

This lesson plan is the third in a series that makes up a unit on understanding and creating verbatim theatre. The unit will support you to introduce the concept of verbatim theatre, its origins, and how it links to your learners' devising knowledge. It will enable your learners to create their own piece of verbatim theatre.

Lesson 3 introduces the term 'socially engaged theatre' and helps learners to begin thinking about the ethical issues involved when using real people's words and stories. This lesson will take one school period to complete.

Curriculum for Excellence Links

Experiences and Outcomes	Benchmarks
In response to a variety of stimuli, I can use my understanding of characterisation to create characters using different approaches, making use of voice, movement and language. I can present my work to an audience. EXA 4-13a	Creates dramas for different purposes and audiences, experimenting with different genres, forms, structures and styles.
I can respond to the experience of drama by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 3-15a I can analyse technical aspects of drama and scripts, make informed judgments and express considered opinions on my own and others' work. EXA 4-15a Level depending on response.	Reviews and evaluates their progress through the creative process on an on-going basis and develops solutions to problems as they arise.

LGBT Inclusive Education Learning Themes

Understanding the Equality Act (2010), UNCRC and Human Rights
Identifying prejudice, discrimination, and bullying (including homophobia, biphobia, and transphobia)
Celebrating diversity and difference

Equality Act Characteristics Covered

Sexual Orientation

Learning Intentions

- I am learning about different types of devising techniques.
- I am learning more about dramatic purpose.
- I am learning about ethical practice when creating theatre.

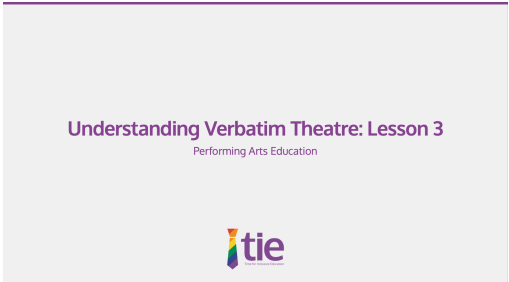


Success Criteria

- I can understand how to think about purpose when I am devising work.
- I can identify the dramatic purpose of a script that uses verbatim text.
- I can understand what ethics are and how they are important when creating verbatim work.
- I can evaluate my learning about ethics in verbatim work, looking for solutions to arising problems.

Resources accompanying this lesson

"Understanding Verbatim Theatre: Lesson 3" PowerPoint slides.

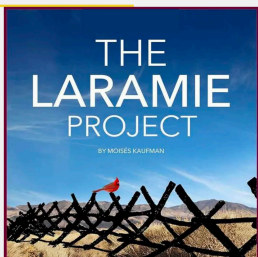
Lesson Plan

Powerpoint Slide	Teaching Notes
Prior Learning	Please complete "Understanding Verbatim Theatre: Lesson 1 and Lesson 2".
	Title page - introducing the topic
<p>Learning Intentions:</p> <ul style="list-style-type: none"> • I am learning about different types of devising techniques. • I am learning more about dramatic purpose. • I am learning about ethical practice when creating theatre. <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can understand how to think about purpose when I am devising work. • I can identify the dramatic purpose of a script that uses verbatim text. • I can understand what ethics are and how they are important when creating verbatim work. • I can evaluate my learning about ethics in verbatim work, looking for solutions to arising problems. 	Learning Intentions and Success Criteria for Lesson 3.
<p>Socially Engaged Theatre</p> <p>In the last section, you learned that some theatre makers create verbatim work to comment on a social issue in society. In this section, we will consider how we make theatre based on social issues.</p> <p>You will:</p> <ul style="list-style-type: none"> • Be introduced to the term 'socially engaged theatre'. • Think about the ethical issues involved when using real people's words. 	<p>Introduce Section 3:</p> <p>Tell the learners you will be introducing the term "socially engaged theatre" and thinking about how that relates to dramatic purpose and ethical practice.</p> <p>You could discuss what ethics are at this point or wait until it occurs in the lesson plan. Do whichever suits your teaching style.</p>
<p>What is Socially Engaged Theatre?</p> <p>'Socially engaged theatre' is work that is created with, by, or for diverse and often marginalised groups.</p> <p>In the UK this is also referred to as 'applied theatre'.</p> <p>The themes and issues addressed in this type of theatre are socially or politically relevant to the group the work is by or aimed at.</p> <p>The dramatic purpose of socially engaged theatre is to make a positive contribution to community action, justice, and/or social change. This could be to highlight issues, to educate people, to evoke change, etc.</p> 	<p>Cover the information in this slide with learners in whichever manner suits your teaching style.</p> <p>Possible discussion point: explore the different purposes for theatre and identify which ones the learners think relate to verbatim texts.</p> <p>If you want to dig deeper into this with your learners, you could take a lesson or two to look at different practitioners who were instrumental in the evolution of theatre for social change. Here are some links to get you started:</p> <p>What is Theatre for Social Change? Concise introduction to Applied Theatre Bertolt Brecht Augusto Boal Cardboard Citizens</p>

