

THE DUNGEONS: SCRIPTWRITING AND  
PERFORMANCE PRE- AND POST-LESSONS

*the*  
**Dungeons**<sup>TM</sup>

# SCRIPTWRITING *and performance*

MEET SOME OF THE  
UK'S MOST INFAMOUS  
CHARACTERS

FOR AGES  
12-14

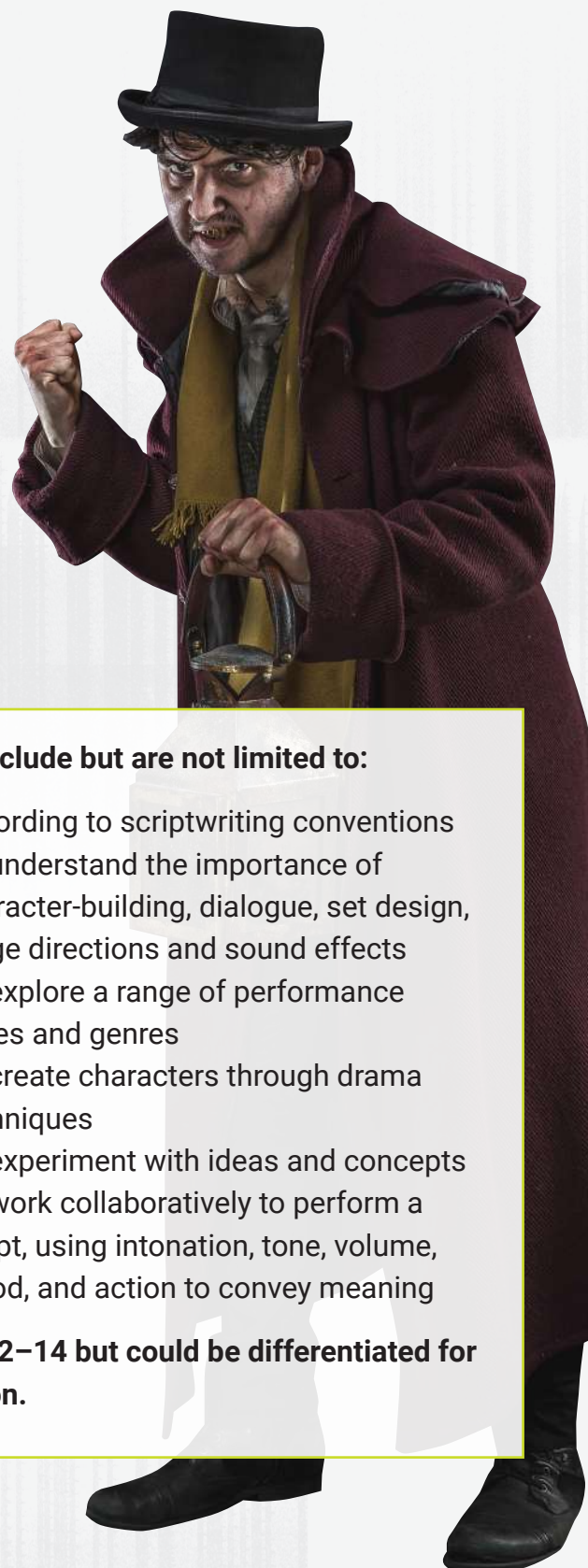




# YOUR EDUCATIONAL VISIT

## *to the Dungeons...*

**STUDENTS WILL...** gain an exclusive insight into one of the most immersive and exciting attractions as they step into the shoes of the Dungeons show creation team. Pupils will be invited to think about the historical context of the Dungeons and how to bring a scene to life through scriptwriting and performance techniques, stretching their English and drama skills, all in the dark, mysterious and utterly HORRIBLE setting of the Dungeons itself!



