

Year 7 Drama unit

Heroes & Villains

“With great power
comes great responsibility”



Achievement Objectives:

- Understanding the Arts in Context - UC (Level #3) - Investigate the functions and purposes of drama in cultural & historical contexts
- Developing practical knowledge - PK (Level #2) - Explore and use elements of drama for different purposes
- Developing Ideas - DI (Level #2) - Develop & sustain ideas in drama based on personal experience and imagination
- Communicating and Interpreting - CI (Level #2) - Share drama through informal presentation & respond to elements of drama in their own work

Specific Learning Outcomes:

Students will:

- Think about what everyday people in our community do - to be called a "hero"
- Think about ways to improve the world
- Develop contrasting roles through the use of mime and gesture
- Work collaboratively
- Explore popular culture and history - through viewing film for hero case studies
- Create a superhero
- Present a range of roles to the class and present a concept for a story between a superhero and a villain
- Write a small script - for two characters - a hero and a villain
- Perform in a small "hero v.s villain" performance - where a ordinary person becomes a super hero and overcomes evil by thwarting a villain.

Values: You will be expected to demonstrate these in class

- ① Tolerance
- ① Respect
- ① Integrity
- ① Concern for others
- ① Empathy

How key competencies are explored in the learning experiences:

- 📌 THINKING - Students will solve problems in new situations, co-construct knowledge, think creatively
- 📌 USING LANGUAGE, SYMBOLS & TEXTS - Students will use symbols, interpret visual representations, interpret problems
- 📌 MANAGING SELF - Students will remain open to continuous learning, plan, work independently, take responsible risks
- 📌 RELATING TO OTHERS - Students will need to debate solutions, communicate thinking, pair share, accept and value differing viewpoints
- 📌 PARTICIPATING & CONTRIBUTING - Students will need to empower and enable others, take on appropriate roles in different situations, show commitment

Specific Drama outcomes:

You will be learning about and demonstrating the use of:

Drama Elements:	Drama Techniques	Drama Conventions
Role Time Space Action Tension Focus	Voice Movement Gesture Facial Expression	Freeze frame Hot seating mime role on the wall speaking thoughts aloud narration slow motion soundscape

Right! Let's get into it..



Heroes & Villains...

What is a hero?

- Comment in your drama journals/workbooks.
What do you think a hero is? Write a definition.



What is a hero?

- What action does one take to become a hero? Who are these heroes that you hear everyone talk about, but never see?
- The word hero is passed around too much these days. A hero is not a football player that scores the game-winning touchdown or the goaltender who saves his team from a loss. A hero is usually an ordinary person that did extraordinary things. A true hero is really never a hero at all; at least not in their own mind.

A real hero...

In Senator John McCain's novel "Why Courage Matters", McCain tells the story of Master Sergeant Roy P. Benavidez. Sergeant Benavidez went on a rescue mission to save wounded brothers; he was the only man to go. Carrying only a knife and a medic bag, he ran to his wounded buddies, sustaining gunshot wounds to his leg, face and head. A helicopter landed to rescue all of the men that were stranded. Benavidez got them all on board the helicopter only for the pilot to be fatally wounded, causing the chopper to crash.

He rescued all of the men from the crash and fought off the Vietnamese Army for six hours with the help of air strikes, circling gun ships, and his own fortitude. A second chopper landed and he boarded his wounded comrades, then he got on and then collapsed. Everyone thought he was dead, placing him in a body bag.

While the doctor was zipping up the bag, Benavidez spat in his face to signal he was alive. They flew him to Saigon for surgery, treating him for seven severe gunshot wounds, twenty-eight shrapnel wounds, and bayonet wounds in both arms.

When he was awarded the Medal of Honor by President Ronald Reagan, Benavidez said "I don't like to be called a hero. The real heroes are the ones who gave their lives for their country." Such humility and modesty from Sergeant Benavidez is really representative of heroes because they never want the credit.

Qualities in a hero...

