Lesson Ideas and Materials:
Twelfth Night (William Shakespeare)

📖 **Based on:** Act 1-5*

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Plot Summary of the Act/Scene:

After a shipwreck, the young woman Viola is stranded in a place called Illyria. She thinks that her twin brother Sebastian has drowned in the shipwreck. Being in an unknown country, dresses in disguise as boy, calls herself Cesario from now on and finds work with the duke Orsino whom she falls in love with. But Orsino is in love with the countess Olivia, and he sends Cesario as a messenger to court her. Olivia falls for Cesario (Viola) instead. Sebastian has not been killed at sea and also comes to Illyria. Confusing him for Cesario, Olivia convinces him to marry her. When Cesario, Orsino, Olivia and Sebastian all come together, there is a lot of confusion. Cesario reveals that she is Viola and Orsino realises his love for her. They get married as well.

Overview of Lesson Design:

Phase/Teaching Activity/Impulse	Material
Introduction/revision [individual work and plenary discussion]: The students watch a short animated video which summarizes the plot of Twelfth Night* and fill in the blanks (WS 3, task 1). The solution is discussed in class. As a possible alternative the students are asked to watch the video (see link below) on their personal devices. ***Link - "*Twelfth Night* by William Shakespeare" uploaded by Meet Bros Pictures:** https://www.youtube.com/watch?v=YWmaY9OqqF8 [0:00-03.43 min]	WS 3: *Plot structure* *Twelfth Night by William Shakespeare* (video)*
Activity 1 [individual work and plenary discussion]: The students work on task 2 on WS 3 and create their own flow chart of the drama structure of the play. The solutions are discussed in class.	WS 3: *Plot structure*
Activity 2 [partner work and plenary discussion]: Working together in pairs, the students write down characteristic features of a fairy tale, preferably based on their own experience when reading or listening to fairy tales as young children. If necessary, they may use online sources. The teacher collects key points on the blackboard.	WS 4: *Writing a fairy tale*

Phase/Teaching Activity/Impulse	Material
Activity 3 [individual work]: The students now write their own fairy tale based on the plot of *Twelfth Night* (task 3). They are asked to include characteristic features of a fairy tale (as discussed in class (see activity 2). They use WS 3 and WS 4 (features of a fairy tale) as scaffolding.	WS 3: *Plot structure* WS 4: *Writing a fairy tale*
Activity 4 [partner work]: The students exchange their stories and give each other feedback using WS 4 (task 4). At the end of the lesson several of the students' fairy tales should be presented in class.	WS 4: *Writing a fairy tale*

Target competence(s): Writing, text- and media literacy
Zielkompetenz(en): *Funktionale kommunikative Kompetenz* (*Schreiben*)*, Text- und Medienkompetenz*