

+ Caught in the web/net 2









Week 5, lesson 2	Duration
<p>Students will:</p> <ul style="list-style-type: none"> • discuss & workshop productive and safe navigation of the internet with a focus on people's online lives and digital footprint (drawing on work/discussion from previous weeks). • finalise the end of unit group performances and present them for assessment • be guided through a process following each final performance that offers constructive critical feedback from peers and teacher. • this will be used to assist in reflection statement writing as required by the task. • wrap up and reflect on learning from this unit experientially (submit reflective writing) and report completed on theatre practitioner who used the art form to prompt social change. 	<p>75 minutes</p>

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.

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Lesson Body

Element learning opportunities	
 Atmosphere	 Role and character
 Audience engagement	 Space
 Movement	 Dramatic meaning

Introduction

Students are asked to nominate a favourite warm up from a previous week or they play a version of 'Grandma's Footsteps' where 'Grandma' is an online user & the rest of the group are potential online 'traps' that Grandma is vigilantly trying to evade. (10 Minutes).

- Person A (Grandma) stands facing a wall and away from the rest of the group who start at some distance back and then move forward with the goal of touching A (Grandma) without being caught moving. A counts aloud but can turn around at any time (minimum count of two). If A catches someone moving they call out the name of the person moving who then must return to the starting point.

Optional

- When someone is 'caught' moving they can opt to say what type of digital trap they are and what they had been planning to do to 'catch' A (Grandma) out online. If A (Grandma) or teacher thinks the person offers a well performed and viable trap they get another chance and don't have to go back to the beginning.

For example - I was planning on sending Grandma an email asking her for her bank account details and pretending that she has won money.



Main body

Students are directed to go to their devising groups and to come up with an opening and closing image of their performance that makes its message clear to the audience. Each group's opening and closing moment/image will be shown to the class.

A quick discussion of the images ensues, ensuring each group is clear on the main message. Students are reminded of the techniques for an effective devised performance, such as:

- consideration of all the elements of drama
- clear and engaging stage images that employ different levels and communicate the underlying message of the performance effectively while taking the audience on a journey
- transitions between scenes that enhance the performance and contribute to communicating the message to ensure audience engagement and clarity.

Students are reminded of the parameters and criteria set for the task set at the beginning of the unit and are given 10 minutes to work with their groups to finalise their assessment. The teacher goes between groups who are working in assigned parts of the space making suggestions and answering questions to assist groups in finalising their performances.

Students present their performances. At the conclusion of each performance with the actors sitting facing the group the teacher facilitates guided feedback and actor/audience reflection:

- audience is asked to identify the main idea(s) being communicated in the performance. Actors are then asked to comment on the degree to which they successfully communicated their intended meaning, based on audience response.
- audience and then actors are asked to identify at least one drama technique the group used effectively in their performance and/or the most engaging scene or image from the piece with reasons given for the effectiveness of any aspects of the performance nominated.
- audience and then actors are asked to identify an aspect of the performance that with more time could be worked upon to improve clarity and engagement for the audience.

Students are encouraged to make notes during the feedback session that will follow each performance as their assessment task requires the submission of a reflection on the effectiveness of their own and at least one other group's performance.



Conclusion (10 minutes)

Mindfulness Circle (unit wrap up)

At the conclusion of the performances and feedback/discussion, the group forms a standing circle and the teacher instructs the group to turn around so that the circle is facing outwards.

- With their eyes closed the teacher reminds group members of the learning that occurred during each week of the unit. Students are then asked to think of one message related to the concept of u.b.do. This is something they will take away from the lessons they have engaged with over the five weeks of the program.
- Students are asked to think of a few words that express this message and an interesting body and facial image that could show it physically. Example: 'Be kind online' Image of a smiling person offering support to someone. (Teacher may demo this image/words).
- On a count of three, every member of the group simultaneously turns back into facing the group showing their body image while saying the words that express the message they have come up with.
- The teacher then directs each individual member of the group around the circle to 'perform' their body image and say their message in turn around the circle.

Whatever time is left should be used for group discussion of the learning that has occurred during the unit as well as ways that it can be applied to students' lives as responsible digital citizens.

Task submission

Students are told that they must submit a final reflection on their learning in this unit and the final performances as required by the assessment task issued in Week 2 by the end of the lesson or as negotiated by the teacher. By the conclusion of this lesson, they must also submit their extended response.

If time permits students are encouraged to view [Sophia's Story](#) (00:06:50) to reflect upon the human experience of living and interacting in the online world.



Differentiation

Extension	Life skills
<p>Discrepancy. What don't we know about the internet?</p> <p>Adjustment to development. How has the internet changed the 21st Century?</p> <p>The script, 'Impending Everyone' By now the play should be completed by students who were engaged in extension activities throughout the unit. They may create a series of frozen images showing key moments from the play. Discussion on the themes and characters of the play should ensue.</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 can be guided to create frozen images that relate to the topic they were assigned in week 2 if they struggle with the requirements of the practical assessment task.</p> <p>Weaving these images together with a simple transition device should allow students to create a performance that can be assessed.</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.

[Sophia's story \(00:06:50\)](#) Optus digital thumbprint - Vimeo, date accessed 26/03/2019.