



## Workshop performance ideas sheet

Areas to consider	Using your drama skills
<p>Words that describe:</p> <ul style="list-style-type: none"> <li>• how the victim feels</li> <li>• what people really think of the bully.</li> </ul> <p>The mismatch between how the bully sees her/himself and what other people think of the bully.</p>	<p>How can you present the words from the lists in a meaningful way?</p> <p>Would you have people standing in a space saying the words?</p> <p>Would you use levels?</p> <p>Sound collage?</p> <p>Would you introduce simple movement?</p> <p>The victim addressing the audience?</p> <p>Presentation of his/her thoughts?</p> <p>What are the advantages of speaking directly to the audience?</p>
<p>The victim on the way to school.</p>	<p>Present a thought tunnel.</p> <p>How will you block it in?</p> <p>Presentation of his/her thoughts.</p> <p>Perhaps a scene prior to the journey to school, for example a breakfast scene that contains some freezes when the victim's thoughts are revealed to the audience.</p>
<p>The victim asking for help.</p> <p>How to get help.</p> <p>Showing consequences for the victim of bullying.</p>	<p>Confiding in a friend, parent or teacher.</p> <p>How would you set these scenes out?</p> <p>Would you use chairs? Is there a more effective way? Perhaps use abstract form.</p> <p>Consider a telephone conversation between the victim and a friend.</p> <p>Both parties stand downstage, one left, one right. They face directly to the audience.</p> <p>Could they be presented in any other way?</p> <p>Again, consider the use of levels.</p>
<p>The thoughts of the bully's parent.</p> <p>The thoughts of the victim's parent.</p>	<p>Present a brief scene between the parent and bully. At times, freeze the scene and reveal the parent's thoughts.</p> <p>Perhaps, the bully's parent and the victim's parent address the audience with their thoughts on the problem side by side.</p>



# Evaluation sheet

## Content

- 1 What do we mean by injustice?
- 2 What is the connection between injustice and bullying?
- 3 How does the victim of bullying feel?
- 4 Can you give a definition of bullying?
- 5 What do people really think of bullies?
- 6 What do most parents/carers of bullies feel when they find out?

## Drama skills

- 1 Give two examples of the correct language you used when playing an adult in the role-plays.
- 2 Give any advantages or disadvantages of performing in the round.

## Personal/social skills

- 1 Give examples of your contribution to the organisation of any exercise.
- 2 Which was the most difficult exercise to organise and why?



# Summary sheet

## Drama skills/techniques

- **Lesson 1: Taking on responsibility** – Solo thinking, pair role-play, prepared improvisation, sequencing, blocking in, facing out of the drama, freeze-frame.
- **Lesson 2: Being irresponsible** – Frame-frame, thought in the head, addressing the audience, hotseating, solo thinking, bringing to life, caption-making.
- **Lesson 3: Mother and son** – How close?, hotseating, freeze-frame, slow motion, role-on-the-wall, giving witness.
- **Lesson 4: Last attempt** – Solo thinking, pair role-play, role-reversal, his/her thoughts, thought tunnel.
- **Lesson 5: Social services** – Mantle of the expert, whole class role-play, teacher in role, writing in role, interviewing, fixing space.
- **Lesson 6: Television documentary** – Docudrama, group role-play, hotseating.
- **Lesson 7: Further on** – Pair role-play, addressing the audience, focus in, prepared improvisation.
- **Lesson 8: Interpretation and presentation** – Prepared improvisation, oral analysis.

## Personal/social skill

Cooperation.

The following additional sheets are provided for use with this topic:

- **Extension sheet** (page 49)
- **Worksheet 14** (page 50) – Examples of parental responsibilities
- **Worksheet 15** (page 51) – Extract from a newspaper article
- **Worksheet 16** (page 52) – Role-on-the-wall
- **Worksheet 17** (page 53) – Student notes on improvisation work
- **Worksheet 18** (page 54) – Interview notes sheet
- **Worksheet 19** (page 55) – Consideration for care
- **Worksheet 20** (page 56) – Interview with social services
- **Worksheet 21** (page 57) – Prepared improvisation
- **Worksheet 22** (page 58) – Evaluation sheet



## Lesson 1: Responsibility

Drama activity	Prompt
<p><b>Students sit in a space. They think about an object that is important to them.</b> Some can mention the object to the rest of the class. Ask them to consider, if someone wanted to borrow it, would they lend it? If they did lend it and the borrower returned it damaged, how would they feel? Each student thinks of a compact disc that they feel is important to them. One at a time, they state the title and artist.</p>	<p>Why is the object important to you? Does it have sentimental value? Why would some students not want to lend out their object?</p>
<p><b>Ask the students to get into pairs (one being A and the other B) and consider the following:</b> A has borrowed a compact disc from B. A returns it but has damaged it. A does not tell B about the damage. The students now role-play the following situation: A few days later B meets A and informs them that he/she is aware that the compact disc has been damaged.</p>	<p>Is A responsible for the compact disc when he/she borrows it? What will A say to B when B finds out the compact disc is damaged? Should A replace the compact disc?</p>
<p><b>The class considers any responsibilities a teenager has.</b> In small groups, the students prepare a brief improvisation that shows three examples of teenage responsibility. The students organise the links so that the improvisation flows from one example to another. The group decides how many people from their group are needed for each example. They block in the improvisation so that it can be seen clearly. The groups present their improvisations.</p>	<p>Keeping your bedroom tidy Brushing your teeth Completing homework Looking after a sister or brother.</p> <p>How will you position those not involved in an example? Freeze-frame? Facing out of the drama?</p>
<p><b>The class considers the responsibilities of an adult.</b> In small groups, the students sequence three examples in a prepared improvisation. All examples are very brief. The improvisation is presented to the rest of the group.</p>	<p>Paying the mortgage or rent Taking a child to school Arriving at work on time. Consider how to link the examples so that the improvisation flows.</p>

**Drama skills/techniques:** Solo thinking, pair role-play, prepared improvisation, sequencing, blocking in, facing out of the drama, freeze-frame.