

Soapbox

Introduction

Getting Started

Introduction

Schools often find teaching the subject of drama a daunting prospect, particularly when they have little or no experience of it. Not surprisingly, teachers are often wary when it comes to all things dramatic. For many, the thought of having 30 unruly children running around the school hall pretending to be one of their favourite superheroes is not particularly appealing!

As The Old Vic's Education Officer and a former teacher, I have witnessed many times how drama in school can be of great benefit to children. It can help to develop a child's reasoning and enquiry, concentration, confidence, teamwork and communication skills. Improving the latter is the ethos of Soapbox.

Background to Soapbox

How a child communicates not only influences the success of their day-to-day relationships but also their long term goals; be it introducing themselves to a stranger, presenting ideas to a group, or listening to friends; the ability to communicate effectively is the key to developing confidence, self-respect and to building rewarding relationships.

Following consultation with local primary schools, poor communication skills amongst pupils were identified as a prime concern. The Old Vic's Education Department set about devising a creative arts project that would strengthen communication skills and enhance the school curriculum.

The result was Soapbox: an innovative project which harnessed the skills of actors, writers, producers, directors and education facilitators in order to help children communicate more effectively in a stimulating and fun environment.

Over two months, The Old Vic's education facilitators worked in eight schools with some 250 pupils, aged 9–11 years, covering various forms of communication using a number of different theatrical techniques. This pack is the result of their work; explaining the ideas and techniques deployed lesson-by-lesson so that teachers with no drama training may recreate the Soapbox learning experience in their own classroom.

The Resource Pack: A User's Guide

This resource pack contains eight self-contained lesson plans. Each plan provides a challenging and unique learning experience for all those involved; improving both verbal and non-verbal communication through an inventive series of theatre exercises. There are often few opportunities to practise such skills in today's time-pressured curriculum, but in many ways we've done the hard work for you with a series of workshops that have been tried and tested.

Lessons 1–8

Forms & Themes

Each lesson a form of communication is identified and, through easy-to-follow theatre exercises, pupils explore the associated themes and learn to develop theatre skills that give them the confidence to reason around these themes.

The forms and themes are as follows:

1 Mime Time	Connecting without words	5 You Talking to Me?	Observing personal behaviour
2 What's Your Point?	Debating skills for children	6 Respect	Using Forum Theatre
3 Body Talk	Conversing with your body	7 Speaking Hands	Language without voice
4 Can't Hear You!	Tone and projection	8 In Black & White	Devised script writing

Performing

Once you begin teaching Soapbox, you will notice quite quickly that your class naturally improve as performers and will begin to want to demonstrate this. Their enthusiasm should be encouraged as it is the ultimate endorsement that their communication skills and confidence have improved.

Beginning

The style and structure of the lesson plans presume that the user has little or no experience of teaching drama. The specific aims and objectives of each workshop are summarised clearly. Step-by-step instructions are provided and the (limited) use of technical terms explained. Each workshop is designed to last one and a half hours with the suggested time spent on each individual exercise indicated in brackets.

Rules & Commands

Teaching drama successfully is all about ground rules and clarity. Each exercise is included for a reason, helping pupils to build specific skills within the context of the group learning experience. When leading the class, you need to convey that feeling of teamwork to your pupils. Rules and commands help immensely with this by giving structure and clarity.

We suggest the following techniques, which you should explain to the class before starting any Soapbox activities:

Go Command

The Go command is the indication that the class can begin what you have asked them to do. It should prefix any request and should be the one element that is constant. Giving the Go command is a good routine to get into, as it becomes a form of self-checking for you as leader – only say ‘Go’ once you feel that your explanation is of suitable clarity. eg; ‘When I say “GO”, and not before, I want you to get into a standing circle. “GO!”’

Countdown Command

A countdown from ten to one is always useful when working with a large group as it encourages a sense of focus and urgency. It doesn’t need to be used every time you introduce an exercise, but it is useful if the group is becoming lethargic or the pace of the workshop is not right. Tell the group that whenever they hear you start counting down from ten, they must get ready to stop whatever activity they are doing by the time you have reached one and focus on your next instruction.

Freeze Command

Drama exercises are often physical and less restrained than those normally found within a traditional classroom setting. The Freeze command is the ‘call to order’ where the class stops and focuses back on the teacher and their next command. Tell the group that whenever they hear you say ‘Freeze’, they must stay absolutely still, in silence, until you give the next instruction.

Hands Up! Rule

This may seem obvious, but all too often in a drama workshop traditional techniques are disregarded. A hand up is still the most effective way to gain feedback or control of a group discussion.

The Space

A clear, clean space is vital when teaching drama; generally the school hall or a large classroom is best, as it enables the group to move freely. Being out of the traditional classroom setting can create a sense of eagerness and interest which will help the sessions run smoothly.

Your First Session

If you are unfamiliar with using drama in school, your first session will probably be the most challenging. However, if you follow the lesson plans, we guarantee you will see amazing results from your pupils.

National Curriculum

PSHCE

Soapbox directly supports the aim of the PSHCE programme of study by helping pupils to learn about themselves as individuals, with their own experiences and ideas and unique creativity. The exercises directly develop the child's maturity, independence and self-confidence, and encourage the relevant social skills needed for productive team-work.

Specifically, Soapbox includes the following PSHCE syllabus elements:

- 2 Preparing to play an active role as citizens
- 2c Asks pupils to realise the consequences of anti-social and aggressive behaviours
- 2e Asks pupils to use their imagination to understand other people's experiences
- 2f Asks pupils to resolve differences by looking at alternatives, making decisions and explaining choices

- 4 Developing good relationships and respecting the differences between people
- 4a Asks pupils to understand that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view
- 4c Encourages pupils to develop the skills to be effective in relationships
- 4d Encourages pupils to realise the nature and consequences of aggressive behaviours

English

Apart from fulfilling some of the Drama requirements of the English programme of study, the learning outcomes of Soapbox strongly reflect the aims of the KS2 Speaking and Listening programme as a whole. It asks pupils to experiment with, and reflect upon, the way they communicate in varying situations, and focuses extensively on both verbal and non-verbal forms of communication.

