Scheme of Work

**Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Course Title** | | **Course Code** |
| **Venue** | |  |
| **Day:** | **Time:** | **Length weeks:** |
| **Target group:**  *This is Cross Curricular approach aimed at students in KS2 and KS3. As schools use a variety of ways to present schemes of work, only the aims and practical details of the activities are indicated here. We would appreciate it that if you create your own scheme and associated assessments that you would be prepared to share them with us and other teachers. Thank you.* | | |

**Aims:**

The scheme aims to focus on perception and stereotyping and how we as human beings make judgements about people.

**Intended Learning Outcomes:**

*The Witches* invites students to consider how we perceive and make judgements on people and how it becomes so easy to stereotype people.

**Teaching and Learning Methods:**

Teaching will be via practical drama techniques and audio-visual resources.

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| **Lesson No.** | **Objective** | **Summary of Content and Activity** | **Expected Outcomes** | **Resources / Equipment** |
| **1** | These lessons can be delivered by a Theatre Practitioner.  Students will present their own perception of what a witch looks like.  They will be asked to support their ideas with evidence (how they know this).  They will then be provided with Dahl’s descriptions of witches and asked to compare and consider his account to theirs. | **Assess prior knowledge:**   * Use general questions to establish knowledge of witches and witchcraft   Sample questions:  *Who can tell me what a witch is?*  *When did they exist?*  *Could they exist now?*   * Note class answers on whiteboard /flipchart.   **Students in groups use ‘role on the wall’ to provide a physical description of a witch. Feelings and beliefs can be shown inside the ‘body’:**   * Divide students into groups * Give each group A1 flip chart paper with a ‘role on the wall’ outline. * Ask each group to discuss and record on the paper the appearance of a witch outside and around the body. * Ask each group to discuss and record on the paper the feelings and beliefs of the witch inside the body.   **Creating an image of a witch:**   * Ask the students to create a physical still image showing, what they consider to be, the main physical characteristic of a witch.   *NB: They can all become one witch or they can be a group of   witches. This can be shared with the class*  **Presenting an important moment in a witch’s life:**   * The students should consider which emotions or feelings or beliefs of the witch or witches will be shown. * Then get the students to create a still image. * Next, get the image to come to life and we should hear the witch too.   **Challenging the students about how they know what they have demonstrated about witches?**   * Ask the groups how they know this information and what sources have they used. * Ask if the statements are factual or fictional. * Ask them what do they need to prove something is true? | The students should be able to identify significant differences and be able to consider how perception is formed. | A1 Flipchart paper with ‘role on the wall’ image already prepared (students can do this themselves if desired).  A large space for the practical work or they can demonstrate/ show their work in a cleared space in the classroom.  Excerpt from *The Witches* (or class copies of the book). |
| **2** |  | **Excerpt from *The Witches*:**   * Give the students an extract which provides a description of the Grand High Witch and the Witches’ meeting. (Alternatively, they can read this if they have class copies of the book.) * Ask them how are the witches similar? * How do the witches differ? * Get the students to read the extract and prepare their character as a witch. * They need to think of how they would appear in a mask and without the mask.   *The following activity needs to be explained carefully and each action made clear each time the group are made to stop.*   * When you say ‘Good Morning’, they must walk around the room and act as normal women. * When you say ‘Ladies’ they must stop. * Get the class to all move round the room. * When you say ‘Ladies’ they must stop as still as possible as normal women (they can stand or sit down). * Repeat a few times. * Say ‘Ladies’ and bring them to a halt and explain the next step. * When you say ‘the door is chained and bolted’ they “freeze” and crouch down.   Try these three instructions and then when they are next crouched down, tell them the next instruction.   * When you say ‘Remove your masks’ they must remove their “masks” in slow motion and reveal they are witches. * When you say ‘Fly’ they can move around the room as witches as fast or as slow as they like. * When you say ‘Danger’ they must freeze. * When you say ‘Replace your mask’ they must slowly return to their disguise as women.   When you say ‘Good Morning’ it returns them to normal women walking around. |  |  |
