

“IS SHAKESPEARE IN THIS MOVIE”

Is Shakespeare in this movie? is a new Australian play written by David Williams and produced by Alternative Facts. Alternative Facts is a Melbourne based theatre company that “creates works of social relevance, aesthetic rigour and emotional impact – theatre designed to change the world, one person at a time”. Exploring contemporary themes, challenging current social norms and dealing with difficult themes, Alternative Facts has toured several successful and award-winning shows, including *Quiet Faith* and *Grace Under Pressure*. Current works include *Sincere Apologies*, *Is Shakespeare in this movie?*, *Democracy Sausage* and *Public Good*.

Creative team for *Is Shakespeare in this Movie?*

- **Writer & Director:** David Williams
- **Production Designer:** Isla Shaw
- **Composer & Sound Designer:** Gail Priest
- **Producer & Lighting Designer:** Suzie Franke
- **Shakespeare Consultant:** Damien Ryan
- **Company Stage Manager:** Sunil Chandra
- **Interviews conducted by:** David Williams, Kate Worsley, Sal Sharah, Emily Taylor, Meg Dunn & Tanya Schneider
- **Props Maker:** Cassie Arnold
- **Wig Maker:** Martelle Hunt
- **Production Photography:** Mark Gambino

Introducing *Is Shakespeare in this movie*

Is Shakespeare in this movie? presents the challenges, joys and complexities faced by every Australian English teacher trying to teach Shakespeare in the classroom. Drawing on a series of interviews of around twenty diverse English teachers, this play asks: why teach Shakespeare? The answers are re-shaped as the responses of the four teachers who make up the cast in this verbatim play.

Beginning in a conversational style, the teachers address the audience directly with their answers to the questions posed. As the play unfolds, Shakesporean text and characters creep into the narrative. Sometimes the Shakesporean scenes show how similar the worlds inhabited then and now are, sometimes they develop a theme, and sometimes they fill the gap when words can't be found.

Meet the Author of *Is Shakespeare in this movie?*

David Williams is a leading Australian theatre artist. His plays deal with contemporary political and social issues, often presented as verbatim theatre. David has worked as a performer, writer, producer, director and dramaturg for several theatres around Australia, and was the founder of the performance group version 1.0 and the co-founder of Alternative Facts.



Creating *Is Shakespeare in this movie?*

In preparation for creating *Is Shakespeare in this movie?*, Williams conducted a series of interviews over several years, collecting the responses of many Australian English teachers. Some teachers had just graduated and were in their first positions, others were about to retire. Some taught at private school, others at public schools. Some were at outer-suburban schools, others were in rural districts. This provided a range of perspectives on teaching, as well as a range of teaching experiences.

Williams initially planned for *Is Shakespeare in this movie?* to portray the work and lives of teachers, the challenges they faced, the future of the arts within the education system and the way that the arts could positively affect students. The discussion of Shakespeare was intended to simply be a focal point that would open up different conversations, ways of thinking and an avenue into different ideologies. During the workshopping process, the use of Shakespeare soliloquies and scenes became instead a way to transform, create emotional drive and bring the magic and power of language forward.

Williams' method for developing his verbatim plays follows a three-phase process. Phase one is gathering. During this phase the interview questions are selected, potential interviewees are selected, and trust is built between interviewer and

interviewee. Then the interviews are transcribed and edited. This phase is the longest, often taking between six and eighteen months. Phase two is shaping. The material from the interviews is developed into a coherent draft, themes are identified, conflicting or contrasting opinions are noted and unique and interesting voices or turns of phrase are singled out for further development. The third phase is crafting. In this phase the drafts are workshopped. Elements such as the timeframe, setting, emotional journey, set, costumes and physicality between the actors are all decided upon and developed in subsequent drafts and workshops. *Is Shakespeare in this movie?* was first performed in 2023 after draft readings in 2022 supported by the Seymour Centre and MTC Education.

Live Performance – The Ultimate Teaching and Learning Opportunity

Attending a live performance is a rich and engaging learning opportunity. Prepare students through explicit teaching to make the most of their theatre experience.

