



LESSON THREE

Objectives

Students are able to discuss different aspects of style
Students are able to experiment with a range of ways of expressing themselves

Introduction - Counting emotions (10mins)

First - go round counting up to 10 and down again to 1 (each student gives one number). Try doing it as fast as you can to get the energy up; get quieter and then louder again. Then play counting emotions - as the numbers increase, say it increasingly in an emotion, e.g. angry, happy, nervous etc. Suggest some simple ones yourself and then ask for suggestions - try them all no matter how tricky the suggestion

After a good round (confidence or fear is normally a good one) ask, "how did we know?" Use this to discuss body language and use of voice, with liberal use of examples from the activity.

Main Activity - Bring the drama (20mins)

In this exercise students will be given a neutral statement (see Hints and Tips). They are going to make the point sound much more serious or important, using emotive language, adding details, and/or delivery. Display a list of neutral statements on the board. Take one example and discuss a few different ways in which we could make it sound more important.

E.g. "The UK has a shortage of organs for transplant": they could say "British citizens are dying in their beds due to a shortage of life-saving organs." Or, they could say in a Very Serious Voice "The UK - has a shortage - of organs for transplant." Give examples of both adding words/details and

using voice/tone so students can participate according to their preference.

Ask each student to pick 2 statements to work on. Give them some time alone to work on different ways to bring drama to their statements. Students should then break into pairs and have time sharing in pairs and choosing their favourites and improving them. Ask some pairs to present to the class - one example from each, or one collaboratively from both of them. Discuss the different techniques students have used to add a sense of importance to their statements, and hand out the style worksheets for students to complete.

Differentiation

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Bring the drama can be extended by asking students to create longer pieces of work surrounding their statement. E.g. a short newspaper article, or short piece as if a journalist/activist speaking to camera.

Hints and Tips

Man crosses road
Dog chases cat
The room was empty
A leaf falls from a tree
There are lots of fish in the sea
Some people have more money than others
It is expensive to rent a house
You may have to wait to see a doctor
Trains are not always reliable
Brexit might be difficult
Climate change will make the weather worse

