

# FIGHTING FOR OUR RIGHTS

## FFR6 Enacting a Campaign

### Subject/theme:

Drama

### Year Group:

Year 6

### Cross curricular links:

PSHE

English Language

IT

### Learning Objectives:

Based on the campaigns the children have completed in their English lesson, they will create a short drama piece to present to the class in small groups of 5. Each group will need to demonstrate the hardships and solutions that were outlined in the campaign.

### Resources:

- Visualiser
- iPads
- A3 paper for brainstorming
- Stopwatch

### Video

- 'Is the wheelchair space on the bus actually for a wheelchair?' [https://www.youtube.com/watch?v=xcVgfT\\_Y5Jc](https://www.youtube.com/watch?v=xcVgfT_Y5Jc)

### NC Ref:

- Adopt, create and sustain a range of roles, responding appropriately to others in role.
- Have opportunities to improvise, devise and script drama for one another and a range of audiences.

### Success Criteria:

Use the English campaign to be a base for planning.

### Strategies for pupils with specific learning difficulties and disabilities:

- TA and CT to observe and monitor access in the classroom is available;
- What are the differentiation strategies put in place in the previous lesson?
- What was provided for the learners that you can use in this lesson?
- Did they use a video?

### Implications from previous learning:

Children would have acted out their speeches that they planned from their previous English lesson (FFR5).

### Standards Related Professional Development

#### Focus:

TS2, TS3 and TS7

### Role of other adults:

TA to provide prompts through effective questioning and use of learning objective and success criteria.

LESSON OUTLINE	TIME
<p><b>Starter</b></p> <p>Teacher will show children a short video of a campaign and continue a discussion on the carpet <a href="https://www.youtube.com/watch?v=xcVgfT_Y5Jc">https://www.youtube.com/watch?v=xcVgfT_Y5Jc</a></p> <p>Ask the following: What was good about this?</p> <p>How many questions have they asked?</p>	<p><b>10 minutes</b></p>
<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Place questions on the whiteboard to scaffold the children. Ask them to think about these questions and/or to come up with their own.</li> <li>To help them formulate these, create 5 target questions, follow this style pattern of interview but they must be relevant to their campaign/ disability. Have a stopwatch on the whiteboard to manage the pace.</li> <li>Then ask the class for their example questions. Check for language use – what other words could have been used to make this better?</li> <li>Have the children plan their drama piece at the beginning of the lesson. There must be a beginning, middle and end. The activity must be at least be 4 minutes long. Each child must have a role in the activity.</li> </ul> <p><b>Roles can include:</b></p> <ul style="list-style-type: none"> <li>brainstorming questions</li> <li>preparing answers from the point of view of the interviewee</li> <li>using their iPads</li> </ul>	<p><b>15 minutes</b></p>
<p><b>Main Activity</b></p> <ul style="list-style-type: none"> <li>The children will act out their campaigns either through a news report and/or interview to get their point across regarding the topic they have researched, i.e. wheelchair users and the accessibility of ramps.</li> <li>Take pics of the children acting and film their interviews.</li> <li>Children to provide peer assessment and feedback to one another commenting on what they did well and what they could have improved on.</li> <li>2 stars and a wish</li> <li>Ensure that the class are aware of the classroom rules. I.e. be respectful, listen carefully</li> </ul>	<p><b>15 minutes</b></p>
<p><b>Plenary</b></p> <p>Next lesson for progression:</p> <p>Using the images taken of the children acting out their drama piece, the children can use this in a newspaper article. Cross curricular with English language.</p>	<p><b>10 minutes</b></p>

**OPPORTUNITIES FOR AFL**

- Modelling expectations will guide children to produce a relevant drama activity
- Working collaboratively ensuring each person is given a role during planning
- Peer assessment



Fighting for our Rights drama project