

Lesson 1:

First Responses

Focus

The following are suggestions for how you might pick up on the ideas and issues raised by the play and discuss the students' initial responses. You can select to do one or more from the range below. They can be used as stand alone exercises or as preparation for one of the other lessons. They use a range of strategies and could be used in a variety of different lessons: i.e. PSHE/ Science/ English/ Drama/ Form Tutor Period etc.

If you used the Preparatory Lessons

If you used the Preparatory Lessons "What Do We Feel?" and "What Do We Think?" it may be interesting to return to the activities to see how the students' ideas have changed since seeing EVERY BREATH. (See Preparatory Lessons, "What Do We Feel?" and "What Do We Think?")

What Do We Think? – An Active Discussion

The Preparatory Lesson "What Do We Think?" would work as an interesting follow-up exercise regardless of whether it has been done beforehand (see above).

A Discussion Exercise

Divide the students into pairs or small groups. Ask them to discuss and write down their answers to the following questions:

- What did you like/dislike about the play?
- Why do you think the play is called EVERY BREATH? Do you think it's a good title?
- What surprised you in the play? What new things did you learn?
- Did anything make you laugh? Was this appropriate in relation to the subject?
- What didn't you understand? What do you need further clarification on?
- What questions has the play made you ask?

After allowing 10 minutes to discuss their answers ask each group to share their answers and discuss them as a whole group.

Still Image Exercise – Memorable moment

Divide the class into groups of four.

Ask the group to share with each other the moment of the play that sticks most strongly in their mind.

Each group must agree on one of these moments and create a still image of that moment (not all the group members have to be in the image).

Share the images with the class.

Try and identify each one and discuss the different choices. Is there a consensus about the most memorable moment? What made it memorable?

Still Image Exercise – Capturing the essence

Divide the class into groups of four.

Ask them to create a still image that captures the “essence” of the play (this demands that they have a good discussion between themselves about what they think the play was about).

Share and discuss the different ideas. Are any more accurate or do they just represent different views about what is important?

Practical Exercise – Telling the Story

Divide the class into groups of four.

Ask them to tell the story as succinctly and accurately as possible in one of the following ways:

- Freeze Frames (max. 5)
- Sentences (max. 8)
- Improvisation (max. 1 min)

Share and discuss the differences between the versions.