



Soapbox

Lesson 8

In Black & White

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1

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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
- 15 marker pens
- Blu-tack

Commands

- Go
- Countdown
- Freeze
- Hands Up! Rule

8.1 Soapbox Challenge Questions (5 Minutes)

- Using the group splitting technique, 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 form of communication doesn't use the voice?
 - Name one form of positive communication
 - Name one form of negative communication
- You should declare one team the winners and promise a prize at the end of the session.

Warm Up

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

Group Sounds (10 Minutes)
From Lesson 6

Speaking Hands (10 Minutes)
From Lesson 7

- Having introduced the theme of speaking hands in Lesson 7, it may be useful to go over them one by one, both to remind the group and to function as a good warm up exercise.

8.2 Word Association (10 Minutes)

- Your final lesson of Soapbox is about pulling together all the ideas, terminology and topics worked on during the project, culminating in a script writing session where your participants will get the opportunity to create their own piece of theatre, 'in black and white'.

As this lesson is about reiteration, it may be useful to begin by playing a simple word association game.

- Bring the group to a standing circle and explain that you are going to play a word association game. This means that you will introduce various familiar topics and each participant must come up with a word they associate with the person who has previously spoken. Some suggestions for topics are:
 - Holiday
 - School playground
 - Assembly
 - Family
- So you may begin with the topic of 'holiday' and start with words like 'beach', 'journey', 'abroad', 'packing' etc. Each person in turn will think of a word until the whole group has had a turn.
- This exercise really gets the group thinking and working creatively as a team.

8.3 Tell a Story (5 Minutes)

- ➔ Remain in the circle, but ask the group to sit down and move closer together, to make it slightly more intimate. Tell them that you will now expand the previous word association exercise by telling a short story as a group. You should begin with a familiar topic and, in turn, go around the circle asking each participant to build on the story using as few words as possible and avoiding pauses. If a participant does pause, they are asked to sit out of the circle.
- ➔ This may seem rather harsh but the idea is to stimulate creativity and quick-thinking. Asking someone to leave the circle gives a feeling of competitiveness, which is always a good way to keep a group interested.
- ➔ This exercise may need to be played a couple of times to really get results, but it is worth persevering.

8.4 Small Stories (5 Minutes)

- ➔ Tell a Story will be the first time the group has created a story together. A story can easily be turned into a play or, in this case, a scene. Split the participants into smaller groups of four or five and allocate each group a specific area of the room. If you are struggling to split the group, think of four or five famous people who are appealing to the participants and 'name' four or five pupils after each celebrity eg Bart Simpson, Ant & Dec. Then ask all the Bart Simpson's to go to one area of the room and all the Ant or Dec's to one area of the room etc.
- ➔ Once in smaller groups, ask them to repeat the Tell a Story exercise using a scenario or situation of your choice. Give each group a sufficient amount of time to come up with a short story. This exercise can cause much silliness, so keep wandering around from group to group listening to what they are coming up with.



8.5 Show Back (15 Minutes)

- After sufficient time, ask each group to feed back their story to the rest of the group. There is no need to put them in a formal stage and audience situation – keep it relaxed at this point. Some stories will most likely be complete nonsense but it doesn't matter at this stage!
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8.6 Scene (10 Minutes)

- After you've seen each story, hand out pens and pads to each participant and ask them to find a space in the room. Once done, ask them to think back to their story and the sorts of characters who were in it. At this point you should also ask them where the story is set. From these two starting points they should be able to begin creating a play scene. This will, of course, be a challenge and you may wish to give them guidance on the flipchart about how their ideas should be set out on the page. The point of this exercise is to show them how much they've learnt over the last few lessons.
 - You may wish to offer prizes to the most improved pupils at this point.
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8.7 Final Individual Feedback (15 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 the 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:
 - What did it feel like to write a story/scene of your own?**
 - Has this lesson made you more confident about your writing?**
 - Was your story easy to come up with?**
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8.8 In Black & White Outcomes:

- Understanding how to work collaboratively to devise a creative scene
- The ability to translate a devised scene into a play script
- Greater understanding of drama techniques and terminology
- Continued team building skills
- Continued pair work

Conclusion

- I hope that this pack has enabled you to bring drama into your environment in a fun and productive way. The games and exercises described in this pack can easily be re-used and adapted for a range of contexts and learning outcomes. As your confidence in teaching drama grows, so will your capacity to adapt exercises to suit the specific needs of different classes and subject areas.
- I also hope you will have seen real changes in your participants, such as improved confidence, speaking and listening skills and teamwork. Most of all I hope you have seen your participants enjoying drama not only as fun, but also as a tool which will help them develop skills that will be useful all through their lives.
- The work that you have started by using this resource pack finds its natural home on the stage, and a class trip to the theatre can serve to boost children's self-esteem and communication skills further.

If you would like to find out more about educational opportunities at The Old Vic, please call me on: 020 7981 0982 or e-mail steve.winter@oldvictheatre.com

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