

# Lesson 1:

## Initial 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: PSHE/ Science/ English/ Drama/ Form Tutor Period etc

### If you used the Preparatory Lessons

If you used the Preparatory Lesson exercises '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 Full Time. (See Preparatory Lessons, What Do We Feel? and What Do We Think?)

### Discussion Exercise

Divide the students in 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 Full Time? 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 4.

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 4.

Ask them to create a still image that captures the “essence” of the play. (This demands they have a good discussion between them 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 4.

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.

### **Design a Poster**

Ask the students, individually or in pairs, to design either:

- a poster for Full Time for the rest of the school
- a poster promoting 'Football for All'

### *Discuss*

- posters that advertise films, plays, art exhibitions, gigs
- why we have them
- what they're trying to do
- posters that class members have seen and liked/disliked, and why?