

A NEW MUSICAL
INSPIRED BY A TRUE STORY

CROSS-CURRICULA PACK

CROSS-CURRICULA LINKS; AREAS OF INTEREST FOR STUDENTS AND DRAMA TEACHERS

Kinky Boots is an inspiring and joyous musical which celebrates the belief that “you can change the world when you change your mind”.

The music and story of *Kinky Boots* explores themes that can be used to support studies in many subjects, including Drama, PSHE, English, Business, Economics and Media Studies.

This Cross-Curricula Pack outlines some themes and issues that may be of interest to your students, suggesting some ways for them to consider other subjects they are studying when watching the show. You may wish to give them a copy of this pack for personal use, or alternatively you may wish to discuss the issues and themes with students after they have watched the show.

It also outlines some alternative activities you may wish to use in the Drama classroom to explore *Kinky Boots* from a different viewpoint, with other subject links in mind.

This resource has been designed to support the latest specifications in various subjects offered by AQA, Edexcel and OCR.

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PSYCHOLOGY

What students are studying | Areas for consideration

Topic	What students are studying	To consider
Non-verbal communication	Distinctions between non-verbal communication and verbal communication, including paralinguistics (the vocal features that accompany speech, including tone of voice, emphasis and intonation).	What are characters saying without the use of words? What do we learn from their body-language or their facial expressions? How does Simon's voice compare with his voice for Lola's - can you notice differences in tone?
Stereotyping, Prejudice and Discrimination	Definitions of stereotyping, prejudice and discrimination. Stereotyping as oversimplification, leading to positive and negative evaluations. Evaluation of ways to reduce prejudice and discrimination.	When starting work at the factory, Lola initially finds it hard to fit in because of some of the reactions of the factory workers. What is this an example of? How would this make Lola feel? What stereotypes do we have of drag queens? Discuss what is meant by the word 'bystander'. How could a bystander effect change?
Sex and Gender	Definitions of sex identity and gender identity. The biological differences between females and males (chromosomes and hormones). The distinction between the concepts of sex identity and gender identity	Refer to STUDENT SHEET 1: GENDERBREAD MAN

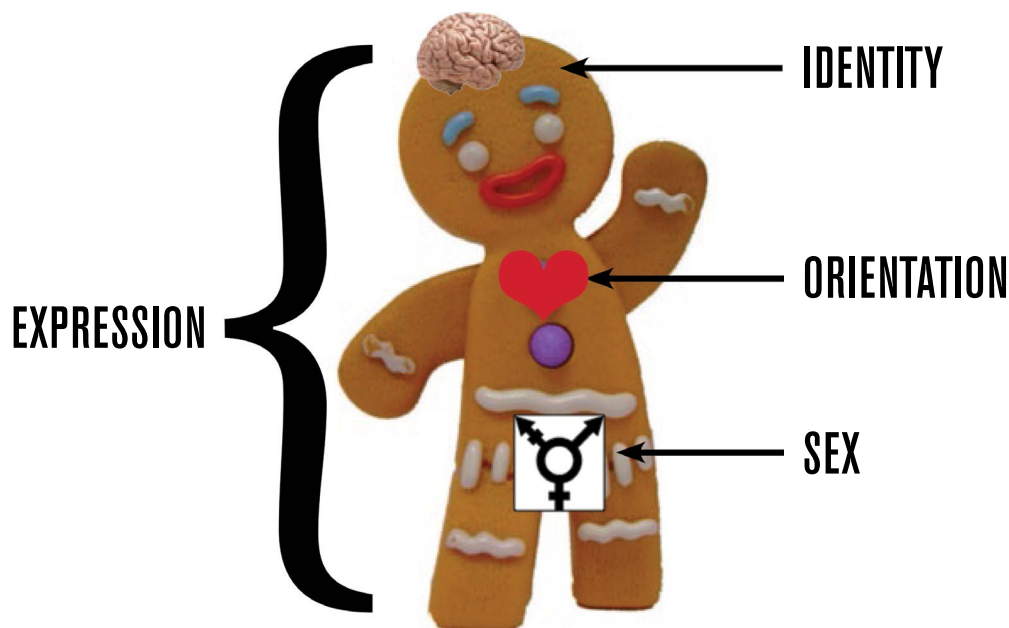
PSYCHOLOGY continued

Activities for the drama class

- **Silent scene:** Ask students to act out an improvised scene, then act it out again conveying the same story but only with body language and movement. Then ask students to change what happens in the scene, and present the new version only through changing what they do with body language and movement. See if the audience can guess the change.
- **What am I saying?:** Ask students to come up with two or three sentences. Walk round the room repeating those sentences out loud. Then, using tone of voice and emphasis, convey a different meaning using the same sentences.
- **First Impressions:** Ask students to form small groups and devise a small scene to present to the class. Students then perform the scene, but as we meet each character in the scene, the teacher can pause the scene and ask students to discuss what first impressions they have of the various characters. Let the scene play out and see if the first impressions match up with what we ultimately discover about those characters.