**The objectives of these pre- and post-visit lessons include but are not limited to:**

- ♦ To analyse the process of professional scriptwriting and to identify the features of a successful script
- ♦ To learn the processes required to create a new show at the Dungeons
- ♦ To use creative writing skills in narratives, describing settings, characters and atmosphere, and integrating dialogue to convey character and advance the action
- ♦ To write a script in groups, focusing on a specific purpose and audience, according to scriptwriting conventions
- ♦ To understand the importance of character-building, dialogue, set design, stage directions and sound effects
- ♦ To explore a range of performance styles and genres
- ♦ To create characters through drama techniques
- ♦ To experiment with ideas and concepts
- ♦ To work collaboratively to perform a script, using intonation, tone, volume, mood, and action to convey meaning

**These lessons have been written for students aged 12–14 but could be differentiated for younger or older age ranges at the teacher's discretion.**

# OBJECTIVES *and* OUTCOMES

This pack provides material for at least **THREE HOUR-LONG LESSONS**; the first two should be delivered before visiting the Dungeons, and the third should be delivered after visiting, to consolidate learning.

PRE VISIT LESSON 1	PRE VISIT LESSON 2	POST VISIT LESSON 1
A Horrible Cast of Characters...	Frightening Scenes and Showdowns...	Stories from Inside the Dungeons...
<b>Objectives</b> <ul style="list-style-type: none"> <li>♦ To understand the components of a successful villain or 'bad character'</li> <li>♦ To make inferences about characters based on biographical facts and historical context</li> <li>♦ To write and act in-role as a given character, conveying that character's thoughts, feelings and motivations</li> </ul>	<b>Objectives</b> <ul style="list-style-type: none"> <li>♦ To identify some of the features of the horror genre</li> <li>♦ To carry out interview role-plays using the conventions of the horror genre</li> <li>♦ To write dialogue for the interview, including stage directions for actors</li> </ul>	<b>Objectives</b> <ul style="list-style-type: none"> <li>♦ To recap the different features of a good script</li> <li>♦ To use different story starters to prompt creative ideas for a script</li> <li>♦ To write and perform a script, including stage directions</li> </ul>
<b>Outcomes</b> A list of known facts and questions about a selection of characters in the Dungeons; a freeze-frame of a character in a given scenario; a diary entry in-role as a character.	<b>Outcomes</b> A list of horror genre conventions; an interview between two characters in the style of the horror genre; a completed 'speech bubble' dialogue sheet including stage directions.	<b>Outcomes</b> A list of the features of a good script; a creative discussion prompted by different 'story starters'; a completed script for a new scene; a performance of a script.



# A horrible CAST OF CHARACTERS

## LEAD IN QUESTIONS:

Who are your  
favourite  
villains or 'bad  
characters'?  
Are they real or  
fictional?

What makes a  
good villain or  
'bad character'?

What sorts of  
characters do you  
think you might  
meet on your visit  
to the Dungeons?  
Why?

## TASK 1

During your visit to the Dungeons, you will meet lots of weird and wonderful – and sometimes sinister – characters, from **THIEVES TO MURDERERS** to **GENERAL TRICKSTERS AND WRONGDOERS**! A lot of these characters are based on real people from history. Look at the list below as an example of some of the people you might meet...

GUY  
FAWKES

ALIZON  
DEVICE

BURKE  
& HARE



HENRY VIII

In pairs, use the Cast of Characters sheet to write down what you already know about these characters, as well as what you'd like to know.

**Tip:** You might be able to use the characters' names or nicknames to make inferences about their personalities.



## CAST OF CHARACTERS SHEET

CHARACTER	WHAT I ALREADY KNOW OR CAN GUESS ABOUT THIS CHARACTER	QUESTIONS I HAVE ABOUT THIS CHARACTER
Guy Fawkes (London and York) 		
Alizon Device (Blackpool) 		
Burke & Hare (Edinburgh) 		
Henry VIII (London) 		



## TASK 2

To find out a bit more about these characters, read their Biography Cards. What do you learn about them? Use any key dates or information to create a chronological timeline, putting these characters in order according to the period of time in which they lived.



**Which character are you most intrigued by?  
Why?**

---

---

---

---

---

---

---

---

---

---

**Which character is the scariest?  
Why?**

---

---

---

---

---

---

---

---

---

---

**Tip:** You might be able to use the historical context in which these characters lived to make judgements about them!



## BIOGRAPHY CARDS



- ♦ **Guy Fawkes** was born on 13th April 1570 in York, and died on 31st January 1606 in London
- ♦ He was alive during Queen Elizabeth I's reign and the beginning of King James I's reign
- ♦ He was a Catholic, and didn't agree with the Protestant faith of the king
- ♦ He became part of a plot to blow up the Houses of Parliament, called 'The Gunpowder Plot'
- ♦ He was arrested the day of the plot, on 5th November, and was taken to the Tower of London
- ♦ The 5th November is now celebrated as bonfire night!

