

This lesson plan is the fourth 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 4 introduces techniques for finding verbatim information and using it appropriately. This lesson can last one school period or two periods if you choose to do all the exercises. It is aimed at Third/Fourth Level learners and above.

### Curriculum for Excellence Links

Experiences and Outcomes	Benchmarks
I can demonstrate sensitivity, precision and depth in the portrayal of a character, conveying relationships and situations in a variety of settings and to different audiences. <b>EXA 4-12a</b>	Creates and sustains aspects of voice to enhance characterisation, for example, pitch, pace, volume, tone, clarity, accent, articulation, register and intonation.
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. <b>EXA 4-13a</b>	Creates dramas for different purposes and audiences, experimenting with different genres, forms, structures and styles.
Having developed ideas from a range of stimuli, I can contribute to devising, rehearsing and presenting drama or scripts. <b>EXA 3-14a</b>	Contributes relevant ideas and opinions, with supporting evidence, when participating in group discussions or working collaboratively. Builds on the contributions of others by clarifying or summarising points and expanding on contributions. Selects relevant ideas and information to create dramas or scripts appropriate for performing to an audience, demonstrating a basic knowledge of form and structure such as mime, improvisation, tableaux, linear/non-linear.
As I listen or watch, I can: identify and give an accurate account of the purpose and main concerns of the text, and can make inferences from key statements; identify and discuss similarities and differences between different types of text; use this information for different purposes. <b>LIT 3-04a</b>	Identifies and gives an accurate account of the purpose and main ideas of spoken texts, with appropriate justification. Uses own words to make and organise notes, selecting key information. Uses notes to create new texts that show understanding of the issue/subject.

### LGBT Inclusive Education Learning Themes

Identifying prejudice, discrimination, and bullying (including homophobia, biphobia, and transphobia)

Celebrating diversity and difference

### Equality Act Characteristics Covered

Sexual Orientation

Gender Reassignment

### Learning Intentions

- I am learning about different types of devising techniques.
- I am learning how to use my voice effectively.
- I am learning about structuring my work.

Success Criteria
• I can identify different techniques for devising purposes.
• I can collaborate with others to devise a short drama.
• I can structure my work effectively.
• I can use my voice to accurately portray character.

## Resources accompanying this lesson

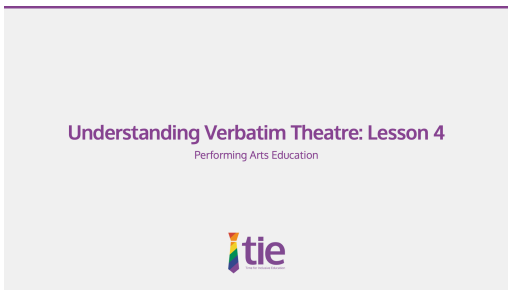
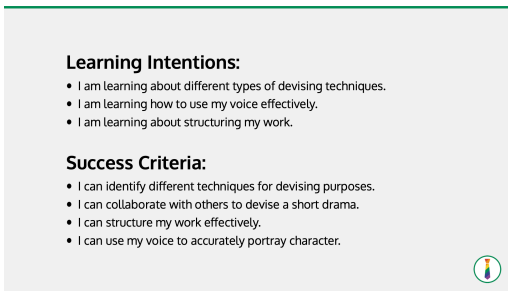
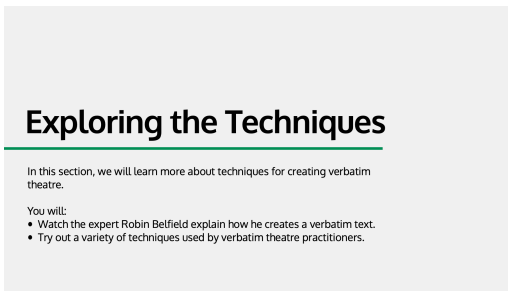
"Understanding Verbatim Theatre: Lesson 4" PowerPoint slides.

"Handout - Lesson 4 - Hansard" - PDF file (Exploring online homophobia).

"Handout - Lesson 4 - Scottish Parliament" PDF file (Exploring homophobia in sport).

"Verbatim Theatre - The-Laramie-Project-Script" PDF file.