Specifically, Soapbox includes the following English syllabus elements:

- 1 To speak with confidence in a range of contexts, adapting their speech for a range of purposes and audiences
- 1b Asks pupils to gain and maintain the interest and response of different audiences
- 1e Requires pupils to speak audibly and clearly
- 1f Asks pupils to evaluate their speech and reflect on how it varies in different contexts

- 2 To listen, understand and respond appropriately to others
- 2a Asks pupils to identify the key points in a discussion and evaluate what they hear
- 2e Requires pupils to respond to others appropriately, taking account of what they say

- 3 To talk effectively as members of a group
- 3a Asks pupils to make contributions relevant to the topic and take turns in discussion
- 3b Asks pupils to vary contributions to suit activity and purpose

- 4 To participate in a wide range of drama activities and to evaluate their own and others' contributions
- 4a Requires pupils to create, adapt and sustain different roles, individually and in groups
- 4b Requires pupils to use character, action and narrative to convey story, themes, emotions and ideas in plays they devise and script
- 4c Asks pupils to use dramatic techniques to explore characters and issues

- 6 To understand how language varies
- 6a Asks pupils to vary language according to context and purpose



Soapbox

Lesson 1

Mime Time

Mime Time

Equipment

- Gaffer tape
- 1 pen per child
- 1 exercise book per child

Commands

- Go
- Countdown
- Freeze
- Hands Up! Rule

Introduction / Warm-Up

- Your participants will be excited and interested. Use this to your advantage by beginning with the rules which at this stage will seem unusual and fun rather than controlling.
 - A physical and mental warm up is always advisable when beginning a drama session, as the children will be working in a completely different way from how they would in the classroom. It also gives you a chance to try out your rules and calm your nerves!
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1.1 Say My Name! (5 Minutes)

- Bring the group into a standing circle using the Countdown command and Go command.
 - Although you may know the participants' names this exercise is an incredibly simple way of using a common denominator to increase confidence in speaking out loud.
 - Beginning with yourself, and working in a clockwise direction around the circle, one by one ask the participants to say their name clearly and confidently. This should be done once through and the participants should be complemented throughout the exercise. This should be done a second time but the participants should increase the volume.
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1.2 Name & Action (5 Minutes)

- Again beginning with you and working in a clockwise direction each participant should say their name again but this time to an 'action' (an action is a movement of some kind using the whole body). This will need lots of encouragement.
 - Suggestions may also be needed for the 'action' such as playing football or a computer game. This should be done once through and the participants should be complemented throughout the exercise.
 - The exercise should then be repeated, but the participants should increase the volume.
 - After the warm up section you can begin your session proper with some confidence and concentration exercises. All exercises are given names as it helps if you want to repeat the exercise at a later date and it can often describe the meaning behind the exercise in a way a child will understand.
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1.3 Eye Eye! (10 Minutes)

- Remaining in a standing circle, bring the group to silence using the Freeze command.
- You should begin this exercise by making eye contact with someone across the circle, walking up to them, and saying your name as you do so. This will generate much amusement but generally not from the person you're making eye contact with. Once you reach the person you've chosen, stop, and explain to the rest of the group that the person 'receiving' the eye contact is the next person to make eye contact with someone else across the circle. Move back to your original position in the circle and pick someone to go first. You should ensure the whole group has a turn. Keep reinforcing that eye contact is a great way to communicate with people and demonstrates confidence.
- The success of this exercise is reliant on your enthusiasm and lack of inhibition. If you go for it, so will they!

1.4 Pairing (2 Minutes)

There are many ways to 'pair up' a group successfully. I've found the following the best way to avoid arguments about who should be with whom.

- Keeping the group in a standing circle, allocate alternate participants with the letter A or B. Once done, bring all the A's into a line behind one another and all the B's into a line behind one another leaving a space down the middle of the two lines. On the Go command get the group of A's to turn to face the group of B's. Then walk down the middle of the two lines, pairing people up by tapping the A's and B's facing each other on the head.

1.5 Thieves & Hinder! (10 Minutes)

This exercise again reiterates the important skill of eye contact as a form of communication, as well as the importance of trust and teamwork.

- As are told they are now Thieves and asked to form a standing circle on the Go command and Countdown command. Once done, the B's are told they are Hinders and asked to form an outer circle around the Thieves on the Go command and
- Countdown command each ensuring that they are stood behind their respective partner.
- The Hinder's aim is to 'hinder' the escape of the Thieves who can attempt to flee only when another thief makes eye contact across the circle and winks at him or her. The Hinder can attempt to stop them only by gently touching the elbows of the Thieves. There must be no pulling or grabbing at any time.

1.6 Stage Magnets (5 Minutes)

Having established some of the themes of Soapbox, and the way in which the sessions will run, it is now time to introduce some more theatre-based exercises and terminology. Again, this section presumes that you, the user, have little or no experience of teaching drama.

This simple exercise introduces five basic stage directions, as well as reiterating the importance of teamwork and concentration skills. The stage directions are:

- | | | |
|----------------|---------------|-----------|
| • Stage left | • Stage right | |
| • Centre stage | • Downstage | • Upstage |

- Positioning yourself at one end of the room, bring the group to stillness on the Freeze command, asking them to look towards you. After complimenting the group on their concentration during Thieves and Hinder, inform them that where you are standing is now a stage. Using gaffer tape, roughly outline a square box on the floor to reiterate this. Once done you should position yourself centre stage and using the Go command and Countdown command ask the group to gather around you, asking them to imagine that they are made of metal and you are a magnet.
- Once the group is gathered, you should extract yourself, leave the stage area and face the group. From this position you should indicate where the remaining stage areas are ie; Stage left, Stage right, Centre stage, Downstage and Upstage.
- NB The stage directions should be as if stood on the stage so your left will be their right etc.
- Once the group understands where the stage areas are, start calling them out randomly and ask them to move to the relevant area of the stage as a group.
- This exercise should end with the group coming back to centre stage and sitting down.

1.7 Mime Time One (5 Minutes)

Mime is incredibly useful when introducing drama in school because it's easy to understand and most children will have seen it somewhere even if they don't realise it; be it on television, in pantomime or as a piece of street theatre.

- A mime demonstration is hugely important and will have to come from you! It can be really simple – I suggest you mime getting ready to come to school that morning eg; waking up, having a wash, cleaning your teeth etc.
 - From your short 'performance' you should get feedback from the group as to what you were doing. This will be your first opportunity to ensure the Hands Up! rule is adhered to and, whilst this rule is something you probably use often, the situation is not, so it's vital you only take feedback from those with their hands up.
 - Having taken feedback, you should ask the group to find a space in the room in the same pairs as they were before using the Go command and the Countdown command.
 - Once settled, each pair is asked to work out their own 'getting ready' routine using only mime. You should move around the room helping each pair; offering constructive criticism and giving lots of encouragement.
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1.8 Show Back One (10 minutes)

Show Back is an incredibly important part of any drama session as it gives the participants the chance to demonstrate what they've learnt. It also begins to introduce the performance element to the project.

- Bring the group to silence with the Freeze command. You should compliment them on their hard work and ask for volunteers, using the Hands Up! rule, who wish to Show Back their mime to the rest of the group. Pick three or four pairs to perform their piece whilst the rest of the group observe.
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1.9 Mime Time 2 (10 Minutes)

So far your group will have worked as a large group and in pairs. The final exercise will see them working in smaller groups.