- ♦ **Alizon Device** from Pendle Hill, Lancashire was accused of witchcraft. She was sentenced to death and hanged in 1612.
- ♦ Alizon tried to buy some pins from a trader named John Law for magical purposes. He refused to sell them to her then suffered a stroke, which he believed Alizon had caused.
- ♦ On 30th March 1612, Alizon confessed to cursing Law, as well as bewitching a child who then fell ill and died. She also claimed to have sold her soul to a black dog to gain evil powers.
- ♦ Unlike other witches, Alizon believed in her powers and was convinced she had met the Devil.





## BIOGRAPHY CARDS

- ♦ **William Burke** was born in County Tyrone, Ireland in 1792. **William Hare** was probably born in 1807 in Northern Ireland. Burke was hanged on the 28th of



- January 1829, while Hare was released from custody and his fate is unknown.
- ♦ Together they killed sixteen people in Edinburgh in 1828.
- ♦ They sold the corpses to Robert Knox – a famous scientist who needed cadavers to study human anatomy.
- ♦ They were arrested after their lodgers discovered the body of Margaret Docherty – their last victim.
- ♦ The murders shocked Georgian-era Edinburgh. After their murders, Parliament passed the Anatomy Act of 1832 which allowed scientists to dissect donated bodies, ending the illegal trade in corpses.

- ♦ **Henry VIII** was King of England from 1509 until his death in 1547 – during the Tudor period
- ♦ One of the biggest changes that Henry brought about during his reign was the English Reformation
- ♦ Henry VIII famously married six times. His six wives were Catherine of Aragon (married in 1509), Anne Boleyn (1533), Jane Seymour (1536), Anne of Cleves (1540), Catherine Howard (1540) and Catherine Parr (1543)
- ♦ Henry VIII handed out executions to anyone who stood in his way. In fact, during his 38-year reign, it is said he

had more than 70,000 people executed – yikes!

- ♦ He even had two of his wives executed! (Anne Boleyn and Catherine Howard)





## TASK 3

Choose your favourite of these characters. What do you imagine him or her to be like? What sort of personality might he/she have? Use one of the Scenarios listed below to create a freeze-frame. In your freeze-frame, you must use your **FACIAL EXPRESSIONS** and **BODY LANGUAGE** to show how your character would feel/react/ behave in the scenario. Share your freeze-frames with the whole class. Can they guess which character and scenario you are playing?

### SCENARIO 1

Guy Fawkes has just been arrested for his involvement in the Gunpower Plot



### SCENARIO 2

Alizon Device believes she has just sold her soul to the devil



### SCENARIO 3

Burke & Hare have just sold a corpse for scientific research



### SCENARIO 4

Henry VIII has just executed one of his many wives, Anne Boleyn





## TASK 4

Write a diary entry in-role as your chosen character – imagining their voice, tone and style. Consider how you will convey the **FRIGHTENING** or **HORRIFYING** aspects of your chosen character's personality. Will you also be able to show their softer, gentler side? (...If it even exists, that is!)

Bring your Dear Diary entries with you when you visit the Dungeons – how accurately do you think you have captured the voice of the character you are trying to portray? Don't worry, you'll soon find out...

Dear diary...

Date:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



# FRIGHTENING SCENES

## *and showdowns*

### WARM UP ACTIVITY

1. In pairs, imagine that:

**A** is old, alone in the house, and answers the doorbell carrying one of the following: the door key, a package for collection, a walking stick.

**B** is the caller – a taxi driver, charity collector, thief, ghost or villain.

2. Consider how you can make the exchange ominous and full of tension. How can you make one or more of the characters frightening?

3. To make the scene even more interesting, can you take it back in time to another historical period – e.g. Victorian times?

Present 30-second summaries of your horror stories to the class.

Then, consider the following questions as a group:

- ♦ What makes a good horror tale or encounter?
- ♦ What elements does it need?
- ♦ Why do you think this type of story or 'genre' might be important throughout your trip to the Dungeons?





