

CHARLEY EDDOLLS
SESSION REPORT, 03 APRIL 2003

DRAMA PRESENTATION – Kim Birdsall (KB), Emma Bradley (EB), Sarah Cooksley (SC), Charley Eddolls (CE), Victoria Radwell (VR), Simon Ricketts (SR).

Day 1

INITIAL IDEAS

We began our task with an abundance of ideas that would have easily covered at least three separate schemes of work. As we reflected upon this we began to see that perhaps we were being a little ambitious and began the process of narrowing down our subject matter. Vicki wanted to burn the American flag (or at least the yellow M). Simon wanted to take the credit for every idea (even the bad ones). Emma giggled (a lot). Charley doodled on her paper (and talked about wanting a Macdonald's). Sarah provoked Simon and encouraged Vicki, and that left Kim to be the grownup!

After finally convincing Vicki that we could not burn a flag in a classroom for safety reasons we decided to work with the citizenship theme of the media. We could incorporate the advertising of Macdonald's to show the contrast between representations of food in the fast food market to the representations of famine in the third world countries. We all went away feeling as though we had achieved a great deal and patting ourselves on the backs.

Day 2

DEVELOPING IDEAS

We all arrived at 'Cirencester' and began to share our developed ideas... This is where it all seemed to transgress and evolve into a completely different piece. I am not sure if I can even remember how or when but I know it did – see lesson plan.

The problem was that we were still being too ambitious and trying to look at too big an issue. We decided, after many initial suggestions, to strip it right back to one point and to work within that area. We decided to focus on NIKE and the employment conditions in their sweatshops in Vietnam. We wanted to show the pupils that although the companies use the media to promote a glamorous image, it is not like that under the surface. To make them recognize that they have a choice about whether they want to be passive consumers.

We accessed the Internet to collate facts about the company and began to consider how we could present the piece and stay within the creative constraints laid out by Kate.

THE LESSON

Objectives for learning (Knowledge / understanding / skills) By the end of the lesson:

1.) To understand the power of advertising; 2.) To recognise themselves as consumers and to understand the global repercussions of the western markets; 3.) To employ a variety of drama techniques including role-play, hotseating, and thought-tracking.

Outline: (All timings are approximate-The each group or one final whole class evaluation of pieces was to be dependent on time)

INTRODUCTION: CE sees pupils into the room and introduces them to the idea that they will be assisting us in creating a piece of drama. Introduces topic.

Other staff members (**SC, SR, VR, KB, EB**) are in position miming out the actions for the first scene – boardroom.

CE then goes to position as a factory worker (barefoot) and begins the mime of working. This should continue throughout piece.

10 mins: **BOARDROOM MEETING:** Teachers in role as board members discussing the new ideas for an advertising campaign. Introducing the idea of audience awareness in advertising and the appearance of fake PC values.

DIRECT ADDRESS: CE addresses audience in role – ‘Do you have...?’ questions – ‘I don’t’

THE SHOOT: VR, SC, SR, EB and KB go into role as a camera crew shooting an advert for NIKE, involving the elements discussed in the board meeting. Attention drawn to the fact that the advert sells a way/image of life as well as a product.

THE FACTS: They freeze – then the cast introduces a selection of facts about NIKE all address directly to the audience and prompted by CE stating “fact ...”

10-12 mins: **CHARACTER WALKING:** A director of NIKE company; a 7 year old kid with new trainers; a mother who can’t afford the new trainers that her kid wants; a 22 year old worker in a factory who is ill, tired and hungry and a 7 year old kid on their first day at the factory. – Incorporate some thought tracking. (**KB, EB**)

BACK TO BACK: A discussion between a big boss and a worker: time to prepare and then spotlight each one for a small extract. (**SC, VR**)

10 mins: **FACTORY TOUR:** In random groupings of 6 people - Assign characters and put together a piece of drama in which you display the conditions of the factory (**SR**)– The foreman is showing the board director around. Pick out one group that is doing well to act as a model to the others (**CE**) then allow time to finish work on own pieces.

15 mins: **EVALUATE PIECES:** Show pieces and teacher led evaluation of the strengths of pieces and reflection on what could be improved. (**SR, EB, VR, KB, SC**).

10 mins: **PRESS CONFERENCE:** SC introduces idea of a press conference and then VR and SC join pupils in role as members of the press to model questions. SR, EB, KB are interviewees in the press conference.

CE maintains role as worker in factory and interrupts action (non-naturalistic) to protest on occasion and to raise objections to comments.

Resources	Table and chairs for boardroom; Ball and hip-hop music for advert; table to act as workstation for factory worker.
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Plenary	
Outline	<i>5 mins:</i> CE leads a question based plenary in which the pupils have their attention drawn to themselves in their capacity as consumers. Recognition is drawn out that they do not have to be party to the issues raised for they have a choice.

EVALUATION

The pupils demonstrated an ability to move between a variety of tasks without too much confusion and this helped us as teachers to maintain the momentum of the lesson. I think this was aided by the subject matter in which the pupils seemed to be genuinely interested. The content was subjective in nature and the format of the lesson forced the pupils to empathize with a variety of characters and therefore to feel involved in the piece.

We combined a mixture of teacher in role and teacher as teacher and we aimed to keep this difference as clear as possible. This seemed to work well and the pupils did not appear to have any difficulty following the process.

The lesson was tiered in its development and contained a number of tasks that were layered to steadily increase the pupils understanding and awareness of the issues. I am not sure that a lesson with as many tasks would be suitable for all drama groups but the pupils rose to the challenge and exceeded our expectations.

Although we felt the lesson was success, if we were to do it again I would make a few changes. I felt that during the back to back session we did at times leave pupils too long before moving on. This resulted in the very good work being produced tapered a little to the end, this is always a risk with spotlighting snippets of work from groups. You do not want to cut them off too soon because you want to allow them to shine but you also do not want to leave it too long in case they run out of things to say.

Another area in which I believe we could have improved was in our differentiation for ability. Whilst most of the activities were universal I think we could have applied more differentiation during the role-play scenarios. We numbered the pupils and then assigned roles so they were randomly distributed. This did work well and they produced some good work but I think this task may have worked even better if we had not done this. The more able and confident pupils could then have assumed the larger, more active roles and the quality may have been improved.

Overall we felt that the lesson was a success and we attributed this to the outstanding abilities of us as teachers combined with a little help and co-operation from the pupils. We felt that the lesson objectives were met and that every pupil did either learn something new or develop their prior knowledge

further. The lesson succeeded as a piece of drama as well as a citizenship lesson.