# Alpha Shows

# LESSON PLAN

## Lesson Outline

**Year Level**

This Lesson is applicable to all students in primary school.

**Topic/Focus**

Interpersonal Development

Personal Learning

The Arts

English

Communication

Thinking Process

**Time/Length**

Two 40 min lessons

One before Performance one after the performance.

This does not need to be immediately before or after but rather within the timeline of before seeing the production and after.

## Resources and Equipment

Physical Resources

- Alpha Worksheets (Attached at back of document)
- Attendance to an Alpha Shows Performance
- Writing Tools (Pens/ Pencils)
- A sample of a fairytale to read, we suggest using the interactive whiteboard to further engage the students in the lesson. Some great ones can be found at - http://www.bbc.co.uk/cbeebies/stories/theme/fairytales/

# Physical, Personal and Social Learning

## Overviews

### Personal Learning

- Develop an understanding of their strengths and potential
- Develop skills of goal setting and time and resource management
- Increasingly manage their own learning and growth by monitoring their learning, and setting and reflecting on their learning goals
- Learn to understand and to manage their own emotions
- Develop resilience and dispositions which support learning

### Interpersonal Development

- Building effective social relationships and relating well to others requires individuals to be empathetic, and to be able to deal effectively with their own emotions and inner moods.
- It is through the development of positive social relationships that individuals become linked to society, develop a sense of belonging and learn to live and work with others.
- It also requires them to be aware of the social conventions and responsibilities that underpin the formation of effective relationships.
- All social relationships have the potential to create conflict. Students need to develop the skills and strategies to manage and resolve conflict in a sensible manner.

# Discipline-Based Learning

## Overviews

### The Arts

- Learning in the Arts allows students to communicate their perceptions, observations and understanding of structures, functions and concepts drawn from other areas of the curriculum.
- Confronting and exploring new ideas.
- Through learning in the Arts, students prepare for their roles in a post-industrial economy that depends on innovative ideas, creative use of technologies and the development of new and blended forms.

### English

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

# Interdisciplinary Learning

## Overviews

### Communication

- Students need to be supported to move beyond the lower-order cognitive skills of recall and comprehension to the development of higher-order processes required for creative problem solving, decision making and conceptualizing.

- Develop the capacity for metacognition – the capacity to reflect on and manage their own thinking.

- School and classroom culture must value and promote thinking and provide students with sufficient time to think, reflect, and engage in sustained discussion, deliberation and inquiry.

- Students need challenging tasks that stimulate, encourage and support skillful and effective thinking.

### Thinking Process

- To communicate successfully, students need to develop the knowledge, skills and behaviours that empower them to respond to, make meaning of, and deconstruct a range of communication forms.

- They also need to develop the knowledge, skills and behaviours to effectively present information, ideas and opinions in a range of forms, including verbal, written, graphic, multimedia and performance, appropriate to their context, purpose and audience.

# Outcomes

## Context of Lesson

This Lesson will introduce the ideas and concepts of identity and ethical responsibility. Which are some of the ideas explored in an alpha show.

The Second Part of the lesson helps support students in reflection and developing their own opinions.

## Lesson Outcomes

Students develop confidence, knowledge and understanding of social interaction, ethical responsibilities and emotions.

Students will decide personally who is ‘right’ and who is ‘wrong’ and who is ‘good’ and who is ‘Bad’ whilst deciding whether they think that the actions of characters are right or wrong. This individual thought process helps encourage personal beliefs and development of their own opinions.

Students also will learn to reflect on their own learning. What they learnt from the performance, story and where they could implement this in their everyday lives.

Students will employ new language developed throughout the two lessons such as “moral”, and “feelings”, whilst feeling confident to both orally and in text convey their opinions and experiences.

# Lesson One (Preshow)

| **TIME**<br><br>**The time each section Should take to complete.** | **STEPS**<br><br>**A brief outline of how the lesson should run.** | **REMINDERS**<br><br>- **Key Questions, including checking for understanding**<br>- **Management reminders**<br>- **Resources** |
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| **TIME ISSUES**<br><br>**If Due to unforeseen reasons the lesson has to a limited or extended timeframe the beginning floor section can be reduced or extended.** | ANTICIPATORY SET<br><br>Behavior Classroom management strategies:<br><br>Each child will individually complete worksheets.<br><br>Fast Finishers:<br>Fast Finishers can be given an alpha shows colouring in sheet available from the website. | EXTENSION/SUPPORT<br><br>Students who need extra support can be asked to reflect verbally and the teacher can record their opinions.<br><br>This can also be used for the younger students who have not yet developed the literacy skills to complete the worksheet.<br><br>Students can also draw a picture in reply to worksheet questions instead of a written answer. |
| **TIME LENGTH**<br><br>**20 Minutes** | BEGINNING<br><br>Whilst sitting on the mat (or older children at their desks) ask the children about fairytales. Ask the students what they know about fairytales. Introduce the idea that each story has a moral or a lesson that is communicated through the main characters experiences. Read through a fairytale.<br><br>Ask the students to discuss ideas of the fairytale. Who was the good character? Who was the bad? and What did the characters learn?.<br><br>Show and explain to the students the worksheet and go through your expectations of the work to be completed spelling, handwriting etc. | REMINDERS<br><br>KEY QUESTIONS<br>- Who was the "Good Character"<br>- Who was the "Bad or Evil Character"<br>- What did the characters Learn?<br><br>MANAGEMENT<br>- Keep attention on you by using animated speech and if the students aren't using the correct questions guide them in the correct way by using examples but try and let the students discover the answers themselves so as to promote thinking and reflection.<br><br>SRESOURCES<br>A Fairytale book |