- Talk about and practice being an audience member. Audience members sit and listen quietly for most of the time. They join in the action when invited, and clap and cheer to show their appreciation. They allow fellow audience members to watch the show without interruptions.
- Talk about and roleplay theatre conventions. What is a theatre? What are actors? What are characters? What are costumes? What is a stage? What are props? What is a set? What is a script? Is theatre 'real'? How can movement tell a story?
- *Is Shakespeare in this movie?* is performed by a team of four actors. A direct address style, strong character acting, stage effects, a well-designed set and clever prop use help to bring the story to life. Discuss and explore direct address. Use simple costume items to help build a character. Consider how to use language, costuming, props and effects in creating authentic characters for a verbatim play.
- Familiarise students with other works by David Williams. There are many suggestions for how to use *Is Shakespeare in this movie?* as a learning resource in the following pages.

Links to the Australian Curriculum, the Victorian Curriculum and the NSW Board of Studies Curriculum

A wide range of learning activities from all curriculum areas are described in this resource. Links to the Australian, Victorian and New South Wales Curricula for activities in these learning areas appear at the end of each section.

See *The Australian Curriculum Online* for further details:

www.australiancurriculum.edu.au.

See *The Victorian Curriculum* website for further details:

www.victoriancurriculum.vcaa.vic.edu.au

See the *NSW Board of Studies Curriculum* website for further details:

www.boardofstudies.nsw.edu.au

Suggested Year Level Guidelines

Is Shakespeare in this movie? is suitable for students in years 7-12. A suggested year level range appears next to each of the teaching ideas, for example:

- *Is Shakespeare in this movie?* touches on the issue of illiteracy. Explore other media that deal with illiteracy, such as *The Color Purple* by Alice Walker, *Where the Crawdads Sing*, by Delia Owens or the *Lost for Words* documentary hosted by Jay Laga'aia. Years 7-10.

Teaching and Learning Activities – Learning About and Through the Arts

Attending a live performance can be a stimulus for a huge range of rich learning experiences. Not only can you plan for learning **about** the arts, but for whole of curriculum learning **through** the arts.

Is Shakespeare in this movie? can be the impetus for a range of literacy and arts experiences, before, during and following the performance. Use this list below as a jumping off point for planning learning around the texts and the performance in your setting.

Examine the types of teacher archetypes presented. In his interviews to prepare for *Is Shakespeare in this movie?*, Williams interviewed many teachers of different ages, backgrounds, experiences and schools. Williams' use of dialogue, the interaction between the characters, and the movement of the characters refines and condenses these disparate elements into just four distinct characters. The actors bring these archetypes to life: Neil, the older teacher, with years of experience in private schools, now preparing for retirement; Kate, the young teacher with big dreams faced with the realities of the classroom who has now moved out of the education sector; Paul, the teacher with only experience of a private school moving to a challenging public school; Kate, the teacher in the middle of her career with a pragmatic approach to what can be done in education today. In addition, the actors speak with the voices of the interviewer, the students, parents, other teachers and the characters from Shakespeare, which extends and enhances the narrative

Explore and extend your understanding of the characters and how they are used as storytelling devices.

- Consider what makes the teacher characterisations so familiar. Are there turns of phrase or gestures that seem typical of teachers? Have you encountered a teacher like Neil, Kate, Paul or Lee? *Years 7-10.*
- What mannerisms did you identify during the performance that lent authenticity to the characters? Where do you see these mannerisms around you? Do you use them yourself? *Years 9-10.*
- Paul, Kate, Lee and Neil reveal more about themselves and their ideas and experiences of teaching as the interviewer poses questions. “How did you get into teaching,” is a surface question with a straightforward answer, “What do you find most challenging about teaching English,” requires far more insight and consideration. What sort of questions would you ask to find out about someone? How would you move from surface questions to those that are more in-depth? *Years 7-10.*
- Make a mind map or character profile of a type of teacher you didn’t see represented in *Is Shakespeare* in this movie? Why might Williams have left this archetype out? *Years 9-10.*