The Laramie Project - Dramatic Purpose

Think back to The Laramie Project.

- What makes this piece of theatre socially engaged?
- What would you say is the dramatic purpose of The Laramie Project?



Cover the information in this slide with learners in whichever manner suits your teaching style.

Two discussion points are raised in this slide:

1. What makes this piece of theatre socially engaged?

This is a chance for you to discuss the social and political impact of The Laramie Project. Things to think about:

- The company and the text made people think about and challenge their understanding of homophobia.
- It highlighted the impact of hate crimes.
- It was instrumental in new legislation being created: the Matthew Shepard and James Byrd Jr. Hate Crimes Prevention Act, 2009.
- Moisés Kaufman was presented with an award, the National Medal of Arts in 2016, for creating social change through theatre.

2. What would you say is the dramatic purpose of The Laramie Project?

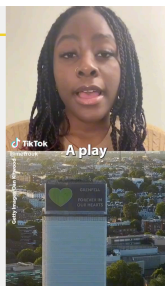
This is a chance for you to make sure your learners understand dramatic purpose and explore the dramatic purpose of The Laramie Project.

- Ask the learners to decide and/or debate the dramatic purpose. Was it to educate, to highlight inequality, to raise awareness of the harm of homophobia, to evoke social change?

Identifying Dramatic Purpose

Watch this video.

- What do you think the dramatic purpose of this play is?
- Why is this play socially engaged?



Using the knowledge from the last slide the learners now have a chance to identify the dramatic purpose and themes of a different play. This will allow you to assess their learning. They will learn about the play "Grenfell: in the words of survivors" by Gillian Slovo.

'Dramatic purpose' here could be decided as: educating people about the mistakes made in Grenfell; highlighting the plight of people living in social housing with unsafe cladding; fighting for justice for the victims of Grenfell; fighting for policy change so a situation like Grenfell doesn't happen again, etc.

Social engagement is evident in: the tackling of an event that affected a community; the interviewees coming forward themselves (co-curated work which is community based); the mention of the fight for justice for the people who lived there; and the fact that people living in the area are welcome to come to see the play for free - the play is very much for them.

This play is currently available to watch on National Theatre at Home (needs a subscription):

<https://www.ntathome.com/grenfell-in-the-words-of-survivors/videos/grenfell-in-the-words-of-survivors-full-play>

There is also a short behind the scenes documentary available: <https://www.ntathome.com/grenfell-in-the-words-of-survivors/videos/grenfell-in-the-words-of-survivors-behind-the-scenes-documentary>

Ethics



'Grenfell: in the words of survivors' is a new verbatim play by Gillian Slovo.

It premiered at the National Theatre, London, in July 2023.

Like 'The Laramie Project', it was written using interviews with real people and was a direct response to an event.

Slovo was very careful with people's feelings when she was creating it. She took an ethical approach to the play's creation.

Ethics are very important in verbatim theatre.



Cover the information in this slide with learners in whichever manner suits your teaching style.

This slide is a simple introduction to **ethics**. Explore the key points with your learners. You may have already discussed ethics in prior learning.



