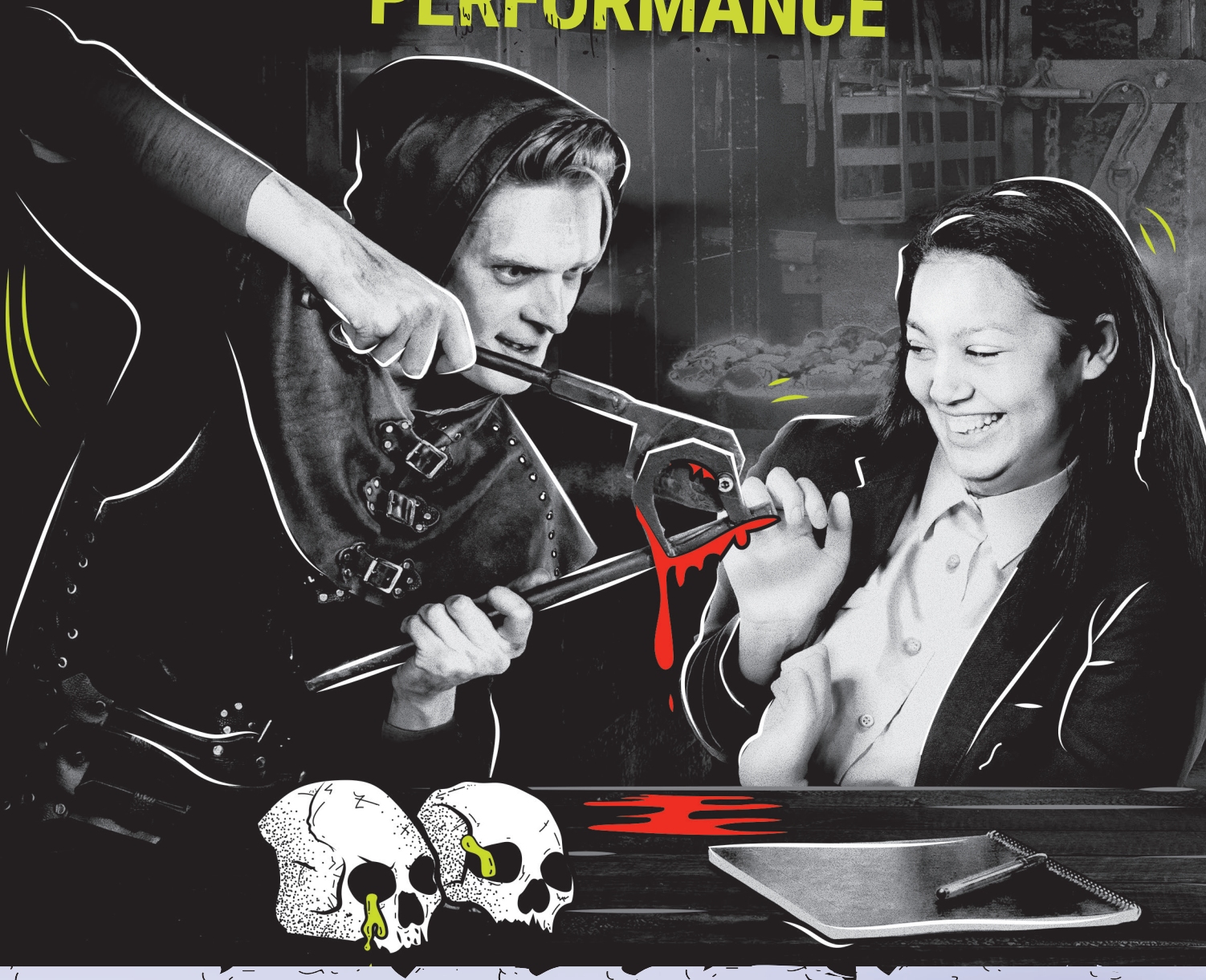


The London Dungeon™

SCRIPTWRITING and PERFORMANCE



Meet some of London's most infamous characters
Pre- and Post-Visit Lessons (Ages 12-14)



The
London Eye



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PRE- AND POST-VISIT LESSONS

Scriptwriting and Performance (Ages 12–14)

Meet some of London's most infamous characters...



YOUR EDUCATIONAL VISIT TO THE LONDON DUNGEON...

Pupils will... gain an exclusive insight into one of the capital's most immersive and exciting attractions as they step into the shoes of the London Dungeon show creation team.

