



A4 What you say, how you say it, body language and the audience

This classroom-based module encourages students and teachers to explore the concept of what you say, how you say it, body language and its effect on the audience.

Arts teacher's lesson plan

Suitable for teaching at most secondary school years or levels

What you say, how you say it, body language and the audience

How to use this module

Photocopy required numbers of the module. Distribute to students, invite them to choose their characters and then either individually or in groups act out the roleplay and work through the discussion and activities. Use as a class lesson or within your teaching plan.

Lesson duration

One-two class lessons depending on objectives.

Achievement objectives

Students present and respond to drama identifying ways in which elements of drama combine with ideas to create meaning such as using body language to convey meaning or character.

Characters

Students perform Interviewer Seven and three students being interviewed, One, Two, and Three for a job as an usher at a theatre.

Assessment

By performing this classroom based module students and teachers have:

- identified body language and movement
- examined three interview scenarios involving body language and movement
- assessed and discussed examples of body language and movement.

Note

ActUp modules are fictional works. Any similarity or reference to actual events or places or products or persons, living or dead, is entirely coincidental and not intended.

SETTING: STUDENTS ONE, TWO AND THREE ARE SITTING TOGETHER.
INTERVIEWER SEVEN IS SITTING TO ONE SIDE WITH AN EMPTY CHAIR.
STUDENT TWO STANDS UP AND MOVES TO SEVEN.

SEVEN (STANDS UP) Good morning. You must be Two.

TWO Yes I am.

SEVEN Come in. Sit down.

TWO (MOVES AND SITS IN THE CHAIR IN FRONT OF SEVEN) Thank you.

SEVEN How are you today?

TWO I'm hungry as a horse. Do you have any food please?

SEVEN Sorry, no. Now you've come about the part time job as an usher?

TWO That's right.

SEVEN Have you any experience?

TWO I've worked part-time in a store before.

SEVEN Doing what sort of work?

TWO Counter work, serving customers, and answering enquiries. I'm still hungry.

SEVEN Sorry. Why have you applied for this position?

TWO It fits in with my school holidays, builds on school work I've already done and I would like to experience working as an usher. And I'll get to see some free shows.

SEVEN Tell me a little about yourself.

TWO I'm honest.

SEVEN I can tell that from the food requests.

TWO I enjoy meeting people.

SEVEN That's useful in this job.

TWO And I enjoy playing sport.

SEVEN Are you in a team?

TWO Teams actually. A school team and a social weekend team.

SEVEN How would your sport fit with this job?

Student worksheet

Discussion and activities

Students perform the play and work through some or all of the following discussion and activities, either individually or in groups.

1 If you were the person hiring the usher who would you hire? Why?

2 As an audience member which character did you enjoy watching? Why?

3 Are your answers to 1 and 2 the same or different? Why?

4 What is body language? Is body language important? Why?

5 Do you think people are influenced by body language? Why?
