



Soapbox

Lesson 5

You Talking to Me?

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Equipment

- One pen per child
- Flipchart paper
- 30 fun 'prizes'
- Soapbox Challenge score board with 'Team A' and 'Team B' and 'Questions 1–3' written on it
- One exercise book per child
- Marker pen

Commands

- Go
- Countdown
- Look Up!
- Release
- Freeze
- Hands Up! Rule
- Change Direction

5.1 Soapbox Challenge Questions (5 Minutes)

- Allocate Teams A and B ensuring the make up of the teams is different from the previous lesson. Each team has 20 seconds to elect a spokesperson who will feedback the teams' answers.
 - Using the Go command and Countdown command, you should ask the following questions, keeping careful score of each team's marks:
 - What is tone and projection?
 - Can you name three stage directions
 - What is a script?
 - You should allocate one team as the winners and promise a prize at the end of the session.
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Warm Up

- As your group will be used to the style of the workshops by now, you may wish to try a couple of different warm up games. The following are a combination of games which you can use in any order you wish, along with the other warm up games you will have already used.
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5.2 Look Up, Look Down (10 Minutes)

- Bring the group to a standing circle using the Go command and the Countdown command. Once settled, ask the participants to look downwards at the floor, not making eye contact with anyone else in the group.
- Inform them that you will shortly be calling out the command 'Look Up'. When this is called out, each of the group must look up and across the circle.
- If they make eye contact with anyone, then they are immediately 'out' of the exercise and must sit down. This game is excellent for improving concentration but has to 'policed' quite carefully to ensure participants play the game properly. The winner of the game is the last one standing.

5.3 Hoe (10 Minutes)

- Ask the group to remain standing in a circle but ensure each participant has his or her hands by their sides and remains silent. Once settled you should demonstrate a 'hoe'.
 - A 'hoe' is simply a short, sharp movement of your choice using your whole body, coupled with shouting the word 'hoe' loudly as you do so. I suggest a movement similar to a squatting position with arms outstretched and both hands in a fist. You should hold this position until you say the word 'release' which will release you back into a relaxed standing position.
 - Once demonstrated you should ask the group to do a 'hoe' on a Countdown command of three, instructing them to relax only when you say 'release'.
 - When the group understands the exercise, don't use a countdown but rather ask the group to work as a team, only instigating a 'hoe' when it feels like the whole group is ready. Once a 'hoe' has been instigated, the group should remain in their positions until you give the Release command.
 - If this appears to be working well, ask the group to close their eyes and repeat the exercise. This exercise does require a great deal of concentration and encouragement and will need lots of positive feedback from you until everyone in the group is working together.
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5.4 Feedback (10 Minutes)

You will have just played two very good teambuilding exercises which have direct relevance to this lesson's topic of observing personal behaviour.

- The following questions will lead the group into thinking about the way they interact with one another using the previous warm up games as a starting point for discussion.

What did it feel like to work as a team?

What did it feel like to purposely avoid someone's eye contact?

What did it feel like when you made eye contact and had to sit down?

What did it feel like to shout loudly and clench your fists during the 'hoe' exercise?

- Feedback can be taken verbally or written down in their exercise books.
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5.5 Status (15 Minutes)

- Pair up the group using the pairing technique. Once done, bring all the A's into a line behind one another and all the B's into a line behind one another. You now have two teams. Ask Team A to form a seated audience somewhere in the room, telling them they can talk amongst themselves for a couple of minutes while you take Team B to another area of the room. You should then whisper a number from 1–15 (presuming the class is an average size of 30) in each of their ears. Once done, inform Team B that you have allocated a number of between 1–15 to each of them and that for the purpose of this exercise the higher the number the more important they are as a person.
 - You should then ask them to begin walking around the room in any direction they like with the status of the number they've been given eg; number 1 should walk around timidly, bent over, averting eye contact whilst number 15 will be very confident with chest out and a purposeful stride.
 - Once Team B are up and walking about, tell Team A what is going on and that their job is to put the group in order, beginning with the least important and moving up to the most important. You should then swap teams and repeat the exercise again.
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5.6 Feedback (5 Minutes)

- After the status exercise, get feedback from both teams about what made someone appear low or high status.

5.7 You Talking to Me? (10 Minutes)

- Pair the group up and ask each pair to find a space in the room. Each pair should decide between themselves who is low status and who is high status. Each should then devise a short scene using only the line: 'Are you talking to me?'
- You can give guidance at this point by demonstrating how someone with low status would say the line, eg; timidly and nervously, and how someone with high status would say the line, eg; confidently and accusatorily. You should also tell them to use their bodies to show these attitudes, as in the previous exercise.

5.8 Show Back (15 Minutes)

- Using the Freeze command, Countdown command and Go command, bring the group to a seated audience in front of you ensuring everyone is clear where the stage area is. Positioning yourself on stage, you should quickly go over the stage directions once more before inviting each pair to perform their piece, ensuring you give feedback after each one. Referring back to the previous exercise will help to stimulate quite a bit of debate around personal behaviour, tone of voice etc, all of which suggests to others the type of person we are.
- You may wish to offer prizes to the most improved pupils at this point.

5.9 Final Individual Feedback (10 Minutes)

- This should be done straight after the session and, if possible, where the session has taken place.
- Each participant should be given a pen and exercise book and asked to find a space in the room on their own. Each participant should write their name, date and title of the session on the top of the page.
- Final Individual Feedback time is incredibly important as so far they have worked in pairs, small groups and as a whole, but the final exercise should always be individual as it gives a clear indication of what they have and haven't understood.
- Suggested questions to ask the group:
 - What is low status?
 - What is high status?
 - How should you behave when speaking to another class member?
 - How should you behave when in school?
- Once the Final Individual Feedback section is complete, the pad or books should be collected and kept safely for the next lesson.

You Talking to Me? Outcomes:

- Improved teamwork
- Clearer understanding of the effects of personal behaviour
- Clearer understanding of appropriate behaviour

