

AAC ICL 3

Science – Informed Attitudes

Aims of Project

Curriculum for Excellence

This project aims to enable participants to develop their capacities as successful learners, confident individuals, responsible citizens and effective contributors and targets the following outcomes and experiences.

Science - Topical Science	SCN 332BB	(Evaluation of media item)
	SCN 444BB	(Informed argument)
Social Subjects	SOC 323R	(Society, economy and business)
Expressive Arts – Drama	EXA 313N	(Devise, rehearse and present)

Links to 5 – 14

- Extend knowledge and understanding relating to set topics
- Develop students' personal views
- Encourage objectivity
- Present arguments for and against
- Enable students to make their own and accept others choices

Dramatic / Artistic Techniques

- Communication skills (written and spoken)
- Characterisation
- Media skills (Simple staging / camera angles etc)
- Dramatic structure (Comedy / Tragedy)

Other Learning Outcomes - Relating to 5 National Priorities to Improvement

- #1 Context for developing literacy skills
- #2 Sustainable resource for teachers
- #4 Encourage respect for self and others
- #5 Participation in arts / cultural activity

General Approach

This five-session unit explored animal testing using satirical comedy sketch material to develop different character viewpoints and encourage objectivity. A TV script developed from class discussions examined the confrontation between hard-line animal rights protesters and a corporate PR executive. The material was subsequently rehearsed and performed by pupils.

Contact details Class teacher, Head-teacher, Artist, Council support (CLO or CC)

Provisional Session Outline

Week One

Animal Testing

Session #1

Introduction
Drama
Characters
Introduce script

What makes you angry?
Style and structure
Virtues / Vices
Demo staging

Session #2

Warm up game
Work with script
Group work

Gonnae no – How – Too far
Explore action and intention
Script development

Week Two

Session #3

Discussion
Work with redrafted script

Exploring characters' views

Session #4

Organ Transplantation – Opt in / Opt out

Circle exercise
Introduce character outline
Preparing for a debate
Pupil council scenario

Individual opinion
In groups – pro / anti
Extended impro / role play

Week Three

Session #5

Replay impro
Explore objective/ subjective perspectives
Develop script

Session #6

Rehearse Animal testing scene (In groups)
Explore characterisation – extremes of opinion

Week Four

Session #7

Rehearse, work and develop both scenes

Session #8

Rehearse, work and develop both scenes

Week Five

Session #9

Camera rehearsal
Explore different perspectives
Non-performers to assume role of film-crew

Session #10

Shoot both scenes in mock studio environment
(2 Camera set-up)

AAC

Animal Testing – Script Extract

Characters

Stamford A local authority PR official

Jackie Animal rights activist

Malky Animal rights activist

Stamford Thanks for coming in. How can I help you?

Jackie Well you can stop that Blochi Banana factory getting built for a start.

Stamford I take it you mean the proposed manufacturing plant.

Jackie Aye. You seen what they do to they wee bunny rabbits?

Malky Not to mention the monkeys.

Stamford I'm afraid that as their testing procedure falls within accepted guidelines, we have actually granted planning permission.

Jackie Well gonnae get it actually ungranted then! ...

... Stamford hands them copies of the guidelines and the Blochi Banana testing policy

Stamford If we don't allow these works to go ahead, there will be serious legal and financial implications for the council.

Malky and Jackie thumb through the documents.

Stamford Have you considered the possible benefits of this development?

Malky Aye. Hundreds of profit for Blochi Banana.

Stamford A minimum of 300 new jobs will be created.

Jackie Oh. Big wow.

Stamford And the real possibility of long-term prosperity for the area.

Malky Not for the monkeys and the bunnies...

Full script and workshop support or CPD available by arrangement

Evaluation

Key success factors

- Clear links between 5 – 14 and curriculum for excellence
- Strong staff support
- Appreciation of satire
- Enthusiasm for filming opportunity

The following CfE experiences and outcomes as well as the overarching experiences were clearly met.

Science - Topical Science

SCN 332BB

Through research and group discussion, I have contributed to an evaluation of a media item with regard to its scientific content.

SCN 444BB

Having selected a scientific theme of topical interest, I can critically analyse the issues, and use relevant information to develop an informed argument.

Social Subjects – People in society, economy and business

SOC 323R

Using my knowledge of the needs and wants of societies, I can explore how businesses try to satisfy them and can consider ethical issues related to business practise.

Expressive Arts – Drama

EXA 313N

Having developed ideas from a range of stimuli within, for example interdisciplinary work, I can devise, rehearse and present dramas and scripts, demonstrating skills such as decision making, script writing and negotiating.

Artists Observations

This ICL proved particularly satisfying for many reasons.

Both the class teachers and myself concluded in retrospect that the aims and outcomes outlined above were all met beyond expectation. Bearing in mind the CfE outcomes weren't released until two years after this project took place it is encouraging that the approach seemed to anticipate their publication.

The context of *Informed Attitudes* provided a wealth of scope for dramatic exploration. Objectivity is an indispensable quality in writers, actors and directors. Conflict of intention is the corner stone of drama, and where we find extreme views in contention, we have the added possibility of developing satire: an appealing genre for this age group. As a result, the sketch-comedy approach was a highly effective strategy in which the participants could have some fun developing perspectives outside their own. The relaxed and informal atmosphere also generated some very mature discussions and detailed observations by the group. We had initially planned to cover more topics, but it was deemed appropriate by all parties to develop the skills and materials within a tighter focus.

I was highly impressed by the enthusiastic response shown by the class and genuinely delighted with the levels of contribution made by everyone but particularly by those who were less keen to participate initially. I would like to express my sincere thanks, not only to the group, but also to all the staff for their support in making this an extremely successful and memorable intervention.