VICTORIAN CURRICULUM CODES – ENGLISH

	YEAR 7	YEAR 8	YEAR 9	YEAR 10
Language: Language for interacting with others	VC2E7LA01	VC2E8LA01 VC2E8LA02	VC2E9LA01 VC2E9LA02	VC2E10LA01 VC2E10LA02
Language: Language for expressing and developing ideas	VC2E7LA05 VC2E7LA07	VC2E8LA07 VC2E8LA09	VC2E9LA05 VC2E9LA07 VC2E9LA08	VC2E10LA05 VC2E10LA06 VC2E10LA07 VC2E10LA08
Literature: Engaging with and responding to literature	VC2E7LE02 VC2E7LE03	VC2E8LE02 VC2E8LE03	VC2E9LE02 VC2E9LE03	VC2E10LE02 VC2E10LE03

VICTORIAN CURRICULUM CODES – DRAMA

	YEARS 7 & 8	YEARS 9 & 10
Exploring	VC2ADR8E01 VC2ADR8E02	VC2ADR10E01 VC2ADR10E02

NSW BOARD OF STUDIES – ENGLISH

	STAGE 4	STAGE 5	LIFE SKILLS (4/5)

Reading, viewing and listening to texts	EN4-RVL-01	EN5-RVL-01	ENLS-RVL-01 ENLS-RVL-02
Understanding and responding to texts A	EN4-URA-01	EN5-URA-01	ENLS-URA-01

NSW BOARD OF STUDIES – DRAMA

	STAGE 4	STAGE 5	LIFE SKILLS (4/5)
Appreciating	DR4APR-01	DR5-APP-01 DR5-APP-02	DRLS-APR-01 DRLS-APP-02

AUSTRALIAN CURRICULUM (SA, TAS, NT, QLD, ACT) – ENGLISH

	YEAR 7	YEAR 8	YEAR 9	YEAR 10
Language: Language for interacting with others	AC9E7LA01 AC9E7LA02	AC9E8LA01 AC9E8LA02	AC9E9LA01 AC9E9LA02	AC9E10LA01 AC9E10LA02
Language: Text structure and organisation	AC9E7LA03 AC9E7LA04	AC9E8LA03	AC9E9LA03 AC9E9LA04	AC9E10LA03

AUSTRALIAN CURRICULUM (SA, TAS, NT, QLD, ACT) – DRAMA

	YEARS 7 & 8	YEARS 9 & 10
Exploring and responding	AC9ADRE01	AC9ADR10E01

Write an innovation on the text by changing key features of characters or the setting of an important moment in the story.

- What if there was a teacher who tried to actively avoid teaching Shakespeare? What answers might they give to the interviewer's questions? How might that teacher interact with the other teachers and with students? *Years 9-10.*
- How might the teachers' answers differ if they only taught drama and not English? What if they were theatre directors, not teachers? *Years 7-10.*
- The excerpts from Shakespeare in this play are used to augment or compliment the teachers' answers to the interviewer's questions. Research some other famous Shakespeare soliloquies or dialogues and consider their themes. Which other Shakespearean excerpts would link with the commentary or issues raised in Williams' work? *Years 9-10.*

VICTORIAN CURRICULUM CODES – ENGLISH

	YEAR 7	YEAR 8	YEAR 9	YEAR 10
Literature: Literature and contexts	VC2E7LE01	VC2E8LE01	VC2E9LE01	VC2E10LE01
Literature: Examining literature	VC2E7LE04 VC2E7LE05	VC2E8LE04 VC2E8LE05	VC2E9LE04 VC2E9LE05	VC2E10LE04 VC2E10LE05
Literature: Creating literature	VC2E7LE06	VC2E8LE06	VC2E9LE06	VC2E10LE06

VICTORIAN CURRICULUM CODES – DRAMA

	YEARS 7 & 8	YEARS 9 & 10
Developing practices	VC2ADR8D01 VC2ADR8D02	VC2ADR10D01 VC2ADR10D02

NSW BOARD OF STUDIES – ENGLISH

	STAGE 4	STAGE 5	LIFE SKILLS (4/5)
Understanding and responding to texts B	EN4-URB-01	EN5-URB-01	ENLS-URB-01
Understanding and responding to texts C	EN4-URC-01	EN5-URC-01	ENLS-URC-01

