

+ Caught in the web/net



Week 5, lesson 1

Duration

This lesson will offer the students an opportunity to workshop drama activities promoting productive and safe navigation of the internet with a focus on avoiding internet traps including: memes and targeted advertising. It will also focus on people's online lives and subsequent digital footprint/tattoo (drawing on work/discussion from previous weeks). Students will work towards finalising the end of unit group performances (teacher to provide constructive criticism) to maximise preparedness for final presentation to the class.

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	
 Tension	 Role and character
 Sound	 Space
 Language	 Movement
 Moment	 Focus
 Audience engagement	 Dramatic meaning

Introduction

Warm up - students in a circle formation (5 minutes)

As a class, students enter one at a time into the centre of the circle to create a group - image/sculpture of 'Caught in the Net'. Students are encouraged to draw inspiration from online 'traps' alluded to in weeks one and two. As each person adds their contribution to the group image, the teacher should side coach the use of levels, shared or contrasting points of focus and expressive body movement.

The subsequent group frozen image might be one of the options below.

1. Brought to life for a minute - students in the group image activate their stance using sound and/ or movement. All members of the group do this simultaneously. The teacher calls 'freeze' to halt the cacophony of sound and movement. Based on the teacher's observations of potentially interesting characters and/or physical stances the teacher will tap individuals on the shoulder to activate their particular action and/or words in isolation.

2. Ideas are then discussed regarding how we as humans operating in the digital age might be 'caught in the net' as suggested by the images, words and stances students have created.

Following the discussion, group members are asked to repeat the activity but this time the image is turned around and titled, 'in control of the net'.

Post-Warm up activity discussion (5 minutes)

- How can we as users of the internet get 'caught' in the web and what are the dangers to look out for: trolls, targeted ads, shares, memes, digital footprint and what measures can we take to ensure we are 'in control' and not being controlled?
- Is it possible to be in control of digital media and how can that be achieved?



Main body

Following this discussion of 'Caught in the Net' students are told to gather in their devising groups.

Activity One - Image/sculpture & byline

Each group is to nominate one of the modes discussed - trolls, targeted ads, shares, memes, digital footprint to create an image/sculpture and a byline, for the image that makes it clear how it might present a 'trap'. This is spoken by an individual or group as a chorus to accompany the image. Groups should portray one online social media platform in the images and accompanying bylines they create. They choose from one of those listed above or another suggestion agreed to by the teacher. The image will highlight how our online lives have the potential to expose us to manipulation or potential abuse if we do not employ them intelligently with a conscious awareness of shielding ourselves from possible pitfalls.

eg: Group showing an Instagram ad for sports gear and individual or group says, 'Love your Instagrams darling but you so need new activewear to look good on weekends. Now, what else can we sell you?'

The teacher is to draw connections for the students of their work from week three 'Please like me' activity.

Activity 2: Create a one-minute melodrama called, 'Caught in the Net'

Students are given a brief explanation of melodrama if it is not a dramatic form they have previously studied.

- Stock characters required: victim, villain, (optional) sidekick of villain and (optional) friend of the victim.
- The plot should be very dramatic and sensationalised: the victim is the person who is targeted by advertising/troll/meme etc who is the villain and the sensational plotline revolves around the moment that the victim discovers they are 'caught'. The 'hero' is the person who offers a way of escape from this danger and verbalises how the danger posed can be avoided.

Basic example (can be enacted by the teacher using the melodramatic acting technique (voice, gestures etc. - sample script)

Victim: I was so proud of that YouTube video clip of the footage mum took when I scored the final goal. Then there was that post. (Victim mimes scoring the goal as he/she is speaking)

Troll: Fatso! What a loser! That goal was a fluke. You make me puke.

Hero: Don't let online nasty anonymous comments of stuff you post get you down. Trolls can and should be reported. Report that comment to YouTube! Hopefully, it will be taken down and at the very least you've taken positive action. Now hurry up or you'll be late for footy practice!

The resulting one minute must stage a warning to avoid one of the ways of getting 'caught' online or highlight what positive action can be taken.

Students are given 10 minutes to create melodramas.

Then each group offers a 'show and tell' with feedback: 10 minutes

Students then are asked to incorporate one of the performances created today into their work-in-progress assessment performance:

- The rules of the game
- The seen and unseen
- The following
- Insta
- Everyone's a critic
- Film it/Post it
- The influencer and the influenced
- Caught in the Net.

Remaining time of the lesson is given to finalising the devising assessment pieces. This should, if possible, include a 'Show and Tell' and feedback session where students get to show their work in progress performances & receive feedback from peers and the teacher.



Conclusion (10 minutes)

Teacher reminds the students that the requirements of the task mean they need to have their extended response ready to submit during the next lesson and that the final performances will also be assessed in that lesson. They will also be required to submit a hard or soft copy of all recording and reflecting that they have been doing on their learning throughout the unit this should include a reflection on the final performances. Any remaining time is given to students for asking questions about the requirements of the performance or written submissions required.

Stage 5 students are reminded of the extended response activity in addition to their reflection and performance.

Differentiation

Extension	Life skills
Activity 3: script, 'Impending Everyone' Students to read the final three scenes (13, 14, 15) of 'Impending Everyone' Pages 63 - 85 These scenes should prompt discussion about getting caught in online traps. The character Chris uses his parent's credit card to buy 'skins' online and then uses 'skins' to gamble. The character Ash discovers a nasty troll comment was in fact sent by her boyfriend to her Instagram post. Two of the characters who were friends on messenger discover that real friendship often presents challenges but ultimately is more rewarding. Students can read and walk through performing these scenes while stopping at the end of each scene to discuss the events depicted in that particular episode of the play.	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'). 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. Content questioning can be mostly memory recall and reflection using Revised Bloom's Taxonomy. Sculpted images, playback theatre Students could also create a series of frozen images that show how various online platforms can be traps that expose users to manipulation or abuse. The teacher suggests images if students cannot come up with their own. E.g. Instagram image of a moment that someone posted because of an achievement and an image of a person making a nasty troll comment they posted in response. The teacher may ask students to identify times when they have felt 'caught' online to be used to create images and/or a short 'playback theatre' performance where the incident is re-enacted and subsequently discussed for possible positive action that might be taken. If the students don't want to offer their own stories a hypothetical instance can be suggested by the teacher.

Reference list

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