- Working on the premise that an average class is made up of 30 pupils, this will mean six groups of five. I suggest you follow the same routine as before, bringing the group to a standing circle and moving around it, allocating every five participants either A, B, C, D, or E. Once done, ask all the A's to raise their hands and, if the numbers are correct, ask them to find a space in the room and sit down as a group. This should be repeated with the remaining B – E groups.
 - Each group will then be allocated one of three scenarios. I've deliberately chosen only three instead of six as it's always interesting to see how different groups create different stories using the same scenario.
 - Windy weather
 - School Sports Day
 - Watching a scary film at the cinema
 - Working in their individual groups they must devise a scene, using only mime, around the scenario they've been allocated.
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1.10 Show Back 2 (10–15 Minutes)

- Bring the group to silence with the Freeze command. You will have already established the Show Back element of the session with the pair work. You will have also established the stage area. Speaking from centre stage and using the
- Go command and Countdown command ask the group to form an audience in front of the stage area. Each group should then perform their short performance to the rest of the group with applause at the beginning and end.

1.11 Final Individual Feedback (15 Minutes)

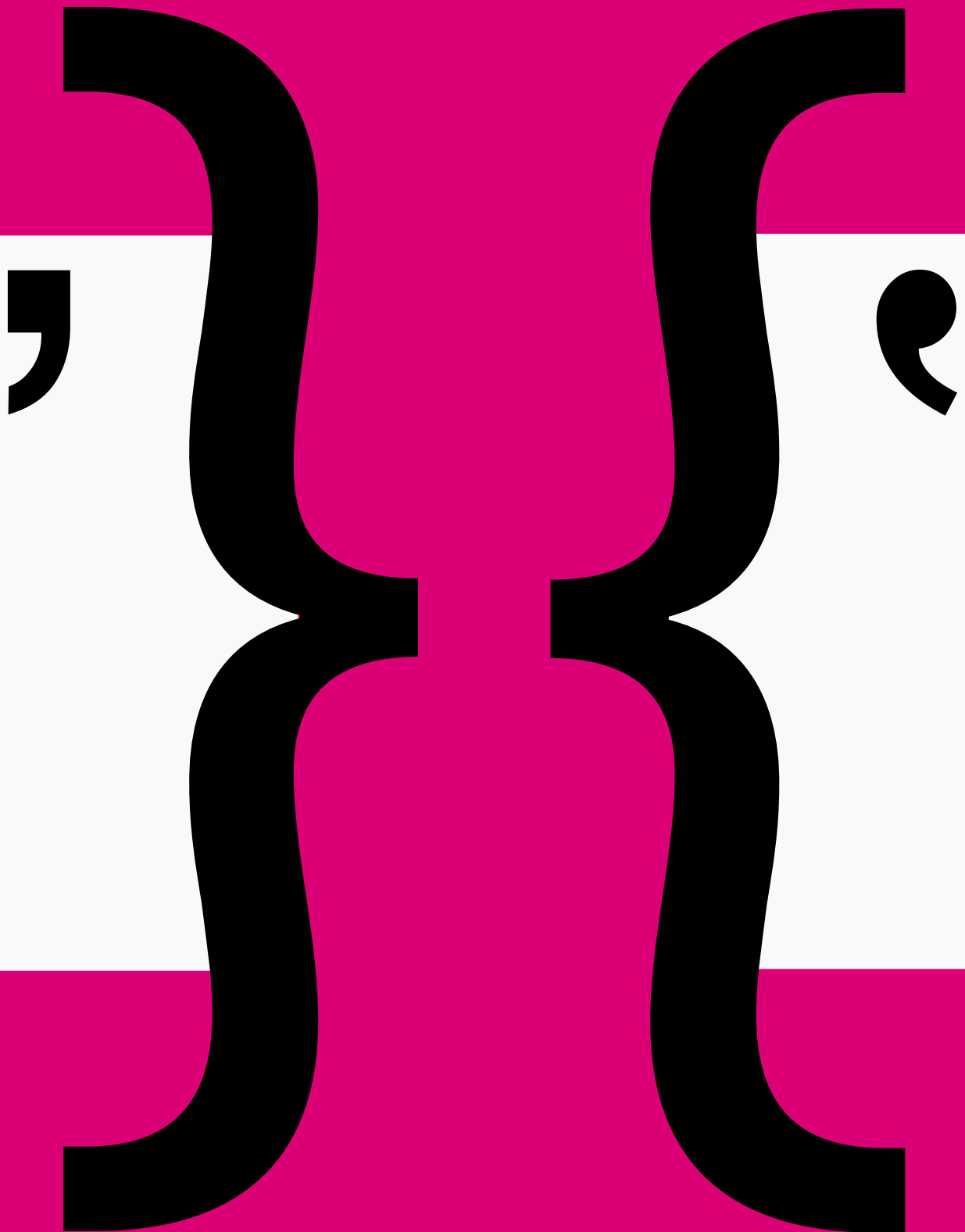
This should be done straight after the session and, if possible, where the session has taken place.

- 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 title of the session on the top of the page.
- Final Individual Feedback time is incredibly important as, so far, the class has 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 participants have and haven't understood.
- This section should be led by you, with the following as suggested questions:
 - What does communication mean?
 - What did you enjoy best and why?
 - What didn't you enjoy and why?
 - What is drama?
 - What is a stage?
 - Name an area of the stage?
 - Why is making eye contact important when communicating with someone?
- Once the Final Individual Feedback section is complete, books should be collected and kept safely for the next lesson.

Mime Time Outcomes

- Improved teamwork
- Improved pair work
- Improved individual work
- Relationship building between you and the group
- Increase in confidence
- Understanding of basic performance techniques
- Clear understanding of how to communicate without words





Soapbox

Lesson 2

What's Your Point?

What's Your Point?

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
- Two pieces of script for the introduction on debating (highlighted with large asterisks on next page)
- One exercise book per child
- Marker pen
- Gaffer tape

Commands

- Go
- Countdown
- Freeze
- Hands Up! Rule

- Before the class arrives, mark out a stage area at one end of the room as in Lesson 1. The group should be excited and interested, so use this to your advantage by beginning with the rules which will still seem unusual and fun rather than controlling.

Warm Up (2 Exercises)

- Begin the session with the same warm up exercises as Lesson 1. Repetition of the warm up games is important at this stage as the familiarity reinforces to the group that they are back in a drama session.
- For both Say My Name! and Name and Action you're looking to not only improve confidence and voice but also teamwork. Remember that your participants may never have worked liked this before so any exercise where they are supporting one another needs constant encouragement.

2.1 Say My Name! (5 Minutes)

- Bring the group to a standing circle using the Go command and Countdown command. Then simply repeat the Say My Name! exercise as before, encouraging the group to be even louder and more confident.

2.2 Name & Action (5 Minutes)

- Again simply repeat the exercise, continuing to encourage them to be as bold and expressive as possible. You can develop this exercise further by encouraging participants to perform their actions in the centre of the circle, and getting the rest of the group to copy.

