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**GOTHENBURG ENGLISH STUDIO THEATRE**

**TEACHERS RESOURCE PACK  
TO BE USED WITH THE THEATRE PRODUCTION**

# BROKEN BISCUITS

BY TOM WELLS



## INTRODUCTION

Hello!

We hope that this Resource Pack will help you and your students to prepare for your theatre visit and to further explore what you have experienced by watching **BROKEN BISCUITS** at Gothenburg English Studio Theatre.

If you have any questions please don't hesitate to contact us.

Kind regards,  
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## – PART 1. ABOUT GEST

GEST (Gothenburg English Studio Theatre) was founded in 2005 with the aim of providing quality, contemporary and award-winning theatre in the English language. GEST is the only professional English speaking theatre in Western Sweden. Celebrated by audience and critics alike, GEST brings the very best of contemporary drama from the British Isles and farther afield to Scandinavia and invites actors and directors from the British Isles to work with a Swedish/English production team. We aim to produce theatre of the highest standard and often present Scandinavian premieres.

The Gothenburg English Studio Theatre is an intimate 70-seater, situated on Chapmans Torg, in the heart of Majorna, Gothenburg. GEST also tours around Sweden as a whole, performing at places such as Kulturhuset Stadsteatern Stockholm and Borås Stadsteater.

## – PART 2. ABOUT THE PLAY

### 1. SUMMARY

16-year-old Megan calls her friends Ben and Holly to an emergency meeting in her garden shed. They are definitely not the cool kids but Megan has a plan. She pulls off a sheet revealing a drum kit. To Megan there is nothing cooler than being in a band. With being in a band comes, according to her, a set of rules that you are to follow. To Ben and Holly being cool rather means being yourself despite what others think of you. During the summer before college the conflict between the friends rises to a clash. But in the end they all become more of a band, more like themselves and more accepting to each other's differences, especially Megan.

### 2. CAST AND CREW

**Playwright:** Tom Wells

**Director:** Kristina Brändén Whitaker

**Megan played by:** Gina Fillingham

**Holly played by:** Megan Grech

**Ben played by:** Luke Halliwell

**Assistant Director:** Eleanor Dodson

**Set and Costume Designer:** Ger Olde Monnikhof

**Lighting Designer:** Fredrik Glahns

**Sound Designer:** Karl Wassholm

**Music:** Kristina Brändén Whitaker

**Production Manager:** Mia Kjellkvist

## – PART 3. USEFUL RESOURCES

### 1. WHERE IS THE PLAY SET?

In a garden shed in Kingston upon Hull, usually called Hull, the playwright Tom Wells' hometown. The town of Hull has around 260,000 inhabitants and was founded late in the 12th century. During 2017 Hull is designated the title UK City of Culture. The city is unique in the UK in having had a municipality owned telephone system from 1902. The telephone boxes are cream coloured instead of red.

(Source: Wikipedia)

### 2. MAP

Here is Kingston upon Hull shown within the East Riding of Yorkshire, England.



By Contains Ordnance Survey data © Crown copyright and database right, CC BY-SA 3.0

