

Teachers Post Show Resources  
&  
Curriculum for Excellence Learning Outcomes



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PRESENTS

CURSE OF THE  
Demeter

INSPIRED BY BRAM STOKER'S DRACULA



Learning Outcomes for the Curriculum of Excellence

# Curse of the Demeter

## Teachers Post Show Resources & Curriculum for Excellence Learning Outcomes

### Activity 1—Discussion

**Effective Contributors:** the group has to speak about their memories of the performance which will encourage sharing and listening to other perspectives.

**CFE Learning Outcomes: Expressive Arts.** I have experienced the energy and excitement of being-part of an audience for other people's presentations / performances

#### Activity

#### Discussion

- In a circle ask each individual to describe something they remember from the performance.
- Encourage the group not to repeat something already said.
- If possible try and go round the circle twice.

#### Learning Outcomes

- Highlighting to the group how we as individuals see things differently.
- Widen people's perspectives on what components make theatre.
- This form of describing a piece is the first stage of art criticism.

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### Activity 2 — Paranoia

**Confident Individuals:** the pupils with numbers must think creatively about how to swap seats and feel empowered to do so. The exercise requires people to take part in a safe environment which nurtures self belief and esteem.

**CFE Learning Outcomes: Health and Wellbeing - Mental & Emotional Wellbeing.** I understand that my feelings and reactions can change depending on what is happening around me. This helps me understand my own behavior and the way others behave.

#### Activity

#### Paranoia

- Create small cards with a number on each for everyone in the class, i.e. 1, 2, 3, 4. (keep this a secret from group)
- Choose one person to stand in the middle of the circle.
- Give everyone sitting in the circle a card with a number that only they can see – you must ensure it is kept a secret from the person in the middle.
- Then ask the person in the middle to call out two numbers, i.e. 3 and 11.
- The pupils who have these numbers must try and swap seats without the person in the middle working out who will swap.
- It is the job of the person in the middle to try and steal a seat when the two people with numbers move.
- As the game progresses the person in the middle should get increasingly confused hence the name paranoia.

#### Learning Outcomes

- Encourages non-verbal communication.
- Warm up exercises which encourages people to get off their seat in a non threatening way.
- Post game discussion should focus on how it feels when stuck in a situation without having the knowledge of others. Relate this back to the production and how the sailors would feel.

**Mental & Emotional Wellbeing**

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### Activity 3 — Same Chapter, writing exercise

**Responsible Citizens:** It will nurture respect for others views and opinions then encourage individuals to develop personal choice.

**CFE Learning Outcomes: Literacy.** I can identify and discuss similarities and differences between different types of text.

#### Activity

Same chapter – writing exercise. Pick out the sentence of interest and go on a journey

- Read or provide pupils with a copy of the chapter from Dracula ([www.visiblefictions.co.uk](http://www.visiblefictions.co.uk)).
- As the group is reading/being read the chapter ask them to note down words/phrases/emotions they feel as a response to the action. The group may require prompting such as: 'how do you think the sailors felt being stuck on the boat? What parts were most frightening to you? What words do you remember the captain writing in his log?
- Give the group 5minutes after reading the chapter to note down these words and phrases. Then ask individuals to feedback some of their comments. Write these words on the white board or flip chart.
- Pick out 4 or 5 of these as the starting stimulus.
- Ask everyone in the group to pick 1 of the stimulus as their starting point.
- Explain to the group they will have 3 minutes to brain dump their chosen word. This should be done individually. The exercise is to encourage the pupil to write continually for 3 minutes without pausing to think. The words and phrases they write should be an immediate response to their word. This form of writing should liberate their creative mind.
- After 3 minutes ask for volunteers to read back some of what was written down. It is important to acknowledge it is not an exercise in English grammar or spelling but a method of creative writing and gathering stimulus.
- Depending on time you can continue this exercise by further creative writing exercises or alternatively use the new material as stimulus for improvisations.

#### Learning Outcomes

- Provides opportunity for creative writing which does not require advanced literacy skills
- Encourages the class to share material and opinions.
- It should generate a huge volume of material which can be used to future activities.

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### Activity 4 — New Name

**Successful Learners:** This exercise is perfect for pupils to find their personal connection with a piece of art and then share their appreciation with the class. It suggests we all learn/see things differently which is then celebrated.

**CFE Learning Outcomes: Literacy.** I am able to give and accept constructive comment on my own and others work

#### Activity

#### New Name

- Split the class into small groups of about 4 or 5 pupils.
- Ask them to think about the production and some of the exercises from the workshop.
- The group must create a new name for the production. Ask them to think about what their main focus/theme/moment was for them and then create a name which supports it, i.e. "The Journey of Fear" or "Lost in Life and Death."
- Ask the groups to create a 1 minute 'pitch' to sell their idea to a film board (the teacher and rest of class). Allow the group to decide how to 'structure' the pitch, depending on skill level they could opt to sing, act, create a poster etc. It is important they think about the key traits of a pitch i.e. short, snappy, and enticing. After all the pitches the class should vote on what one they think should be made into a movie.

#### Learning Outcomes

- This exercise is perfect to understand what the class/individual has taken from a production i.e. some may focus on the human relationship, adventure, set, specific moment.
- The pitch is an opportunity to devise a short piece of theatre in a fun way.

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## Further Discussion

### Activity

### Further Discussion

- What are you frightened of and why?
- Have you ever been stuck in a situation which you found it difficult to get out of – what happened?
- How many different books, movies and TV programmes can you think of that have been influenced by Dracula?
- What happens when the same story is told by different people?

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