Pupils will be invited to think about the historical context of the dungeon and how to bring a scene to life through scriptwriting and performance techniques, stretching their English and drama skills, all in the dark and mysterious and utterly **HORRIBLE** setting of the **London Dungeon** itself!

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

- ★ **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 London Dungeon
- ★ **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 pupils aged 12–14 but could be differentiated for younger or older age ranges at the teacher's discretion.



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PRE- AND POST-VISIT LESSONS



OBJECTIVES *and* OUTCOMES

This pack provides material for at least three hour-long lessons; the first two should be delivered before visiting the London Dungeon, and the third should be delivered after visiting, to consolidate learning.

Pre-visit Lesson 1: A Horrible Cast of Characters...

Objectives:

- ★ To understand the components of a successful villain or 'bad character'
- ★ To make inferences about characters based on biographical facts and historical context
- ★ To write and act in-role as a given character, conveying that character's thoughts, feelings and motivations

Outcomes:

A list of known facts and questions about a selection of characters in the London Dungeon; a freeze-frame of a character in a given scenario; a diary entry in-role as a character.

Pre-visit Lesson 2: Frightening Scenes and Showdowns...

Objectives:

- ★ To identify some of the features of the horror genre
- ★ To carry out interview role-plays using the conventions of the horror genre
- ★ To write dialogue for the interview, including stage directions for actors

Outcomes:

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.

Post-visit Lesson 1: Stories from Inside the Dungeon...

Objectives:

- ★ To recap the different features of a good script
- ★ To use different story starters to prompt creative ideas for a script
- ★ To write and perform a script, including stage directions

Outcomes:

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.



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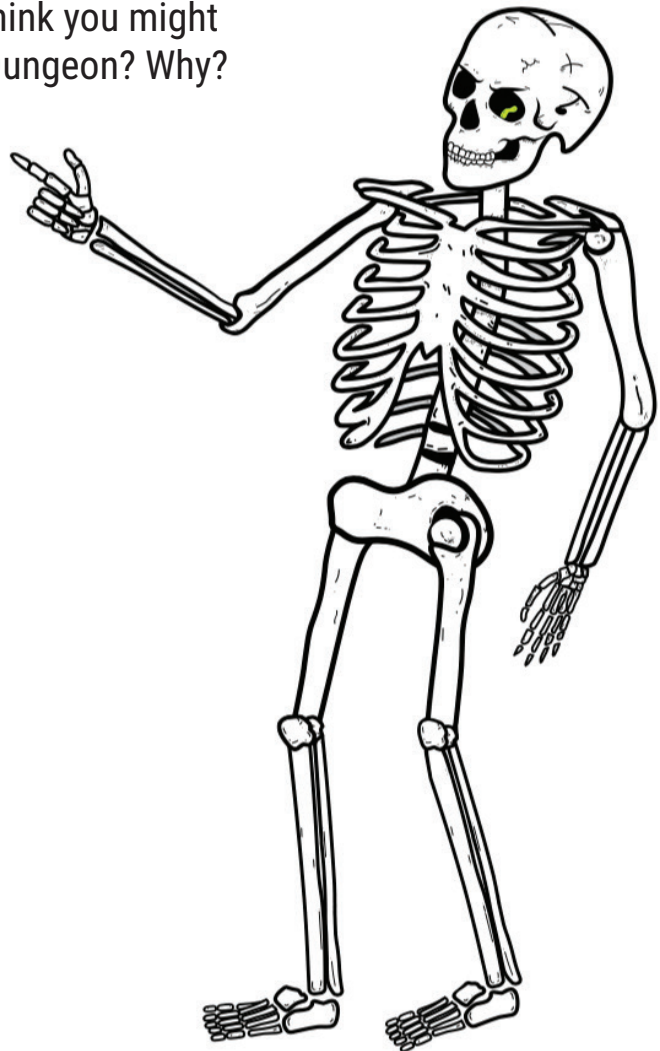


PRE-VISIT LESSON 1

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 London Dungeon? Why?





A HORRIBLE CAST of CHARACTERS

TASK 1



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During your visit to the London Dungeon, 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'll meet...

GUY FAWKES
PLAGUE DOCTOR
JACK THE RIPPER
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.




