave online? It could be through negative reinforcement or positive reinforcement. Poster, song, speech, performance, artwork, other....</p> <p>Skills of search. Search for any performance companies currently working with Boal's techniques.</p> <p>Tolerance for ambiguity. Monitoring content on the internet is necessary but it is also censorship? Do you agree?</p> <p>Visualisation skills. Visualise, and present through performance or drawing, the stages of life and thoughts for someone who has experienced or perpetrated online bullying.</p> <p>Students may also write a whole scene to support the group work/a short play using playwriting conventions.</p> <p>Individually the performers are asked to write a small moment of dialogue between two of the performers. This can be from either their own tableaux or another group. Share these by pairing students to explore theatrically/ rehearsed moments.</p> <p>Perform a workshop around the room.</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 ('online audience').</p> <p>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>Content questioning can be mostly memory recall and reflection using Revised Bloom's Taxonomy.</p> <p>Students could also take the still images created from different angles to develop a simple collage for each group.</p> <p>They turn the images into a sequenced storyboard.</p>

Reference list

[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.

[Photo Fail \(00:01:19\)](#). eSafety Office - Youtube, date accessed 26/03/2019.