

**IBSC Conference at Scotch College Senior Common Room 10 July 2012**

Workshop Title: ***Shakespeare and Andrew Fuller*** by Dr Mark Collins  
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*Workshop cycle of six 'just-in-time' techniques for an English classroom*

1. 5 minute 'ice-breaker' chat: exchange first names, tell a stranger/peer about your best or worst Shakespeare moment in film or stage or your teaching or student experience in a classroom! Have fun. Then, join your scene group number: 1/2/3 to match your handout of a Shakespeare scene.
2. Scene group reads aloud handout scene, in the enchanted circle, to the next punctuation point (excluding apostrophes). 1 **RJ**, 2 **JC**, 3 **Mac**.
3. Strip each speaker's speech down to one line (the essential feeling/meaning in a line), then practise reading aloud, in turns, the sequence of stripped lines in your group, before reading them aloud in the enchanted circle. Use a 'power' chair to show shifting/fixed superior or inferior power relationship. Conclude with a chant in a whisper or loudly, chorus-like, the #1 line in the scene. Scene 1 RJ, scene 2 JC, scene 3 Mac.
4. Scene group tests Fuller's four major priorities for teaching boys in a Shakespearean context: How does this extreme situation make it difficult for a character (who interests you) to show to another character a feeling of -
  - **respect**: to feel or show deferential regard for; esteem; appreciative, often deferential regard.
  - **compassion**: deep awareness of the suffering of another coupled with the wish to relieve it.
  - **generosity**: willingness and liberality in giving away one's money, time, etc.; magnanimity.
  - **being part of a team**: success depends on each other working together as a unit with a shared ethos recognising different abilities/talents.

*Seek consensus and start with one of the above bullet points to discuss with the group.*

5. Justify to your group, in your own words with a short quote or a line for support, how *you* feel toward your chosen character-
  - critical of the character (against)
  - supportive of the character (for)
  - divided response (ambivalent-for and against)

*Seek consensus and start with one of the above bullet points to discuss with the group.*

6. Class conversation or talk-back: specify something new you have learnt in your group discussion about Shakespeare's drama of essential values that you would like to share with the class.

