

Lesson 1

Draw an imaginary line across the room, at one end is "strongly agree;" at the other, "strongly disagree."

Say the following comments to the group and ask them to stand at the appropriate place in the room to indicate their opinion on each one.

1. I would like to be famous.
2. Famous people should set a good example.
3. Fame and happiness go hand in hand.
4. It's important to leave your mark on the world.
5. Fame means that you are wealthy.
6. It's better to be famous and poor than unknown and rich.
7. It's better to be famous for something bad, than not known at all.
8. Without famous people there would be no entertainment.
9. People on reality TV aren't real celebrities.
10. I've met someone famous...
11. Those who have (or say they have) should get into order of who has met the most famous person. This could lead into a discussion of who is famous at the moment and why.

Alternatively, hand out names/pictures of famous people and ask group to get into order of celebrity and explain their reasons. (*Resource 1*)

In groups of five, brainstorm the word "fame" and feedback answers.

Now devise two tableaux - the good and bad sides of fame - see if group can explain what is happening. (Take pictures)

Thought - track some of the tableaux and explain this technique.

Back to brainstorms, each group to choose one word or phrase from their brainstorm and write on a piece of card - collect them in and give a different card back to each group. Groups to devise a scene using their new word or phrase as a stimulus.

Lesson 2

Warm up - party game. (*Resource 2*)

Use list of famous people.

Task 1 is to group themselves according to category - music - sport - politics - cartoons - or 'other'.

Next, they have to argue why they are the most famous in their group - balloon debate style - or each group has to decide who is most and least famous and explain why.

Privacy

Question - Are famous people entitled to privacy or does the public have the right to know everything about them?

In groups of five, use a current newspaper or magazine article as stimulus and devise scene showing how the article was researched. Was the celebrity's privacy invaded?

Downfall

Show height of fame, then lows of fame and a scene showing how the descent begins - ask pupils to think of different ways of linking the scenes and to try showing them in different sequences (cross cutting).

Resource 1

David Beckham	Victoria Beckham
The Queen	Busted
Madonna	Tony Blair
The Beatles	Winston Churchill
Harry Hill	Jade Goody
Jonathan Ross	Gary Lineker
Paul Gascoigne (Gazza)	Margaret Thatcher
Tara Palmer Tompkinson	Jordan
Johnny Vaughan	Chris Tarrant
Homer Simpson	Mickey Mouse
Jonathan Ross	Adolf Hitler
Kerry McFadden	Simon Cowell
Ant & Dec	Cat Deeley
Dermot O'Leary	Davina Mcall
Sugar Babes	Abba
Nadia from BB	Geri Halliwell

Resource 2**The Party Game**

Pupils are told that they have been invited to a party and that they have brought a famous person - real or fictional, alive or dead - with them.

The object of the game is to introduce and swap their celebrity as many times as possible in the time allowed.

At the end of the game: get pupils back into a circle and ask them who they now have with them, at the end of the game. See how many duplications have been made - have any characters disappeared?

Options:

- Ask pupils to try to recite which guests they had with them in the correct order.
- Discuss which characters were chosen and why.
- Pupils to guess who initially invited which celebrity.