

SSF Case Study

Introduction

“SSF makes a difference in the lives of students and teachers alike and allows them engage with their heritage, education and community.” (SSF, 2015)

When I first received the email about signing up to SSF, I immediately looked at the website and knew it was for me. Initially it was my love for drama and the theatre that drew me in. However as I continued to trawl through the website and read about others experience of doing SSF I knew that it would be so beneficial for the children at Kingsfield.

There were many things I hoped the children and myself would achieve from the process. Firstly it was all about confidence, for me it was to develop confidence in my leadership skills and working with KS2 children. For the children it was to boost those who found it difficult to speak up in class and to focus those who may have too much to say in class. I also wanted the children to have an experience of the world of professional theatre, I wanted them to become involved in an out of school activity that they felt passionate about and I wanted them to improve their team skills and social cohesion. But most importantly I wanted it to remain relevant to the children's education.

“Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing.” (DfE, 2015)

To measure the impact of the project I asked the whole year 4 cohort in the academic year 2014/2015 to fill out a questionnaire relating to the project. I then revisited these questions at the end of the process. (Appendix 1) I also asked throughout the process, particularly on performance day, how the children were feeling. I spoke to parents and the class teachers as well.

The Process

1. Choose the play

2. Teacher/director workshop

3. Get the children interested

4. Question the children

5. Auditions

6. Rehearsals

7. Director conference

8. Cast workshop

9. Final rehearsals

10. Performance day

11. Reviewing the project

Choose the play

The process for me began in April 2015; it starts with a welcome email from your SSF Festival Coordinator who helps to guide you through the journey, starting with, which play do I choose?

There were 9 plays available to the Primary Schools taking part, from 'A Midsummers Night's Dream', to 'Hamlet' and 'Henry V'. I chose 'Macbeth' for three reasons; it was the play I had the most previous knowledge about. I had fond memories of performing it as a young actor in secondary school. Lastly, it's gory! I thought this would be a great hook to attract the children.

It's a relief when you realise that you are not expecting young children to perform the original script but an abridged 30 minute version that can be altered slightly to fit your children's needs.

Teacher/director workshop

Before attending this workshop at our performance venue I was sent the 'Director handbook' and what a god send it was throughout the whole process. It very clearly and concisely breaks down each step of the process.

The teacher-director workshop allowed me to meet other SSF teachers and spend the whole day exploring my play and the creative process. The industry professionals who delivered this workshop were extremely talented as well as making you feel welcome, at ease and excited to be there.

Most of the day was physical; we took part in warm up games, several staging exercises and techniques that we could use on our cast. Surrounded by other teachers I thought I would feel at ease, however I slowly began to realise that quite a few teachers had done SSF before and some of them specialised in drama. These people had an idea and answer to every question. I felt very out of my depth and scared.

During the first break I plucked up the courage to talk to an SSF coordinator, I described my feelings and how I could not visualise a way to start the process with my chosen year group. She was very reassuring and explained all the ways she could support me. As we carried on throughout the day I stopped being scared, I started listening to those with previous experience, writing down their advice and ideas and talking to them. I left there, excited, energised and with a clear understanding of how I was going to start my creative process.

Get the children interested

I invited the year 4 cohort to an hour workshop that I had written, (appendix 2) with ideas taken from the 'teacher-director workshop' I also created a PowerPoint for this workshop to enable the children to fully understand what the whole process was about and the background of SSF.

Both the children and I left this workshop feeling exhilarated, it was special for me as an EYFS teacher to have such an exciting link with these KS2 children. For days after I was constantly bombarded with, "when are we doing Macbeth", "When will auditions be", "Can I be Macbeth?" etc.

"I'm so excited that we are going to be on a real stage"

I held a meeting with those children interested, talked through which parts needed to be auditioned for and sent them away with scripts to practice. I spent quite a bit of time, ensuring I fully understood the storyline and breaking down each stage of the play to make life easier.

Auditions

The audition process was fairly simple and involved the children reading for one or more parts. My biggest concern at this stage was that many of the children lacked confidence, although most of them had memorised their lines for the audition, they found it difficult to perform to me.

Most of the characters in Macbeth are male and my cast consisted of 13 females and 1 male. At first I thought this could be a problem and the girls would disapprove, but I was wrong, I cast Macbeth as female because she was my most confident performer. Each child cheered with glee as I read out their part, another unforgettable moment as I realised how much they were enjoying themselves.

