

+ Everyone's a critic



Week 3, lesson 2

Duration

This lesson is planned with the intention for students to critically analyse and reflect on their online behaviour and that of others in their online community. Students are guided through a number of scripts that mimic the style of online comment walls and text message feeds. Students use role and character to realise the online dialogue in the physical space and unpack the variety of ways in which a single comment can be intended and received. Students will use verbatim and playbuilding techniques to survey the current ways they receive feedback online when posting and responding to their own and others content.

75 minutes

Stage 4 outcomes

A student:

4.1.4 explores a range of ways to structure dramatic work in collaboration with others.

4.2.3 explores and uses aspects of dramatic forms, performance styles, 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.

Stage 5 outcomes

A student:

5.1.4 explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.

5.2.3 employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.

5.3.2 analyses the contemporary and historical contexts of drama.

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Lesson Body

Element learning opportunities	
 Symbol	 Role and Character
 Language	 Movement
 Situation	 Time
 Place	 Dramatic meaning

Introduction

Think, Pair Share

Compare and contrast the difference between a

- 'Footprint' and a
- 'Tattoo'.

Students have one minute of thinking time. This is to be timed to consider their answers. The student is then to turn to the person next to them and discuss what they think. Each student has one minute

Pairing time: two minutes.

Sharing time: five minutes.

Main body

Activity One - Please like me

Consider - what kind of content gets likes?

- The teacher chooses four actors to jump to the corners of the room. These four students are asked the question - What kind of content gets likes?
- Create an Instagram post with your body and strike a still pose. They must come up with a caption for their post in stylised voice and announce it to the classroom audience.
- Students in the audience are to vote with their feet and move to the corner of the room of the student whose post they like the most. The actors are instructed to frenzy over the likes and count the students up.

Discussion/ Reflection

- Students discuss whether there was a clear favourite out of the four performing Instagram posters.
- If one poster received more likes than a clear 'loser' how does that make the 'loser' feel and do the students compare themselves to one another.

Activity 1 - Round 2

Having had this discussion and reflection about which student was the most successful and gained the most likes - the teacher will give the student actors the opportunity now to change the Instagram post caption or pose and ask the rest of the class to cast their 'likes' with their feet again.

Enquiry questions

- What kind of content gets likes?
- Do we make choices on what we post in order to get likes?
- Do we sometimes share more than we would normally be comfortable with in order to achieve likes?
- So, why do we need likes?

Extension

There is a big push to add the 'Dislike' button to Instagram and Facebook. It already exists in YouTube. Create an argument for or against this idea?

The Comment Wall

The class will adopt the role and characters drawn from the commentator profiles and will verbalise the comments into the rehearsal space to survey the online feedback for a given YouTube post.

Students adopt two main viewpoints, that of the commentator - the person posting the comment... and the receiver - the person who has uploaded the original post. There may be room for discussion of trolls and other contributors to the average comment wall at the teacher's discretion.

1. **The Commentator** - Students analyse and reflect on how positive and negative comments are written and consider to whom the comments are pitched. Students go on to consider why we post and discern whether we post for the sake of getting 'traction' and being noticed or whether we are simply adding a voice to the conversation or both.
2. **The Receiver** - Students take on the role of the video poster and consider the impacts of the comment 'feedback'.

The teacher can select a YouTube video that substitutes the example below. In this lesson, we have chosen the feedback on the comment wall for the lesson. It is suggested that the teacher takes screen grabs from the comment wall and curates accordingly.

A suggested YouTube clip for this activity could be [We Believe: The Best Men Can Be | Gillette \(Short Film\)](#) (00:01:48).

Instructions

- Students watch the video together in class.
- The teacher then gives each student a number. Each student must scroll down the feed and read the comment that is associated with their number aloud.
- Students are asked to first read the comment silently. Then they are asked to picture who the commenter is - their age, their gender etc. and create a short character bio.
- They are asked to imitate their 'voice' and then asked to strike off their reading of each of their assigned comments in succession - creating an audible wall.

