

T1689 Sample pages

15. Communication. Going shopping.

Topics: Communication, speaking and listening, everyday conversations, essential tasks / information, buying and selling.

Techniques used: Role play, conversation, voice work, improvisation, using props.

This session could be used:

To introduce role play.

To look at speaking and listening skills.

To look at different ways of shopping.

To look at the communication

skills involved in everyday interactions.

Resources:

Large sheets of paper, pens.

Objects for students to 'buy.'

Pretend or real money.

What you could use instead:

Students' own note books.

Paper bearing names of items.

Torn up pieces of paper.

Whole group discussion. Talk about different ways of buying and selling. In a local shop, on the internet, at a market and so on. What shops do students often go into? What essential information needs to be communicated when you are buying something? What problems have students faced when communicating in a shop? Write down suggestions on a large sheet of paper.

Pair or group work. In twos or threes, students role play going into a shop and making a purchase. The teacher shouts out suggestions for firstly, the type of shop, secondly, how much they have to spend and thirdly what they are going to buy.

Group work. In fours, as A, B, C and D. Students imagine they are in a shop. A is complaining about an item bought there. B and C work in the shop. D is the manager. The teacher can suggest types of shop and faulty items.

Extension activity 1. Show the group a range of items they might buy in the shops. In teams, of three or four, students guess the price of the item concerned and offer to 'buy' the item from the teacher. The teacher can give students tokens or pretend money to 'buy' the items with. Only students who guess nearest to the price can 'buy' the item. The aim of the activity is to 'buy' as many items as possible.

Extension activity 2. Explain that students are going to use the objects they have 'bought' to create a piece of drama about going shopping. Together, decide what people the characters might meet, where the drama starts and finishes and what sort of situation the characters are in. For instance, are they looking for a last minute birthday present? Are the shops about to shut? Or perhaps they are looking for clothes with a friend? How much money do they have to spend? Does the amount of the money the characters have to spend make them feel different from each other or behave differently towards each other? Write down ideas on large sheets of paper.

Extension activity 3. Once students have used the objects they have 'bought' to create a piece of drama about going shopping, add an event, such as meeting a long lost friend as the shops are about to close or an alien spaceship arriving in the middle of the street.

16. Communication. Going out and Relationships.

Topics: Communication, making friends, relationships, socialising.

Techniques used: Role play, gestures, improvisation, characterisation.

This session could be used:

To look at assertiveness.

To work on communication of feelings.

To look at relationships.

To look at social skills.

Resources:

Large sheets of paper, pens.

What you could use instead:

Students' own note books.

Warm up. Students start on opposite sides of the room. They swap places by walking across the room, meeting each other, exchanging a greeting and walking on. Repeat several times with different greetings and gestures.

Whole group discussion. Talk about different ways of meeting new friends. Talk about different kinds of friends and different kinds of relationships. What do you say when you meet someone for the first time? Are there any 'rules'? Ask students to suggest some good times they have had with friends. Next ask if anyone has ever been in a difficult situation with a friend. What do you do if you meet someone you really like?

Pair work. Students role play meeting one another for the first time.

Pair work. Repeat the same role play. The teacher suggests where they are meeting. For instance, at work, at school / college, at a club, in a shop.

Extension activity 1. Students create a piece of Drama where three friends decide to meet up and go somewhere together. Decide who they are, how they met, where they go, and what happens to them.

Extension activity 2. Ask what happened in the piece of Drama. How did the characters feel? Were there any problems? If so, how did the characters overcome them? What tricky situations can you get into when you go out with friends? You can introduce going out with a boyfriend or girlfriend at this point too, and make a list of tricky situations / enjoyable situations students might find themselves in when with a boyfriend or girlfriend. Talk about sticking up for yourself in tricky situations. Other topics you could introduce: behaving appropriately with one another, being assertive, feelings associated with relationships. Does this help with the development of the piece of drama?

