

This lesson plan is the fifth 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 5 revisits prior learning in the unit and allows learners to create their own verbatim text. This lesson may last multiple periods. The length of time will be dependent on the depth of outcome you require from your learners. It is aimed at Third/Fourth level learners and above.

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.
Having developed ideas from a range of stimuli, I can contribute to devising, rehearsing and presenting drama or scripts. EXA 3-14a	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.
Having had opportunities to lead negotiation and decision making, I can work on my own and with others to devise, rehearse and refine dramas and scripts. EXA 4-14a (Depending on level of response from your learners)	Shows depth of understanding of different drama techniques and purposes through creating scenarios in response to a variety of stimuli. Explores and expands on the contributions of others by clarifying or summarising points and/or challenging ideas or viewpoints. Creates dramas for different purposes and audiences, experimenting with different genres, forms, structures and styles.

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

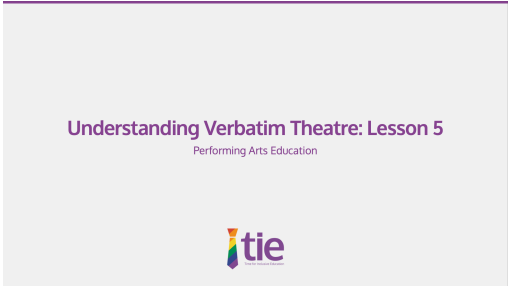

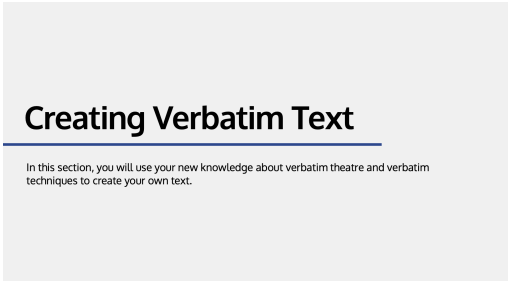
Learning Intentions
• I am consolidating my knowledge of verbatim theatre and verbatim techniques.
• I am learning how to structure a verbatim text.



Success Criteria
• I can collaborate with others to create a verbatim text.
• I can use my knowledge of verbatim theatre to create material for a verbatim text.
• I can select from the material to tell a story clearly and accurately.




Resources accompanying this lesson

"Understanding Verbatim Theatre: Lesson 5" PowerPoint slides.

Lesson Plan

Powerpoint Slide	Teaching Notes
Prior Learning	Please complete "Understanding Verbatim Theatre: Lessons 1, 2, 3 and 4".
	Title page - introducing the topic.
<p>Learning Intentions:</p> <ul style="list-style-type: none">• I am consolidating my knowledge of verbatim theatre and verbatim techniques.• I am learning how to structure a verbatim text. <p>Success Criteria:</p> <ul style="list-style-type: none">• I can collaborate with others to create a verbatim text.• I can use my knowledge of verbatim theatre to create material for a verbatim text.• I can select from the material to tell a story clearly and accurately. 	Learning Intentions and Success Criteria for Lesson 5.
	Introduce Section 5: Introduce the learners to their main task - creating, presenting, and evaluating their own piece of verbatim theatre. They will recap the techniques that they have learned about in the previous lessons and in this section they create their own text.

