

Twelfth Night

Topic

The Shakespeare play *Twelfth Night*, ideas from the play, disguises

Aims

- Learners will develop strategies for watching and understanding a short video based on the Shakespeare play *Twelfth Night*.
- Learners will develop comprehension and speaking skills by discussing ideas from the play.
- Learners will develop writing skills through a personalised writing activity based on an element from the play.

Age

Older primary (9–11 years)

Time

1 x 45-minute lesson or three shorter segments

Materials

Twelfth Night video, worksheet, answers, transcript, character flashcards and games:
<https://learnenglishkids.britishcouncil.org/en/short-stories/twelfth-night>

Introduction

In this lesson plan, which can be delivered as a 45-minute lesson or as shorter segments over three lessons, learners will be introduced to the Shakespeare play *Twelfth Night* through a short animated video. They will watch the video and complete comprehension activities, and then will be guided to think about and discuss the idea of 'disguise' from the play. Finally learners will develop their creative writing skills by imagining and writing about disguising themselves as someone for the day.

Procedure

1. Introduce and watch the video (15 mins)

- Ask your learners if they have seen any characters on TV or in films who wear a disguise, for example a show or film with superheroes or spies.
- Tell the learners that they are going to watch a video called *Twelfth Night*, which is a story about a girl who disguises herself as a boy.
- Give learners the video worksheet and ask them to match the words and pictures (exercise 1). Check answers as a class. Ask learners to make some predictions about the video based on the words.
- Play the video and ask learners to match the characters and their names as they watch (exercise 2). Ask them to compare in pairs and then check as a class.
- Now ask learners to try to order the sentences (exercise 3). Tell them it doesn't matter if they can't remember, because they will watch the video again.

	<ul style="list-style-type: none"> • Play the video again and learners check their answers to exercise 3. Ask them to compare in pairs, then go through as a class. • At this stage, you might like to ask learners additional questions to help clarify their understanding, or ask them to say which of their earlier predictions were correct. Alternatively, play the video again and ask learners to circle true or false (exercise 4) as they watch. Fast finishers can try to correct the false sentences. • Ask learners if they liked the story and why. Did they think it was funny, interesting, happy/sad, etc.? • If your learners need more support understanding the video, you might like to adapt the transcript of the video and get learners to act it out.
2. Discuss ideas from the play (5–10 mins)	<ul style="list-style-type: none"> • One of the ideas in <i>Twelfth Night</i> is ‘disguise’. The depth to which you discuss the ideas and questions in this stage will depend on your learners’ age and maturity, and you may need to provide more or less support. • Play the part of the video where Viola says she can’t tell the truth because of her disguise. Ask your learners to imagine they are Viola’s friend. What advice would they give her at this point? Should she tell the truth or not? • Now play the part of the video where Sebastian arrives and Viola takes off her disguise. If Sebastian hadn’t arrived, do they think Viola would have told the truth or continued wearing her disguise? • Ask your learners if they have ever been in a situation where it was hard to tell the truth. What happened?
3. Extension (20–30 mins)	<ul style="list-style-type: none"> • Ask your learners if they have ever dressed up as someone or something, for example for a school performance or a party. What or who did they dress up as? Did people recognise them in their costume or were they disguised? • Now ask them to imagine they could disguise themselves as anyone for a day! Who would they disguise themselves as? What would they wear? Where would they go and what would they do? Brainstorm some ideas on the board, for example the President, a celebrity or their teacher! • Ask learners to choose an idea and make notes about their clothes and accessories, the places they would go and the things they would do. Monitor and help as necessary. They then write about it and draw a picture of their disguise. • After they have finished, display their work around the room and ask learners to read each other’s work and say which day sounds like the most fun. You could also put learners into pairs to interview each other as if they were in their disguise.
4. Further activities	<ul style="list-style-type: none"> • Would you like to extend your learners’ work with <i>Twelfth Night</i>? Try one of our suggested further activities here: https://www.teachingenglish.org.uk/article/shakespeare-extension-activities-kids

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