STUDENT SHEET 1: GENDERBREAD PERSON



GENDER IDENTITY



Gender identity is a person's innermost concept of self as male, female, a blend of both, or neither – how individuals perceive themselves and what they call themselves.

SEXUAL ORIENTATION



Sexual Orientation is who you are physically, spiritually & emotionally attracted to, based on a person's sex/gender in relation to your own.

BIOLOGICAL SEX



Biological sex refers to the make-up of a person's organs, hormones, and chromosomes (XX, XY or a combination of the two).

GENDER EXPRESSION



Gender expression is how you demonstrate your gender (based on traditional gender roles) through the ways you dress, act & interact.

BUSINESS STUDIES AND ECONOMICS

What students are studying | Areas for consideration

Topic	What students are studying	To consider
Understanding management, leadership and decision making	The effectiveness of different styles of management and leadership	<p>What impressions do you have of the way Mr. Price ran the factory? What is his leadership style?</p> <p>How does Charlie's leadership style evolve over the course of the show? How do the factory workers respond to Charlie's leadership?</p>
Making marketing decisions: segmentation, targeting, positioning	<p>The process and value of segmentation, targeting and positioning</p> <p>Choosing which markets to compete in and what products to offer</p>	<p>Price and Sons is a failing business, and we discover in the show that they have a lot of shoe stock which Charlie then has to sell at cost price. Facing the prospect of closure, Charlie decides on a new direction for his family company by creating a new product targeted at a niche market. Can you think of other examples of companies that have changed direction to target a niche group?</p> <p>Have a think about other niche groups that Price and Sons could consider creating a range of shoes/boots for? Consider the pros and cons of trying to target one audience, v.s. targeting multiple audiences.</p>
Unemployment	<p>Justifying how a business could alter its strategy</p> <p>The terms seasonal, frictional, structural and cyclical unemployment</p>	<p>In 2014, 43 companies closed in the UK. This meant that 1,314 branches had to close their doors, which in turn meant 12,335 employees lost their jobs. Some examples of companies in UK that have closed in the past 5 years include BHS, HMV, Woolworths and Phones4U.</p> <p>Analyse a firm which has recently gone out of business or is failing to gain traction? Why? Was it pricing? Marketing strategy? A decrease in demand? Competitors? Or something else? How would you change the strategy of one of these organisations to help it succeed?</p>

BUSINESS STUDIES AND ECONOMICS continued

Activities for the drama class

- **Creating a TV advert:** Pick a product; it could be anything from shoes to a tin of beans. Now, analyse how that product or service is currently marketed. What is the offering, and who is it targeted at? In small groups, devise a TV advert and perform it to the rest of the class. How do you best communicate the product's unique selling points (USPs)? Ask students to limit their adverts to 30 seconds to ensure they consider how to best communicate the USPs in a short time frame.
- **Direction styles:**
 - The objective of this activity is to explore different direction styles.
 - Divide students into 3 groups. Ask each group to pick a director and hand each group the same short scene of your choosing.
 - In Group 1, the director should make every decision, and instruct the actors to create the scene exactly how s/he wants it to be presented.
 - For Group 2, the director should present an outline for their vision and what they want to achieve with the scene. The director should invite questions from the actors and make some of the key decisions together.
 - In Group 3, the director should sit and discuss the scene with their actors and enforce as little of their own decisions as possible. The challenge for the director is to let the scene grow out of the contributions of the various actors.
 - Following this activity, ask each group to present their scenes to the class. Then discuss; how did it feel for the directors? How did it feel for the actors? What were the pros and cons of the various approaches? How might this relate to other real world activities - including class group work in other subject areas. This activity is loosely based on the Tannenbaum and Schmidt continuum of leadership.
 - Extension: You could ask directors to rotate between groups to test out the different direction styles, so that actors can also experience a different type of direction.