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A HORRIBLE CAST

TASK 1 RESOURCE:


of

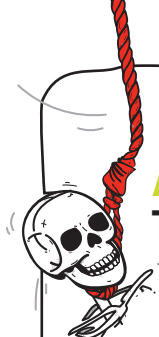
CHARACTERS

Cast of Characters in the
London Dungeon



CHARACTER	What I already know or can guess about this character	Questions I have about this character
GUY FAWKES		
PLAGUE DOCTOR		
JACK THE RIPPER		
HENRY VIII		





A HORRIBLE CAST of CHARACTERS

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!



A HORRIBLE CAST of CHARACTERS

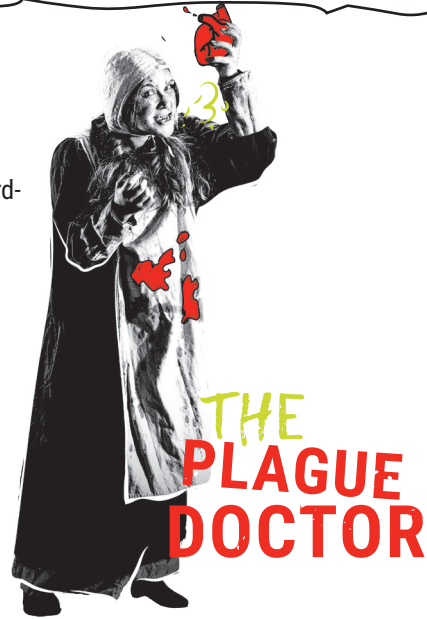
TASK 2: RESOURCE – BIOGRAPHY CARDS

the London Dungeon



- ★ 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!

- ★ A plague doctor was a medieval physician who treated victims of the bubonic plague, known as The Black Death!
- ★ Plague doctors wore a frightening-looking mask with a bird-like beak to protect them from being infected by the disease
- ★ They carried canes so that they didn't have to touch victims with their bare hands
- ★ They tried to cure their patients by 'bloodletting' them. They also lanced, rubbed toads on, or leeches the 'buboes' to try to remove the sickness



A HORRIBLE CAST of CHARACTERS

TASK 2: RESOURCE – BIOGRAPHY CARDS

the
London
Dungeon

- ★ Jack the Ripper terrorised London in 1888
- ★ He killed at least five women and mutilated their bodies in an unusual manner
- ★ The real culprit was never captured – or even identified – and Jack the Ripper remains one of England's, and the world's, most infamous criminals
- ★ All five killings attributed to Jack the Ripper took place within a mile of each other, in or near the Whitechapel district of London's East End
- ★ The name 'Jack the Ripper' originates from a letter, many of which were sent by the killer to the police, detailing his gruesome activities and speculating about murders to come...

JACK THE
RIPPER



HENRY
VIII

- ★ 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)

A HORRIBLE CAST of CHARACTERS

TASK 3: DRAMA TIME

the London Dungeon

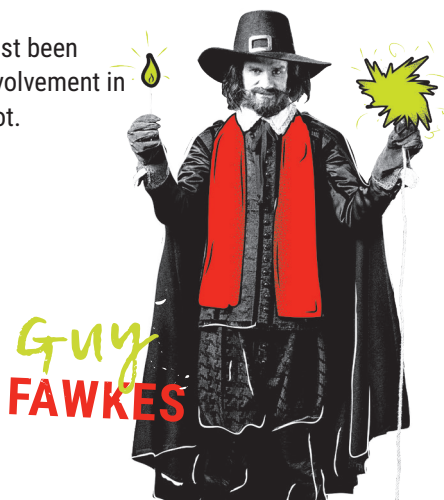
Choose your favourite of these characters. What do you imagine him or her to be like? What sort of personality might he/she have?

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

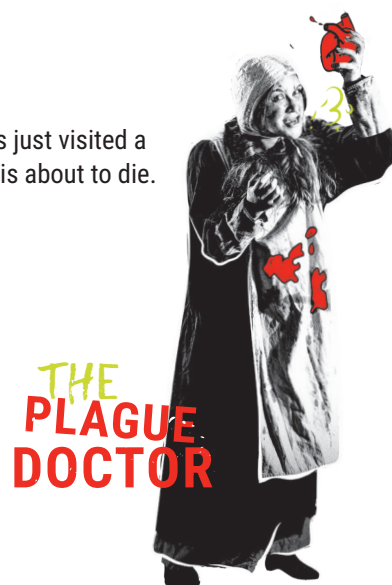
Guy Fawkes has just been arrested for his involvement in the Gunpowder Plot.



