



**Grumpy neighbour** (*off*) And I'm not going to tell you again.  
Is that clear? (*Slams door*)

**A** (*Mimicking*) And I'm not going to tell you again. Is that clear?

**B** (*C giggles*) Ssh! He's looking.

**A** Who cares?

**C** C'mon. Leave it. We'll go to the park

**A** That's so unfair. We've always played here.

**C** It's better in the park. C'mon.

**B** You can if you like.

**A** How?

**C** You worried about that gang from Wallace Avenue?

**B** No.

**C** Aye you are.

**A** They're eejits. Just ignore them.

**C** How about that bit up past the trees?

**B** Uh. No way.

**A** How?

**B** That not where they found a load of needles and stuff?

**A** That was ages ago.

**C** They've put in CCTV. We were up there last week. It's cool.

**A** Cleaned it right up.

**B** Apart from the dog mess.

**A** Ssh! See the cat!

**C** Where?

**A** In the window. Ssh! (*picks up small stone. B notices another neighbour watching*)

**C** How about chapping Mr Grumpy's door?

- A** And legging it?
- C** Aye
- B** Don't be stupid.
- A** How?... Chicken!
- C** Chicken! (*Exit A and B. Freeze on C*)

## Noising up the neighbours. Lesson Plan

### Physical and Vocal warm up.

To be chosen from warm-up menu and games.

### Vocal exercise

- In pairs.**
- |                   |                                 |
|-------------------|---------------------------------|
| A                 | Can I have my ball back please? |
| B (Teacher demos) | Sorry?                          |
| A                 | Can I have my ball back please? |
| B                 | Didn't catch that...            |

Repeat ad nauseam so that A is forced to be vocally more persuasive and audible

### Movement exercise

#### Occupational mime in pairs

Ringing the neighbour's buzzer and legging it.

Authentic touches will include checking no-one's looking, egging each other on, not making a noise, observing the height of the buzzer, creating a sound effect...

### Improvisation exercise

**In pairs.** Create and act out an instant improvisation between a person who has just kicked their football through a neighbour's window and the neighbour who has the ball.

### Working with the script - Notes for effective staging

Grumpy neighbour's (Teacher's) voice should come from behind the audience.

This will force the action to be played "out front".

Experiment with body language for each character. Who is the most confident?

Specific placement of GN's door and window, the park, the cat, the stone...

Work on non-verbal communication such as - (*B notices other neighbour watching*)

Allow A's attention to wander after "Up by the trees?"

Exercise vocal inflection of "Chicken!"

### Discussion Points

Which character most closely reflects attitude of group members?

Which character will earn the audience's sympathy?

What are the problems faced by the children in this neighbourhood?

Are any of these problems shared by group members?

What should be done to tackle these issues?...