

Soapbox

# Lesson 6

Respect

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### Equipment

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

### Commands

- Go
- Freeze
- Countdown
- Hands Up! Rule

## 6.1 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 does status mean?
  - What does working in a team mean?
  - Why is working in a team useful?
- You should declare one team the winners and promise a prize at the end of the session.

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## Warm Up

Choose a couple of warm up games from previous lessons. I suggest:

Say My Name! (5 Minutes)  
From Lesson 1

Name and Action (5 Minutes)  
From Lesson 1

Touch, Roll, Jump (5 Minutes)  
From Lesson 3

I also suggest the following as a good team building and concentration exercise:

## 6.2 Group Sounds (10 Minutes)

- Ask the group to gather together shoulder-to-shoulder, then slowly ask them to crouch down to the floor until they are huddled together as one group. This will probably create much amusement and excitement but you should continue, using the Freeze command if necessary.
- Ask the group to close their eyes and imagine that they are a wave in the sea, encouraging them to move gently as if hitting the shoreline.
- Then encourage the group to make the sound of anything associated with the seaside such as a seagull, or children playing on the beach. This may take some encouragement but you should continue until you have a cacophony of sounds emanating from the group.
- You should then begin playing with volumes, asking them to get louder or quieter, harsher or softer. After a short period of time, bring the group slowly to stillness and quiet.

### 6.3 Forum Theatre (15 Minutes)

Forum Theatre uses arts-based techniques like role play to tackle issues highlighted during a scene from a performance. It encourages audiences to comment and think about issues and to work out effective solutions. This particular form of theatre requires demonstration and will be the lesson where you are required to perform the most. By Lesson 6 you should easily be able to identify the most confident and talented actors in your group and it should be these participants you use for the following three simple scenarios.

- 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. Position yourself centre stage and quickly go over the stage directions once again.

Scenario One:

- Ask one of your most confident participants to stand stage left, positioning yourself stage right.
- Ask them to walk towards you and, as they do so, deliberately – but gently – walk into them, reacting in a negative manner, and blaming them in an aggressive tone of voice for getting in your way.

Scenario Two:

- For this you will need two of the more confident participants from the group. Ask them to stand centre stage, telling them before they go on stage to ignore you, no matter how hard you try to get their attention. Entering from stage right, you should walk up to your two volunteers and ask them if you can hang out with them at lunchtime. Your manner this time should be very pleasant and low status.

Scenario Three:

- For the last scenario, select ten volunteers from your group to position themselves centre stage, and ask them to stand as if waiting in a dinner queue at school. You can tell the volunteers to mime holding a tray of food, moving every so often as if moving up the queue. After a short time, you should join the back of the queue looking impatient. This impatience should build until you begin fidgeting and ultimately barging your way through the queue to the front.
- After each scenario, get feedback from the group using the Hands Up! rule, asking them to suggest changes to make it more positive and respectful. Once there have been sufficient suggestions, redo each scenario again, inputting the changes.

### 6.4 Written Feedback (10 Minutes)

- Forum Theatre works so well with young people because it is all about problem solving, without the participants realising, and introducing written feedback helps to reinforce the problem solving element further.
- I suggest you get participants to document each scenario in written format, briefly explaining the scene and the negative behaviour within it, before suggesting solutions.

### 6.5 Devising Scenes (10 Minutes)

- By this point, Forum Theatre should have been sufficiently explained and the group should be able to work alone on suggested scenarios. Begin by pairing the group up as in previous lessons, asking each pair to find a space in the room.
- In this section, you will ask the group to devise a scene on their own for the first time. Give the group ten minutes to create a scene of negative communication, in pairs, along the same lines as the scenarios you demonstrated earlier. It should culminate in some type of confrontation. The scene can be based anywhere, but you may want to give participants the following as suggestions:
  - School playground
  - A burger bar
  - A birthday party
  - Cinema
- Walk around the room seeing every pair, offering suggestions and positive feedback. Young people often get carried away at this stage, so you may have to gently bring them back to focus.
- Give them regular countdowns as to how much time they have left. Just before time is up, number each pair 1–15 (presuming the class is an average size of 30). This will be the running order you will use to call them onto the stage for the Show Back in the next section.

## 6.6 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. Position yourself on stage and quickly go over the stage directions once more before inviting each pair to come up and perform their scene on stage.
- After each pair performs, request feedback from the audience as to how to solve the particular situation the pair has created, before repeating the scene again inputting the suggestions made.
- You may wish to offer prizes to the most improved pupils at this point.

## 6.7 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 an 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.
- The following are suggested questions:
  - What is Forum Theatre?
  - Name one thing that makes you appear negative?
- Once the Final Individual Feedback section is complete, the pad or books should be collected and kept safely for the next lesson.

## Respect Outcomes:

- Greater understanding of how negative behaviour can affect others
- Continued pair work
- Increased understanding of drama techniques and terminology
- Continued team building skills

