



## LESSON PLAN

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                  |                           |
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| <b>TOPIC:</b> Augusto Boal's "Theatre of the Oppressed"                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                  | <b>CLASS:</b> PCET        |
| <b>DATE:</b> 2 March 2020                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>LENGTH OF LESSON:</b> 45 MINS | <b>NO IN CLASS:</b> 3 - 4 |
| <b>ABILITY/SPECIAL EDUCATIONAL NEEDS:</b><br>unknown                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                  |                           |
| <b>AIM OF LESSON</b><br>Familiarisation with the concept that most drama we see is based on Aristotelian concepts of purging emotions of fear and pity ("catharsis"), and to understand how Boal saw this as a tool of state repression.                                                                                                                                                                                                                                                                                                                                      |                                  |                           |
| <b>LEARNING OBJECTIVES - The Learners Should Be Able To:</b><br><br>SMART goals: specific, measured, achievable, realistic, time-based.<br><br>Describe what aristoleian 'catharsis' is.<br>Describe what emotions are mainly purged in catharsis<br>State who Boal is and why he was persecuted for his theories and practise.<br>Understand the use of imagery to describe a political state of oppression.<br>Intervene in a short piece of dramatic action to redirect what is happening<br><br>to recognise these elements when watching drama/video/film in the future. |                                  |                           |
| <b>PREVIOUS KNOWLEDGE:</b><br>Assuming no previous knowledge of the subject, but copious previous consumption and potentially unconscious familiarity with the process of catharsis.                                                                                                                                                                                                                                                                                                                                                                                          |                                  |                           |
| <b>ANTICIPATED DIFFICULTIES:</b><br><br>Potential unfamiliarity with spontaneous action that may seem transgressive within education.                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                  |                           |
| <b>RESOURCES/EQUIPMENT REQUIRED:</b><br><br>An open room with space to move. A whiteboard and powerpoint/video capability.                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                  |                           |

A good lesson plan  
with all key details  
workable structure to the lesson  
for 2/3/2020  
①

### **HEALTH & SAFETY:**

Participants need to wear loose clothing and inform the teacher of any physical problems they may encounter.

### **PROFESSIONAL STANDARDS**

**Please note WHEN and HOW relevant professional standards occur and are met:**

(Include detail of standard, not just a reference number)

After module 1, where I realised that not enough attention was paid to the emotional distress caused by the subject, I want to really look after learners, especially as I'm asking them to share or at least think about personal material. A1, A2, A4, design, delivery and effective environments and approaches to student support and guidance.

Marrying them to K1 and K2, in embedded these values in the actual material and how it is delivered. K4 in appropriate learning technologies and K5 in methods of evaluating, that offer simple evaluative and conceptual questions.

V4 and V3 evidence informed approaches and diverse scholarship, recognising wider contexts and diverse viewpoints.

### CROSS-CUTTING ENHANCEMENT THEMES

Please note any cross-cutting enhancement themes are embedded in the lesson and **WHEN** and **HOW** they are met:

Instantly applicable to life, the skill of improvising in response to an unacceptable rule, constraint or situation.

Understanding assertiveness

Taking risks with communication

Critical thinking necessary to create the conditions not to negatively impact on future generations.

Examining pedagogy and androgogy in seeing the relationship between theatrical 'imitation of an action' in Aristotelian catharsis and pedagogic teaching as opposed to androgogic action based on experience.

SDGs met in encouraging equality among people, and reducing barriers between people through making power relations visible.

### LESSON DETAIL:

| STAGE | FOCUS | STRATEGY | TIME |
|-------|-------|----------|------|
|-------|-------|----------|------|

|                                |                                                                         |                                                                                                                                                                          |           |
|--------------------------------|-------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| <b>INTRODUCTION</b>            | <b>Generalised look at how drama tends to resolve.<br/>Slides 1 - 4</b> | <b>Talking and using powerpoint, relationship. Introduce Boal, in context of S American politics, ie revolutionary nature of the practise.<br/>Section one of sheet.</b> | <b>5</b>  |
| <b>DEVELOPMENT</b>             | <b>Introducing Boal, potted history.<br/>Slides 5 - 19</b>              | <b>More detail of 'catharsis' - detailed description of the process, explaining the classical process, using slides.<br/>Section 2 of sheet.</b>                         | <b>7</b>  |
| <b>PRACTISE</b>                | <b>Experience the method.</b>                                           | <b>Two actors start using script, audience participate by redirecting action, as in theatre of the oppressed.<br/>Section 3 of sheet.</b>                                | <b>23</b> |
| <b>PLENARY/<br/>CONCLUSION</b> | <b>A s s e s s learning and enjoyment<br/>Slides 20 - 23</b>            | <b>discussion, questions, testing learning.<br/>Section 4 of the sheet.</b>                                                                                              | <b>10</b> |

**ASSESSMENT STRATEGIES USED (WHEN and HOW):**

Find out what people know? Discussion of catharsis.

Assess each stage in writing.

Participation and evaluation.

Assessment of learning built in to each stage.

**INFORMAL LESSON EVALUATION:**

(This section should be completed straight after the lesson)

Time keeping worked.

So impressed that engineers got up and participated!

He "just did what he was told".

Loved having assessment working throughout the lesson.

It felt good to represent Boal and amazing to see participation and enjoyment.

Different elements of the lesson were very clear.

Lesson felt flexible and comfortable.