AUSTRALIAN CURRICULUM (SA, TAS, NT, QLD, ACT) – ENGLISH

	YEAR 7	YEAR 8	YEAR 9	YEAR 10
Language: Language for expressing and developing ideas	AC9E7LA05 AC9E7LA07 AC9E7LA08	AC9E8LA05	AC9E9LA05 AC9E9LA08	AC9E10LA05 AC9E10LA06
Literature: Literature and contexts	AC9E7LE01	AC9E8LE01	AC9E9LE01	AC9E10LE01
Literature: Engaging with and responding to literature	AC9E7LE02 AC9E7LE03 AC9E7LE04	AC9E8LE02 AC9E8LE03	AC9E9LE02 AC9E9LE03	AC9E10LE02 AC9E10LE03 AC9E10LE04

AUSTRALIAN CURRICULUM (SA, TAS, NT, QLD, ACT) – DRAMA

	YEARS 7 & 8	YEARS 9 & 10
Developing practices and skills	AC9ADR8D02	AC9ADR10D02

David Williams is a successful playwright, director, performer and producer. His works carry a strong commentary on contemporary society and culture. **Examine the scope and examples of David Williams’ work** and consider the types of activities that a popular creative artist may engage in during their career.

- Discuss the types of activities that artists undertake to create new works – research, sketches, photographs, journals, travelling, doodle books. Collect ideas in individual scrapbooks over a four week period. Take time each day to collect ideas for a creative project. *Year 7-10*
- Visit David Williams’ website www.davidwilliams.net.au and the website for Alternative Facts www.altfacts.com.au to learn more about his other projects. *Years 7-10.*
- Compare *Is Shakespeare in this movie?* with Williams’ other verbatim plays. Consider the similarities and differences in his works, common themes, writing styles, issues and the types of characters that populate his books. *Years 7-10.*
- How is marketing used to promote Williams’ works? How does it compare to the marketing tools that were available to Shakespeare? What are the types of technologies and tools that allow creative artists to share their work with a broad audience today? How has this changed the role of the playwright/producer? *Years 7-10.*

VICTORIAN CURRICULUM CODES - ENGLISH

	YEAR 7	YEAR 8	YEAR 9	YEAR 10
Literacy: Interacting with others	VC2E7LY01	VC2E8LY01	VC2E9LY01	VC2E10LY01
Literacy: Texts in context	VC2E7LY04	VC2E8LY04	VC2E9LY04	VC2E10LY04

AUSTRALIAN CURRICULUM (SA, TAS, NT, QLD, ACT) – ENGLISH

	YEAR 7	YEAR 8	YEAR 9	YEAR 10
Literature: Literature and contexts	AC9E7LE01	AC9E8LE01	AC9E9LE01	AC9E10LE01

Have fun with words to develop characters with depth and appeal. The characters in *Is Shakespeare in this movie?* show moments of humour and fun. Williams makes excellent use of dialogue and gesture to develop strong believable characters in a short time.

- The characters in *Is Shakespeare in this movie* are developed through their idiosyncratic dialogue. The audience is very quickly able to identify the four main voices, and it is apparent when the actors switch to a different character. Choose one of the teachers from the play and consider how they speak and move. What is it about their lines, tone of voice, inflections and gestures that is characteristic? What makes it apparent when they change to a new character? Write some more characteristic things they might say. Present them in character to the class. Years 9-10.
- The characters in *Is Shakespeare in this movie?* use words and phrases from a range of different English idioms. The teachers are erudite and articulate, while the students use swearing and slang. Neil has a posher accent, while Paul has an accent. Explore the idioms, dialects and accents used in the play. Choose dialogue from the play that demonstrates the differences in the way English is spoken. Consider the different dialects of English spoken in your family or community. Identify 2-3 different dialects and examine different English terms for the same thing. Years 7-10.
- The dialogue in verbatim plays is very different from that used in traditional plays. Compare and contrast the use of English in the verbatim parts of *Is Shakespeare in this movie* with the use of Shakespearean dialogue. What are the defining elements of the verbatim parts of this play? What about the Shakespearean parts? Years 7-10.
- Shakespearean plays often use iambic pentameter. Research what iambic pentameter is. Try writing some dialogue in iambic pentameter and present it in class. Years 7-8.
- The formality of iambic pentameter lends a sense of forethought and preparedness to the characters' voices. Verbatim plays rely on informality and stream of consciousness speaking to give the sense of spontaneity to the characters' voices. What are some of the ways the actors' use their speech and gestures to convey this sense of spontaneity? Try writing some dialogue and delivering it in direct address format. Years 9-10.