### 3. PLAY VOCABULARY

**Aldi** – Grocery store brand

**Apprentice** – A person learning a trade from a skilled employer or professional

**Barren** – Land or plant too poor to produce vegetation or crops

**Being fussed** – Feeling particularly concerned or strongly about something

**Butterscotch** – A type of candy or flavouring made from butter and brown sugar

**Cheeky** – Being rude or disrespectful but in an amusing manner

**Clanger** – An absurd or embarrassing mistake

**Crochet** – A handcraft whereby yarn is made into textured fabric with a hooked needle

**Frigid** – Being stiff or uptight, often in relation to sexuality

**Gobby** – Someone who is being loud and blunt or opinionated

**Heifer** – A cow that has not borne a calf, or only borne one calf. A word used to describe an overweight female.

**Jammy Dodgers** – Jam-filled biscuits

**Marina** – A specially designed harbour for yachts and small boats

**Maverick** – An independently-minded person

**Reckon** – To believe, assume or be convinced of something

**Revision** – Studying for upcoming exams

**Rod** – A thin, straight wooden or metal bar

**Sainsbury's** – A grocery store brand

**Sequins** – Small, shiny discs sewn onto clothing for decoration

**Shed** – A small outdoor structure, usually for storage

**Waft** – The action of something passing gently through the air

## **4. THE BRITISH SCHOOL SYSTEM**

Here is an overview of the British school system since there are quite a few references to it in Broken Biscuits.

### **Primary school**

Reception, 4-5 years old

Year Level 1 – YL6, 5-11 years old

### **Secondary school**

YL7-YL11, 11-16 years old

### **GCSE (General Certificate of Secondary Education)**

During YL11 the students do their GCSE exams in different subjects. To get to sixth form or college you have to pass at least 5 of your GCSEs.

### **Sixth form (YL12 – YL13)**

Further education for students over 16 attached to a Secondary school institution.

### **College**

On the same educational level as Sixth form but separate institutions. Colleges are more specific and students study for example art or engineering.

### **A Levels (Advanced Levels)**

During sixth form or college you are working on your A levels. Four subjects of your own choosing the first year and then you can drop one if you like. The A levels are the British further education qualification.

### **NVQ (National Vocational Qualification)**

Competence-based qualification when you have had an apprenticeship in a specific vocation. Since 2015 replaced with Regulated Qualifications Framework (RQF).

## **– PART 4. EXERCISES**

Our exercises are separated into drama, speaking and writing exercises. After the performance you should preferably start with the memory exercises but apart from that it is up to you as a teacher to choose the exercises you think will fit your class.

### **1. MEMORY SCENES – DRAMA EXERCISE**

Since it might have been a couple of days since you saw the performance and the students have different experiences and memories of the play it is a great idea to start with an exercise like memory scenes. Divide the students into groups and have them arrange still pictures from the play, one from the beginning, one from the middle and one from the end.

## **2. MEMORY ROUND – SPEAKING EXERCISE**

When the students have thought about the play in smaller groups you can start the group discussions with a Memory Round.

Try questions like:

How did the play start?

How was the stage set out?

How would you describe each character?

What relations did the characters have to one another?

How did the play end?

## **3. DEBATE AND GROUP DISCUSSION – SPEAKING EXERCISE**

What were your worries and/or expectations pre. sixth form?

What do you think about when you hear the word loser?

What is it to be cool? According to you? According to others?

Why do you think many consider musicians to be cool? How do you think they perceive themselves?

Would you like to be in a band? Why, why not?

Pros and cons of being famous.

Why do you think Megan is trying to make the others follow her lead? Do you agree with Megan's actions? What would you do in her shoes, anything different?

How far would you go to fit in? Would you try to do like Megan and start a band to be perceived as cool by the others? Why, why not?

What are your hopes for the future?

## **4. NEW SCENES – DRAMA EXERCISE**

Divide the students into groups and have them improvise new scenes for the characters in the play. Each group should work out a basic beginning, middle and end for each scene, a journey for the characters to go on and come to an end point. Get them to think about their characters' personalities, how would they react in these situations? Encourage them to stay as true to the characters as possible.

Below are some scene suggestions. Perhaps the students can think of some others? The scenes can take place both before and after the events in the play, or maybe include some events that happen during the play but that we only hear about, not see.

At one time in the play Ben is going to have pizza with Volkswagen Martin and his sons. What happens during that dinner?

At the end next-door-Darren has wrecked the shed. What are the turning points that make Ben and Holly come to the shed when Megan's contacted them? Do they decide on it together?

How do you think Ben gets the news about him and his mum moving in with Volkswagen Martin and his sons? What do you think is his reaction?