<div><p>Your Subject Matter</p><p>When you are deciding what your play will be about, remember these key elements:</p><p>1. Ethics Remember to be truthful to the story and fair and just to the participants.</p><p>2. Dramatic Purpose Are you highlighting issues? Educating the audience? Calling for change?</p><p>3. Message What do you want your audience to know or be thinking about after they have watched your play?</p></div> 	<p>Your learners will need the research they found either as homework or as a class task in Lesson 4 to complete this section of the unit.</p> <p>Learners will now be tasked with reviewing their research. This task should be completed by learners in groups. This could be the same groups that they were in during Lesson 4 when topics were introduced for the research task, or in newly selected groups if they were not previously put in groups.</p> <p>This will help them develop the idea for their play, identify the dramatic purpose and the message they want to send, and make clear any ethical considerations required.</p> <p>In their groups, learners should begin by reviewing each piece of research that they have found. Do this in a way that suits your learning and teaching. For example, you may choose to have the learners share their research findings and present to the rest of the class, or let the learners share in groups as you circulate.</p> <p>The important points are to make sure your learners have a strong message and purpose to their piece and that they are aware of any ethical considerations.</p>
<div><p>Gathering Your Information</p><p>What techniques will you use to make sure you have accurate information?</p><p>Here are some examples:</p><ul style="list-style-type: none">• Newspapers• Autobiographies• Personal Interviews• Online Video Interviews• Public Hearings• Hansard (UK Parliament)• Official Report (Scottish Parliament)</div> 	<p>For this task, learners will be building on their research that they already have. They will now be gathering their verbatim material.</p> <p>Recap the techniques learners can use to gather information. In Lesson 4, you explored examples of gathering information with your learners. Now, their task is to do this themselves in order to have enough information to create their verbatim play.</p> <p>The six ideas for information gathering in the slide are not exhaustive. You can add your own if required. It may be useful to book computer rooms for the learners to carry out supervised research as part of class time if they do not have school issued devices.</p> <p>Learners may also want to record interviews dependent on their topic (e.g. with school staff, peer groups, parents/carers) as part of information gathering, and this should be managed in a safe and ethical way.</p> <p>Learners tend to like the interviewing part of this exercise but don't realise transcribing lengthy interviews is hard and time consuming until they start to do it. Please advise your learners about this and ask them to be mindful of your time scales. In general, it is beneficial for the learners to include a variety of research sources when creating their play.</p>

<div><div>Creating Your Text</div><div><p>Think about what you have to do to create a manageable script that tells the story clearly and accurately:</p><p>Selecting Choose information from your research that tells your story correctly and ethically.</p><p>Reduction Use your information concisely.</p><p>Punctuation Pay attention to punctuation to ensure your play portrays participants' voices, ideas, and opinions accurately.</p></div><div></div></div>	<p>Once you are happy that your learners have gathered their material, it is time for them to start creating their text. This task should result in a written or typed script.</p> <p>It will be useful to recap what 'selection' and 'reduction' are and to remind learners of the importance of using 'punctuation' over 'imagination' when creating verbatim theatre.</p> <p>Selecting: This may be the most difficult part of creating their text. Encourage your learners to only use information gathered that tells their story in a way that enhances their message and dramatic purpose. They can't use everything. Remind them to stay ethical. You could get them to create an ethical statement for you, explaining the things they have done to ensure good ethical practice.</p> <p>Reduction: You could revisit the exercises in Lesson 4, that reduced text to the main point with your learners. They should use these techniques to make their work concise.</p> <p>Punctuation: Encourage your learners to record the punctuation in their texts accurately so that they can convey people authentically. They may decide to use their own recordings. If so, ensure your learners transcribe them accurately, including all pauses and stumbles in the interviewee's speech.</p> <p>Overall, they need to be accurate and sensitive to the material and to any person whose words they have used.</p>
<div><div>Finalise Your Text</div><div><p>Once you have worked through all of these stages you will have the foundations ready for your verbatim performance.</p><div><div>Reduction</div><div>Selecting</div><div>Punctuation</div><div>Dramatic Purpose</div><div>Message</div><div>Ethics</div><div>Personal Interviews</div><div>Public Hearings</div><div>Autobiographies</div><div>Online Video Interviews</div><div>Hansard</div><div>Newspapers</div></div></div><div></div></div>	<p>When you are satisfied that the learners have completed their text, you can move them onto Lesson 6.</p>
<div><div>Learning Intentions:</div><div><ul style="list-style-type: none">• I am consolidating my knowledge of verbatim theatre and verbatim techniques.• I am learning how to structure a verbatim text.</div><div>Success Criteria:</div><div><ul style="list-style-type: none">• I can collaborate with others to create a verbatim text.• I can use my knowledge of verbatim theatre to create material for a verbatim text.• I can select from the material to tell a story clearly and accurately.</div></div> <div></div>	<p>Learning Intentions and Success Criteria for Lesson 5 to check off with learners if desired.</p>