



# BIG DRAMAS second edition

## Sticks and Stones

### DRAMA TEACHER NOTES

#### Group discussion

- The concept of a chorus who comment on the action is one of the oldest in Western theatrical tradition. What is the effect of the chorus in this script? As a group, make some notes on the blocking you would use for the chorus for the first four scenes.
- There are places in *Sticks and Stones* where music could enhance the action. Find two such places and suggest some contemporary songs that could enrich the script. Justify your choices.
- Some of the language may not ring true to your ears: colloquial speech is constantly changing. Suggest some changes to the dialogue to make it sound more appropriate for your intended audience. An example is 'dweeb'—what word would you suggest in its place?

#### Improvisation

- Choose one of the following characters and improvise a monologue that she could deliver to the audience just before the chorus begin their final speeches: Emily, Kate, Sarah or Louisa.
- With a partner, improvise a scene where two of the following characters are sitting next to each other on a bus going to school on the day after the item about Emily has been made public: Tiffany, Claire, Sophie, Kate or Sarah.

#### Scripting

What major issues or themes does the script raise? Make notes for a monologue for another character who has been the victim of gossip:

- a girl who has one gay parent
- a girl who has been in trouble with the police for shoplifting
- a girl whose parents have just separated and who is so upset she is unable to do her homework
- a girl who has missed a lot of school to care for a sick parent
- a girl who is very underweight or very overweight
- your own idea.

Of course, as with all drama exercises, only bring into the public domain material you feel comfortable sharing with others. In other words, don't draw on your own experience unless you are happy for everyone to know about it.

Having made these notes, develop a scene including your monologue and some dialogue with a second character, such as a family member or a teacher.





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## Taking it further

- Prepare a brief report on classical Greek drama and the development of the chorus.
- Prepare a lighting plot for this production in your school hall.
- Write a letter to the school newspaper on the topic of gossip.

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