

Year 7

Autumn Term

Theatre of Learning

Lesson one

The Shipwreck

Objectives:

- To understand what will be expected of me this year in FE
- To get involved in 'the shipwreck'.

Outcomes

By the end of the lesson:

All must be able to explain the basic classroom rules and be able to cooperate with the class in circle time.

Most should be able to identify with the characters in the shipwreck and give an imaginary highlight of the holiday.

Some may be able to stand out as leaders among the class.

Starter: Class to get to know each other and build confidence by sharing 3 facts about themselves. One of them should be made up. Other members of the class need to guess which of the facts is made up.

1. Explain guidelines and expectations in FE.
2. Explain that this half term's work is going to be done by means of a guided fantasy. Students are expected to listen and participate fully. Each week for their homework students need to write a diary entry for the days events on the shipwreck.
3. Introduce the shipwreck (using the sheet provided). Students need to do everything they can to try and picture the scene. They need to give their imaginary highlight of the holiday and at the end share their ideas for rules on the island.

Plenary: How easy/hard was it to picture the scene? Were you able to put yourself in the shoes of the passengers? Students could share their tips for picturing the scene.

You are a passenger on a small but luxury cruise ship. The cruise has lasted 3 weeks and it has been a holiday of a lifetime. The weather has been beautiful, the food has been out of this world and there has been loads to do. It is now the final evening, you are expecting to reach home tomorrow. You are disappointed that your holiday is drawing to a close but are determined to make the most of the last night ball. Everyone on board the trip is excited about this evening. You were told in advance about this evening's event and so went shopping before the holiday for something really special to wear. You are now in your cabin getting yourself ready, the gentlemen will all be wearing bow ties and black suits. The ladies are dressing as if they are attending the Oscars.

The event is now underway. You are enjoying a 5 course meal and fine wine. At the table, the conversation is about the cruise, each member of the table is sharing their highlights. (Ask each member of the class to share an imaginary highlight of the trip)

After dinner the dancing begins. There is an atmosphere of celebration and everyone is making the most of the last night of their holiday. All of a sudden, in the early hours of the morning there is a loud crash. The music stops, the lights go out and the ballroom is plunged into darkness. All around you, you can hear screams of fear, no one knows what is happening. The ship's staff find some candles and light them, you find out that nobody has been seriously harmed. You are told that the radio is broken and that nothing can be done until the sun comes up and then the captain will assess the situation. You have a very long couple of hours of waiting while people speculate what is going on. Daylight comes and the radio is still broken, the engine won't work and the boat is starting to sink. The good news is that there is a land mass in sight and it is possible to make it there in the boats life rafts. There is just time for each passenger to grab a few essentials and climb aboard the life rafts.

You arrive at an uninhabited island, no one knows how long it will be until you are found. So you gather round in a circle and try to work out how you are going to manage to live together on this island. It is decided that the most important thing to do is to establish a list of rules that all should follow.

Lesson Two

People

Objectives:

- To reflect on the qualities of a good leader.
- To elect a leader to the group.

Outcomes

By the end of the lesson:

All should be able to make suggestions as to what makes a good leader and make a judgement as to who in their group would make the best leader.

Most should be able to explain the importance of having a leader for a group of people.

Some may be able to explain the qualities that they have to make them a good candidate for leadership.

Starter:

Ask for volunteers to read their diary entry from last week. Other members of the class are to give positive feedback and to give EBI's (even better if . . .)

1. Take students through the next stage of the guided fantasy.
2. Ask them to discuss why taking on a leader would be a good idea. What should their role be?
3. Now the class are to make suggestions as to what makes a good leader. What qualities would they need to fulfil the role that they have outlined?
4. Volunteers are to put themselves forward as candidates. They need to explain why they would be suitable and give examples where possible.

Plenary: students vote for the most suitable candidate.

Lesson two

People

The first couple of days on the island were like a continuation of the holiday. Everyone assumed that you would soon be discovered and you tried to make the most of the sunshine. Now you feel a little less hopeful and you feel like you need a little more structure and order. The community isn't functioning as well as it should and disagreements are starting to occur.