Rehearsals

Rehearsals started after the summer holidays, this allowed the children plenty of time to learn their lines. They were held weekly as an hour long after school club; we started at the beginning of the play and worked our way through.

I started planning my rehearsals; which warm up games I would play, which ensemble techniques we would practice, the scene and characters we were going to concentrate on. However the teacher diary did not allow for this to continue, and the rehearsals after, were much more spontaneous and successful.

One child in particular 'G' really struggled with the dramatic process, her confidence was low and she found it hard to take part in just warm up games, not wanting to talk in front of her peers. I tried a few approaches with her, firstly a softly approach, allowing her time and talking to her one on one. I also tried being firm; both these approaches resulted in 'G' crying during the first two rehearsals. When the third rehearsal came round I told her that if she could not take part in our warm up games she would not be able to continue with this project. 'G's confidence started to grow; she started to take part in rehearsals properly however her voice was as quiet as a mouse.

Director conference

The director conference took place in London, and allowed me to meet 30+ SSF teachers. It was very similar to the teacher-director workshop, in that it was physical and allowed us the teachers to take part in the creative process. However it was much more in depth and gave us great tips on how to make our productions even better.

The most useful tool I learnt from this conference was allowing the cast to become the directors and take responsibility for the play. I also learnt how to give constructive feedback to my pupils, and helped model this to the other SSF teachers.

Five other teachers and I were given a section of the script from 'A Midsummer Night's Dream' we were told our characters and asked to go with it, act it out. The SSF professionals would stop us and ask our fellow teachers how we could improve the scene. They used three key words to encourage how they wanted feedback,

Challenge – Can you try?

Support – I liked it when...

Inspire – I wonder what would happen if...

These approaches are child friendly and allow their ideas to flow; otherwise feedback sounds negative and can put children off the creative process. I took this idea back to rehearsals and it had a huge impact on the social cohesion of the group.

Cast workshop

The cast workshop was the most influential part of the process for the children. We went to The Key Theatre (our performance venue) and were met by lovely SSF staff who took control. The children were involved in a half day workshop that allowed

their creative juices to flow, and the actor inside to present itself. They played warm up and team building games, created an ensemble fight scene and performed a section of the play to the SSF professionals. They were given expert training on their performance skills and stage craft and I could just see from their faces that they loved every moment, those unconfident children who auditioned were nowhere to be seen.



During this workshop I was allowed some one to one time with an SSF professional, who helped me think about lighting, sound and props. She also answered any questions I had and was extremely helpful.

The day ended with the children seeing inside the theatre and going on stage, another unforgettable moment.

"It's so big, this is awesome"

"Wow, this is so cool, it's a real stage"

They were allowed on the stage with an SSF professional where they took part in some voice projection exercises. Once again the joy on their faces spoke for themselves.

'G' really struggled with this exercise and her nerves got the better of her, we did it together, but I started to worry about her lack of confidence for performance day.

Final rehearsals

Final rehearsals continued without me whilst I was off work with a broken ankle.

When I returned to school for the last two days of rehearsal, the play was still not quite together. We had some professional help from the leaders of a local youth theatre company. They brought the play to life and glued it together, their expertise was invaluable. I learnt a lot about my own skills as a director by taking a step back and watching them.

Performance day

Performance day was a rush of adrenaline, together with the children and two members of staff who took on rehearsals whilst I was off work, we made our way to the theatre. The children were a mixture of buzzing energy and tired serenity.

The organisation of this day was superb, firstly SSF professionals took us through a 'tech run' this gave the children firsthand experience of many different aspects of theatre. They enjoyed seeing all the different light states and listening to our chosen music for the play on the theatre speakers.

After this we became an audience and watched another primary school perform their dress rehearsal. This was extremely beneficial for our children, it allowed them to experience a completely different Shakespeare play and watch children the same age, own the stage.

This was reversed and we performed our dress rehearsal to the other school, again another beneficial process as it allowed the children to experience the nerves before the final performance. This was 'G's chance to prove her confidence had grown and not to let the nerves get the better of her. She succeeded and spoke every line as loudly as she could manage.

There was a lot of fun to be had backstage, with our own dressing room and take away pizza it was a very nice collaborative atmosphere. The children were nervous but excitement trumps that when you are young.