In pairs, cut out the Horror Genre Features from the grid and place them in order from most important to least important (where number 1 is the most important and number 6 is the least).

Did you use any of these features in your own role-plays?

**DARKNESS** *and*  
**SHADOW**

**TENSION** *and*  
**SUSPENSE**

**ELEMENT** *of*  
**SURPRISE**

**THREAT** *of* **DEATH**  
*or* **INJURY**

**SCARY PLACES**

**STRANGE** *or* **ODD**  
**OBJECTS** *and*  
**NOISES**

**DARKNESS** *and*  
**SHADOW**

**TENSION** *and*  
**SUSPENSE**

**ELEMENT** *of*  
**SURPRISE**

**THREAT** *of* **DEATH**  
*or* **INJURY**

**SCARY PLACES**

**STRANGE** *or* **ODD**  
**OBJECTS** *and*  
**NOISES**

**DARKNESS** *and*  
**SHADOW**

**TENSION** *and*  
**SUSPENSE**

**ELEMENT** *of*  
**SURPRISE**

**THREAT** *of* **DEATH**  
*or* **INJURY**

**SCARY PLACES**

**STRANGE** *or* **ODD**  
**OBJECTS** *and*  
**NOISES**



## TASK 2

In Pre-visit Lesson 1, you learned some facts about the cast of characters that you may meet and/or hear about during your visit to the Dungeons.

Now it's time to bring them to life in the classroom! First of all, in pairs, choose one of the villainous or strange characters that you met in Pre-visit Lesson 1. Use the images below to refresh your memory!

### ALIZON DEVICE



### HENRY VIII



### GUY FAWKES



### BURKE & HARE



# TASK 3

In pairs, come up with a list of at least three questions that you would like to ask your chosen character if you could interview him or her in real life.

## MY QUESTIONS

# TASK 4

If your chosen character were to be interviewed by a journalist, what do you think he or she would be like? Write down your ideas on the Performance Planning Sheet below.

APPEARANCE	BODY LANGUAGE	FACIAL EXPRESSIONS
<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
VOICE	BODY POSITION	VOCABULARY CHOICES
<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>



## TASK 5

Now, in pairs, one of you will be in role as your chosen character, and one of you in role as the interviewer.

Using the list of questions that you came up with in Task 3, conduct an interview between a journalist (from any period of history!) and your chosen character.

Swap roles after five minutes.

**Tip:** can you add an element of **SURPRISE** to your interview?

**Tip:** Try to incorporate elements of your chosen character's personality and identity when you answer questions – and don't forget to incorporate elements that make your interview a little bit ominous, frightening or horrifying for the audience... which conventions of the horror genre will you use?

## TASK 6

Write down your interview as you would for a piece of dialogue in a script – use the Speech Bubble Dialogue sheet overleaf to help you record it.

Under each speech bubble, write a stage direction for the character speaking, giving directions to the actor about the character's appearance and how the character should behave or act when saying the line.

**Bring your dialogue along with you on your trip to the Dungeons...**



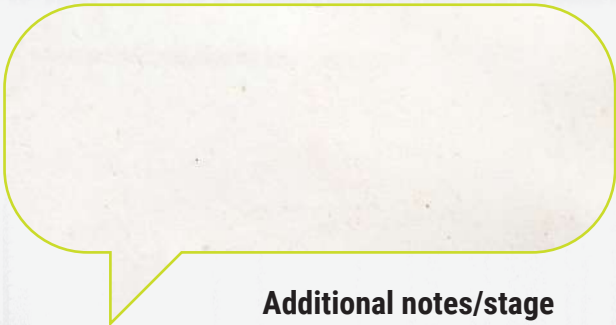


# SPEECH BUBBLE DIALOGUE SHEET



**Additional notes/stage directions:**

.....  
.....  
.....



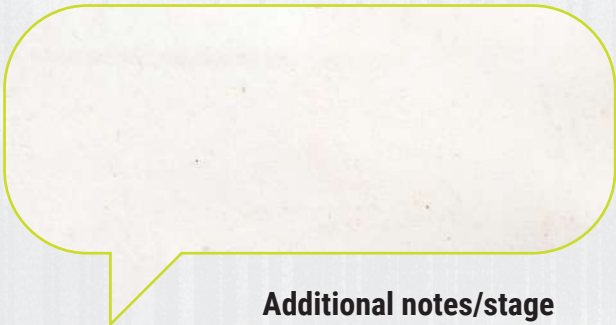
**Additional notes/stage directions:**

.....  
.....  
.....