Guy
FAWKES

Scenario 2

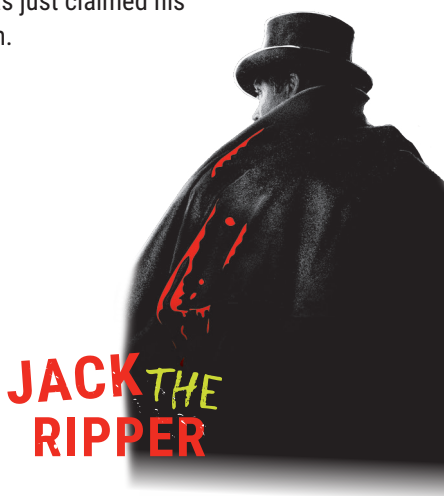
The plague doctor has just visited a very sick patient who is about to die.



THE
PLAGUE
DOCTOR

Scenario 3

Jack the Ripper has just claimed his third murder victim.



JACK THE
RIPPER

Scenario 4

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



HENRY
VIII



A HORRIBLE CAST of CHARACTERS

TASK 4: WRITING TIME



the
London
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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 London Dungeon – 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...



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A HORRIBLE CAST of CHARACTERS
TASK 4: RESOURCE – DEAR DIARY TEMPLATE

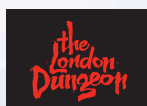
the London Dungeon

Dear diary...

Date:



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PRE-VISIT LESSON 2

FRIGHTENING SCENES *and* SHOWDOWNS

Warm-up Activity: DRAMA TIME!

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?





FRIGHTENING SCENES *and* SHOWDOWNS

TASK 1

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

Then, consider the following questions as a group:

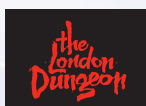
- ★ What makes a good horror tale or encounter?
- ★ What elements does it need?
- ★ Why do you think this type of story or 'genre' might be important throughout your trip to the London Dungeon?

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?

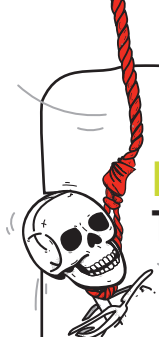


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FRIGHTENING SCENES *and* SHOWDOWNS

TASK 1: RESOURCE – HORROR GENRE

FEATURES GRID

the
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DARKNESS <i>and</i> SHADOW	TENSION <i>and</i> SUSPENSE	ELEMENT <i>of</i> SURPRISE
THREAT <i>of</i> DEATH <i>or</i> INJURY	SCARY PLACES	STRANGE <i>or</i> ODD OBJECTS <i>and</i> NOISES
DARKNESS <i>and</i> SHADOW	TENSION <i>and</i> SUSPENSE	ELEMENT <i>of</i> SURPRISE
THREAT <i>of</i> DEATH <i>or</i> INJURY	SCARY PLACES	STRANGE <i>or</i> ODD OBJECTS <i>and</i> NOISES
DARKNESS <i>and</i> SHADOW	TENSION <i>and</i> SUSPENSE	ELEMENT <i>of</i> SURPRISE
THREAT <i>of</i> DEATH <i>or</i> INJURY	SCARY PLACES	STRANGE <i>or</i> ODD OBJECTS <i>and</i> NOISES



FRIGHTENING SCENES *and* SHOWDOWNS

TASK 2

the London Dungeon

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

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!





FRIGHTENING SCENES and SHOWDOWNS

TASK 4

the London Dungeon

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**

VOICE

**VOCABULARY
CHOICES**

**BODY
POSITION**





FRIGHTENING SCENES and SHOWDOWNS

TASK 5: DRAMA TIME

the London Dungeon

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.

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?

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





FRIGHTENING SCENES *and* SHOWDOWNS

TASK 6: WRITING TIME

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

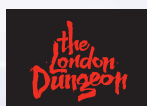
Under each speech bubble, write a stage direction for the character speaking, giving directions to the actor about the character's appearance and how the character should behave or act when saying the line.

Bring your dialogue along with you on your trip to the London Dungeon...

...it might be VERY handy if you have a workshop booked!

