

Exploring Cultural Representations in Debra Oswald's *Skate*: a student work ebook



Lessons and exercises based on
exploring cultural representations of
teenagers in Debra Oswald's play *Skate*

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1. Revising play scripts

By this stage in your schooling you would have come across plays before. Let's refresh your memory about the key elements.



Work with a friend. Create symbols and icons to represent the following in the space below:

- drama
- play scripts
- stage directions

Drama

Drama is about performance and it can take many different forms and occur in many different settings. Most commonly, drama is a performance on the stage, on film or on television.

Play scripts

Actors in a play have a script to tell them what to say. A script is the written part of the play. The script provides information such as what the actors say (dialogue), stage directions, lighting and costuming.

The script gives details such the time, setting, actions and feelings of the characters through the words they say and how they say it.

Stage directions

The stage directions are the words other than the lines of dialogue. Stage directions reveal the following:

- scenery or the arrangement of items on the stage
- how to stage the set
- how actors say their lines
- how actors move on stage.

Sometimes the script omits information or provides brief information. The director and actors will need to imagine and interpret possible meanings and way to perform scenes.

Script features

A play script has particular common features, which include:

- title page showing the title of the play and name of playwright, plus cast or list of characters
- stage directions describing what the scene looks like and/or explaining how actors are to say their lines
- name of characters and character's lines (dialogue).

Complete the exercise below.

Exercise 1: Revising plays

1. Make a photocopy of page 1—Scene 1. Label the page with the features of play scripts.
2. This play is a little bit different in that there are narrators informing the audience about things that have happened in the past or off stage. What is the writer's purpose in doing this?
3. Make predictions about what this play will be about. Consider possible conflicts and reasons for these, how characters deal with conflict and a possible resolution. After you have finished reading the play, look back at your predictions. Compare and contrast your ideas with the ideas of the playwright.

Extend yourself

1. Read the stage directions again at the beginning of scene one. If you were the director, how would you stage this scene? Brainstorm ideas below.

Think about the following:

- position and movement of characters
- props
- backdrop
- how the set could easily change for the next scene.

Writing space

2. Draw the stage below.

Stage setting