Extension activity 3. Go into the background of the three characters in the Drama. Tell their stories. Does this help when playing the character? At the beginning of each of the pieces of drama, each character comes to the front of the space and tells his or her story.

17. Communication. How do you feel?

Topics: Communication, feelings, body language.

Techniques used: Mime, freezes, improvisation, photography, using props, costume and scenery, thought tracking.

This session could be used:

To look at assertiveness.

To look at body language.

To look at communication of feelings.

To look at acting different emotions.

Resources:

Large sheets of paper, pens.

Access to a digital camera

or Polaroid camera (optional),

Copies of the 'feelings' sheet.

Props, costumes, scenery (optional).

What you could use instead:

Students' own note books.

Sketches made by the students.

Students' own list of feelings.

Warm up. Students move around the room. The teacher suggests ways in which to move. As if you were happy, sad, excited, disappointed, angry, worried, scared, tired.....

Whole group discussion. Demonstrate the difference between, for instance, angry body language and tired body language. How many different feelings are there? Make a list on a large sheet of paper with suggestions from the group. (On the next page there are some suggestions.)

Pair work. Students mime meeting one another. One of them is angry, the other is sad. Repeat this activity, giving partners different feelings to play.

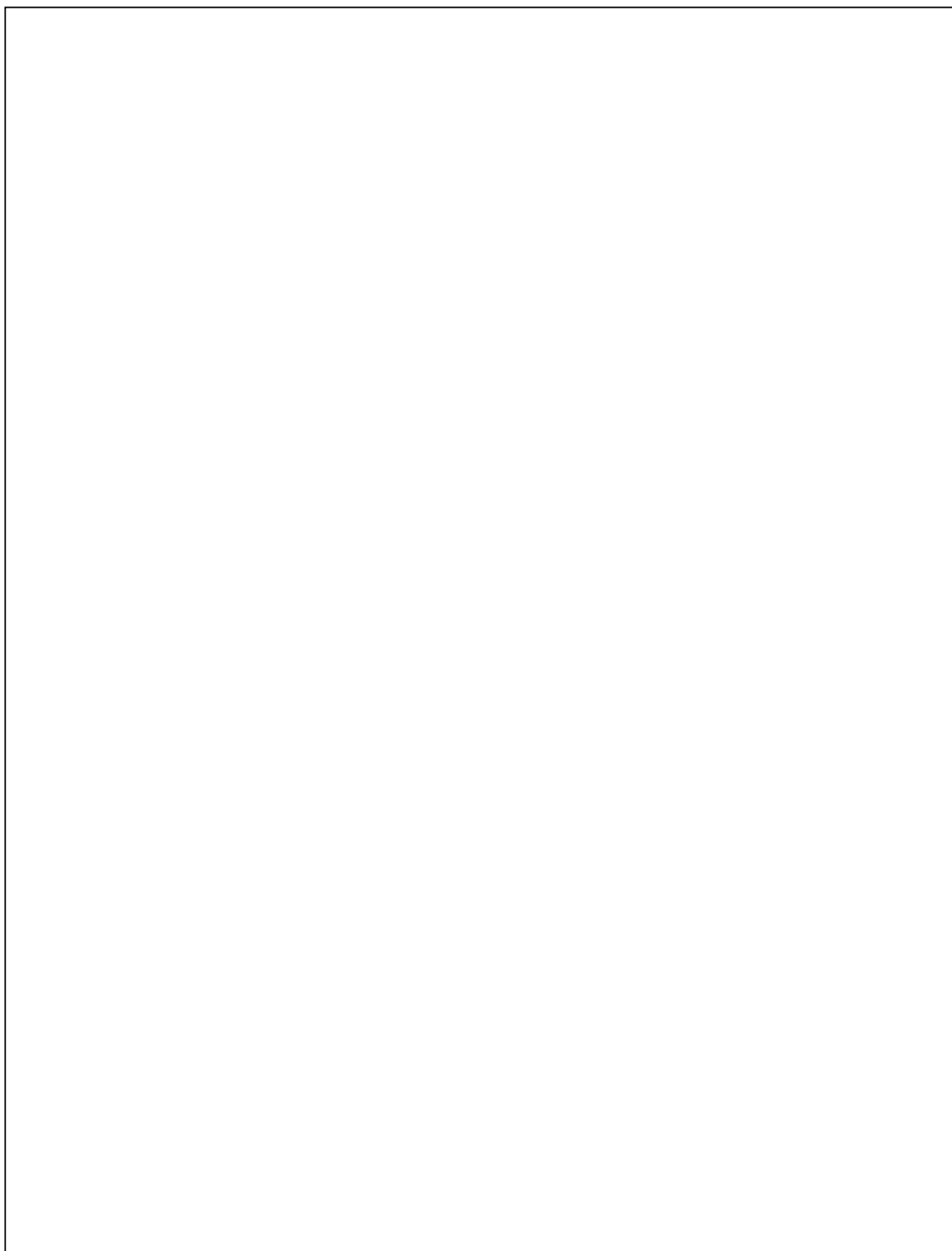
Whole group work. How are you feeling? Each person in the circle asks the person on their left 'How are you feeling?' Using the suggestions on the sheets from earlier, in order, students reply, 'I'm feeling.....', adding appropriate voice and gesture.