2.3 Old Vic Soapbox Challenge (10 Minutes)

- ➔ Using the last lesson's pairing technique, allocate alternate participants as A or B. Bring all the As into a line behind one another and all the Bs into a line behind one another. You now have two teams. On the Go command and the Countdown command, allocate separate areas of the room to Group A and Group B.
 - ➔ Once settled, and on the Countdown command, inform the groups that they must elect one spokesperson from their group. It is important that each group works this out for themselves, so try not to intervene unless really necessary.
 - ➔ Once completed, bring the group to silence on the Freeze command and ask Team A's spokesperson to stand up and Team B's spokesperson to stand up. You should then ask for two volunteers, one from each team, using the Hands Up! rule. The two volunteers will fill in the score boards.
 - ➔ Using the Go command and Countdown command you should ask the following questions, keeping careful score on the scoreboards. You should decide how you do this and how many 'points' you allocate for a correct answer. Answers are indicated in brackets below.
 What form of communication involves action but no words? (Mime)
 Working together means forming a bond of _____? (Trust)
 _____ is the best way to communicate with an actor on stage? (Eye Contact)
 What action is required of you when you want to ask or answer a question? (Hands Up)
 What will I do to get you to be quiet? (Shout Freeze)
 - ➔ Once all questions have been answered, add up the scores and pronounce one team as the winner, promising a prize at the end of the session.
 - ➔ On the Go command and Countdown command, ask the group to form a seated audience at the front of the marked-out stage area.
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2.4 Stage Magnets 2 (10 Minutes)

- ➔ Position yourself centre stage and, as in the previous session, go over the five basic stage directions, moving yourself to each of the areas you're talking about as you do so. Then mark out an exit arrow pointing off to stage right and an entrance arrow to stage left using the gaffer tape.
- ➔ Explain that the exit arrow represents the command 'exit stage right' and the entrance arrow 'entrance stage left'.
- ➔ You should demonstrate the two new commands by exiting off the stage, walking around the back of the audience, then entering stage left and returning back to centre stage.
- ➔ Two new stage directions should be added to your list ie;

• Stage left	• Centre stage
• Stage right	• Downstage
• Upstage	• Exit stage right
• Entrance stage left	
- ➔ Demonstrate all the stage directions once more before exiting the stage and asking the group to enter stage left, gathering centre stage on the Go command and Countdown command.
- ➔ From your position off stage, randomly call out all seven stage directions for the group to follow before finally asking them to exit stage right and sit as a seated audience again.

2.5 What's Your Point? (10 Minutes)

Having established some of the themes of Soapbox, and the way in which the sessions will run, it is now time to introduce more theatre-based exercises and terminology. Again, this section presumes that you, the user, have little or no experience of teaching drama.

- Speaking from centre stage and using the Hands Up! rule ask the group the following questions, asking for feedback after each one.

Who has a mobile phone?
Who thinks they should be allowed a mobile phone in school?
Who thinks they don't need a mobile phone in school?

- Having received suitable feedback, you should pick two of the most confident participants and bring them onto the stage, handing them two pieces of script (copied from right). One piece of script is in favour of the use of mobile phones in school and the other piece of script is against the use of mobile phones in school.
- Each of the two participants chosen should briefly get the opportunity to familiarise themselves with their script while you take further feedback from the rest of the group. Each of the two participants should then recite their scripts to the rest of the group from centre stage.
- After the speeches, you should ask the group what the two 'actors' on stage were doing, the correct answer being debating.

IN FAVOUR SCRIPT

I think children should be allowed phones in school because it means teachers can find them at all times.

It also means they can communicate with their friends by texting and it means they can play games on their phones in break time.

AGAINST SCRIPT

I don't think children should be allowed mobile phones in school as it distracts them from their school work.

They may misplace it or have their phone stolen. If they need to make a phone call, they can always ask a teacher to use a school phone.

2.6 To Bed! (10 Minutes)

- On the Go command and Countdown command ask Team A to find a space in the room and Team B to find a space in the room. When settled, ask each team to elect a spokesperson. Each spokesperson should then be handed a marker pen and flipchart paper. Team A and Team B are now debating against one another on the topic of Bed Time Curfew with Team A against a bed time curfew and Team B for a bed time curfew. On the Go command each team is directed to begin brainstorming on their flipchart paper.
- After five minutes, bring the group to silence on the Freeze command. Beginning with Team A and followed by Team B, ask the spokesperson from each to present their point of view to the rest of the group using the ideas from their flipchart paper.

2.7 Feedback (5 Minutes)

- Remaining in groups, and using the Hands Up! rule, ask for feedback from each team on how it felt to be 'for' and 'against'.

2.8 Trisha & Jerry (10 Minutes)

- After sufficient feedback, roughly split the two teams into groups of five and allocate each group an area in the room, ensuring you keep the 'Fors' together and the 'Against's' together in the same small groups. Using the Freeze command, bring the group to silence and then explain that each team is about to appear on the Trisha talk show or the Jerry talk show. The spokesperson from each team must now give each of their group a character: one of which must be Trisha or Jerry, and the remainder are to be decided by the group. Using the points of view they've already used, each group must improvise a scene as if they were on TV talk show.
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2.9 Talk Show (10 Minutes)