I was luckily enough to be an audience member for all the performances on the night. Our cast were incredible; they remembered everything and shone like professional young performers. Their beaming faces as they took their bow gave me such a sense of pride.

But my proudest moment was watching 'G' up on stage, lights up, audience full, speaking her lines with confidence and conviction.

Challenges/recommendations

I could write a list as long as my arm about the challenges you face during this process, however performance day more than makes up for it. Whilst I did find different stages challenging, there was always a member of the SSF team there to help. Call or email, night or day, they are great.

Children dropping out: This happened to me twice during rehearsals, after parts had been issued. Luckily the rest of the cast were so eager that giving them an extra part was more exciting than daunting.

Logistics: Coaches, adult to child ratio, lunch, we all know as the teachers the logistical nightmare of a school trip.

Money: Although we were very lucky that ALT subsidised the registration fee for the project, it can still be costly with coaches etc.

Learning lines: These are not normal lines, but old Shakespearian English that many adults struggle to comprehend. The children however did surprise me, I just started taking scripts away and before we knew it, they had almost all cracked it.

Time: Because I did this as an after school club there was a real constraint on time, I know most of the other teacher-directors I met were doing the projects with their own class. Their plan was to incorporate it into English lessons. If I were to do the project again I would ask the class teacher to take some responsibility of directing.

My injury was of course a challenge, when I took the project on I was the only adult involved from school. This meant that when my injury occurred there was no one who could easily pick the project up from where I had left it. If I were to do the project again I would seek an assistant director.

Conclusion

I asked my children on the last day of rehearsal, how they felt about the whole process.

"I didn't think I'd like it because it's an old story, until I tried it and now I love old stories."

"Now we have done Shakespeare we are ready for year 6 and Cromwell and performing."

"I felt happy about going to a big theatre to do it."

"I think it's good because it boosts your confidence, in the future it helps you with a job, if you didn't do this, you may not have the guts to do the job."

"My mum had to do a speech in front of everyone so I thought It would prepare me If I had to do that in my future."

"I was really excited, I was nervous about performing, now we've come this far it's good."

"When we got our parts I didn't think we would actually get this far."

"I think it will inspire other to do Shakespeare"

"I feel very excited, we will probably be in the newspaper. I feel proud that I'm the only boy"

The energy, enthusiasm and joy you feel when the children talk about their experience speaks for itself. This process has made a difference to their lives; each child has nothing but positive words to say. It was my aim to boost the confidence of these children and also to help me gain in confidence with my leadership skills. You only have to read the children's 'student reflections' (Appendix 3) to understand how they feel their confidence has grown. In particular throughout this process 'G' has grown the most, going from a crying wreck during rehearsals to actually performing on stage no problem. Even her teacher believes it has had an impact in class,

"She is definitely more confident in class now, she will quite happily put her hand up to answer questions."

For me as a leader I feel I have gained the knowledge and understanding of guiding the children throughout the process. At the beginning I thought it was about me telling them how to do it, it was only after the director conference that I realised my job was to guide them through the process. Encourage them to take control as an ensemble, giving them the power to create a piece of theatre that they wanted to do.

I have also gained a greater understanding of 'spoken language' in the NC, it has made me very passionate about encouraging teachers to use theatre and drama to help them teach children about spoken language.

Once again you only have to read the 'student reflections' to find out how the children feel about how the project has helped with their team skills. As the leader of the project it has been a wonderful journey watching these children grow together as a team. At the beginning they found it difficult to perform in front of each other, they were embarrassed and nervous. On performance day, they were supporting and hugging each other.

References

SSF. (2015) *Our Impact*. [Online] Available from: <http://www.ssf.uk.com/our-impact>. [Accessed: 6th November 2015].

DfE. (2015) *National curriculum in England: English programmes of study*. [Online] Available from: <https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study>. [Accessed: 13th November].

Student Reflection

	Yes	No	Not sure
Do you think you have become more confident speaking in front of adults?			
Do you think you are more confident to try new things?			
Do you think you were confident at the beginning?			
Would you want to take part again?			
Would you recommend your friends to do SSF?			
Do you think it has helped you to work well in a team?			
Did taking part make you more enthusiastic about school?			
Did you like doing SSF as an after school club?			
Do you think you are more interested in drama now?			
Do you think you are more interested in Shakespeare now?			