Once again you come together as a community and you decide to appoint a leader. You first of all discuss what your leader should be like ([discuss qualities of a good leader](#))

So far you don't know each other very well yet. But all those who are willing to take on the role as leader should share with the rest of the community why they feel that they are suitable for the job so that we can vote the in the most appropriate candidate.

Lesson three

Places

Objectives:

- To reflect on the significance of special places.
- To design a special place for the islanders.

Outcomes:

By the end of the lesson:

All must have contributed to the design of the island's special place and make suggestions about what it should be used for.

Most should be able to explain why the islanders need a community building and why it will be so important to them.

Some may be able to explain the symbolism of the special place.

Starter

Ask for volunteers to read their diary entry from last week. Other members of the class are to give positive feedback and to give EBI's (even better if . . .)

1. Take students through the next part of the guided fantasy, stopping to ask for their ideas about what they can do with the meeting time set aside each week.
2. Ask students to design the meeting place using ideas from everyone. They should brainstorm their ideas first and then put a design together on poster paper.

Plenary

Ask students to put out their hands and put their thumbs up if they think the class has worked well together this week and put their thumbs down if they think they have not worked well together.

Homework

In their diary entry this week they need to imagine that they are visiting the place of worship for the first time. They need to reflect on their first impressions of it. What feelings did they have as they went in. Why was it so special for them?

Lesson three

Places

A few weeks have passed now since you elected your leader and things are running much more smoothly. The community is once again pulling together as everyone respects the authority of the leader and are willing to sacrifice their own needs for the good of the community.

Couples and families have now built their own shelters and you have scattered a bit more widely around the island. Everyone is busier during the day as they concentrate on gathering food, making clothes, educating their children and making their shelters as homely as possible. Whole island gatherings are becoming few and far between and people are missing them. The leader decides that it is important to set aside a certain time each week when everyone comes together. He leaves it up to the community to decide what this time should be used for. (time to share ideas)

At the moment there is nowhere on the island big enough for everyone to join together for these meetings. So the leader gathers everyone together on the beach to design a meeting place that will not only be practical but will hold special meaning for the islanders. You need to decide where this meeting place will be, what it will look like on the inside and the outside and what will make it special for the islanders. You also need to decide whether there need to be any special rules in the meeting place that need to be followed. (time to design the meeting place. Brainstorm of ideas and drawing on poster paper.)

Lesson Four

Marriage

Objectives

- To reflect on the importance of marriage.
- To think about how a special service could mark the beginning of this commitment effectively.

Outcomes

By the end of the lesson

All must be able to explain why making a public declaration of love and commitment is important to many people.

Most should be able to make informed suggestions about how and why this occasion could be marked.

Some may be able to make links between the ceremony that they design and the meaning that it holds.

Starter

Ask for volunteers to read their diary entry from last week. Other members of the class are to give positive feedback and to give EBI's (even better if . . .)

1. Take the students through the next part of the guided fantasy. Ask them why they think this couple want to make their declaration publicly.
2. Students to work in small groups to plan the commitment ceremony. They could each take an aspect of the day to plan.
3. Come back together as a class to build a whole picture of the plans that have been made.

Plenary

Students are to imagine that the wedding has taken place. They are to feedback to the class as to what made it special and significant,

Homework

In their diary entry they need to write as if the wedding has taken place. They should include as much detail as they can and explain why each part of the day was meaningful and significant.

Lesson Four

Marriage

There has been a romance on the island!! A young couple on the cruise had been dating for about two years, they have supported each other in their time on the island and have now decided that they want to make a commitment to spend the rest of their lives together, no matter what happens. They want to publicly express this commitment that they are making.

You have now come to terms with the fact that you may never be found. The couple want your help in planning their commitment ceremony and celebrations as that way they can be used as a pattern and a guide for other islanders wanting to do a similar thing.

So once again the community is together with another task in front of them. You need to plan a special day to celebrate this couple's love and commitment to each other. You are working from a blank canvas and can decide what format this special day will take, how the couple will mark their commitment, what they will wear, how will they celebrate it and how the other islanders will be involved in the day.

Lesson Five

Festivals

Objectives

- To understand the importance of celebrating special occasions.
- To explain the relevance of remembering the past.

