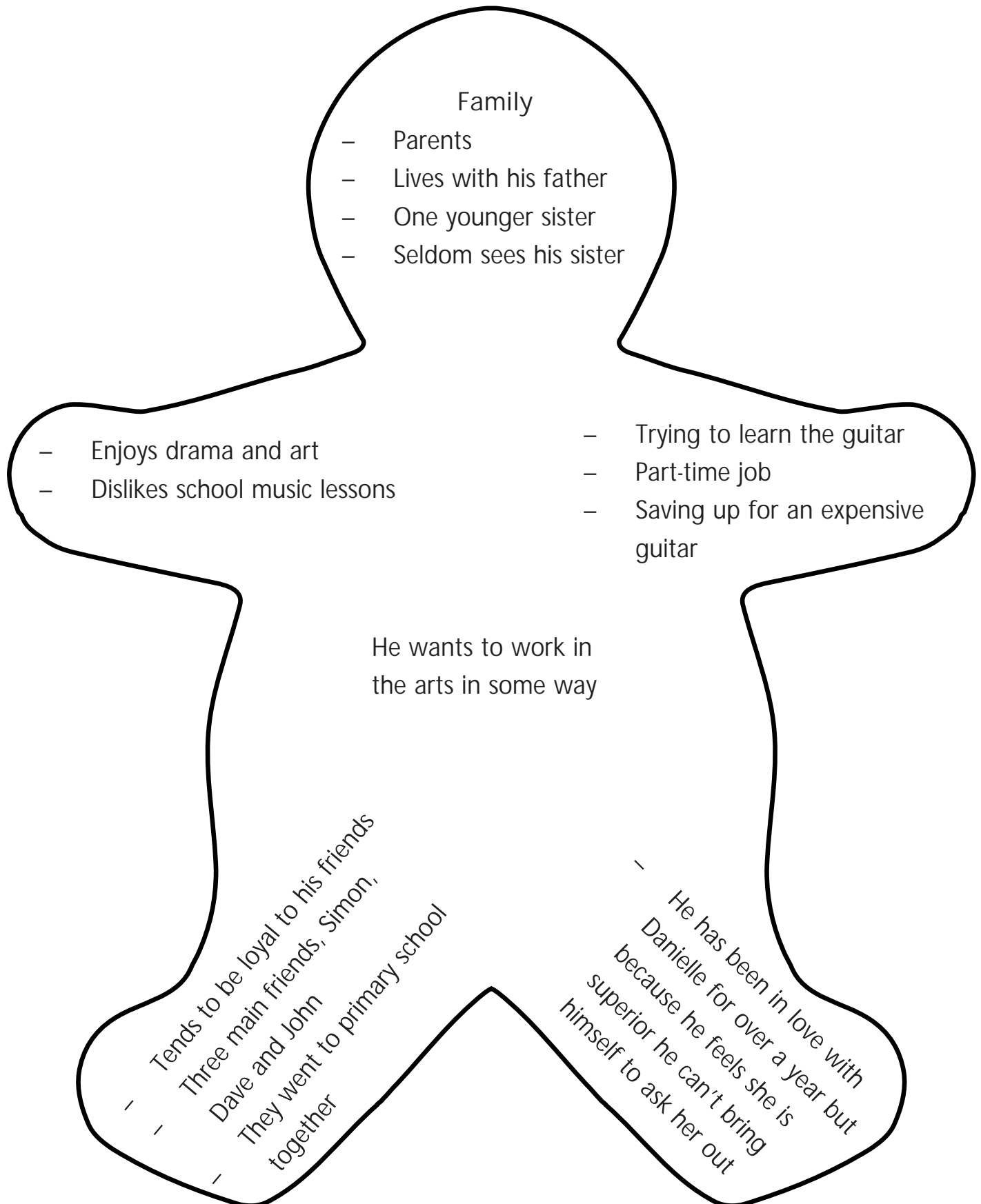


Example of a role-on-the-wall



Tips for students

- If the idea is not working change it. However, try to get the drama started as soon as possible
- Make sure that all students in your group have an equal opportunity to show what they can do
- Complete the focus boxes
- Complete a role-on-the-wall
- Creating visual images is important (the play is not for radio)
- Think carefully about the credibility of the dialogue
- Check sightlines carefully
- The examiner will only see the performance once, make sure you speak clearly
- Make a list of any properties and costumes you need. Check that they are in the correct position for the performance
- If you make a mistake during the performance keep going. It may not be obvious to the examiner/audience
- Make sure you understand the requirements of the examination performance
- Make sure you know the date and time of your performance

Ideas sheet: Heroism

- Someone acts as a hero/heroine
- What did he/she do that was heroic?
- Do we see the deed in the drama?
- How will the deed be presented?
For example, freeze-frame(s) with onlooker's commentary, brief improvisation, flashback, television report
- How can the drama show a variety of people's attitudes to the deed?
- Will the media be involved?
- Will there be interviews?
- Will the attention affect the hero/heroine in any way?
- Will the attention affect the family of the hero/heroine or anyone else involved in the deed, eg those rescued?
- Is there an event in the hero/heroine's past that could discredit them?
- Who has this secret information?
- Will the information be leaked in any way?
- How will this affect people's attitude to him/her?

- Can the drama work include any other points about heroes/heroines? For example, the difference between super heroes and ordinary heroes; What different types of heroes/heroines are there?; How we celebrate heroism?
- Consider the values held by heroes/heroines in films/television. Do we imitate them?; Are there things we shouldn't copy?
- Are pop stars/footballers/athletes/models, etc, heroes/heroines?
How do they affect our lives?
Are they good for us? Why?
Can they cause problems? How?
Can we cause problems? How?
What are the advantages of public life?
What are the disadvantages?

In certain aspects of this topic it could be easy to stereotype.

How will you avoid this?

How can the role-on-the wall technique help here?

Ideas sheet: Image

Suggested outline

Sarah wants to change her image. Consider an improvisation that looks at the different opinions of those close to her and their eventual response to the change.

Roles might be: Sarah
Sarah's best friend
Parent/guardian
Sarah's boyfriend

Other thoughts

- Why does she want to change her image?
- What difference does she think it will make?
- Does her new image really change her?
- What does she learn?
- Perhaps at the last minute she decides not to change.
- How conscious of their own image are the other people in the drama?

- Can the drama show examples of how image is important to us?
- Can the drama begin by showing some general points about image before developing the main storyline?

- Do we put on an image?
- Are people different at home to when they are at work or school?
- What influences the image we want to create?
- How powerful is the media in creating and influencing images?
- Is there anyone who is not image conscious?
- What is that person like?
- Are some people too image conscious?