## Lesson Plan

Powerpoint Slide	Teaching Notes
<b>Prior Learning</b>	Please complete "Understanding Verbatim Theatre: Lessons 1, 2 and 3".
	Title page - introducing the topic.
	Learning Intentions and Success Criteria for Lesson 4.
	<p>Introduce Section 4: This lesson/ these lessons will be practical work. The learners will be introduced to verbatim techniques by Robin Belfield, by watching the National Theatre video.</p> <p>You can then decide which of the included exercises you want to try with your learners. You could work through them all (which would take more than one classroom period) or you can pick and choose from them.</p>



Cover the information in these two slides with learners in whichever manner suits your teaching style.

Firstly, watch the video. This is a web video from the National Theatre Collection via YouTube, so 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 can activate subtitles by selecting the 'Subtitles/closed caption' setting on the YouTube video.

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

There are different segments in this short video. You may choose to watch it in its entirety and then discuss as a class, or pause and discuss as you go.

Possible discussion points are listed on the second slide:

- Key phrases about creating verbatim theatre that stood out to your learners.
- Current stories and/or topics that are of interest to your learners.
- Capturing people's ideas and opinions accurately and sensitively.

#### Discussion Points



Were there any key phrases Robin Belfield used that stuck out to you?

You will create a piece of verbatim theatre. What stories or topics immediately interest you?

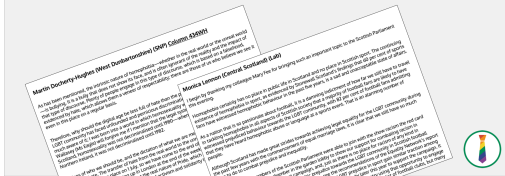
How do you think you could capture the ideas and opinions of people accurately and sensitively?



#### Practical Exercises - Public Hearings

One of the first things you do when creating verbatim theatre is find out which people are KEY to the story.

Let's try this with some publicly available documents.

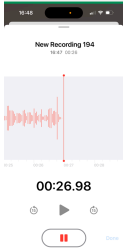


This exercise helps your learners to start reading the words of real people. There are two extracts from political debates supplied for you: Monica Lennon MSP talking about homophobia in sport and Martin Docherty-Hughes MP talking about online prejudice impacting LGBT people. You can add to these with extracts of your choice.

The important point to make with your learners here is that although they are reading the words that were spoken, they are more contentious than words heard via interview. This is because the speaking style is not apparent - for example, emotion behind particular spoken words or sentences cannot be identified in written scripts.

So, although learners will be repeating the words, they will be missing the crucial elements of the speaker's own voice because they cannot hear it. This means that they are likely to interpret their own ideas, emotions, and emphasis onto the text.

#### Practical Exercises - Interview a Friend



Recording a person speaking gives you a better idea of who they are and what their opinions are. When you repeat these words you can use voice technique to get a more accurate representation of the person.





"You are hearing the unspeakable!"  
Robin Belfield



The purpose of this exercise is to get your learners listening to other people's voices and trying to make sure they replicate the tone, pitch, and pausing correctly.

Try to get them to recreate the interview including all the stumbles and extra noises made by the interviewee.

The topic of this interview is up to you. You might get them to follow on from the politicians debates in the last exercise (by having some learners speak a section of the debate to be recorded) or you might choose an issue you think is relevant for your learners at this time and ask them to speak about it.