This is a web video from the National Theatre Collection via YouTube, so it will require internet to play. It is set to pre-load when your device is connected to the internet and will start with one click of a mouse or clicker.

You may want to set up the class for note taking and discuss the video and their notes about it.

You can activate subtitles by selecting the 'Subtitles/closed captions' setting on the YouTube video.

Identifying Ethics

Let's watch this video again.

- What steps do you think Gillian Slovo had to take to ensure her play was ethically made?
- How do you think these ethical principles relate to audiences watching the play?

After exploring ethics, in relation to verbatim text, and hearing from the experts at the National Theatre, your learners are now asked to identify what they think might be good ethical practice for the Grenfell play.

It is up to you how you want to facilitate this exercise. You may want to converse with learners individually, ask them to pair/share, offer group work, or hear the responses during whole class discussion.

You are looking for sensible ideas for ethical practice to assess the learning. For example: allowing people to see the transcripts of their interview; allowing people to drop out of the project if they want to; or making sure the participants, actors and audience have access to help if they are triggered by the material.

Ethical Practice

Find all the ways Gillian Slovo and her team made this new verbatim play ethical.
Why is ethical practice important?

The green banner is a link to the National Theatre's 'Grenfell: in the words of survivors' webpage: <https://www.nationaltheatre.org.uk/productions/grenfell-in-the-words-of-survivors/>

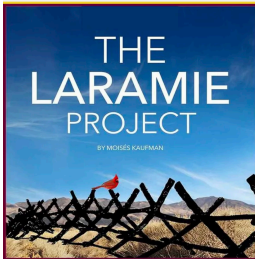
If you have access to iPads or computers in the classroom, you could send this link to the learners to complete this exercise, or you could set this slide and the next one for homework. Alternatively, you could complete it as a whole class.

The webpage lists each of the ways Gillian Slovo has ensured tight ethical practice when creating and presenting this play. Ask your learners to read the page and note the steps that she has taken.

Slovo's ethical practice on Grenfell (this list is not exhaustive):

- Used the National Theatre welfare team and worked with the Grenfell Health and Wellbeing team to ensure support for participants.
- Gave interviewees access to their statements and allowed them to request edits.
- Invited interviewees to a reading of the play.
- Consulted a wide range of organisations in the area to make sure all had the chance to be represented.
- No profit will be earned from the play.
- Awareness of the triggering nature of the play and has therapists available to help people.
- Welfare support is available for audience members.
- Self-care guide available in the three languages most widely spoken by the Grenfell community.

Next, ask the learners to reflect on the importance of ethical practice. Feedback can be taken in whichever way suits your teaching style.

<div data-bbox="103 85 606 369"><div data-bbox="103 85 359 369"><p>Ethical Practice</p><p>THE LARAMIE PROJECT</p><p>BY MOISES KAUFMANN</p></div><div data-bbox="359 85 606 369"><p>Imagine you were in charge of the ethics for The Laramie Project.</p><p>What would you do?</p><p>What problems may you encounter? What solutions would you provide?</p></div></div>	<p>This task is designed to help the learners reflect on their learning and put it into practice. They should come up with an ethical plan suitable for staging a version of The Laramie Project.</p> <p>It is up to you how you want to facilitate this exercise. You may want learners to complete this individually, ask them to pair/share, or offer group work.</p> <p>The outputs from this exercise could be assessed solely by you, they could be presentations from the learners, or they could be topics for class discussion.</p>
<div data-bbox="103 456 606 741"><p>Learning Intentions:</p><ul style="list-style-type: none">• I am learning about different types of devising techniques.• I am learning more about dramatic purpose.• I am learning about ethical practice when creating theatre.<p>Success Criteria:</p><ul style="list-style-type: none">• I can understand how to think about purpose when I am devising work.• I can identify the dramatic purpose of a script that uses verbatim text.• I can understand what ethics are and how they are important when creating verbatim work.• I can evaluate my learning about ethics in verbatim work, looking for solutions to arising problems.</div>	<p>Learning Intentions and Success Criteria for Lesson 3 to check off with learners if desired.</p>