| **3** | In this lesson, students will consider stereotyping. They will identify the stereotypical description of a witch and then consider the issue of stereotyping in a wider perspective. | **Students reflect on the previous lesson and consider again their description of a witch and that of Dahl’s.**   * Students present the differences and the similarities between their descriptions and that of Dahl’s.   **‘Things aren’t always what they appear to be’:**   * Invite the students to comment on this in relation to Dahl’s depiction of the women from the previous lesson. * Ask the students to discuss in groups the statement above and if it is true? * Ask them to provide examples or their own thoughts on this. * Ask the students to note their findings and share in the class.   **Students consider the idea of ‘stereotyping’:**   * Get the students to look at Activity Sheet 2 and answer the questions. * The activity is explained and the students consider some of the ‘assumptions’ that are made by others in society.   This lesson we will explore stereotypes and prejudice.   * **Students watch the PowerPoint slides on ‘Billy Elliot’ (14-17) see Resorces** * Students respond to each slide | **Students should learn:**  It is wrong to judge people based on their identity and can have negative consequences. | Use Excerpt from [Equality and Human Rights Commission PowerPoint](http://www.equalityhumanrights.com/private-and-public-sector-guidance/education-providers/secondary-education-resources/resource-toolkit/lesson-plan-ideas/lesson-5-prejudice-and-stereotypes) on Stereotyping and Prejudice (*Billy Elliot*)  Activity Sheet 2 (Teachers’ details sheet also provided.)  Use Excerpt from [Equality and Human Rights Commission PowerPoint](http://www.equalityhumanrights.com/private-and-public-sector-guidance/education-providers/secondary-education-resources/resource-toolkit/lesson-plan-ideas/lesson-5-prejudice-and-stereotypes) on Stereotyping and Prejudice (*Billy Elliot*) |
| 4 | **Gender Stereotyping**  The following is a lesson plan for upper KS2  The children in this lesson will discuss gender stereotyping for ‘boys’ and ‘girls’.  There are several class and group activities shown on the website and all can be adapted to your needs. Clearly this lesson could extend in to a lengthy project in its own right. | * Watch the YouTube film: <https://www.youtube.com/watch?v=Zgdj5FXOOp8> * Discuss and note the differences between the two adverts. * Discuss whether it’s okay to present toys in this way. * Are there boys’ toys? * Are there girls’ toys? * Sample questions * What kind of toys do you play with? * Are some toys just for boys and some just for girls? * Does labelling toys "for boys" or "for girls" put you off playing with them |  | <http://www.lettoysbetoys.org.uk/schools/>  A useful website with lesson plans from reception to secondary level.  YouTube video: <https://www.youtube.com/watch?v=Zgdj5FXOOp8>  The following video was used by CBBC – ‘*Newsround*’ on their web page : <http://www.bbc.co.uk/newsround/24211824> |
| **Alternative part 2 to the Scheme:** Use Lessons 1 and 2 from above then use Lessons 5 and 6 below (instead of 4 and 5 above) | | | | |
| **5** | Useful ideas and resources rather than a complete work scheme which just concentrates on the witches and witchcraft.  Lessons need not necessarily start with Dahl’s *The Witches:* you could take a historical and literary perspective and start with the ‘fiction’ and Shakespeare’s three sisters in *Macbeth* and then consider the true story of the witches in the UK and then proceed to Dahl’s contribution.  Use Lesson 3 as a study of Shakespeare’s witches and then Lesson 4 as a lesson on our historical understanding of witchcraft in the UK. | ***Macbeth* and *The Witches***  *Macbeth* Background:  This is a tale of a great warrior’s greed and his ambition to rule the land. It take place in Scotland in the 11th century. Macbeth actually existed and did rule Scotland but Shakespeare provides the beginning of the play: Macbeth has just won a great battle and on his journey home he meets the witches on a lonely moor. They have the ability to see into the future and they prophesy that Macbeth will become king. Macbeth does become king and later in the play they reappear and also predict his death.  The lesson will look at re-creating the first appearance of the witches on stage and creating a spell.  The PowerPoint supplied has been produced by a teacher and it is shared on the TES website.  From Slide 8 onwards it looks at the historical background, the views and beliefs of Elizabethans and then takes you to consideration of the spells and then leads the students to the creation of their own spells. |  | PowerPoint:  [History of Witchcraft](http://www.everymanplayhouse.com/sites/default/files/The%20Witches%20Scheme%20of%20Work%20PowerPoint%20History%20of%20Witchcraft.ppt)  *(with acknowledgement to the TES Resource Website and its contributors)*  *Macbeth* excerpt |
| 6 |  | **The Historical Context -Who or what were *The Witches*?** There is a useful PDF document here:  <http://myths.e2bn.org/library/1142771429/witchesreligion.pdf> |  | Two PowerPoint documents are referenced:  [History of Witchcraft](http://www.everymanplayhouse.com/sites/default/files/The%20Witches%20Scheme%20of%20Work%20PowerPoint%20History%20of%20Witchcraft.ppt)  [The Pendle Witches](http://www.everymanplayhouse.com/sites/default/files/The%20Witches%20Scheme%20of%20Work%20%20PowerPoint%20about%20The%20Pendle%20Witches.ppt) *(with acknowledgement to the TES Resource Website and its contributors)* |