VICTORIAN CURRICULUM CODES – ENGLISH

	YEAR 7	YEAR 8	YEAR 9	YEAR 10
Literacy: Interacting with others	VC2E7LY02	VC2E8LY02	VC2E9LY02	VC2E10LY02
Literacy: Analysing, interpreting	VC2E7LY05	VC2E8LY05 VC2E8LY06	VC2E9LY05 VC2E9LY06 VC2E9LY07	VC2E10LY05 VC2E10LY06 VC2E10LY07

and evaluating				
Literacy: Creating texts	VC2E7LY08 VC2E7LY09	VC2E8LY08 VC2E8LY09	VC2E9LY08 VC2E9LY09	VC2E10LY08 VC2E10LY09

VICTORIAN CURRICULUM CODES – DRAMA

	YEARS 7 & 8	YEARS 9 & 10
Creating	VC2ADR8C01 VC2ADR8C02	VC2ADR10C01 VC2ADR10C02
Presenting	VC2ADR8P01	VC2ADR10P01

NSW BOARD OF STUDIES – ENGLISH

	STAGE 4	STAGE 5	LIFE SKILLS (4/5)
Expressing ideas and composing texts A	EN4-ECA-01	EN5-ECA-01	ENLS-ECA-01 ENLS-ECA-02
Expressing ideas and composing texts B	EN4-ECB-01	EN5-ECB-01	ENLS-ECB-01

NSW BOARD OF STUDIES – DRAMA

	STAGE 4	STAGE 5	LIFE SKILLS (4/5)
Staying safe			DRLS-SAF-01
Making	DR4-MAK-01	DR5-MAK-01 DR5-MAK-02	DRLS-MAK-01
Performing	DR4-PER-01	DR5-PER-01 DR5-PER-02	DRLS-PER-01 DRLS-PER-02 DRLS-PER-03

AUSTRALIAN CURRICULUM (SA, TAS, NT, QLD, ACT) – ENGLISH

	YEAR 7	YEAR 8	YEAR 9	YEAR 10
Language: Language for expressing and developing ideas	AC9E7LA05	AC9E8LA05	AC9E9LA05 AC9E9LA08	AC9E10LA05 AC9E10LA06 AC9E10LA08
Literature: Examining literature	AC9E7LE05 AC9E7LE06	AC9E8LE04 AC9E8LE05	AC9E9LE04 AC9E9LE05	AC9E10LE05 AC9E10LE06 AC9E10LE07

Literature: Creating literature	AC9E7LE07	AC9ELE06	AC9E9LE06	AC9E10LE08
Literacy: Creating texts	AC9E7LY06 AC9E7LY07	AC9E8LY06 AC9E8LY07	AC9E9LY06 AC9E9LY07	AC9E10LY06 AC9E10LY07

AUSTRALIAN CURRICULUM (SA, TAS, NT, QLD, ACT) – DRAMA

	YEARS 7 & 8	YEARS 9 & 10
Exploring and responding	AC9ADRE02	AC9ADR10E02
Creating and making	AC9ADR8C01 AC9ADR8C02	AC9ADR10C01 AC9ADR10C02
Presenting and performing	AC9ADR8P01	AC9ADR10P01

Social and Emotional Learning Through the Arts

Is Shakespeare in this movie? addresses many issues facing both teachers and students in Australian society. It provides commentary on the realities of the education sector, the joys and difficulties of teachers. It goes beyond Shakespeare and whether his works are still relevant and touches on the challenges that students and teachers must deal with in the classroom. This play introduces and examines a variety of issues, including student disengagement, lack of school funding, suicide, illiteracy, gender equality and domestic violence.

Examine each of these themes.