Outcomes

By the end of the lesson

All must be able to give a reason why remembering and reflecting on the past is important.

Most should be able to suggest meaningful ways of remembering the shipwreck.

Some may be able to explain the importance of a mixture of looking to the past and looking forward to the future in planning an anniversary event.

Starter

Ask for volunteers to read their diary entry from last week. Other members of the class are to give positive feedback and to give EBI's (even better if . . .)

1. Take students through the next part of the guided fantasy. They could share their imaginary highs and lows of their first year on the island.
2. Students should brainstorm ideas for how they can remember this special event.

Plenary

There is often a service of remembrance a year after a tragic event. How do you think this helps those who have lost people?

Homework

In their diary entry, students are to imagine that the special day has happened. They are to write about their experience of it, how it made them feel. Was it a sad or a happy day for them. Are they glad that it happened?

Lesson five

Anniversary

It is approaching the first anniversary of arriving on the island. It has been a turbulent year, a mixture of sadness for the people and the life that you left behind and a sense of achievement for the community that you have built and the new life you have created. You decide that this is an occasion that should be remembered and marked. The leader calls you all together to plan the event.

You need to decide:

1. What you will do to reflect on the events of the shipwreck a year ago?
2. What will you do to remember those who you have left behind?
3. How are you going to celebrate the achievements of past year and look forward to the next year that you will spend in your new community?

Lesson six

Birth

Objectives

- To understand how special new life is.
- To reflect on how new life should be welcomed into the world.

Outcomes

By the end of the lesson

All must be able to suggest one significant way of welcoming a new baby into a community,

Most should be able to distinguish between public and private acts of welcoming.

Some may be able to explain how occasions like this bring a sense of belonging to people.

Starter

Ask for volunteers to read their diary entry from last week. Other members of the class are to give positive feedback and to give EBI's (even better if . . .)

1. Take students through the next section of guided fantasy. They can talk about ways that they know of babies being welcomed into the world.
2. Students can either work in small groups or as a class to work through the tasks that the leader has set.

Plenary

Bring together the ideas that the students have come up with.

Homework

In their diaries they can write about the events that they have planned and why they think it is an appropriate way of welcoming the baby into the community.

Lesson six

Birth

More time has passed and the couple who got married are now expecting their first child. This is a significant event for the island as this baby is the first of a new generation and the first person on the island not to have experienced the strange events of the shipwreck. For them, this will be the only place that they know.

As the islanders prepare for this new life to enter the world you try to decide how to mark this special event. You may want to think about:

1. what will be the first thing that you want the baby to hear?
2. What will you do to welcome the baby into your lives?
3. What will be your wishes for the baby's future and how will you incorporate these into the welcome?
4. How will you decide which things should be personal to the family and which things should involve the community?

Lesson seven

Death

Objectives

- To explore ideas about what happens after death.
- To think about how these beliefs can be reflected in a memorial service

Outcomes

All must be able to explain one belief about what happens after death and explain how they think the dead should be remembered.

Most should be able to explain three main ideas about what happens after death.

Some may be able to show how a funeral service can reflect a community's view about what happens after death.

Starter

Ask for volunteers to read their diary entry from last week. Other members of the class are to give positive feedback and to give EBI's (even better if . . .)

1. Take students through the next and final piece of guided fantasy. You need to stop to discuss what students views are of what happens after death.
2. Students to design the funeral service. You could get students with similar beliefs to work together so that their service will reflect their beliefs and get them to feed back to the group at the end.

Plenary

This is the last visit to the island. Which has been your favourite part and why?

Homework

Students are to write about the funeral. They should mention what happened, why and how it shows their beliefs in what happens after death.

Lesson seven

Death

Many more years have now passed and some of the older members of the community are growing frail. The dynamics of the island are changing as these people who were so instrumental in setting up the community and who have worked so hard here for so many years are now unable to work. How are you going to make sure that these elderly people are well provided for? They have been a source of guidance and inspiration for the younger generations. How are you going to show them how much they mean to you?

The leader of the island was one of the oldest in your community and last night he passed away in his sleep. You are all devastated. He was an excellent leader and lead you through that first difficult year when the island was being established. It was his suggestion to introduce the weekly meetings and to set up the special place. He will be greatly missed.