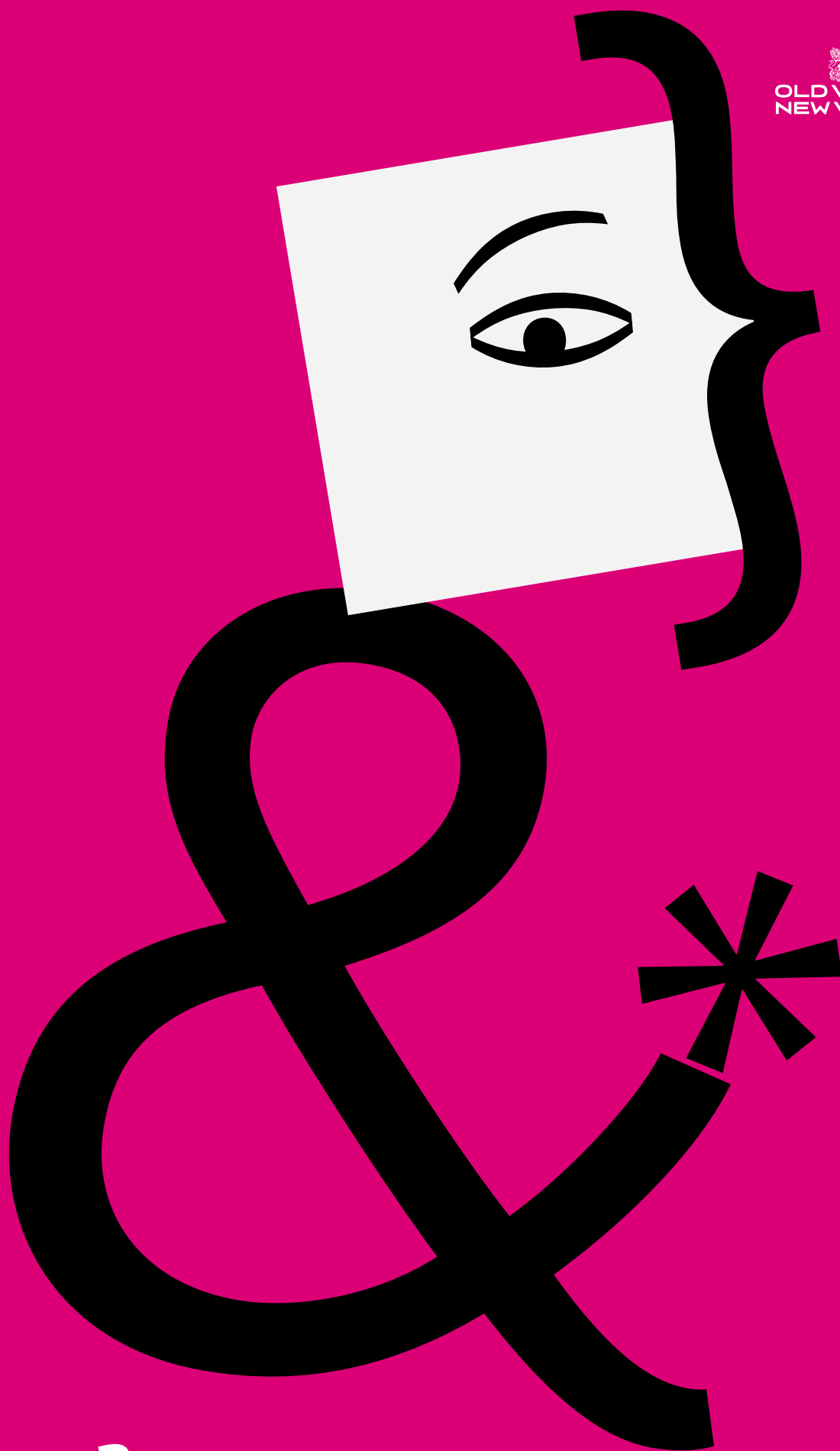
- On the Freeze command, bring all the groups back together to form an audience in front of the stage. Two groups at a time are asked to enter stage left and act out their rehearsed scene against one another. This clearly demonstrates the difference of opinion as well as the ethos of the lesson's subject. (One group may have to go twice if there are insufficient numbers.)
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2.10 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. They should then 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, the participants have worked in pairs, small groups and as a whole, but the Final Individual Feedback exercise is a clear indication of what they have and haven't understood.
 - This section should be led by you with the following as suggested questions:
 - What do you think debating means?
 - What did it feel like to have a difference of opinion with someone?
 - What have you learnt today?
 - As a treat give a prize to everyone in the group saying you think everyone has done equally well.
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What's Your Point? Outcomes

- Continued teamwork
- Continued pair work
- Continued individual work
- Continued confidence building
- Improving imagination
- Increasing vocabulary
- Clearer understanding of what it's like to try to get a point across
- Beginnings of movement and character building
- Improved projection, articulation and enunciation in a large group setting



Soapbox

Lesson 3

Body Talk

Lesson 3

1

Body Talk

Equipment

- One pen per child
- Flipchart paper
- 30 fun 'prizes'
- 15 emotionless, characterless masks
- Soapbox Challenge score board with 'Team A' and 'Team B' and 'Questions 1–4' written on it
- One exercise book per child
- Marker pen
- 15 small hand held mirrors

Commands

- Go
- Countdown
- Freeze
- Hands Up! Rule

Warm Up

- Begin the session with the same warm up exercises as in Lesson 1 and Lesson 2. The familiarity reinforces to the group that they are back in a drama session and you should see improved concentration and teamwork.
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3.1 Say My Name! (5 Minutes)

- Bring the group to a standing circle using the Go command and Countdown command. Then repeat the exercise, encouraging them to be even louder and more confident than before.
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3.2 Name & Action (5 Minutes)

- Repeat as before, but with even more encouragement.

3.3 Touch, Roll, Jump (5 Minutes)

- This exercise is great for improving teamwork and communication as well as making participants aware of movement and physicality.
- Using the Go command and Countdown command ask the whole group to begin walking around the room ensuring they don't follow one another like sheep! Each participant should be encouraged to use the whole space and work individually rather than simply walking around talking to friends.
- Use the Freeze command to bring the group to silence and ask them to face in your direction. You now need to demonstrate the three Touch, Roll, Jump movements as follows:
 - Touch** – touch the floor
 - Jump** – jump in the air
 - Roll** – roll over gently on the floor
- You may feel uneasy about this if you've never taught drama before. However, it is incredibly important that your group see you taking part in physical exercises, particularly as this lesson's topic is body language. Once you have demonstrated these simple movements, on the Go command ask the group to begin walking around the room. Now begin randomly calling out each of the commands: 'touch', 'roll' and 'jump'. When you feel the group is proficient at following these instructions, add in a Change Direction command so that, whichever way they are walking, they should turn and go in the opposite direction.

3.4 Soapbox Challenge (10 Minutes)

- Using the team-splitting technique from the previous lesson, allocate Team A and Team B, ensuring that the make up of the teams is different from the previous time.
- As before, each team has 20 seconds to elect a spokesperson who will feed back the team's answers.
- Both teams should be given flipchart paper and a marker pen to jot down ideas.
- Using the Go command for each question, you should ask the following questions (see right), keeping careful score as you go (answers are indicated below the questions in brackets).
- Once all the questions have been asked, add up the scores and pronounce one team as the winner, promising a prize at the end of the session.

SOAPBOX CHALLENGE QUESTIONS

Another word for discussing different opinions is known as what?

(Debating)

Can you name three possible stage positions?

(Any three of the following: Stage left, Stage right, Centre stage, Downstage, Upstage, Exit stage right, Entrance stage left)

Remembering the previous lesson's group scenes, what was the method chosen to present our work?

(Talk show)

Name two ways by which you can communicate without speaking.

(Eye contact, mime)

3.5 Gesture Pass (10 Minutes)

- Using the Countdown command and Go command, bring the group to a standing circle. You should then demonstrate a positive 'gesture': this can be as simple as waving at someone or giving them the thumbs up. The gesture should be repeated by all participants, passing around the circle in a clockwise direction. Once the gesture has been around the circle, you should pick a 'volunteer' from the group to come up with their own positive gesture, and pass it around the circle. Everyone in the circle should have a turn. Once completed, you should demonstrate a negative gesture such as shaking your fist or stamping your foot. This negative gesture should be passed around the group in a clockwise direction until everyone has had a turn.
- Once completed, obtain feedback from the group by asking the following questions:

What did it feel like to be positive?

We were using our bodies in the last exercise; what other word can we use to describe the way our bodies were talking to one another?

What did it feel like to be negative?
- The answer to the final question is body language; the theme of this lesson.