- The teachers discuss how they garner student engagement to Shakespeare by introducing Shakespearean insults at the beginning. They also speak about how acting, rather than just reading the plays generated student engagement. Use an insult generator (e.g. www.literarygenius.info/a1-shakespearean-insults-generator) to create your own insults. How does this make you feel about exploring Shakespeare and his use of language further? Choose a small section of a Shakespearean play to act out in class. Do you like this more or less than just reading? What are some other ways to make learning about Shakespeare and his plays more interesting? *Years 7-10.*
- Lack of school funding is an issue faced by many teachers, faculties and schools. How might larger budget help teachers teach better? Investigate how the Australian government has allocated money within the education sector at www.education.gov.au/about-department/corporate-reporting/budget/budget-202425-overview and discuss how money is distributed and who makes the decisions about where it should go. *Years 7-10.*

- Suicide is a difficult issue to address. Research how to recognise signs of mental distress in fellow students. How might you bring up a conversation about suicide and its prevention with friends or family? Investigate what services are available to help with suicide prevention, either in your school or in the broader community. For crisis support, contact Lifeline on 13 11 14. *Years 7-10.*
- *Is Shakespeare in this movie?* touches on the issue of illiteracy. Explore other media that deal with illiteracy, such as *The Color Purple* by Alice Walker, *Where the Crawdads Sing*, by Delia Owens or the *Lost for Words* documentary hosted by Jay Laga'aia. *Years 7-10.*
- The issue of gender equality is an ongoing topic of national and international policies, budgets and institutions and the ongoing and regular discussion is a reminder that the issue is still unsolved. Shakespeare wrote some strong female characters, but many lack autonomy, and Williams himself questions why plays by women, or about strong female characters are not taught in place of or alongside Shakespeare. Investigate some Australian female playwrights, and the subjects they write about. Research plays with strong female lead, or even all-female casts. *Years 7-10.*
- Domestic violence is a difficult issue to address. How might you bring up a conversation about domestic violence and its prevention with friends or family? Research ways to support victims of domestic violence. Investigate what services are available to help victims of domestic violence, either in your school or in the broader community. For immediate support contact 1800 RESPECT (1800 737 732). *Years 7-10.*

Differentiating *Is Shakespeare in this movie?* Activities for Students with Special Needs

Students with special needs can be fully involved in enjoying and learning with the *Is Shakespeare in this movie?* performance and education activities. All learners enjoy being challenged and thrive on high expectations. Take an open approach to different modes of participation and create a teaching environment where all contributions are valued. Students with special needs have a right to access high quality arts and education experiences, and to learn along with their peers. Given the right supports these students will rise to the challenge. *Is Shakespeare in this movie?* is a play that presents relevant issues affecting students and teachers in all Australian schools. All of the activities listed above can be adapted to provide many entry points for students with a wide range of extra needs – physical, sensory, socio-emotional, intellectual disabilities, communication, behavioural and medical needs, and students with profound and multiple disabilities. A list of examples and ideas is below.

Physical Disabilities

Students with physical disabilities may have difficulty expressing their ideas through drawing, moving, making, writing or sometimes even speaking.

- Record responses or ideas as an audio or video file, using an iPad or similar technology *Make a video recording your ideas and thoughts about one of the characters so classmates can add it to a group mind map.*
- Share responses and ideas as a spoken presentation. Be a storyteller. *Describe the characters using fantastic character voices and turns of phrase.*
- Use talk to text technology such as Dragon Speak Naturally to record responses. *Create an innovation on the text and tell your tale to the Dragon Speak Naturally program to create a text version.*
- Work with a partner or small group to collaborate to complete tasks. *Work with a team to create a radio play version of Is Shakespeare in this movie? Assign roles such as Interviewer, Actors, Audio Engineer, Vocal Sounds Artist, Sound Effects Artist, Critic, Marketing Guru and Producer.*
- Use the students' existing Assistive Technologies such as augmentative communication apps and eye-gaze technology to collect and share responses. *Create the perfect set for Is Shakespeare in this movie? using the existing vocabulary banks and images in the Proloquo2Go communication app.*
- Work with physical strengths to promote participation in movement activities. *Recreate the witches' prophetic speech (Macbeth Act 4 scene 1) deciding how each of the three apparitions might move, as well as the witches and Macbeth. Incorporate unusual or amazing physical actions for different characters that are shared by all group members.*

Vision and Hearing Loss

Students with mild to moderate vision loss may have difficulty seeing the action as it takes place on the stage. They may also have trouble reading large amounts of small print text.

