Leaveners & Birmingham Repertory Theatre Youth Theatre Summer School

What’s the Story?

**Details**: 1st – 5th August 2016, 10.00am – 3.00pm. **Duration**: 5 days

Selly Oak Quaker Meeting House, 930 Bristol Road, **Selly Oak,** Birmingham B29 6NB.

**Contact:** José Forrest-Tennant at Leaveners: 0121 414 0099 or enquiries@leaveners.org

Age Group: 14-18 year olds (up to 25 participants from Quaker and Muslim backgrounds)

Using newspapers, magazines and blogs, young people will work with Leaveners and Birmingham Rep to devise an original theatre piece about current issues. Acting as investigative journalists, young people will develop performance skills to create a play solely based on the performers’ ideas, opinions and interests. The week will end in a sharing of the play to an invited audience.

**Transformative element:**

Young people will start to think critically about media messages; they will gain skills to express and communicate different viewpoints.

**Outcomes/ Quaker values:**

* Critical thinking
* Communication
* Confidence building
* Understanding differing viewpoints
* Perceptions of other groups and cultures
* Social justice / equality

**Performative Skills:**

* Voice narration – how to tell a story
* Improvisation
* Physical theatre
* Debating
* Presentation
* Writing skills
* Role play
* characterisation

**Use of resources:** tabloids, broadsheets, blogs, social media, video

**Output:** Final performance to an invited audience

**Content:**

**Day 1 – Monday 1st August**

**Key focus: Group trust, connection and understanding different views**

* Introduction, outline of project
* Housekeeping, health & safety
* Group creates rules around behaviour, respect, valuing different opinions
* Introductory games, ice-breakers
* Looking at different religions, especially Quaker and Muslim: what do they know about each other? Use resources, ideas and creative portrayal.

***Exercise example****: creating still images showing main beliefs and elements of tradition about own religion or other religion. Discussion and reflection after exercise.*
***Exercise example****: in mixed groups, create a scene around prejudices and work with role swap. Discussion and reflection after exercise.*
* Looking at different theatre forms that allow role-swap and different perspectives. Skills building: character building, role play, improvisation

***Exercise example****: Working with existing duologues (texts). Every subgroup gets the same text and performs the text with their own interpretation. Discussion after: different interpretations of same situation.*

***Exercise example****: Writing your own monologue anonymously, then monologue swap to create scene. Discussion after: interpretation personal story by someone else.*

* Overall reflection and evaluation day: What did we learn, what do we take with us, what were insights and challenges? Option: creative output reflections.

**Day 2 – Tuesday 2nd August**

**Key focus: Skills building performance and exploration topic**

* Introduction: looking back at first day, outline day
* General views of what they think about the world, perceptions
* Skills building performance
* Introductory games, ice-breakers. Focus: link to generic performative skills building

***Example exercise****. Learning theatre skills in naturalistic versus non-naturalistic acting*

***Example exercise****. Learning about fictional versus realistic play, e.g. how can fairy tales be linked to reality?*

* Exploration

***Example exercise****. Exploration of what topics matter to them as young people, using the concept of the seven sins to find stories / resources / topics. Material: newspapers, magazines, online (if accessible), photographs etc. Create artistic output based on resources. Reflection and debate*

***Example exercise****. Start thinking about different perspectives in media. Looking at different resources, different angles to one story. Turn into creative output/scenes. Reflection and debate*

* Overall reflection and evaluation day: What did we learn, what do we take with us, what were insights and challenges? Option: creative output reflections.

**Day 3 – Wednesday 3rd August**

**Key focus: in-depth research and start devising**

* Introduction: looking back at first day, outline day
* Research at Woodbrooke Study Centre. Gathering input through interviews, resources, library, photography/filming
* Start Devising
* Vox pops with general public
* Pitching and presentations
* Overall reflection and evaluation day: What did we learn, what do we take with us, what were insights and challenges? Option: creative output reflections.

**Day 4 – Thursday 4th August**

**Key-focus: devising**

* Introduction: looking back at first day, outline next two days
* Devising
* Overall reflection and evaluation day: What did we learn, what do we take with us, what were insights and challenges? Option: creative output reflections.

**Day 5 – Friday 5th August**

**Key-focus: final devising, rehearsal, performance**

* Devising
* Rehearsal
* Performance
* Debrief with audience
* Brief group evaluation and celebration