

Wheeler-Dealer

DRAMA TEACHER NOTES

Group discussion

- Do we treat people with disabilities differently? Discuss this, with reference to your own experience and your observations of others.
- Prue, Sue and Lou represent the in-crowd at Huntly High. What do we learn about them from what they say and do? Focus on their treatment of Fiona and Mandy. What motivates Prue, Sue and Lou to behave the way they do?
- Decide on a different disability that Mandy may have and discuss how this would have changed the play. Imagine, for example, that she had lost her sight instead of the use of her legs. She still has the same strength of character and determination to succeed, but perhaps she would have to develop a different act for the talent quest. What awful puns would Mrs Appleby make?

Improvisation

- To explore the problems of remaining optimistic in the face of adversity, try the following improvisation. In groups of three, one person is chosen as the optimist. The situation is given and the other two players continue to introduce problems and obstacles which the optimist must try to see as positive. So, they could be in a car and the driver says, 'Oh no, we've run out of petrol.' The optimist would have to come up with something like: 'Luckily it's downhill all the way from here.' Keep these improvisations short and swap around the role of optimist.
- Improvise a scene in which Mandy is trying to avoid questions about her father. The other members of the scene include some or all of Prue, Sue, Lou, Fiona and Mrs Appleby.

Scripting

Mandy uses rap to play with words and express her thoughts. Write a short scene in which all the characters speak in this way. Choose an everyday setting or situation and play with it. Suggestions are:

- the supermarket
- the classroom
- the doctor's surgery
- the beach.

Taking it further

- Choreograph the disastrous linedancing sequence performed by Prue, Sue and Lou.
- There are always different groups of people in any school who are 'in' or 'out'. Create a character who is either very popular at school or is not at all popular. Write a monologue as if it is ten years after the character has graduated and is looking back at his or her school days. Add a twist, in which the unpopular character has become very successful in life or the popular character has failed to realise their full potential.
- Make notes on how you could adapt *Wheeler-Dealer* as a radio play.

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