Everyone seems to have different ideas about what will happens to people when they die. You decide to sit down and share your ideas.

You want a really special funeral for the leader to show what he meant to you. You come together to design this funeral service. You need to try and show your beliefs in life after death through what you do.

Is there anything else you want to do to remember him in the future?

Lesson eight

Rites of passage

Objectives

- To understand what is meant by the term 'rites of passage'
- To compare the rites of passage from different religious traditions.

Outcomes

By the end of the lesson

All must know 6 facts about rites of passage from one religious tradition.

Most should be able to compare and contrast a rite of passage from 2 different religious traditions.

Some may be able to give reasons for the differences in rites of passage from different religious traditions.

Starter

Ask for volunteers to read their diary entry from last week. Other members of the class are to give positive feedback and to give EBI's (even better if . . .)

1. Explain that between now and the end of term they are going to be working on a levelled assessment. The assessment is going to be about rites of passage (birth, marriage, death).
2. The first part of the preparation for the assessment will be done through research. Split the class into 9 groups. Give each number a religion (probably best to stick to 3 religions) and a rite of passage (birth, marriage or death). Students have 20 mins to use the textbooks available to find out about their particular topic. They are to pay special attention to what happens and WHY it happens.
3. Mix up the groups so that everyone is in a new group looking at the same rite of passage as they have researched but a different religion. The new groups now have 10 minutes to feedback to each other and make comparisons between religions.

Plenary

The new groups are to feedback their comparisons to the class.

Lessons nine

Assessment

Objectives

- To produce a piece of work which compares the rites of passage between different faiths.
- To design my own rite of passage.

Outcomes

By the end of the lesson.

All must be working towards a project that will reach level 3

Most should be working towards a project that will reach level 4

Some may be working towards a project that will reach level 5

Starter

What is the best way to go about producing a project?

1. Introduce the project to students and give them guidelines and advice on how to tackle it.
2. Students to work independently on their projects.

Plenary

Time of feedback. Students to share the work they have done today. What have they been pleased with. What do they need to make a priority for the next lesson?

Rites of Passage Project

Task: You need to produce a project showing what you have learnt about your chosen rite of passage. You also need to include an explanation of the rite of passage that you designed as part of the Theatre of Learning. There are several things that you need to include in order to produce an excellent project. Use the grid below to find out how to achieve the level that you are aiming for.

| My project shows. . . | level | Me | friend | teacher |
|--|-------|----|--------|---------|
| How the rite of passage is marked in at least 2 religions. | 3 | | | |
| What would happen in my rite of passage | 3 | | | |
| The similarities and differences between the rites of passage. | 3 | | | |
| <i>That I have investigated the rites using a range of different resources.</i> | 3 | | | |
| The key beliefs shown in the rites of passage. | 4 | | | |
| How my rite of passage reflects my beliefs about life. | 4 | | | |
| <i>That I appreciate that there are many diverse people within the UK.</i> | 4 | | | |
| How my rite of passage would make a difference to my life and the life of those around me | 5 | | | |
| <i>How the rite of passage will make a difference to the lives of the believers, their families and community.</i> | 5 | | | |
| The different ways in which the rite of passage may occur within the religions. | 6 | | | |
| The differences of opinion that the class had when they were deciding on the rite of passage on the island. | 6 | | | |
| <i>That I can explain the contributions that different cultures and communities bring to society.</i> | 6 | | | |

FE level:

Citizenship level:

You need to make sure that you do plenty of research and explain your findings well. When you have finished you need to ask a friend to read it so they can help you to decide which level you think you have achieved. The FE levels are in normal type and the citizenship levels are in italics.

Lesson ten

Assessment and evaluation

Objectives

- To produce a piece of work which compares the rites of passage between different faiths.
- To design my own rite of passage.

Outcomes

By the end of the lesson

All should have produced a project at level 3

Most should have produced a level 4 project

Some may have produced a project at level 5 or above.

Starter:

Show your neighbour what you have done so far. They can tell you one thing they like about it and one thing they think you can improve on.

1. Continue working on project.

Plenary:

Complete unit evaluation form.