What happened when Ben walked in on Megan wearing her unicorn onesie?

Ben, Megan and Holly all want to reinvent themselves starting college or sixth form. What will happen to them all when they start college or sixth form? First day, first friends, first night out?

Most people who start bands do it as teenagers or in their early 20s. Imagine being over 40 and starting a band what would be the difference? How would it make you feel? What do you think would be the reactions from friends, work colleagues, partners and children?

## **5. DIARY – WRITING EXERCISE**

This is an individual exercise.

What would Holly have written in her diary after she turned down Dean's suggestion to drink hot chocolate and help him with his Pokémons?

What would Ben have written in his diary after Megan told Ben he could not leave the shed in his dress and he picked up his guitar and left anyway?

What would Megan have written in her diary after Holly left with her fairy lights and Megan was all alone with no hope that the others would come back?

## **6. SNAPCHAT – DRAMA & WRITING EXERCISE**

This is an individual exercise.

What is it Megan snapchats to Holly after Holly told them about her upcoming date with Dean? Everyone write their text on a piece of paper and show the photo as a still picture. Do not forget the filters.

## **7. FACEBOOK – WRITING EXERCISE**

This is an individual exercise.

What is it Holly writes to Dean when she's cancelling their Pokémon date? What does she use as an excuse not to meet up?



## 8. SONG LYRIC – WRITING EXERCISE

Divide the students into groups and let them come up with a band name. Ask them to motivate their choice and also to decide on which instruments they should play.

Megan, Ben and Holly write their first song lyrics about what they want their life to be like when they start college or sixth form. All these newly started bands are now to write one verse each and a chorus together about whom they want to be after finishing school.

## 9. BAND NEWSLETTER – WRITING EXERCISE

This is an individual exercise.

Write a newsletter for one of your favourite bands or artists. You can make up your own tour dates, events, competitions or releases as long as you write it like you think the band or artist of your choice would have written it.

Before you start writing your own newsletter please read the guidelines and the example below.

### Guidelines for Writing a Band Newsletter

#### 1. Target audience

If you do not know whom you are writing to it is hard to know how to write and what to write about. Who will read your newsletter? How old are they? Where do they live? What do they like to do besides listening to the band? How are their finances?

#### 2. Main subject

Why are you sending out this newsletter? What are you offering your subscribers? Choose one of these main subjects or come up with one on your own:

Special offer – What would be an attractive experience for your target audience?

Competition – What kind of competition would fit your target audience and which rewards would make them think the competition is worth the effort?

Tour – Where would your target audience want you to tour?

Release – What kind of release is your target audience longing for?

#### 3. What, where, when, why, how, for whom?

These are questions you probably wish to answer in most of your newsletters. For example: How can I take part in the competition? Why should I buy the new release? For whom is the special offer? When is the tour coming to my town, and so on.

#### 4. Subject line

Most newsletters are never opened. It is important that your subject line catches the readers' interest. What will make your target audience open your newsletter? Can you twist the subject line to make it click worthy?

#### 5. Example

Here is a newsletter from Band Together. What do you think about their newsletter? Who is their target audience? What is the main subject? Which of the questions does the newsletter answer? And is their subject line click worthy?

### WINTER 2017 NEWSLETTER

Posted by chodges on Feb 08, 2017



#### Last Band Standing – Just over Two Weeks Away!

Do NOT miss your chance to be part of the best Battle of the Bands in our area – Last Band Standing. In its seventh year, we're bringing the best, most diverse talent to one show and the winner gets to open our Main Event on May 6th at Red Hat with Ben Folds. Tickets start at \$10 only – Available at eTix!



Learn more about our three bands – The Travers Brotherhood, Cris Jacobs and the Jon Stickley Trio [HERE](#) – and don't forget there's a late-night party afterwards with Indecision. And consider going red-carpet style with a VIP ticket – which includes dinner from Bella Monica, drinks and awesome balcony viewing.