

Home Learning Tasks

The following lessons draw on work which would be set in lessons and additional research or tasks which make drama accessible at home.

Each lesson should take an hour to complete. Extension work can be completed outside of this time but is optional.

Upload your work onto Google Classroom. You can either upload documents or take photos of handwritten work and upload these. The link to your Google class was sent to you on Milk.

Lesson 1

Task	Details	Resources to Support Learning
1. Recall	Without googling can you create a list of everything your household might <u>need</u> the internet for?	Examples of what we use the internet for; <ul style="list-style-type: none">● Internet banking● Finding recipes● digital TV
2. Research	List the advantages and disadvantages of using the internet for the following; <ul style="list-style-type: none">● Work● Entertainment● Shopping	You will find the answers on this website but will need to read through the whole section. BBC Bitesize > ICT > The Impact of ICT on Society https://www.bbc.co.uk/bitesize/guides/zbxkqt/revision/1
3. Create	Write a scene where a crisis happens due to the internet. The main character must resolve the issue and show what they have learned. Select one of the crisis' below for your script; <ul style="list-style-type: none">● Pretending to be someone else on the internet● Finding out something you wish you hadn't● A shopping addict using a credit card online	Watch the video on BBC Bitesize - How to write a script if you need help with how to lay it out on the page. https://www.bbc.co.uk/bitesize/topics/zkgcwmn/articles/z6hhcqt

	<ul style="list-style-type: none"> ● Posting videos online <p>It must have three scenes, one before the crisis, the crisis and after the crisis.</p>	
Extension	<p>Can you perform your script with members of your family? Each member of the family could play a different role. Try to direct them in their use of voice and body language if you choose to act it out.</p> <p>Or</p> <p>Can you voice record you reading your script, changing your voice for each character to make them clear? Listen back to check there is a clear distinction between each character.</p>	

Lesson 2

Task	Details	Resources to Support Learning
Recall	<p>1. Answer the following questions from your own experience;</p> <ul style="list-style-type: none"> ● What is cyberbullying ● On which platforms could cyberbullying take place? ● What makes cyberbullying different to other types of bullying? ● Which drama techniques should we use to show differences in characters? 	<p>Check your answers and increase your understanding by looking at the following websites.</p> <p>www.anti-bullyingalliance.org.uk</p> <p>www.bullying.co.uk</p> <p>www.childline.org.uk</p>
Research	<p>2. What are the effects of cyberbullying on people?</p>	<p>Use the websites above and others you may find from Googling 'What are the</p>

	Where can people go for help?	<i>effects of cyberbullying</i> ' and <i>'how can I deal with cyberbullies?'</i>
Create	<p>3. Write a monologues from <i>either</i>;</p> <ul style="list-style-type: none"> the point of view of a victim of cyberbullying <p>or for a <i>bigger challenge</i>;</p> <ul style="list-style-type: none"> the point of view of the cyberbully <p>In your monologue reveal;</p> <ul style="list-style-type: none"> ★ the effect cyberbullying is having on them ★ why they think this is happening ★ how they are being cyberbullied/cyberbullying ★ what they are going to do to stop it 	<p>A monologue is a long speech spoken by an actor which they speak to the audience. It will reveal personal or secretive information about the character.</p> <p>You can speak a monologue directly to the audience or it could be performed as if they are; reading a letter, speaking thoughts aloud, speaking to another character who cannot hear them, etc.</p>
Extension	<p>Read your monologue aloud.</p> <p>Think about;</p> <ul style="list-style-type: none"> Pitch (how loud or quiet your voice is) Accent (changing your voice to suit a different area e.g. American) Tone (changing your voice to suit your characters mood e.g. annoyed) Vocal sounds (breath, crying, laughing) 	<p>You could voice record your work and listen back to it to see if your character is believable and your choice of voice was appropriate.</p>

Lesson 3

Task	Details	Resources to Support Learning
Recall	<p>1. Describe these dramatic techniques;</p> <ol style="list-style-type: none"> Flash back Freeze frame Realistic scene Unrealistic scene Narration 	<p>You could google the terms to check your understanding.</p>
Research	<p>2.</p> <ol style="list-style-type: none"> How can you stay safe online? Watch the video on YouTube called <i>Internet Safety - Newsround Caught In The Web (9 Feb 2010)</i> <p>This video shows the dangers of not being safe online.</p>	<p>Google 'How do I stay safe online?'</p> <p>or look at the website below.</p> <p>https://www.childline.org.uk/info-advice/bullying-abuse-</p>

		safety/online-mobile-safety/staying-safe-online/
Create	<p>3. A teenager has gone missing while meeting someone he/she met online. A diary has been found in their bedroom showing how this stranger has been building their friendship, often using the teenager's unhappiness at home and school to build their trust.</p> <p>Write three short scenes telling this story. You should include;</p> <ul style="list-style-type: none"> ● one realistic scene at home after he/she has gone. ● one flashback scene showing an argument at home or trouble at school (this could be unrealistic). ● one realistic scene of the meeting with the person and how they kept themselves safe. 	You could include ideas from the Youtube video for your own storyline.
Extension	<p>Voice record your scene. Experiment with changing your voice to make different characters clear.</p> <p>Think about;</p> <ul style="list-style-type: none"> ● Pitch (how loud or quiet your voice is) ● Accent (changing your voice to suit a different area e.g. American) ● Tone (changing your voice to suit your characters mood e.g. annoyed) 	Listen back to it to see if your character is believable and your choice of voice was appropriate.

Lesson 4

Task	Details	Resources to Support Learning
Learn	<p>1. Cross-cutting (also known as a split stage) in Drama means when two things are happening on stage at the same time. This could be done in two ways;</p>	<p>Watch these videos to secure your understanding</p> <p>Film term: Cross Cutting (Mean Girls)</p> <p>https://www.youtube.com/watch?v=EYrAs2h4MxE</p>

	<ul style="list-style-type: none"> ● The two scenes are taking place in the same period of time e.g what is happening in two rooms of the house at 12:30pm. ● The two scenes are showing how the same situation could be experienced in different time periods e.g. lock down in 2020 compared to lockdown during the plague in 1600s 	<p>Drama Techniques: Split Scene https://www.youtube.com/watch?v=Ume-7YCUA5U</p>
<p>Research</p>	<p>2. Not all digital technology in our lives is bad. Not everyone is abused, defrauded, scammed or hacked. The internet, smart technology and new ways of doing business have had an enormous impact on jobs, domestic chores, healthcare, travel, transport, relationships, education, fighting crime and defence for the better.</p> <ul style="list-style-type: none"> ● List the benefits of digitalisation. ● Do you have any positive personal experiences you can think of? ● Ask older family members how their lives have been positively impacted? ● Are there any limits to technological progress? ● How do you feel when you know more about it than your family and teachers? 	<p>Look at BBC Bitesize KS3 ICT How ICT has changed communication and collaboration</p>
<p>Create</p>	<p>3. Write a cross cut scene where one or more of the benefits of contemporary technology are shown. Suggestions:</p> <ul style="list-style-type: none"> ● Life in lockdown with technology vs without ● Solving crime with technology vs without ● Dealing with a medical issue with technology vs without 	

Extension

- Design costumes for your characters to make the time period they live in clear.
- Design the stage to make the locations of each scene clear (remember the stage is split and the scenes are taking place on stage together) You could think about;
 - Do you have one section of the stage higher than the other?
 - Is your stage literally split in half, each showing a different location or time period?