3.6 Mask & Mirror (15 Minutes)

- Pair up the group using the 'A' and 'B' pairing technique from Lesson 1. Once successfully paired up, give the As a mirror each and the Bs a mask each, ensuring they do not put the mask on until instructed to do so.
- Once the allocation of equipment is complete, you should instigate a new rule – once a participant puts on their mask, they cannot speak. Ask As to hold up their mirrors and Bs to put on their masks. The Bs should examine themselves in the mirror; this will cause some excitement, but make sure that they stick to your rule of silence. After sufficient time, the pairs should swap over.
- When both pairs have had a turn, the masks should be taken off and the following questions asked:

How did it feel to wear the mask?

Did the mask make you feel positive or negative?

What's the effect of having an expressionless face?
- Whoever is holding the mask should put it on again, whilst their partner returns the mirrors to you, and then rejoins their partner. Using the Countdown command and the Go command, the 'masked' pupil of the pair should begin moving around the space, using their body in a negative or positive way, depending on how the mask makes them feel. Their partner should shadow them, copying everything they do. After a short time, the pairs should swap roles and repeat the exercise.

3.7 Body Language Scenes (15 Minutes)

- Using the Freeze command, bring the group to silence. Ask those wearing masks to remove them.
- Roughly split the group into smaller teams of four or five, making sure each team has two masks each.
- Tell each group that they are going to prepare a two minute scene, and that they must do this using just two emotions. It may be useful at this point to explain what the term emotion means getting suggestions from your group as you do so.
- You will give each team the emotions, eg; anger, happiness, sadness or fear. Ideally the emotions should alternate back and forth between those wearing the masks and those who are unmasked. Each of the pairs should have a go at wearing the mask and leading the exercise.

3.8 Show Back

- As evidenced in previous lessons, Show Back is an incredibly important part of any session, giving all the participants the chance to demonstrate what they've learnt and reinforcing the performance element.
- Bring the group to silence with the Freeze command and ask those wearing masks to remove them. Compliment the group on their hard work and ask them to form a seated audience facing you.
- Position yourself on the stage area and, before the Show Back begins, you should quickly remind them about stage positions, before inviting them onstage, pair by pair, to perform.

3.9 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. At the top of the page, ask them to write their name, date and title of the session.
- Final Individual Feedback time is incredibly important as, so far, the group has worked in pairs, small groups and as a whole, but the Final Individual Feedback exercise is a clear indication of what they have and have not understood.
- Ask each participant to write down their personal responses to the following questions:
 - What is positive and negative body language?
 - What was it like to work together?
 - How did it feel to watch?
 - Which did you prefer: being a mask or being a shadow?
 - What was your overall impression of the session?
- Give a prize to everyone in the group, saying you think everyone has done equally well.

Body Talk Outcomes:

- Clearer understanding of body language
- Continued teamwork
- Continued pair work
- Continued individual work
- Further understanding of theatre techniques
- Increased theatrical vocabulary



Soapbox

Lesson 4

Can't Hear You!

Lesson 4

1

Can't Hear You!

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
- 30 pieces of script highlighted with a large asterisk (on back page)
- One exercise book per child
- Marker pen
- A verse from a children's poem of your choice

Commands

- Go
- Countdown
- Freeze
- Hands Up! Rule
- Before the class arrives, mark out a stage area at one end of the room as in previous lessons. The group should be excited and interested, so use this to your advantage by beginning with the rules which will still seem unusual and fun rather than controlling.

Warm Up

- Your group should now feel comfortable about taking part in your drama sessions, so in this lesson you can begin to introduce variations on your warm up games. The suggested order is listed below but you may decide to do things differently depending on which of the exercises you find work best with your particular group.

4.1 Say My Name! (5 Minutes)

- As in Lessons 1–3, bring the group to a standing circle using the Go command and Countdown command. Begin the Say My Name! exercise as usual, but on the second lap of the circle stand in the middle and tell the group you are now their 'conductor'. This means that when you raise your arms, they are to project (speak) loudly and when you lower your arms, they are to project quietly.

4.2 Name & Action (5 Minutes)

- Lead the exercise, as in previous lessons, with lots of encouragement.

4.3 Soapbox Challenge Questions (10 Minutes)

- Using the team-splitting technique, allocate Teams A and B, again ensuring that the make up of the teams is different from the previous two lessons. Give each team 20 seconds to elect a spokesperson to feed back their team's answers.
- Using the Go command and Countdown command, you should ask the following questions, keeping careful score (answers are indicated in brackets):
 - What should you never do when you're wearing a mask? (Speak)
 - What is body language?
 - What is team work?
- You should declare one team the winners and promise a prize at the end of the session.

4.4 Touch, Roll, Jump (5 Minutes)

- ➔ As you will have seen from last time, this is a very active exercise, and so is perfect for beginning the session. It can also be adapted for this lesson's theme of Tone & Projection. Using the Go command and Countdown command, ask the group to begin walking around the room, using the whole space, before reminding them of the actions, Touch, Roll, Jump. After sufficient time, bring the group to silence with the Freeze command.
- ➔ Keeping in mind this lesson's theme, tell the group that on your Go command they are to begin moving around the room again, but this time, instead of waiting for you to call out the commands, it will be up to the group to do so ie; anyone from the group can call out a command at any time. This will begin quite chaotically at first but, after the initial excitement, you should ask the group to begin listening more carefully and only comply with the commands that seem the friendliest in their tone and projection. This will also neatly introduce the theme.



4.5 Rhythm & Rhyme (10 Minutes)

- ➔ Using the Countdown command and Go command, bring the group to a standing circle. It is at this point that you will introduce a children's poem of your choice. It should be relatively easy to learn and may be a poem that you have already worked on in class. Having recited it once through, you should then ask your group to repeat it back several times until you feel they're relatively familiar with it.
- ➔ At this point you should introduce a simple rhythm to accompany the text: I suggest stamping your feet or clapping your hands (or both). Having repeated the poem several times through with the actions, bring the group to silence. Place yourself in the middle of the circle and inform the group that you are now the conductor.
- ➔ This means that you will use several commands, which the group must follow. These are:
 - Full Voice (Loud)
 - Whisper (Quiet)
 - Angry
 - Happy
- ➔ You should begin the Rhythm and Rhyme poem again, introducing the commands as you do so. Once this is clearly understood and is working well, you should ask for volunteers from the group to be conductors, and issue commands. Ideally you should try and get the whole group to be conductors one at a time so everyone has a turn. After sufficient time, ask the group to sit on the floor in silence ready for the feedback section.

4.6 Feedback (10 Minutes)

- ➔ By this point you will have introduced two very simple tone and projection exercises which can be used as stimuli for discussion.
- ➔ Suggested questions are:
 - Do you think people are more likely to listen to you when you speak someone nicely than they are if you speak to them aggressively?
 - What did it feel like to be a conductor?
 - Did you feel more confident when you were whispering or speaking loudly?
 - How did it make you feel when other people in the group were speaking aggressively?

