

Name:

Form:

Year 7: The bully

Managing Cover Lessons – Drama

You are going to dramatise an imaginary scene between a bully and a victim.

Tasks

- 1 With a partner, you have three minutes to think of and write in the space below as many things as you can which come to mind when you think of the word 'bullying', eg scary, etc. You may be asked to read out your ideas to the class. Add any additional suggestions to your list when you share your ideas as a class.



- 2 With a partner, or in small groups, imagine a short play called 'The Bully', where the bullying is successfully stopped without any violence, physical contact or threats by an adult or older pupil. Discuss your ideas for the following:

- what form the bullying might take
- who could be involved (eg the type of characters)
- when the bullying could take place
- why the bullying might happen
- where the bullying could take place
- how the bullying could be resolved.

All ideas should be non-violent and no actual names should be used. Draw a spider diagram in the space below to help you to organise your ideas.

- 3 On the back of this sheet, script your scene by writing the dialogue (what each character says) and stage directions (how they should talk, move, etc). If you get time, practise reading the script aloud, taking turns to try different characters.
- 4 Read your dialogue to the class. Say what is good about each script you hear and offer a suggestion for how it might be improved.

1 You have three minutes to think of and note down as many ideas as you can as to what a stick might represent, eg a fishing rod, an umbrella, etc. You may be asked to read out some or all of your ideas to the class. Alternatively, you may be asked to sit in a circle and take turns to mime a different way of using a 'stick'.

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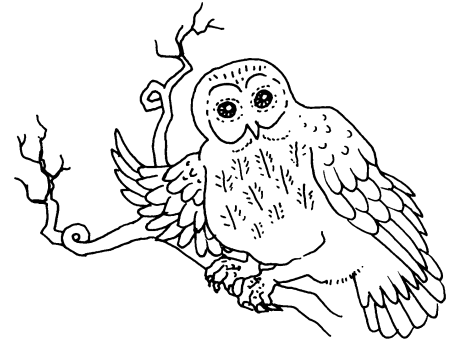
Name:

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Year 8: Spooky play

Managing Cover Lessons – Drama

You are going to imagine the set and sound effects for a one-act spooky play.



Tasks

- 1 You have three minutes to think of and write as many words as you can which suggest to you an eerie setting and atmosphere, eg graveyard, creaking, etc. You may be asked to share your ideas with the class.

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Add other words you hear, when you go over this in class, on the lines below.

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- 2 With a partner, discuss which setting, noises and effects you both think are the most scary. In the space below, draw a spider diagram of your ideas of what the set might look like and of any sound effects you would want to add to help create the atmosphere. You could include how you might achieve certain sound effects, eg a rusty hinge to make creaking noises.

- 3 Working on your own, design your set for the play on the back of this sheet. Annotate the drawing with details of your sound effects, eg by the door of an old house, you might write 'creaking noises made by a rusty hinge'.
- 4 Share your ideas for eerie sets and sound effects with the class and vote for the 'spookiest' set.

Name:

Form:

Year 9: Arguments!

Managing Cover Lessons – Drama

You are going to script and dramatise a verbal (ie words only) 'argument' with a partner.



Tasks

- 1 Working with a partner, you have three minutes to think of and list below any topics which people may feel strongly about. They should be suitable for discussion in class, eg animal cruelty, immigration, etc. You may be asked to read out some or all of your topics to the class.

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Add other topics that interest you as your class share their ideas.

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- 2 With a partner, choose one topic from your list that you both feel fairly strongly about. Draw a spider diagram in the space below with the topic stated in the middle and possible views both 'for' and 'against' around it.

- 3 Working with a partner, script an argument on the back of this sheet that two people who feel quite differently on this topic might have. Make sure you allow both of your 'characters' to give their point of view. It is up to you whether they finish their conversation agreeing to disagree, or whether one of them decides the other's viewpoint is perhaps more valid than their own.
- 4 Practise reading your argument aloud, each trying both characters to see which works best. Try to vary the tone and volume of your voices and include some polite gesticulation (hand movements, etc) to get your point across.
- 5 You may be asked to read your script to the class so you can decide what is good about the content and the delivery of the scripts and offer suggestions as to how they could be improved.