- Answer in your drama journals/workbooks –
What qualities you would find in a hero?
- E.g. Courage, friendly, helpful, resourceful...

Question:

Why does the world
need heroes?

- Write the answer in your Drama journals/
workbooks –

The world needs heroes because...

Question:

What are four examples of modern day heroes?

- Write the answer in your Drama journals/workbooks and choose a modern day hero for each of the four sections in your template...

Example #1	Example #2
Example #3	Example #4

Class activity:

In groups of four, each choose one of the four people in the table. For your chosen person - devise two frozen images that demonstrate why your person is a "hero" - and shows them at work in their everyday environment. Show your two tableaux to the rest of your group - and then explain what you have just shown.

Policeman	Search & rescue person
Animal Rescuer	Firefighter

Examples of modern day heroes...

- Policemen/Policewomen and Firefighters in September 11 terrorist attacks - These people risked their own lives to run into the towers to save others from the burning & collapsing buildings. These people were deemed to be the real heroes of 9/11.
- Nathan - from the Pike river mining disaster. He saved another miner when the mine collapsed.
- The man from the Christchurch earthquake who put his own life at risk to try and save people trapped in the rubble straight after the quake. He was throwing huge heavy pieces of rock off the rubble mound, and searching for people while aftershocks continued to shake the area and rubble around him. He pulled survivors out of the rubble and was deemed to be a "hero".

Case study: Example of modern day heroes

The story of John McLoughlin and Will Jimeno - New York Policemen. Their story comes from the Terrorist Attacks on New York City World Trade Centre towers - September 11 2001.

They risk their lives everyday as part of their job - but on this particular day they were "ordinary men" thrown into extraordinary circumstances. They chose to be in one of the teams who would go into the burning & collapsing towers to try and save people. People saw these policemen/women and fire fighters who risked their lives to go into the towers - as the city's true heroes. When the towers collapsed - they were the ones who ended up having to be rescued - by another hero - a marine. It is a story of courage and survival.

Activity:

View the beginning scenes from the film "World Trade Centre" and write down in your drama journals/workbooks - the following questions & answers...

What is a typical start to the day for these policemen? What are the elements of their ordinary life in the suburbs?

How do the policemen react to the tragedy unfolding around them? What do they do?

After viewing the opening scenes of the film, discuss answers as a class...

Activity:

View the making of "World Trade Centre" - which features the actual people for whom this film is about - John McLoughlin and Will Jimeno.

Answer in your drama journals/workbooks...

What do you take away from their first hand account of the events from that tragic day? How do you feel hearing and watching their experiences?

What emotions, feelings... etc

Hero & Superhero

Class discussion:

What are the differences between an ordinary everyday hero and a superhero?

What about a villain? How do we classify a villain? What qualities do they exhibit?

Activity:

- In groups of four, discuss and come up with four different examples of superheroes from film/television/comic books – from these four examples choose one superhero each and devise a frozen image/tableau which shows your superhero in a strong pose. It should in some way show what their powers are...

Activity:

- In groups of four, discuss and come up with four different examples of villains from film/television/comic books – from these four examples choose one villain each and devise a frozen image/tableau which shows your villain in a strong pose. It should in some way show why they are so evil... what power do they have?

Activity:

Write down in your journals.. what are the characteristics of the superhero your chose to create a tableau for...

List the following features:

- What do they do when they are not being a superhero? Do they have a day job?
- Why are they a superhero? And what are their powers?
- Who are they in a struggle against? Are they up against an evil villain? If so, who?
- Draw a picture/sketch of your superhero in action...

Superpowers...

- View the Superpower powerpoint slideshow (super.ppt). View each of the superpower slides and decide on one superpower you would LOVE to exhibit.
- In your drama journals/workbooks - write down your superpower and explain why you would like this superpower - and how you would use it for the greater good.
- ACTIVITY - In groups of three, devise a short mime which features one superhero (that has one of the superpowers shown in the slides), and a villain. Your mime should show a struggle between good and evil and the third person must narrate the mime. One drama convention you must use in your mime at one point is slow motion.