4.7 Scripts (10 Minutes)

- Pair the group up using the pairing technique as before. Give each pair the following piece of script:

A: You!
 B: What?
 A: Are you deaf?
 B: No
- Each pair should practise their lines several times through until they are familiar with the text. Once they have done this, you should get brief feedback. Then ask the pairs to keep repeating the text but, every time they do so, to take a step away from each other. This will mean that each pair naturally gets louder and louder and will start to make dramatic choices about how to deliver their script ie; the tone and projection to use in order to be heard by their partner.
- After sufficient time you should bring the group to silence on the Freeze command. Ask a few of the pairs to perform their pieces where they are stood while the rest of the group observes.
- You should now give a pen and pad to each participant. On flipchart paper, or an overhead projector, write down the following headings:

Where are you?	Who are you?	What do you feel like?
-----------------------	---------------------	-------------------------------
- Using the script as a stimulus, each pair should try and answer the questions above. You should refer back to the exercises that have formed the session so far. Ask each pair to decide where they felt most comfortable with their partner eg; standing near to them or further away, what it felt like to speak loudly or quietly etc.

4.8 Show Back (10 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. You should be able to stimulate quite a bit of debate around the subject of tone and projection and how important it is to speak clearly but appropriately.
- Give a prize to everyone in the group saying you think everyone has done equally well.

4.9 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.
- As always, the final exercise should be about each participant's responses, giving a clear indication of what they have and haven't understood.

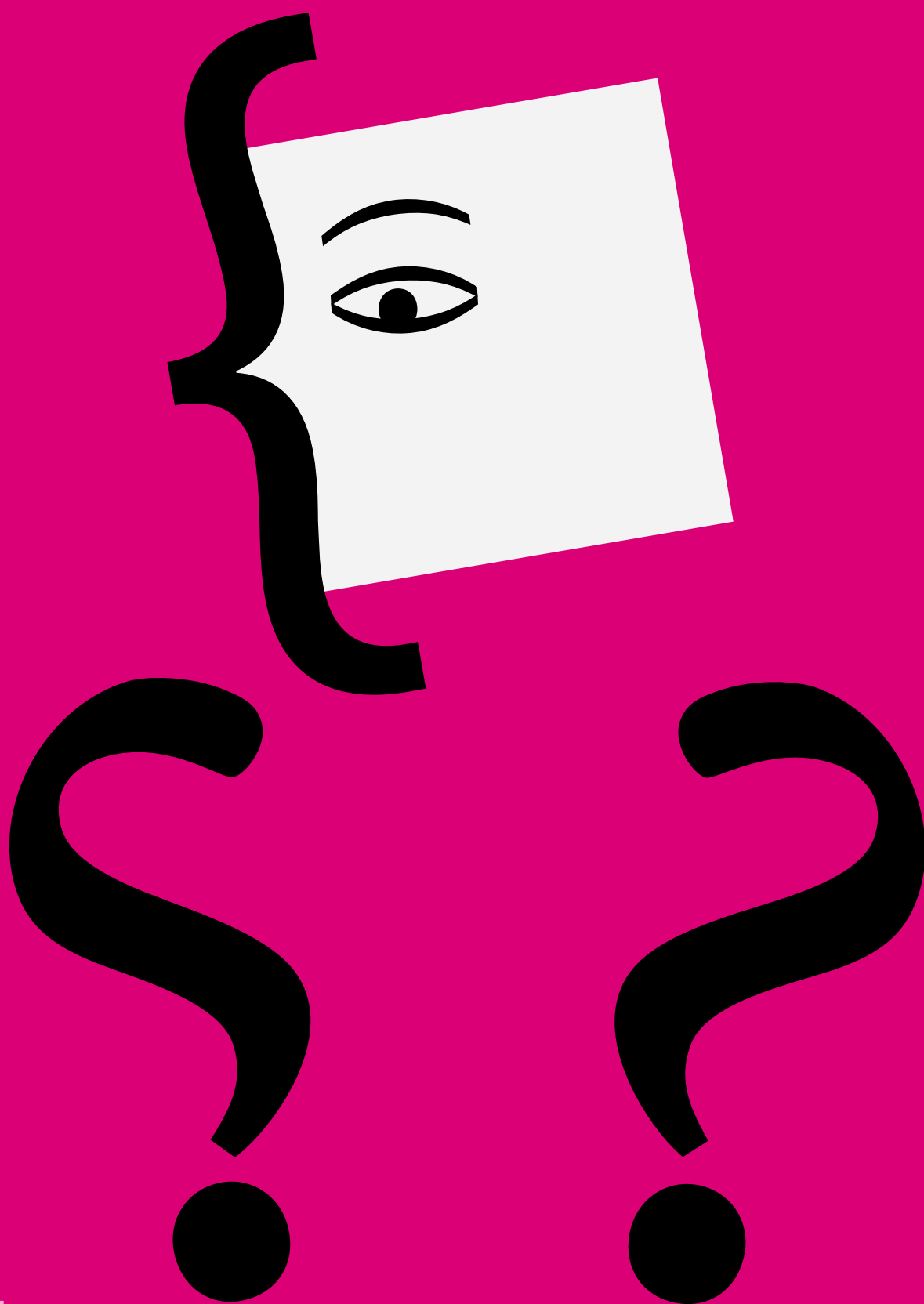
Suggested questions:

What did you enjoy best and why?
 What didn't you enjoy and why?
 What is appropriate tone and projection?

- Once the Final Individual Feedback section is complete, collect the exercise books in and keep safely for the next lesson.

Can't Hear You! Outcomes:

- Improved articulation and projection
- Establishing and maintaining a group rhythm
- Identifying negative and positive communication skills
- Identifying appropriate levels of tone and projection



Soapbox

Lesson 5

You Talking to Me?

You Talking to Me?

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.

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.

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.
-

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.
-

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.
-

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



Soapbox

Lesson 6

Respect

Lesson 6

1

Respect

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.

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.