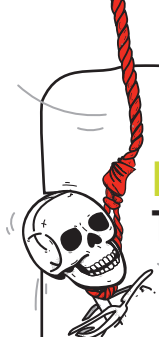


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FRIGHTENING SCENES and SHOWDOWNS

TASK 6: RESOURCE – SPEECH BUBBLE DIALOGUE



ADDITIONAL NOTES/STAGE DIRECTIONS

ADDITIONAL NOTES/STAGE DIRECTIONS

ADDITIONAL NOTES/STAGE DIRECTIONS

ADDITIONAL NOTES/STAGE DIRECTIONS

ADDITIONAL NOTES/STAGE DIRECTIONS

ADDITIONAL NOTES/STAGE DIRECTIONS



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UPGRADE YOUR VISIT TO INCLUDE A WORKSHOP...

Show Curator Workshop – KS3 English

This English-focused workshop explores the role of scriptwriting and performance at the London Dungeon.

Pupils will:

- ★ **Learn** about the processes behind a performance
- ★ **In groups, create a script** for a new show focusing on context, characters, intended audience, use of tone, volume, mood and action to add impact
- ★ **Give a short performance** of their scripts in an immersive education space

Drama Workshop – KS3/KS4

This drama workshop will focus on the performance of the shows, from acting varied characters with different accents, to how to apply effective makeup; as well as the importance of audio, lighting and costume design.

Pupils will:

- ★ **Learn** how to perform in a fast-paced environment, focusing on vocal care, accents and emotional portrayal of characters
- ★ **Learn** how to apply effective make-up and design sound and lighting
- ★ **Perform** a short show together



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* Bookings made must be paid in full to receive two teacher planning tickets.
Please note: Prices and availability are correct at time of going to print.



POST-VISIT LESSON 2

STORIES FROM *inside* THE DUNGEON...

Recap questions:

- ★ What did you enjoy most about your visit to the London Dungeon?
- ★ What did you learn about drama and performance on your visit?
- ★ Which characters did you meet?





STORIES FROM *inside* THE DUNGEON...

TASK 1: RECAP!



During your English workshop at the London Dungeon, you learned about how to create a good script. Can you remember how? List as many features as you can!

Note: If you didn't complete the English workshop at the London Dungeon, can you guess at the features of a good script?

FEATURES OF A GOOD SCRIPT

1.

.....

2.

.....

3.

.....

4.

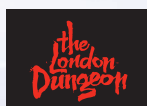
.....

5.

.....



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STORIES FROM *inside* THE DUNGEON...

TASK 2



the
London
Dungeon

It's time to write your own scene inspired by your experience at the London Dungeon.

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 the Dice Template to create the dice for the game
(if you already have a large dice or cube, you can use that).

Secondly, you need to stick each of the six Story Starters on each side of the dice.

.....