Typical Characteristics of a Superhero

Strong	Brave
Intelligent	Special Powers
Wears a costume	Earns respect
Athletic	Has a "sidekick"
Role Model	Unique
Has a weakness	Uses Gadgets
Has an Arch Enemy	Has a lair or "hideout"
Secret Identity (alter ego)	Interesting past (motivation)
Love Interest	Vehicle
Has a goal	Determined

Superhero – case study

● Pre-Activity:

What do you know about
the story of Spiderman?



Write down five points of information about the character of “Spiderman”... (bullet point them) in your drama workbooks/journals.

"Spiderman": case study

As with nearly all heroes, especially of the "super" variety, Peter Parker (Tobey Maguire) is an orphan, raised by surrogate parents – in this case, his aunt May (Rosemarie Harris) and uncle Ben (Cliff Robertson). In his common-day world, Peter is a geeky weakling, bullied by his classmates and ignored by his dream girl Mary Jane (Kirsten Dunst). But after being bitten by a genetically engineered mutant spider at a Columbia University lab, Peter gains superpowers. (In superhero movies, science fiction typically takes the place of divinity in bestowing **supernatural aid** to heroes, taking the form of superpowers). All of a sudden, Mary Jane notices Peter, and he is the one beating up the bullies. But Peter is not aware that his newfound powers have not only changed his abilities – they have changed his identity. Initially, he uses his powers selfishly.

Peter's **call to adventure** comes when he has the opportunity to stop a thief, but doesn't. His **refusal of the call** leads to an ironic tragedy, when the thief kills Peter's uncle. In a sequence eerily reminiscent of the first act of Superman, Peter feels guilty that, for all of his superpowers, he could not save his own uncle. He is finally inspired to accept his call to adventure by his uncle's last fateful words: "With great power comes great responsibility." Peter **crosses the first threshold** into the realm of heroism, when he dons his Spider-Man costume and hunts down his uncle's murderer. Spiderman the hero is now "in full career of his adventure" – immersed within the "sphere of rebirth".

In the middle stages of his journey, the hero encounters and integrates all of the significant archetypes that aid him in achieving the mythic identity that he is destined for. First, Peter has a **meeting with a goddess**... the wise and loving Aunt May, who gives him the last bit of inspiration he needs, telling him: "You were meant for great things." He immediately embarks on his **road of trials**, fighting crime and foiling villains in New York City. Next, Peter has an encounter with a **temptress**, the beautiful Mary Jane. Like a siren, the danger of the temptress is her ability to lure the hero away from his road of trials. The hero would like nothing better than to settle down with a beautiful woman and lead a peaceful, quiet life of domestic bliss. But, alas, the hero's destiny is to live a solitary life of battle against dark forces, a life dedicated to others rather than to himself.

Though the superhero can never settle down with the temptress, she is a constant source of inspiration, as the superhero's nemesis knows that he need only abduct the superhero's love interest in order to find him. (In this sense, the temptress also plays the traditional feminine role of the "maiden in distress"). Mary Jane is abducted by the Green Goblin (Willem Dafoe), and Spider-Man must battle him in order to save her. Though we know nothing, (as yet), of Peter's real father, Green Goblin plays the role of Peter's dark,

menacing father figure. Green Goblin is the father of Peter's best friend, Harry Osborn (James Franco), who is "like a brother" to him. Peter undergoes his **apotheosis**, (his symbolic death and spiritual rebirth), in a tremendous battle scene with Green Goblin, in which he nearly dies. As with all hero myths, the core of Peter's story is his relationship with his father. In this case, Peter must **atone with his positive father figure**, (Uncle Ben); and he must also destroy his negative father figure, (Green Goblin). He does both simultaneously, at the climax of the battle scene. When Green Goblin tells Spider-Man: "I've been like a father to you," Spider-Man replies: "I have a father. His name is Ben Parker." Green Goblin is then destroyed, ironically, by his own killing device.