Group work. Create a piece of Drama where one character tells another how they are feeling. Beforehand decide on the situation. Decide how that character is feeling and why. How will the actor use body language and voice to demonstrate how she is feeling?

Extension activity 1. Whole group discussion. Ask what happened in the Drama. How did the characters feel? What were the problems? How did the characters overcome them? Is it difficult or easy to communicate how we feel?

Extension activity 2. Group work. Drama Albums. Students create a series of photographs – as freezes – which might go in a family album. Decide when, where and why each photo is being taken. Students can choose costumes, props and scenery to use, at this point, if you have them available. Each group shows their photo album to the rest of the group. Thought track each person by pointing at people in turn and asking them to speak, in character, about how they are feeling. Characters speak (in the first person) about being in the photo, and about the people around them.

Extension activity 3. To extend this activity, take photos of the Drama Albums, with a digital camera or Polaroid in order to create an instant display. Ask students to write or type under the photos how the character were feeling.



18. Communication. Staying safe.

Topics: Communication, personal safety, assertiveness.

Techniques used: Mime, improvisation, role play, forum theatre.

This session could be used:

To begin a PSE lesson on staying safe.
To look at assertiveness.

To look at communicating in difficult situations.

To look at personal safety issues.

Resources:

Copies of the safety tips
PSE
on the next page.

What you could use instead:

Safety advice from the police or a
handbook.

Warm up. Sit in a circle. Each person mimes an everyday activity such as fishing, tying shoe laces, frying an egg, picking a flower, stroking a cat, painting a picture, eating a sandwich. They then say ‘What am I doing?’ and the rest of the group guesses.

Whole group discussion. Explain that today you will be looking at personal safety. What do we need to do to stay safe when we go out? Has anyone been in a situation when they didn’t feel safe?

Pair work. In pairs as A and B. A and B are friends. A is worried about walking home late. B gives him some advice.

Whole group discussion. Discuss the advice B gave to A. Was it good advice? On the next page there are some tips for staying safe. Ask students to rank them in order of importance. One being the most important and ten being the least important. Students can also remove ‘tips’ from the list and add their own.

Pair work. Repeat the previous A and B role play. Does drama change in the light of the discussion?

Extension activity 1. Turn the pair work into an improvisation called ‘The Advice.’

Extension activity 2. In threes, students create a drama in which a friend asks them to do something they don’t want to do. Discuss the situation, characters and events that might happen first. Afterwards, ask what happened in the Drama. How did the characters feel? What were the problems? How did the characters overcome them?

Extension activity 3. Show the pieces to the rest of the group. The teacher stops the drama in a couple of places and asks the audience what the characters could do now. The actors can change the improvisation in the light of what is said.

