

SCHOOL DAZE

Hot-Seating

(Lesson 4, Post-Show)

Experiences & Outcomes (Curriculum for Excellence)

I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. **HWB 3-04a**

I can create, develop and sustain a realistic or stylised character through the use of voice, movement and language. **EXA 3-12a**

Having developed ideas from a range of stimuli, I can contribute to devising, rehearsing and presenting drama or scripts. **EXA 3-14a**

Benchmarks

Expressive Arts

- Contributes relevant ideas and opinions, with supporting evidence, when participating in group discussions or working collaboratively.
- Presents dramas to audiences for different purposes, for example, to entertain, inform, communicate a message, explore an issue.

Learning Intentions	Success Criteria
<ul style="list-style-type: none"> • Create questions for character in text. • Adopt the role of chosen character. • Discuss how to get support. 	<ul style="list-style-type: none"> • Ask open ended questions aimed at a particular character in the play. • Answer questions in the role of a character. • Extend on and add to the final scene of the play. • List times when people may need support and suggest what this support could be.

Resources

School Daze Script

Your Call - <http://itsyourcall.org.uk/passengers/circle-of-support>

Introduction (5-10 mins)

Pupils must have seen the School Daze play, or read the script prior to this lesson.

Hot-seating is a drama technique where a pupil takes on the role of a character and answers questions from peers. In this lesson pupils will take on the roles of different characters from School Daze in the aftermath of Robbie's death.

You may wish to assign pupils their character prior to this lesson, in order for them to prepare as a homework task.

As a warm-up, split class into small groups. Give each group a scene from School Daze to read through in character.

Allow pupils to perform their scene to the rest of class. After this, discuss with pupils the techniques they used to adopt the role of their character (gesture, mannerisms, facial expressions, accent, etc.) and explain today's focus on hot-seating.

Main (30 mins)

As an introduction to hot-seating, teacher should take the seat as a character from a well-known story e.g. James Bond. Pupils should then ask teacher questions that they will answer in the role of the character.

During this time, it is an opportunity to discuss how pupils can ask good questions that are open and not closed. Write an example of a question on a whiteboard and ask pupils to discuss if it is open or closed e.g. Do you like being an agent? (Closed), Can you tell us about your first ever mission? (Open).

If not already done so, let pupils choose a character, or assign them a character. Make sure that all characters from the play will be represented.

Explain to pupils that the characters in the hot-seat will be questioned in the aftermath of Robbie's death. The final scene of School Daze should be read-through with class as a reminder of how the play ends. Pupils should be given time to practice being in the role of their character.

Ask pupils to volunteer to sit in the hot-seat.

Questions may include:

- *What happened the day Robbie died?*
- *Is there anything you could have done to avoid Robbie dying?*
- *How do you think his parents must feel?*
- *What kind of impact will his death have on your future?*

Teacher should support pupils to ask appropriate questions. They should encourage all pupils to sit in the hot-seat and to question someone else in the hot seat.

There should be reference made to the support that pupils will now require having experienced the death of a friend – for example, counselling.

Plenary (5-10 mins)

Pupils should be given the opportunity to engage in the Circle of Support game on the Your Call website. If no internet access, there is a paper version of the game available.

After the hot-seating this will allow pupils to focus on and address any dangers in their lives and how they can address these difficult situations with support.