<div><div>Practical Exercises - Reduction</div><div><p>When you are putting together a verbatim theatre piece, you will have too much material! How do you cut that material down? You look for the nucleus of the argument - this means the important bits. You reshape the material, but you keep the truth.</p><p>Work together to find the truth in the articles you have just been given.</p><p>Can you tell this story in 5 words? 4? 3? 2? 1 word?</p></div><div></div></div>	<p>Provide newspaper articles about an issue happening in the world right now that you think is relevant to/for your learners.</p> <p>In groups, let learners read the newspaper articles and find the main point of the story. The task for learners is to reduce this main point as small as they possibly can by retelling it in either 5 words, 4 words, 3 words, 2 words, or 1 word.</p> <p>For example, a multi-paragraph news article about hypothetical new research into climate change may be reduced to 5 words: “Research shows Earth is warmer.”</p> <p>Ask learners what the story is that they are trying to tell (based on the articles) and if they are telling it in the clearest way possible.</p> <p>They can use their 5, 4, 3, 2, 1 word stories to create a mini play based on the article.</p>
<div><div>Practical Exercises - The Laramie Project</div><div><p>Now let's try to bring a section of The Laramie Project to life.</p><p>Remember to be accurate to the punctuation. Try to use the evidence on the page, rather than your imagination.</p></div><div></div></div> <div><p>MOMENT: REBECCA HELLER</p><p>REBECCA HELLER: I must tell you that when I first heard that you were thinking of coming here, when you first called me, I wanted to say: You've just kicked me in the stomach. Why are you doing this to me?</p><p>But then I thought: That's stupid, you're not doing this to me. And, more important, I thought about it and decided that we've had so much negative closure on this whole thing. And the students really need to talk. When this happened they started talking about it, and then the media descended and all dialogue stopped.</p><p>You know, I really love my students because they are free thinkers. And you may not like what they have to say, and you may not like their opinions, because they can be very rude, but they are honest and they're truthful—so there's an excitement here, there's a dynamic here with my students that I never had when I was in the Midwest or in North Dakota, because there, there was so much Puritanism that distressed how people looked at the world that a lot of times they didn't have an opinion, you couldn't get them to express an opinion. And, quite honestly I'd rather have opinions that I don't like—and have that dynamic in education.</p><p>There's a student I think you should talk to. His name is Jeremiah Schultz.</p><p>MOMENT: ANGELA IN AMERICA</p><p>JEREMIAH SCHULTZ: I've lived in Wyoming my whole life. The family has been in Wyoming, well . . . for generations. Now when it came time to go to college, my parents said—couldn't afford to send me to college. I wanted to study theatre. And I knew that if I was going to go to college I was going to have to get on a scholarship—and so, uh, they have this competition each year, this Wyoming state high school competition. And I know that if I didn't win that, when I'm, uh, alone when I wasn't someone was a scholarship.</p></div>	<p>Select an appropriate section of The Laramie Project for your learners to try out in the same way as the exercise(s) that you chose. Emphasise that learners should be accurate to the punctuation in the piece.</p> <p>For example, if learners read the politicians’ speeches and then recorded themselves bringing them to life as their exercise - they should follow the same task with your chosen excerpt from The Laramie Project adding correct use of punctuation to the task.</p> <p>You may have a copy of the script, if you do not please use the pdf copy supplied with this unit. This has been referenced and provided for educational purposes.</p>
<div><div>Research Homework</div><div><p>As Robin Belfield indicated, making verbatim theatre includes the same amount of research that a documentary filmmaker or a journalist would put into a topic or story.</p><p>Your will be issued research homework today to help you create your own verbatim theatre performance!</p><p>Think about:</p><ul style="list-style-type: none"><li>• What you are interested in?</li><li>• What you can find out about it?</li><li>• How many real peoples' words you can find?</li></ul></div><div></div></div>	<p>This homework task is required for the next lesson. However, if you prefer not to give homework, the research can be done in class time. The work you give your learners depends on the topic you would like them to research.</p> <p>Possible topics, some of which could complement ‘The Laramie Project’ themes, are listed below. This list is intended to provide you with initial ideas - you may wish to explore specific topics or areas with learners.</p> <ul style="list-style-type: none"><li>• Prejudice-based bullying in schools and impact.</li><li>• Hate crime in Scotland, a case study.</li><li>• What matters to our school community?</li></ul> <p>Please assign or agree with learners a topic for their individual research.</p> <p>You may want all learners to research the same topic or you may choose to have groups of learners researching different topics. If using different topics, we would suggest you split the class into groups of 5/6 so that they have rich information from their individual research and a robust group size in case of school absences.</p>
<div><div>Learning Intentions:</div><ul style="list-style-type: none"><li>• I am learning about different types of devising techniques.</li><li>• I am learning how to use my voice effectively.</li><li>• I am learning about structuring my work.</li></ul><div>Success Criteria:</div><ul style="list-style-type: none"><li>• I can identify different techniques for devising purposes.</li><li>• I can collaborate with others to devise a short drama.</li><li>• I can structure my work effectively.</li><li>• I can use my voice to accurately portray character.</li></ul></div> <div></div>	<p>Learning Intentions and Success Criteria for Lesson 4 to check off with learners if desired.</p>