**Additional notes/stage directions:**

.....  
.....  
.....



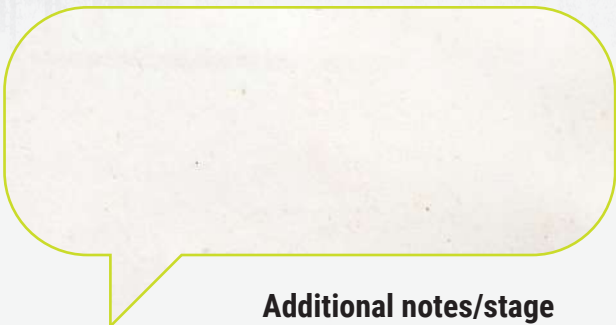
**Additional notes/stage directions:**

.....  
.....  
.....



**Additional notes/stage directions:**

.....  
.....  
.....



**Additional notes/stage directions:**

.....  
.....  
.....

# YOU ARE NOW READY

## *to visit the Dungeons!*

### TASK 7

Prepare for your visit to the Dungeons, where you'll be able to see everything you've learned come to life! Choose from 4 sinister locations: London, York, Blackpool and Edinburgh.

● EDINBURGH

BLACKPOOL ●

● YORK

● LONDON

Be sure to bring a notebook, so you can jot down the names of the criminals you meet and their personality and performance!



# STORIES FROM *inside* THE DUNGEONS

## RECAP QUESTIONS:

What did you  
enjoy most about  
your visit to the  
Dungeons?

What did you  
learn about drama  
and performance  
on your visit?

Which characters  
did you meet?

## TASK 1

Can you list any features that make a good script?

### FEATURES OF A GOOD SCRIPT:

1

2

3

4

5

## TASK 2

It's time to write your own scene inspired by your experience at the Dungeons. Let's play the 'Story Starters Game' to get you thinking about great ways to begin a story.

First of all, you need to cut out and assemble this Dice Template to create the dice for the game

There is something you ought to know: my best friend is now a Plague Doctor.

I write this sitting in a cupboard.

Three of us. We were the only ones left, the only ones to make it through the Dungeons without screaming.

The air turned grey all around me.

In groups of four, roll the dice.

Each time you roll, read your Story Starter and consider how it makes you feel.

**What tone does it set?**

**What sort of story would you like to tell?**

**What genre will it be?**

Share your ideas with the group

A shrill cry echoed from behind the curtain.

My hair stood on end, shivers raced down my spine...



## TASK 3

Choose your favourite Story Starter and write the first scene of your story. Use the Scriptwriting Template to help you structure your ideas. You need to consider the following things: Characters involved (no more than three), the setting, stage directions, lighting/sound effects/props.

CHARACTER NAME	DESCRIPTION
	<div></div> <div></div> <div></div>
	<div></div> <div></div> <div></div>
	<div></div> <div></div> <div></div>

**SETTING:** Set the scene – where is it? Who is there?

A man with a distressed expression, wearing a grey hoodie and a light-colored apron. He has visible blood on his forehead and hands. The background consists of horizontal red dotted lines on a white background.

STAGE DIRECTIONS

SPEAKER'S NAME	HOW THEY TALK/BEHAVE
	<div></div> <div></div> <div></div>
	<div></div> <div></div> <div></div>
	<div></div> <div></div> <div></div>

LIGHTING

SOUND EFFECTS

PROPS



## TASK 4

Finally, choose one script to perform in groups of three or four.

Use the Performance Prompt Cards to help each other adapt and improve your performance.

If you have time, experiment further with music, lighting and props to make your scene truly memorable.

How can you make the scene engaging for the audience?

How can you make the characters seem more believable?

## PERFORMANCE PROMPT CARDS

**LOUDER**

**QUIETER**

**AS IF YOU ARE  
TERRIFIED**

**AS IF YOU ARE  
DESPERATE**

**WITH HUMOUR**

**COMMANDING**

**QUICKER**

**SLOWER**

**PAUSE BETWEEN  
WORDS**