- Provide students with a support who can give a spoken description of the action as it happens
- Provide a significantly enlarged copy of drawings and text. *Make A3 copies of worksheets or text excerpts.*
- Provide an audio recording or talking book version of important sections of the text. *Make an audio recording of students featuring a short excerpt of each section.*

Students with hearing loss often have difficulty hearing and following spoken instructions and class discussions.

- Provide clear step by step written instructions and examples for student activities. *Choose a section of the modern text that relates a classroom incident. Create a storyboard of the incident, including labels for each character, pictorial illustrations of what happened and suggestions for how it might be staged as a dramatic scene.*

- Conduct silent class discussions where all contributions and questions are shared through writing, mime or drawing, much like Pictionary or Charades. *Create a detailed mind map describing a character as a class using no talking. Contributions could include drawings, mimes or written descriptions of the character's features.*
- Aid understanding through the use of signed English or Auslan. *Use the Auslan sign dictionary and discussion with students to assign a characteristic gesture to each of the characters. A comprehensive video sign dictionary can be found on the online Auslan sign bank at www.auslan.org.au.*

Socio-emotional and behavioural needs.

Students with additional emotional and behavioural needs often find it difficult to complete challenging, complex or lengthy desktop tasks.

- Encourage students to work collaboratively to complete extensive written or drawn activities. *Work in duos to collect and create characteristic sayings and phrases for one character. Combine lists with other duos working on the same character to create a comprehensive list to share with the rest of the class.*
- Provide alternative forms of sharing and presenting ideas that include movement elements. *Work in groups to research, choose, rehearse and present information about the issue of domestic violence as a news report, advertorial, YouTube style clip or short documentary for the rest of the class.*
- Create a safe learning environment where all students are treated with respect and reserve the right to pass. *Enable a positive and supportive class discussion about family dynamics by allowing students to contribute their personal experiences anonymously into a class postbox.*

Intellectual Disabilities

Students with intellectual disabilities often have difficulty with comprehending and responding to complex written, spoken and visual texts.

- Break the text down into very short sections and examine in depth to aid comprehension. Focus on just one section and the responses to one of the interviewer's questions. *Carefully examine the teachers' responses to "How did you come to teaching?" Use pictures of each character to reinforce which teacher gives which answer. Map out each teachers' pathway into the teaching sector.*
- Make use of strong structures, time and repetition to aid learning and comprehension. *Choose one of the teachers and follow their path through the play as a simplified storymap. Present the storymap over a number of days. Collect and display new ideas and understandings about the text and put them on display on the storymap as understanding grows so you can revisit the ideas as often as you need.*

- Offer many alternative ways of responding; speaking, talk to text, drawing, photography, drama, videos, collage, air dried clay or plasticine models, song, musical improvisation. *Make a plasticine representation of the characters. Move the figures around and take photos to represent key points in the storyline.*

Profound and multiple disabilities.

Students with profound and multiple disabilities will require a range of supports and adaptations to participate in these activities.

- Provide opportunities to make choices and indicate preferences. *Which teacher was the most relatable? Which Shakespeare scene was presented the best? What issue or issues presented in this play are of most concern?*

Resources and Acknowledgements

This resource was created and assembled from a variety of sources:

The Alternative Facts website: www.altfacts.com.au

The Australian Curriculum website: www.australiancurriculum.edu.au

The Victorian Curriculum website: www.victoriancurriculum.vcaa.vic.edu.au

The NSW Board of Studies website: www.boardofstudies.nsw.edu.au

The Australian Government 2024-2025 education budget:
www.education.gov.au/about-department/corporate-reporting/budget/budget-202425-overview

Literary Genius website: www.literarygenius.info/a1-shakespearean-insults-generator

Auslan Signbank website: www.auslan.org.au

This resource was compiled by Alison McGann (B.Mus, B.Arts) from Sunraysia Arts and Learning.