Is there anything else you would like to say about the process?

Name:

Appendix 2

Resources – music for fight, cones, Macbeth power point.

Drama Workshop

Introduction – drama morning, play some games, do some acting. 1 warning then you will be asked to leave.

Game 1 – Can I stay at your house? Go to any corner of the room. How many in your corner? Ask them to keep repeating. There must always be that many if those corners at any one time. Now I'm going to come and ask if I can stay at your house and you will reply with "No try next door". Whilst I'm doing this anyone can start running to a different corner, which means you must all run and go to a different house. I'm going to join in and run now so if you are the last one you must ask if there is room. EXTEND – when you approach a house, create a character. When the house respond they must mimic your character. 10 mins

Game 2 – Clear the space game. Children to move freely in the space, keeping the space evenly balanced and changing direction. Introduce actions 1 at a time.

Go – all move off at the same time.

Stop – All stop totally still.

Clear the space – All move to the sides of the space, clear the space as much as possible.

Switch – All move to the opposite wall.

Centre – All move to the centre and form as tight a group as possible. Work at different levels, some tall some small.

Sky – look up at the ceiling. Quick, sharp.

Audience – Head turns swiftly towards the audience.

Shoulder – reach out just your arm don't move any other part of your body, and try and touch another persons shoulder.

Half the class watch – what does it look like. What could they be acting out here? 20 mins.

Game 3 – Take two children they are going to mime fighting without touching each other. Have a large gap between them. As one punches or kicks the other must respond as appropriate. Do this in slow motion. Rest of the children to watch. Add in some other children behind the lead to copy the exact actions. Play slow motion fighting music.

The other children watch. Does it look good? What could make it better? 10 mins.

Powerpoint – show Macbeth power point. 5 mins.

Script reading – Chn sit in a circle. Me to read it first, model the language. Then choose a child to be Macbeth and a child to be Lady Macbeth. Ask them to read it out in the circle.

What do you think is happening in this scene?

LM wants M to kill the king so he can become king. The king is staying in their castle and has almost finished his dinner but M has left the dining room. LM is saying that he is too scared to do it and is worried they may fail and get caught.

Two actors up to the front. Read the lines to each other. Introduce ghosts. Audience to give input. How should they stand? How would they feel? What would they be doing? How could they act it?

20 mins.

Finish.

1hr 15 mins.

Appendix 3

Shakespeare
SCHOOLS FESTIVAL

Student Reflection

	Yes	No	Not sure
Do you think you have become more confident speaking in front of adults?	✓		
Do you think you are more confident to try new things?	✓		
Do you think you were confident at the beginning?		abit	
Would you want to take part again?	✓		
Would you recommend your friends to do SSF?	YES ✓	definitely	
Do you think it has helped you to work well in a team?	✓		
Did taking part make you more enthusiastic about school?			✓
Did you like doing SSF as an after school club?	✓		
Do you think you are more interested in drama now?	✓		
Do you think you are more interested in Shakespeare now?	✓		

Is there anything else you would like to say about the process?

I am more intrested in shake
speare because i have learnt
the old english.

Name: Serena

Student Reflection

	Yes	No	Not sure
Do you think you have become more confident speaking in front of adults?	✓		
Do you think you are more confident to try new things?	✓		
Do you think you were confident at the beginning?	✓		
Would you want to take part again?	✓		
Would you recommend your friends to do SSF?	✓		
Do you think it has helped you to work well in a team?	Definitely ✓		
Did taking part make you more enthusiastic about school?	✓		
Did you like doing SSF as an after school club?	✓		
Do you think you are more interested in drama now?	✓		
Do you think you are more interested in Shakespeare now?	✓		

Is there anything else you would like to say about the process?

yes I am more interested in drama because it is fun and magical.

Name: Ronaya Chatter

Student Reflection

	Yes	No	Not sure
Do you think you have become more confident speaking in front of adults?	✓		
Do you think you are more confident to try new things?	✓		
Do you think you were confident at the beginning?		a bit	
Would you want to take part again?	✓		
Would you recommend your friends to do SSF?	definitely		
Do you think it has helped you to work well in a team?	✓		
Did taking part make you more enthusiastic about school?	✓		
Did you like doing SSF as an after school club?	✓		
Do you think you are more interested in drama now?	✓		
Do you think you are more interested in Shakespeare now?	✓		

Is there anything else you would like to say about the process?

