WebSource
For the Classroom
Gateway - Segment 3

Discussion Questions
1. Explain the steps of Victor’s addiction. What were the signs of addiction? How does his situation illustrate the research findings of Dr. Frances Leslie (gateway theory researcher from the video) with regards to brain development and impulse control?
2. How does Dr. Leslie’s research with rats and nicotine indicate that adolescents who experiment with drugs are more likely to get addicted than adults?
3. The video narration states, “If kids stay off drugs through their mid-20s … they’ll probably never start.” Do you agree or disagree? Why?

Activity
Are You the Anti-Drug?
Part I – A Message Tableau

PROJECT AND PURPOSE
This lesson integrates drama and drug education. Students will analyze the messages of anti-drug campaigns in print advertisements and create original anti-drug dramatic tableaus – representations of a scene by a group posing (usually in costume).

OBJECTIVES
Students will...
• Understand tableaus by creating tableaus from famous fairy tales.
• Analyze print advertisements from “Anti-Drug” campaigns
• Develop an anti-drug tableau using a new message.
• Select and execute an alternative way to present the tableau – photograph, artwork, written, music, poetry, etc.

MATERIALS
• Fairy tale scenes on 3x5 index cards
• Computer
• Anti-drug advertisements (tear out print ads from magazines or download and print from the Internet.)

PROCEDURE
PREPARATION

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Prior to the lesson, list a specific scene and characters from the scene of a famous fairy tale on each 3x5 index card. Examples might include:

- “Goldilocks and the Three Bears” – when the bears discover Goldilocks sleeping in bed. Characters: Goldilocks, three bears
- “Cinderella” – when the footman tries the slipper on Cinderella’s foot. Characters: Cinderella, two stepsisters, stepmother, footman, prince
- “Jack and the Beanstalk” – when Jack first encounters the giant. Characters: Jack, the giant, the beanstalk?

Create at least 10-20 cards, and put them in piles according to the number of characters in each scene. As an alternative to using fairy tales, you can also use scenes from whatever piece of literature the class is studying at the time.

**PART 1 – DRAMA TERMS**

1. Introduce the dramatic term “tableau.” It means a “living picture,” or, according to Webster, “a depiction of a scene frozen in time, usually presented on a stage by silent and motionless costumed participants.” All photographs, in essence, are tableaus because they freeze a moment in time, and they are silent.

2. Ask the class: *Who would the characters be in a tableau of the first two lines from “Humpty Dumpty”? What props are necessary to present this tableau? Do we need objects, or can you be the props yourselves?* Ask for volunteers to demonstrate.

3. Explain that everyone will participate in creating tableaus of different scenes from fairy tales (or whatever scenes you have selected and written on the index cards). Have students form groups of “actors” no larger than the largest scene you have selected written on your cards. Distribute the appropriately numbered character scenes, one card to each group. After all cards are distributed, the groups may trade in their scenes one time only; once the card has been traded in, that is the scene which the group must present. Tell the students: *Do not tell any other group what your scene is. They will have to guess from your presentation.*

4. Have the groups go to different parts of the room or another room/hallway to prepare their presentations. Give the groups ample time to create a tableau. Allow students to use certain objects in the room for props.

5. After 10-15 minutes of preparation time, ask students to sit in proper audience formation facing a part of the room that will become the stage. Each group will present its tableau one at a time. The audience will take turns guessing the story and the characters.

6. After each scene, ask the audience: *How did you recognize the scene? Was it the positions the actors took, the props, the facial expressions, the gestures, or some other factor that influenced your guess?*

7. When all of the scenes have been presented, have a round of applause for all participants.

8. Ask the class to write a brief explanation of how print advertising is really a well-constructed tableau. For a homework assignment, ask students to bring in examples from a magazine for class the session.