

The activity „**How does it feel to be jeered at**” (a modified version of the one mentioned in the book *Changing Perspectives*, 2002) focuses on developing empathy and active responsibility for the situation in the society, on understanding the reasons for being excluded and jeered at and on becoming aware of the ways pupils can actively participate in changing the situation in society. **Possible challenges** that teachers might face during the activity are that pupils might have no or little practice in using drama in ELT, that pupils might consider using drama in ELT suitable only for small children. Thought tracking is close to psychotherapy, so it should not be overdone, it is a very powerful affective way of developing empathy, but should be followed by reflection on different reasons for being excluded and by suggesting active and responsible ways of changing the situation in the society. **Procedure:** The pupils read the poem „The Shadow” first to themselves and then somebody reads it aloud. One student volunteers to be a boy (lonely figure) and some students are the wall and some are the other boys in the playground. Then pupils use the drama technique sculpted picture: the student who has volunteered for the role of the boy creates a still image of this boy holding a ball, as he asks if anyone wants to play. The other boys: most boys turn away, call him names, are jeering the boy, one boy feels empathy with a boy (lonely figure) and tries to help him, but he is quite afraid to be excluded himself. Thought tracking: the ones who are the wall a) suggest the inner thoughts of the boy in the poem as he stands in a yard with a ball in his hands (each person in the wall speaks, thus, creating a collage of voices to a crescendo effect, appropriate music might be added; b) behave friendly and inviting, give advice to a boy. Then pupils create a short scene around the theme of if each tear that he cries was a wish, what would it be (according to the lines in the poem: „He covers his black face with his black hands and cries softly into the pillow which knows his tears so well.”) Afterwards, the reflection phase follows answering the questions: Are the boys wishes realistic? Can they be achieved on his own? How did you feel in your role? Why do you think the others were treating him like that? Why are people who are different excluded and jeered at in your school? What do you think could be done a) by you on your own, b) by the students in a group, c) by the school to prevent this happening? As a **follow up** pupils can create a story or poem or short drama on the cases of exclusion and being jeered at from their own experience or from literature, films and present it to the class.

Lesson plan.

Name of activity: **How does it feel to be jeered at...**

Type of activity: drama

Topic: Developing empathy and active responsibility for the situation in the society

Materials: handouts with a poem *Shadow* , a ball, a whiteboard for reflection phase, markers, music CDs

Number of learners: min: 12 , max: 25

Language level: B2/C1

Time: 90 minutes

Goal: At the end of the activity the learners will have developed their ability to empathise with people who are jeered at, to understand the reasons for being excluded and jeered at and will be aware of the ways they can actively participate in changing the situation in the society

Possible challenges: students might have no practice in using drama in ELT, students might consider using drama in ELT suitable only for small children; it is a method close to psychotherapy , so thought-tracking... should not be overdone in ELT , it might be used sometimes, but not often, it is very powerful affective way of developing empathy , but should be followed by reflection on different reasons for being excluded and jeerked at and by suggesting ways for active and responsible participation in the society, for changing the situation in the society

Preparation: the teacher has to prepare the handouts and think of possible ways for adapting, modifying the lesson plan, for example, using a different poem or essay or role play... that might be created by herself/himself or other students instead of the poem *Shadow* , thus, some other objects might be necessary instead of the ball

Procedure: (is already described in detail in the previous page)

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Follow up: students create a poem or story or drama on the cases of exclusion and being jeered at from their own experience or from literature or films...