**Schools Connect**

**Teaching Resource**

**SPIRIT OF YOUTH**

A series of lessons / group activities which introduces some of Shakespeare’s younger characters and allows students of all ages to engage in exploring their world.

**As You Like it**

*This resource will use a range of strategies to introduce characters and narrative*

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| **Warm up – Pair Murder**  Ask students to stand in a circle and ask them to repeat the following line from the play -  *And in the greatness of my word, you die*  Repeat until the line is familiar to the students.  Students bow their heads and say the first seven words looking at the ground. On the words “you die” they are to look up and stare at another student in the circle. If that student is looking directly back, then both students die and must vocalise a death as they fall to the ground and sit down.  Continue until only one or two students are alive. |

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| **Introducing the world of the play**  Students walk the room. Leader calls out a number and students must form a group of that number as quickly as possible.  Ask groups to create freeze frame pictures with the following titles. Give the title and count down from 10 for each freeze.   * A jealous brother * Best friends * Betrayal * Runaways   Ask students to suggest what we might expect from this story. |

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| **Developing the narrative**  Hand out cards with the following storylines. One to each group or more if you have a smaller group. Students are to create freeze frames and to read the storyline as they perform each freeze.   * Duke Senior is a kind ruler of his country and is loved by his people * He has a beautiful daughter, Rosalind, who loves to play with her cousin, Celia * Duke Senior has an evil brother, Duke Frederick who is jealous of his brother * Duke Frederick plans an evil take-over of the country with his army * He banishes Duke Senior with his band of loyal followers to live in the forest * He allows Rosalind to stay because she is Celia’s best friend * A young man, Orlando, beats Duke Frederick’s top wrestler in a contest * Rosalind falls in love with Orlando * Duke Frederick is angry and decides to banish Rosalind   *This is an effective method for all students to participate in storytelling. Leader could ask groups to add a small amount of movement to each freeze frame to turn them into short vignettes.* |

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| **Engaging with dialogue**  Hand out one of the following extracts to each group. This is an opportunity for the students to speak out loud the words and experiment with creating character. Leader may cut some lines so it becomes a shorter exchange. Ask the students to rehearse using different positions and levels to find which seems most effective. Ensure students have a clear understanding of meaning and intention.  *Short scenes will enable the students to tackle the language without the scenes being too daunting. Repeated rehearsal will find some groups able to put down the script which will increase their confidence.*  Groups can perform in sequence and afterwards students can identify how the actors used performance skills (facial expression, gesture, stance, movement, voice) effectively. |

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| Extract 1  **ROSALIND**  Look, here comes the duke.  **CELIA**  With his eyes full of anger.  *Enter DUKE FREDERICK, with Lords*  **DUKE FREDERICK**  Mistress, dispatch you with your safest haste And get you from our court.    **ROSALIND**  Me, uncle?  **DUKE FREDERICK**  You, cousin Within these ten days if that thou be'st found So near our public court as twenty miles, Thou diest for it. |

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| Extract 2  **ROSALIND**  I do beseech your grace, Let me the knowledge of my fault bear with me: Never so much as in a thought unborn Did I offend your highness.  **DUKE FREDERICK**  Thus do all traitors: If their purgation did consist in words, They are as innocent as grace itself: Let it suffice thee that I trust thee not. |

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| Extract 3  **ROSALIND**  Yet your mistrust cannot make me a traitor: Tell me whereon the likelihood depends.  **DUKE FREDERICK**  Thou art thy father's daughter; there's enough.  **ROSALIND**  So was I when your highness took his dukedom; So was I when your highness banish'd him: Treason is not inherited, my lord; Or, if we did derive it from our friends, What's that to me? my father was no traitor. |

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| Extract 4  **CELIA**  Dear sovereign, hear me speak.  **DUKE FREDERICK**  Ay, Celia; we stay'd her for your sake, Else had she with her father ranged along.  **CELIA**  I did not then entreat to have her stay; It was your pleasure and your own remorse: I was too young that time to value her; But now I know her: if she be a traitor, Why so am I. |

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| Extract 5  **DUKE FREDERICK**  Firm and irrevocable is my doom Which I have pass'd upon her; she is banish'd.  **CELIA**  Pronounce that sentence then on me, my liege: I cannot live out of her company.  **DUKE FREDERICK**  You are a fool. You, niece, provide yourself: If you outstay the time, upon mine honour, And in the greatness of my word, you die. |

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| **Escape!**  *A group game of Grandmother’s Footsteps can help create a sense of tension that might be required for Rosalind and Celia to make an escape from the dangerous Duke Frederick.*  Pin the following lines around the classroom walls  **O my poor Rosalind, whither wilt thou go?**  **The duke hath banished me.**  **Shall we part, sweet girl? No.**  **Devise with me how we may fly.**  **I’ll go along with thee.**  **Why, whither shall we go?**  **To seek my uncle in the forest of Arden.**  **Alas, what danger will it be to us.**  **We’ll go along together.**  **I will follow thee to the last gasp**.  Rosalind and Celia have to run away from Duke Frederick. Orlando also has to run away from the duke. Separately, they make their escape.  Choose your actors to play Rosalind, Celia and Orlando.  The rest of the group will provide the castle doors, walls and the forest trees and foliage that the characters have to pass through to escape. They will also provide the voice over of the characters planning their escape.  Put the characters at one end of the room. Ask the rest of the group to move into pairs and create doors, walls, fences, undergrowth with their bodies. This is the escape route that the characters must pass through.  Rosalind, Celia and Orlando make their journey of escape. As they move through obstacles ask the students to say the lines on the walls – repeating and over-lapping sentences to create a voice collage of lines from the play. |

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| **Contrast**  Finally, Rosalind, Celia and Orlando have escaped the evil Duke Frederick.  Split the group in half and create two contrasting freeze frame images showing   1. The freedom they have found in the forest. 2. The scene in court after Frederick finds out his daughter has run away. |

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| *The aim of this workshop is to introduce the story and get the students engaged in the language of the play and to explore ways of creating the world of the play using physicality and group collaboration.*  *Leaders should feel free to adapt and alter ideas to suit the journey and the needs of their groups.* |