

Lesson 3: Drama

What do the Characters learn?

AIM:

To explore how the characters learn and change over the course of the play.

OBJECTIVES:

To understand the inter-connection between relationships and views.

To understand that personal views may change in relation to other people and events.

To demonstrate how the characters' relationships and views change over the course of the play.

NATIONAL CURRICULUM LINKS

PSHE KS3 3g, h & i KS4 3e

ENGLISH (Drama) KS3 & KS4 4a & b

RESOURCES:

Play Synopsis (see Preparatory Lessons)

Possibly white board and pen

ACTIVITY:

1) Divide the class into groups of four. Ask them to tell the story of EVERY BREATH as succinctly and accurately as possible in one of the following ways (you may like to refer to the play synopsis in Preparatory Lessons to help you):

- Freeze Frames (max. 7)
- Freeze Frames with captions (max. 5)
- Speed improvisation (max. time 1 min)

Share and discuss the differences between the versions.

2) Ask the students to create a series of four freeze-frames of the relationships between the four characters at the following moments of the play. The aim is to capture how the relationships change:

- At the start of the play i.e. before Anita comes home from University
- Mid-way through the meal scene before Sonny has his Asthma attack
- After Anita's visit to the hospital
- The end of the play

(It may also be interesting to include one of the family before the start of the play when the Dad was still alive. i.e. to introduce the idea of how his death has affected the views and relationships of individuals within the family. The person previously playing Raz could play the Dad)

3) Extension Exercise

You could ask the groups to “morph” their freeze-frames into each other i.e. show the transition from one freeze-frame to the next as a slow merging process. Can they do this in such a way as to teach us something further about the changing relationships?

4) Watch the groups and use this as a springboard to discuss how the characters change over the course of the play. Why? What do they each learn?

If you intend to continue to the next exercise it may be useful to note down the ideas that are suggested for Anita and Sonny.

5) Extension Exercise

Divide the class into pairs. Each pair can choose whether they want to work on the character of Sonny or Anita.

In their pairs they must work on the following role-plays/missing scenes from the story. The focus is to demonstrate how the characters change over the play, and thus one scene is near the start and one towards the end of the play:

SONNY

- 1) Sonny and Kelsey (his girlfriend)/or a friend

When:

After Scene 3 – Saturday morning, his conversation with Anita over breakfast

Things to include:

Sonny's attitude towards Anita

Sonny's attitude to taking his Asthma medication

- 2) Sonny and Kelsey

When:

At the end of the play

Things to include:

Sonny's attitude towards Anita

Sonny's attitude to taking his Asthma medication

ANITA

- 1) Anita and her boyfriend/a friend

When:

After Scene 3 – Saturday morning, her conversation with Sonny over breakfast

Things to include:

Anita's attitude to Sonny's new job on the pussy cat and his decision to stop taking his Asthma medication

- 2) Anita and her boyfriend/a friend

When:

At the end of the play

Things to include:

Anita's attitude towards Sonny (the seriousness with which he holds his view) and her own attitude towards her research

Allow 10-15 minutes for the pairs to work on their scenes.

Then watch some and comment on anything new you have discovered about what the characters learnt.

What have you learnt from doing this exercise?