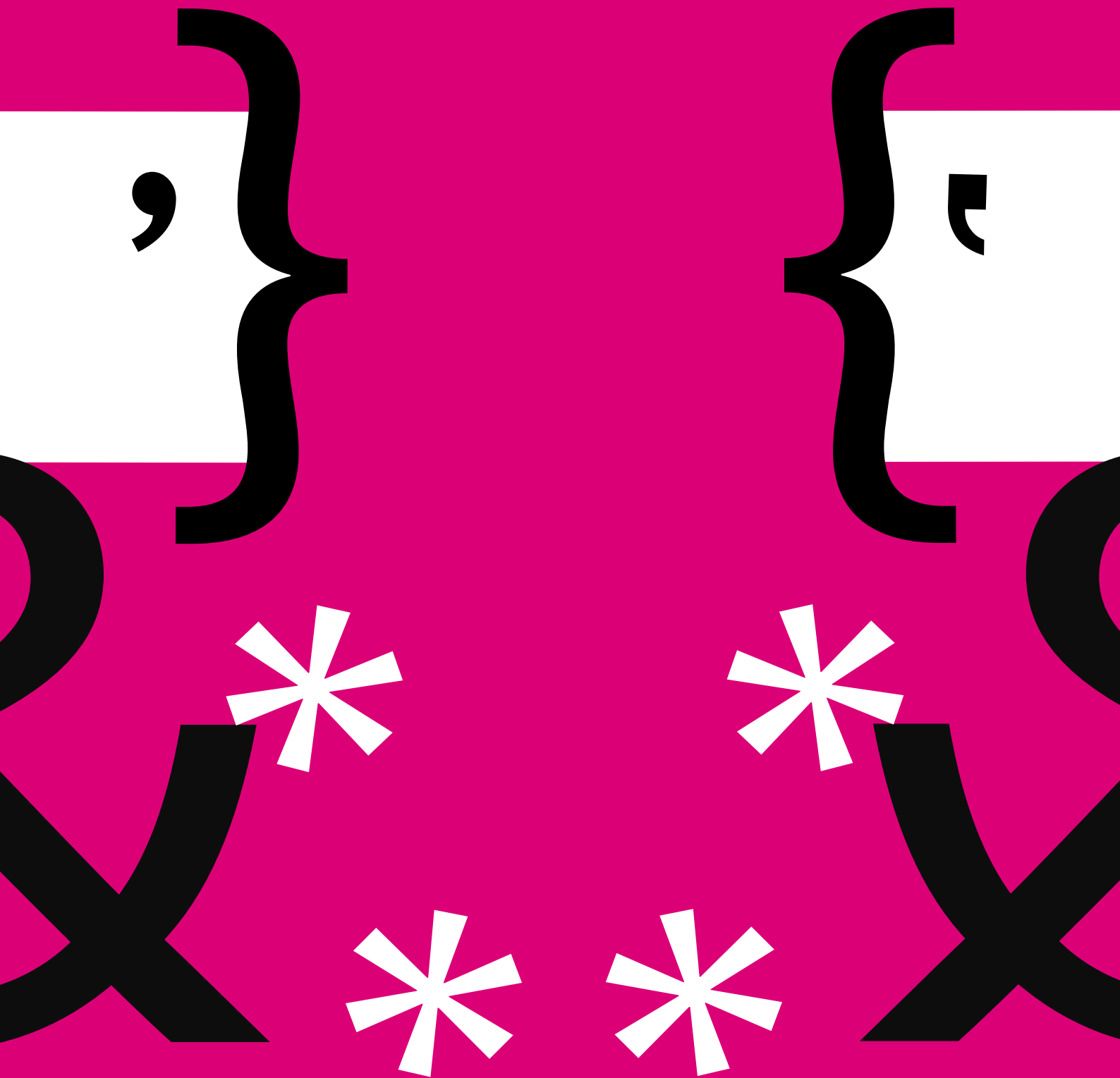
6.7 Final Individual Feedback (10 Minutes)

- 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





Soapbox

Lesson 7

Speaking Hands

Lesson 7

1

Speaking Hands

Equipment

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

Commands

- Go
- Freeze
- Countdown
- Hands Up! Rule

7.1 Soapbox Challenge Questions (5 Minutes)

- Using the group splitting technique of last lesson, 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 feed back 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 Forum Theatre?
 - What does devising mean?
 - What does performance mean?
- 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

7.2 Speaking Hands (10 Minutes)

- Over the previous six lessons you will have covered many aspects of communication, both verbal and physical. Lesson 7 focuses on an aspect of communication which we all do, often without realizing it: sign language or 'speaking hands'.
- Using the Countdown command, bring the group to a standing circle. From here, you should briefly explain this lesson's topic by a simple demonstration of the following actions (you may wish to practise this before hand!):



7.3 Speaking Hand Actions

- Peace Sign – two fingers raised in the air, with the back of your hand towards you
- Come Here – beckon with one hand as if calling someone over
- Goodbye – wave a hand
- Stop – hold up one hand vertically as if stopping traffic
- Well Done – thumbs up
- Quiet – index finger over the lips
- Disappointment – thumbs down
- Unsure – hold hand horizontally, and move it up and down
- Sleeping – both hands flat together palm to palm placed on one side of the head and then closing your eyes
- Sleeping Baby – hold your arms as if cradling a baby, and rock gently
- Time – look at right wrist, as if examining a watch

- ➔ After each demonstration, you should ask the participants to tell you what they think you are conveying to them. The group should then repeat the action.
- ➔ Each action should be written down on a piece of flipchart paper with a short explanation accompanying it. When completed, pair the group up using the pairing technique described in previous lessons.

7.4 Draw & Sign (10 Minutes)

- ➔ Each pair should be allocated a space in the room and a 'speaking hand' action as well as piece of flipchart paper and a marker pen. Each pair should then sketch out their 'speaking hand' action as big as they can. When completed, Blu-tack each sketch to the wall of the workshop space.

You may have to double up on some of the 'speaking hand' actions or you may wish to add some of your own.

7.5 Tell a Story (15 Minutes)

- ➔ Split the class into groups of four or five, directing each to a specific area of the room. You should then ask each group to come up with a short improvisation, using not only the 'speaking hand' language you have demonstrated, but also any other actions they may know of.
- ➔ This is quite a challenging exercise so you should go around each group offering advice and suggestions. It's important that each improvisation has a beginning, middle and end – in other words, that it makes sense and has some kind of story.
- ➔ This will be a challenge for some participants as the dynamic of some of the groups will not always be perfect, so you may need to encourage them, reiterating that teamwork is an important aspect of the project.
- ➔ Just before time is up, number each group 1–5 (presuming the class is an average size of 30). This will be the order in which you will call them onto the stage for the Show Back in the next section.

7.6 Show Back (15 Minutes)

- ➔ Using the Freeze command, Countdown command and Go command, bring the group in front of you as a seated audience, 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 group to perform their devised 'speaking hands' scene on stage. After each group has performed, ask for feedback from the audience as to whether the piece has worked and made sense. Some groups may also have included their own 'speaking hands' language and feedback should be taken as to whether it makes sense and is easily understood.
- ➔ You may wish to offer prizes to the most inventive pupils at this point.

7.7 Final Individual Feedback (20 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, together with the date and title of the session on the top of the page.
- Final Individual Feedback 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.
- This lesson's feedback section is particularly important as thinking about unspoken language and its use in everyday life will be new to most of the group. It's important they understand that communicating without words can be as effective as using spoken language.
- This section should be led by you with the following as suggested questions:

What did it feel like to communicate without words?

Has this session made you more aware of your body?

What was your most successful 'speaking hands' language?

Speaking Hands Outcomes:

- Continued team building skills
- Continued pair work
- Greater understanding of drama techniques and terminology
- Understanding and use of different types of non-verbal communication and their impact





Soapbox

Lesson 8

In Black & White

Lesson 8

1

In Black & White

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?**
-

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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