I would recommend it to my friend because it makes you more confident.

Name: Labeisha

Student Reflection

	Yes	No	Not sure
Do you think you have become more confident speaking in front of adults?	✓		
Do you think you are more confident to try new things?	✓		
Do you think you were confident at the beginning?		a bit	
Would you want to take part again?	✓		
Would you recommend your friends to do SSF?	✓		
Do you think it has helped you to work well in a team?	✓		
Did taking part make you more enthusiastic about school?	✓		
Did you like doing SSF as an after school club?	✓		
Do you think you are more interested in drama now?	✓		
Do you think you are more interested in Shakespeare now?	✓		

Is there anything else you would like to say about the process?

I would recommend it to my friend because it makes you more confident.

Name: Lakeisha

Student Reflection

	Yes	No	Not sure
Do you think you have become more confident speaking in front of adults?	✓		
Do you think you are more confident to try new things?	✓		
Do you think you were confident at the beginning?		✓	
Would you want to take part again?	✓		
Would you recommend your friends to do SSF?	✓		
Do you think it has helped you to work well in a team?	✓		
Did taking part make you more enthusiastic about school?	✓		
Did you like doing SSF as an after school club?	✓		
Do you think you are more interested in drama now?	✓		
Do you think you are more interested in Shakespeare now?	✓		

Is there anything else you would like to say about the process?

I will take part in it again because it was fun.

Name: Gracie

Student Reflection

	Yes	No	Not sure
Do you think you have become more confident speaking in front of adults?	✓		
Do you think you are more confident to try new things?	✓		
Do you think you were confident at the beginning?		abs ✓	
Would you want to take part again?	✓		
Would you recommend your friends to do SSF?	definitely ✓		
Do you think it has helped you to work well in a team?	✓		
Did taking part make you more enthusiastic about school?	✓		
Did you like doing SSF as an after school club?	✓		
Do you think you are more interested in drama now?	✓		
Do you think you are more interested in Shakespeare now?	✓		

Is there anything else you would like to say about the process?

I would recommend it to a friend because it is very fun.

Name:

Student Reflection

	Yes	No	Not sure
Do you think you have become more confident speaking in front of adults?	✓		
Do you think you are more confident to try new things?	✓		
Do you think you were confident at the beginning?	A bit		
Would you want to take part again?	✓		
Would you recommend your friends to do SSF?	✓ definitely		
Do you think it has helped you to work well in a team?	✓		
Did taking part make you more enthusiastic about school?	✓		
Did you like doing SSF as an after school club?	YES		
Do you think you are more interested in drama now?	✓		
Do you think you are more interested in Shakespeare now?	✓		

Is there anything else you would like to say about the process?

I am more interested in drama now
because i have realised how fun
it is.

Name: Layla

Student Reflection

	Yes	No	Not sure
Do you think you have become more confident speaking in front of adults?	✓		
Do you think you are more confident to try new things?		✓	
Do you think you were confident at the beginning?	average		
Would you want to take part again?	✓		
Would you recommend your friends to do SSF?	✓		
Do you think it has helped you to work well in a team?	✓		
Did taking part make you more enthusiastic about school?	✓		
Did you like doing SSF as an after school club?		✓	
Do you think you are more interested in drama now?	✓		
Do you think you are more interested in Shakespeare now?	✓✓✓		

Is there anything else you would like to say about the process?

i think it has improved my teamwork because
i never used to work as a team.

Name: Deniz

Student Reflection

	Yes	No	Not sure
Do you think you have become more confident speaking in front of adults?	✓		
Do you think you are more confident to try new things?	✓		
Do you think you were confident at the beginning?	a bit		
Would you want to take part again?	✓✓		
Would you recommend your friends to do SSF?	✓		
Do you think it has helped you to work well in a team?	✓		
Did taking part make you more enthusiastic about school?	✓		
Did you like doing SSF as an after school club?	✓		
Do you think you are more interested in drama now?	✓		
Do you think you are more interested in Shakespeare now?	✓		

Is there anything else you would like to say about the process?

I would recommend it to other people so they now how it feels.