- The teacher records this and then plays the video again, followed by the recording of the students.

Listening 1 - The students maintain their role as the commentator and are asked to consider how this comment may impact on their 'digital tattoo'?

Listening 2 - Students are then asked to take on the role of the person who posted the video. Students will listen as the receiver of all the comments on the wall. They will reflect on how the comments made them feel. They will then discuss what actions or next steps these comments may incite them to make.

Reflection and discussion questions could be a selection of the points listed below.

What acts of 'citizenship' are taking place in the comment wall?

- What is the overall response to this video, based on the tone and content of the comments read aloud?
- Were any of the comments abusive or inflammatory?
- Were any of the comments positive or encouraging?
- What was it like hearing that feedback aloud? Did the words make more of an impact when read aloud compared to when read silently?
- Do we feel aware of our comments on social media? Can they be traced back to us? Is the presence of a digital tattoo clearer now upon reflection than it was before this task?

The Message Feed – Part 1 – Teacher directed

Students are referred to message feeds on the lesson web page showing three different message feeds (See 'Impatient Messenger' section online digital resource). The text is the same, however, each one has a different set of grammar. The first is written with grammar and spelling as normal, the second is in all caps and the third is in emoji's and punctuation only. Each student reads the messages in an A / B script style. The emoji sequence is based purely on physical and verbal gestures.

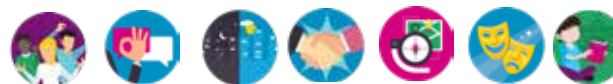
Note: There are two resources available. One is simpler than the other. The teacher can choose which message is more appropriate for their classroom

Students rehearse and perform these in pairs and reflect on the role and character relationships. Students consider which of the three scripts is the best form of communication (neither is very good) and are directed by the teacher to consider how this conversation could take place elsewhere. This leads to the questions:

- What kind of discussions are best had in person?
- What kind of discussions are best had online?
- Why do we have a preference at all?

The Message Feed – Part 2 – Subconscious Thoughts

- Students are paired with another couple go from pairs to groups of four.
- The pair is to read the text messages aloud as normal. The other pair of students is to improvise the subconscious thought of each character in the message feed (known as the subconscious game/thought tracking) and speak this aloud.



Conclusion (10 minutes)

Teacher reminds the students to use the activities above from their devising time for their play building assessment task. Students should video their work and add it to their bank of ideas.

Logbook Reflection Questions

- Do we expect instantaneous responses from one another online and in message feeds?
- Did this lesson make you think about the expectations you have of the people you speak with online?
- How does what you write or post online become a “tattoo” rather than a “footprint”?



Differentiation

Extension	Life skills
Play Readings – Cyberbile – Alannah Valentine Paradox. Being able to know everything in an instant is good for us, or is it? Examples of change. How would the internet be different if people experienced a physical electrical shock when you posted something negative about them? Intuitive expression. Try two ways; you are posting a negative comment about someone, what is racing through your mind? You receive a negative comment from someone, what is racing through your mind? Evaluate situations. What if all internet actions took sixty seconds to be completed? Creative writing skills. Write a letter from the point of view of someone involved in online bullying.	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. Scaffolding practical exercises to a greater degree and breaking down steps to be followed until students are comfortable with accessing activities or concepts (digital footprint/tattoo) being covered may also be required. Teachers' can provide physical copies of scripts and written comments/ message feed to the students. Choice of simpler script copies is recommended. Content questioning can be mostly memory recall and reflection using Revised Bloom's Taxonomy. Students can recall common habits in their own social media interaction. Give students a choice of material. Students may find the expression of emoji's more comfortable than reading the dialogue.

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.

[Revised Blooms Taxonomy](#). © 1995-2019 Iowa State University, Accessed on April 4th 2019