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?
-

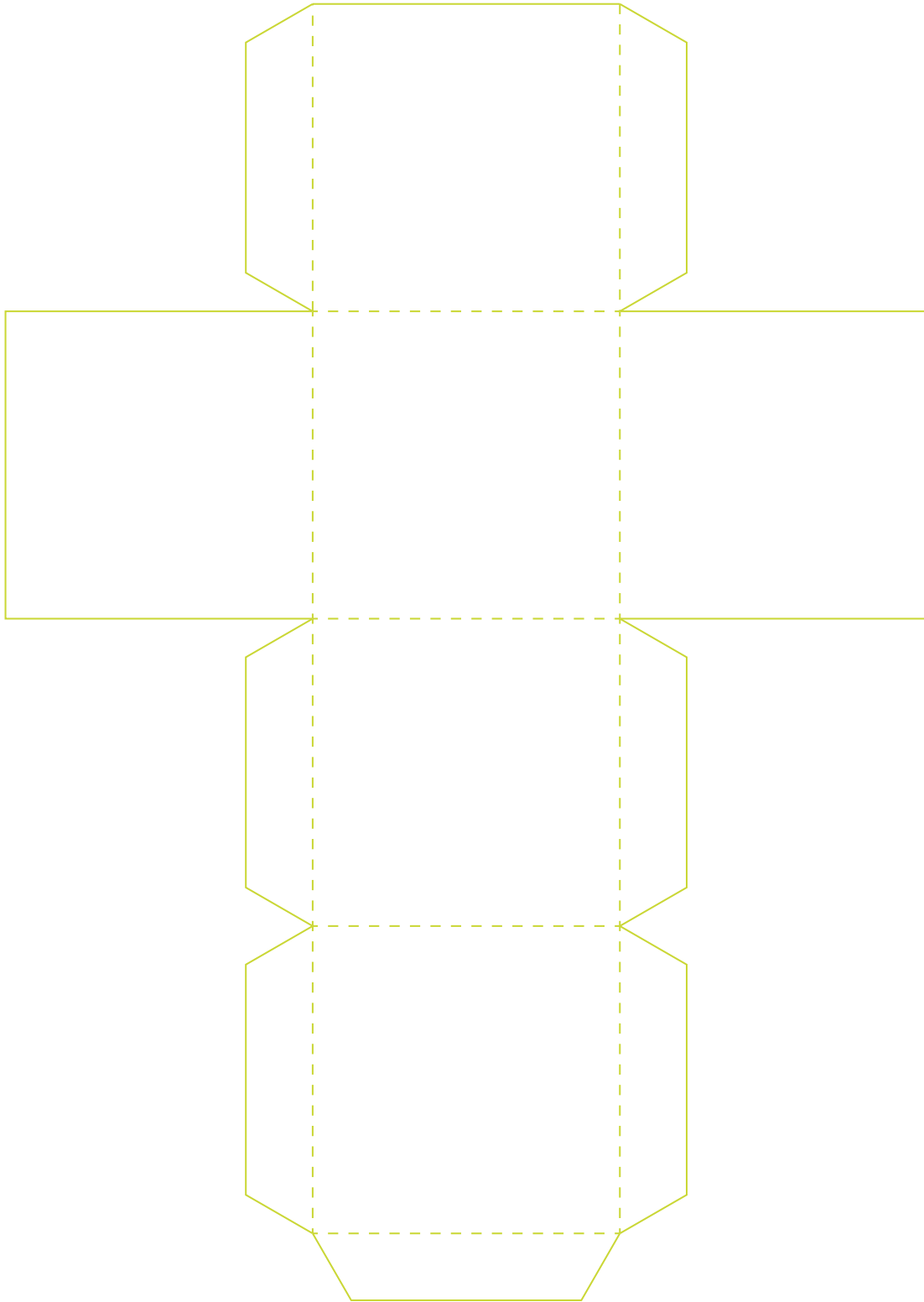
Share your ideas with the group!

STORIES FROM *inside* **THE DUNGEON...**

TASK 2: RESOURCE – STORY STARTER

DICE TEMPLATE

**the
London
Dungeon**





STORIES FROM *inside* THE DUNGEON...

TASK 2: RESOURCE – STORY STARTER

DICE TEMPLATE



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 dungeon
without screaming.

The air
turned grey
all around me.

A shrill cry echoed
from behind the
curtain.

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

STORIES FROM *inside* THE DUNGEON...

TASK 3

the
**London
Dungeon**

Choose your favourite Story Starter and write the first scene of your story.
Use the Scriptwriting Template to help you structure your ideas.

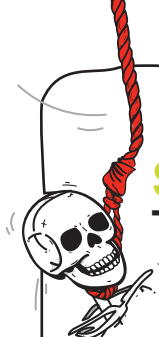
You need to consider the following things.

- ★ Characters involved (no more than three)
- ★ The setting
- ★ Stage directions
- ★ Lighting, sound effects, props

CHARACTERS

NAME	DESCRIPTION
Character 1	
Character 2	
Character 3	

SETTING Set the scene. Where is it? Who is there?



STORIES FROM *inside* THE DUNGEON...

TASK 3: RESOURCE – SCRIPTWRITING TEMPLATE



STAGE DIRECTIONS

First Speaker's name

How they talk/behave

Second Speaker's name

How they talk/behave

Third Speaker's name

How they talk/behave

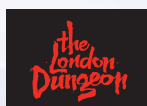
LIGHTING

SOUND EFFECTS

PROPS



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STORIES FROM *inside* THE DUNGEON...

TASK 4

the London Dungeon

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.

- ★ How can you make the scene engaging for the audience?
- ★ How can you make the characters seem more believable?

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

And don't forget to ask your teacher to film your performances and send them to us
– we'd love to see your dungeon-inspired stories spring to life!



STORIES FROM *inside* **THE DUNGEON...**

**TASK 4: RESOURCE – PERFORMANCE
PROMPT CARD**

the
**London
Dungeon**

LOUDER

QUIETER

**AS IF YOU ARE
TERRIFIED**

**AS IF YOU ARE
DESPERATE**

WITH HUMOUR

COMMANDING

QUICKER

SLOWER

**PAUSE
BETWEEN
WORDS**

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