Name: Kander

Student Reflection

	Yes	No	Not sure
Do you think you have become more confident speaking in front of adults?	✓		
Do you think you are more confident to try new things?	✓		
Do you think you were confident at the beginning?			a bit
Would you want to take part again?	✓✓✓		
Would you recommend your friends to do SSF?	definitely		
Do you think it has helped you to work well in a team?	✓		
Did taking part make you more enthusiastic about school?	✓		
Did you like doing SSF as an after school club?	✓		
Do you think you are more interested in drama now?	✓		
Do you think you are more interested in Shakespeare now?	✓		

Is there anything else you would like to say about the process?

I like drama better because we have experienced it play now in front of lots of people

Name: Olivia

Student Reflection

	Yes	No	Not sure
Do you think you have become more confident speaking in front of adults?	✓		
Do you think you are more confident to try new things?	✓		
Do you think you were confident at the beginning?		✓	
Would you want to take part again?	✓✓✓✓✓		
Would you recommend your friends to do SSF?	✓ definitely		
Do you think it has helped you to work well in a team?	✓✓✓✓✓		
Did taking part make you more enthusiastic about school?	✓✓✓✓✓		
Did you like doing SSF as an after school club?	✓✓✓✓✓		
Do you think you are more interested in drama now?	✓✓✓✓✓		
Do you think you are more interested in Shakespeare now?	✓✓✓✓✓		

Is there anything else you would like to say about the process?

It is fun and exciting and it boosted my confidence a lot!!

Name: Grace Wool

Student Reflection

	Yes	No	Not sure
Do you think you have become more confident speaking in front of adults?	✓	.	.
Do you think you are more confident to try new things?	✓	.	.
Do you think you were confident at the beginning?	✓	.	.
Would you want to take part again?	✓	.	.
Would you recommend your friends to do SSF?	definitely	.	.
Do you think it has helped you to work well in a team?	✓	.	.
Did taking part make you more enthusiastic about school?			✓
Did you like doing SSF as an after school club?	✓	✓	.
Do you think you are more interested in drama now?	✓	.	.
Do you think you are more interested in Shakespeare now?	✓	.	.

Is there anything else you would like to say about the process?

I would take part again because
I love horror and drama.

Name: Crystal

Student Reflection

	Yes	No	Not sure
Do you think you have become more confident speaking in front of adults?	✓		
Do you think you are more confident to try new things?	✓		
Do you think you were confident at the beginning?			✓
Would you want to take part again?	✓		
Would you recommend your friends to do SSF?	✓		
Do you think it has helped you to work well in a team?	✓		
Did taking part make you more enthusiastic about school?	✓		
Did you like doing SSF as an after school club?	✓		
Do you think you are more interested in drama now?	✓		
Do you think you are more interested in Shakespeare now?	✓		

Is there anything else you would like to say about the process?

I'm more interested in Shakespeare now
because we have learnt Shakespeare and
now I know it.

Name: Hope

Student Reflection

	Yes	No	Not sure
Do you think you have become more confident speaking in front of adults?	✓		
Do you think you are more confident to try new things?	✓		
Do you think you were confident at the beginning?	a bit		
Would you want to take part again?	✓		
Would you recommend your friends to do SSF?	✓		
Do you think it has helped you to work well in a team?	Definitely ✓		
Did taking part make you more enthusiastic about school?	✓		
Did you like doing SSF as an after school club?	✓		
Do you think you are more interested in drama now?	✓		
Do you think you are more interested in Shakespeare now?	✓		

Is there anything else you would like to say about the process?

I would like to take part again because it boosted my confidence and I thought that we became professional actors.

Name: Salett Richards

Student Reflection

	Yes	No	Not sure
Do you think you have become more confident speaking in front of adults?	✓		
Do you think you are more confident to try new things?	✓		
Do you think you were confident at the beginning?			✓
Would you want to take part again?	✓		
Would you recommend your friends to do SSF?	✓		
Do you think it has helped you to work well in a team?	✓		
Did taking part make you more enthusiastic about school?	✓		
Did you like doing SSF as an after school club?	✓		
Do you think you are more interested in drama now?	✓		
Do you think you are more interested in Shakespeare now?	✓		

✓ a bit

Is there anything else you would like to say about the process?

I think that I am more interested in drama now because before I used to be a little quite and now that we have done SSF I feel more confident.

Name: Georgia

