

Lesson Plan: Lower KS2

English

Objectives:

- To create settings, characters and plots.
- To prepare a playscript to read aloud and perform to others.

Cross Curricular Links:

Geography: To understand the distribution of natural resources including energy.

Resources:

- A collection of superhero comics.
- Examples of playscripts.

Teacher Input:

Explain to the children that they are going to have some time to look at the collection of comic books around the classroom and decide what all superheroes have in common. Brainstorm ideas as a class. (special powers, another identity, a costume, doing good deeds, fighting an evil enemy etc.) Explain that Ecobot is like a superhero because he is always trying to find ways of saving energy and helping the planet.

Ask the children how we could make him even more like a superhero – give him a costume, a superpower (saving energy) another identity and an evil enemy who is always wasting energy and encouraging others to do the same. Watch the first 5 minutes of the clip: www.youtube.com/watch?v=e1J8g7qfHHc which highlights ideas about superheroes and villains. In small, mixed ability groups, children to create a design for Ecobot as a superhero and design a villain as his enemy. (What would he/she look like? What would be their mission?) Share some examples.

Once the children have created their characters, brainstorm some scenarios where the villain is wasting energy and Ecobot comes to the rescue. Think about examples where heat, light and sound energy are being wasted. Children to choose a scenario and practise acting it out in their groups. Discuss how superheroes and villains might act and speak. (exaggerated movements, evil laugh etc) Can they make any improvements to their scene to make it have a greater impact? Remind them that their scene needs to illustrate how it is good to save energy.

Recap how to write a playscript and show some examples to identify features. (cast list, characters names on the left, stage directions in brackets, no speech marks) Model writing the first few lines of one of the scenes on the board.

Independent Activity:

Children to act out their scenes, recording their writing as a playscript, adding stage directions where appropriate. Children could film their work to share later.

Plenary:

Groups to perform their scenes to the rest of the class or share films, if recorded. Evaluate together. Which group had the most convincing villain? Which group had the most exciting plot? Could any improvements be made? Which scene made the most impact about the benefits of saving energy?