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| **TIME LENGTH**<br><br>**15 min** | **MIDDLE**<br><br>Each Student will work individually to complete their personal reflection of the fairytale. | **REMINDERS**<br><br>KEY QUESTIONS<br>- Are you taking your time and using neat handwriting?<br>- Check your spelling<br><br>MANAGEMENT<br>- Walk around the classroom ensuring the class is on task.<br>- Positive reinforcement 'Great work' etc.<br><br>RESOURCES<br>- Worksheet<br>- Writing Tools |
| **TIME LENGTH**<br><br>**5 min** | CONCLUSION<br><br>At the end of the task period the students will reconvene on the mat to discuss anything interesting they discovered.<br><br>Students communicate how they have experienced the same experiences that the character in the fairytale experienced and what they did and/or leant. | REMINDERS<br><br>KEY QUESTIONS<br>- What did you learn from the story?<br>- Did you have an experience like this? How did you react?<br><br>MANAGEMENT<br>- Enforce and support the students that there is no wrong answer because each student will experience something different<br><br>RESOURCES |
| **BLACKBOARD/ WHITEBOARD / TECHNOLOGY DEVELOPMENT** | Online fairytale books for use on an interactive whiteboard are available from many different websites here's an example<br><br>http://www.bbc.co.uk/cbeebies/stories/theme/fairytales/ | REMINDERS<br><br>Ensure to preload and set up the whiteboard before lesson and test the story to ensure the lesson runs smoothly. |

# Lesson Two (Postshow)

| **TIME**<br><br>**The time each section Should take to complete.** | **STEPS**<br><br>**A brief outline of how the lesson should run.** | **REMINDERS**<br><br>- **Key Questions, including checking for understanding**<br>- **Management reminders**<br>- **Resources** |
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| **TIME ISSUES**<br><br>**If Due to unforeseen reasons the lesson has to a limited or extended timeframe the beginning floor section can be reduced or extended.** | ANTICIPATORY SET<br><br>Each child will individually complete worksheets.<br><br>Fast Finishers:<br>Fast Finishers can be given an alpha shows colouring in sheet available from the website. | EXTENSION/SUPPORT<br><br>Students who need extra support can be asked to reflect verbally and the teacher can record their opinions.<br><br>This can also be used for the younger students who have not yet developed the literacy skills to complete the worksheet.<br><br>Students can also draw a picture in reply to worksheet questions instead of a written answer. |
| **TIME LENGTH**<br><br>**20 Minutes** | BEGINNING<br><br>Whilst sitting on the mat (or older children at their desks) ask the children about the performance. Reflect on the characters, what they learnt and the moral of the story.<br><br>Ask students what they felt during the closed eye speech. Ask the students how can they use what they learnt in their everyday life.<br><br>Ask the students what part of the production did they enjoy the best costumes, lighting, singing etc.…<br><br>Talk about Archetypes and how a character that evil characters can change and a hero can do bad things. | REMINDERS<br><br>KEY QUESTIONS<br>- Who was the "Good Character"<br>- Who was the "Bad Character"<br>- What did the characters Learn?<br><br>MANAGEMENT<br>- Keep attention on you by using animated speech and if the students aren't using the correct questions guide them in the correct way by using examples but try and let the students discover the answers themselves so as to promote thinking and reflection.<br><br>RESOURCES<br>Having seen an Alpha Show |

| **TIME LENGTH**<br><br>**15 min** | **MIDDLE**<br><br>Each Student will work individually to complete their personal reflection of the show.<br><br>Show and explain to the students the worksheet and go through your expectations of the work to be completed spelling, handwriting etc. | **REMINDERS**<br><br>KEY QUESTIONS<br>- Are you taking your time and using neat handwriting?<br>- Check your spelling<br><br>MANAGEMENT<br>- Walk around the classroom ensuring the class is on task.<br>- Positive reinforcement 'Great work' etc.<br><br>RESOURCES<br>- Worksheet<br>- Writing Tools |
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| **TIME LENGTH**<br><br>**5 min** | CONCLUSION<br><br>At the end of the task period the students will reconvene on the mat to discuss anything interesting they discovered.<br><br>Students communicate what they felt during the closed eye and how the will use that in everyday life.<br><br>Discuss what they would have done if they were in the characters shoes. | REMINDERS<br><br>KEY QUESTIONS<br>- What did you learn from the story?<br>- Did you have an experience like this? How did you react?<br><br>MANAGEMENT<br>- Enforce and support the students that there is no wrong answer because each student will experience something different<br><br>RESOURCES |
| **BLACKBOARD/ WHITEBOARD / TECHNOLOGY DEVELOPMENT** | During the discussion on the mat both before and after, Using the whiteboard as a class create a brainstorm of how you can use what you learnt in the performance in everyday life. | REMINDERS |

# Student assesment

Teacher records from observation of student and the end products from each activity completed by Student.

Evaluation

PERSONAL DEVELOPMENT

- Group Interaction, Turn Taking
- Student Oral Reports, Group Discussion Participation
- How well they were able to communicate their Individual feelings, opinions and ideas

DISCIPLINARY DEVELOPMENT

- Neat Handwriting
- Correct Spelling
- Use of Language and Sentence Structure
- How well they were able to communicate their Individual feelings, opinions and ideas

OVERALL -

# FAIRYTALES

**name:**

Who do you think was the good character in this story?

Who do you think was the bad character in this story?

What did the good character learn in the story?

What did the bad character learn in the story?

What was the moral of the story?

Have you ever had the same problem as the good character? What did you do and what did you learn?

# ALPHA SHOWS

What was the moral of the story/What did you learn from the show?

What would you do if you were …….. ?

What was your favourite part of the show and why?