In the final scene of Spider-Man, (the denouement), Peter experiences an epiphany, which is in essence what Campbell refers to as "the ultimate boon." Even though Mary Jane tells Peter that she loves him, he knows that he must decline her love, because he has now fully accepted his identity as a superhero. His epiphany, his boon (the thing that is helpful), is his realisation that his powers, whether a "gift" or a "curse," are meant to help the world, and that he must dedicate his life to this cause. For Spider-Man, the "magic elixir" or "boon" that "restores the world," is himself.

Activity:

View "Spiderman" and using the following table of superhero traits - write down which ones Peter Parker/Spiderman exhibits in the film and justify why this is so...

Strong	Brave
Intelligent	Special Powers
Wears a costume	Earns respect
Athletic	Has a "sidekick"
Role Model	Unique
Has a weakness	Uses Gadgets
Has an Arch Enemy	Has a lair or "hideout"
Secret Identity (alter ego)	Interesting past (motivation)
Love Interest	Vehicle
Has a goal	Determined

Activity:

In groups of four, create a "role on the wall" for either the character of Spiderman, Mary Jane, Green Goblin, or Harry Osborn. You will be told which one you are focussing on. Draw a body outline of the character on your large piece of paper - on the outside of the body outline write all external features - things that other characters say about this character and on the inside write any "inner" character traits - e.g. shy, intelligent...

Share each of your "role on the wall" character descriptions with the rest of the class. Discuss.

Invent a Superhero!

Activity #1

Using the handout provided, create your own superhero character.

Activity #2

In pairs, devise a short scene where your superheroes meet. Choose an interesting location, and a reason for meeting. Devise a short scene to show to the class. The class has to guess... a) where you are, and b) what your special powers are.

Drama convention: Hot Seating

In groups of four, using the drama convention of "hot seating", each take turns in the "hot seat". If you are on the hot seat you are being interviewed by the other group members. They must ask you questions about your superhero and you must answer "in" character. E.g. Someone asks you "Did you have a good childhood", you might answer "My childhood was ok. I was an orphan, but my Auntie & Uncle raised me and they were good parents. I was a happy child".

Each person is to have a turn in the hot seat, and each person must ask each superhero at least two questions for each superhero in the hot seat.

Superhero film/story - narrative features

- Born, (sometimes orphaned) and lives with extended family
- A supernatural aid is bestowed to them
- Call to adventure
- Refusal of the call
- Crosses the first threshold
- Meeting with a goddess
- Road of trials
- Encounter with a temptress
- Temptress also plays the traditional feminine role of the "maiden in distress" and is abducted by the villain
- "Apotheosis", (character's symbolic death and spiritual rebirth)
- Battle scene
- Atones with their positive father figure, and must also destroy their negative father figure.
- Villain is destroyed
- The Superhero has an epiphany - "the ultimate boon" (thing that is helpful or beneficial)
- Accepts their identity as a superhero

Examples of classic superhero stories...

Activity:

- Read through as a class and examine other classic superhero stories.
- Note down/discuss the features of these stories. What features do they have in common?

Summative Assessment Activity:

This is your summative assessment task for the unit...

- In groups of four devise a superhero mimed story, write a script, rehearse and perform it to the class. All members in your group must be involved with all aspects of the devising, writing, rehearsing, and performing processes.
- Your superhero story must contain the following characters: superhero, villain, narrator (who is the vocal component of this performance and narrates the storyline) and either a goddess, temptress, or superhero sidekick.
- You must follow the narrative structure elements (slide 38) for a good strong story, and your performance must contain two drama conventions at some point - #1 slow motion and #2 flashback/flashforward

Script/Performance Checklist...

- Contains four characters - Superhero, villain, narrator, and either a goddess, temptress, or superhero sidekick.
- Story follows the classic superhero narrative structure - good v.s evil/ good triumphs over bad
- Performance is mimed, with a narrator narrating the storyline
- Performance must contain the use of two drama conventions somewhere in the story - #1 Slow motion, and #2 Flashback/flashforward
- Have you considered the use of props, costumes, music?