DESIGN AND TECHNOLOGY (INCLUDING TEXTILES)

What students are studying | Areas for consideration

Topic	What students are studying	To consider
Technological change	Technological change can affect industries, either through production processes being improved, or through innovation in products.	<p>Consider the future of shoes. What do you think they may look like, and consider what new functionality they may offer? What if only fashion is a consideration? What else do you think shoes might be able to do in the future, that they can't do now - what added benefits can you imagine they would offer?</p> <p>Forbes Magazine publish an annual review of the world's most innovative companies - http://www.forbes.com/innovative-companies/list/#tab:rank. In 2015, Tesla Motors - a producer of fully electrical vehicles - are leading the way.</p> <p>Number #9 is Under Armour, who develop, market and distribute branded performance apparel, footwear and accessories for men, women and youth. Take a look at their website: http://www.underarmour.co.uk and analyse how you think they are being so innovative.</p>
Product Design	The materials and processes that go into making a product.	<p>To get an insight into the shoemaking process, watch "Manufacturing a Pair of Shoes - DB Shoes Ltd - https://www.youtube.com/watch?v=EM-D4CQc5Ok</p> <p>Then read this article: http://www.clausette.cc/adidas-futurecraft/ outlining how Adidas is innovating the way that they make shoes. You can see some of this innovation in action using the following YouTube video: Process: The Adidas Ultra Boost AKA "The World's Best Running Shoe" (HYPEBEAST) - https://www.youtube.com/watch?v=4J_kxwT9zX4</p>

DESIGN AND TECHNOLOGY (INCLUDING TEXTILES) continued

Activities for the drama class

- **A New Direction:** Ask students to choose a product which is sold to a mass consumer market, (e.g. pencils, flowers, hats). Ask students to consider how they might innovate that product to make it appeal to a specific audience (market segment). In groups, students should discuss and devise an TV advert which sells their product to a new group, ensuring that they communicate what is new about the product and why it is 'perfect' for the target audience. Ask students to act the advert out to other groups. (This activity is also relevant for Media Studies).
- **Prop Design:** Ask students to choose a prop from a play or musical of their choice (they may wish to choose the boots from *Kinky Boots*), and ask them to come up with a plan for how they would make that prop. Ask them to consider how durable that prop might need to be. What functionality does it need to offer? How exactly would they make the prop? What materials would they use? Students may decide to choose a prop that has an element of automation (for example, how might you design a self-stirring cauldron for the Witches in *Macbeth*). Students should prepare designs and a plan, and should consider specific materials they would use and why. You may wish to set this challenge for an upcoming school production.



MEDIA STUDIES

What students are studying | Areas for consideration

Topic	What students are studying	To consider
Cross-media study	<p>Communication with audiences across different media platforms</p> <p>Considering the use of Broadcast, Email and Print</p> <p>Apply knowledge and understanding when analysing media products and processes (and evaluating own practical work) to show how meanings and responses are created</p>	<p>Investigate how theatre is presented across the media, for example in (audio-visual) broadcasting, the internet and portable electronic devices, newspapers and magazines. Consider the production and reception of theatre including the ways in which audiences may select, consume and respond to the promotion of live theatre and theatre broadcast to cinemas.</p> <p>You may wish to consider the marketing and media campaign that has been devised for <i>Kinky Boots</i> - or you may look at the campaign of an entirely different show. It may be useful to consider a theatre which produces numerous titles. How does its marketing both present the theatre itself, and the productions it is hosting? (A good example of this would be to look at the National Theatre who market themselves as a venue as well as the various productions they put on each year) www.nationaltheatre.org.uk</p>
Investigating Media	<p>The role of marketing and the advertising industry in financing and promoting media through the investigation of a range of advertising texts and strategies present within and across the media platforms</p>	<p>Watch the film version of <i>Kinky Boots</i>, starring Joel Edgerton and Chiwetel Ejiofor. How does the story translate from Page to Stage? You can read about differences in the story in the Background Pack.</p> <p>Watch the trailers for the theatre and films productions of <i>Kinky Boots</i>. How do the two adverts compare? How are they similar, and where are they different? Think about why those differences exist.</p> <p>Film trailer: https://www.youtube.com/watch?v=83DXny5IQyM Theatre trailer: https://www.youtube.com/watch?v=qwNP9U4PRd0</p>



MEDIA STUDIES continued

Activities for the drama class

- **Poster Design:** Discuss what you think the most important selling points of *Kinky Boots* are, the reasons why people might wish to buy tickets to go and see the production. Now ask students to play the role of a marketer and design a poster that they think would encourage audiences to see the production, and also communicate the key messages of the production.
- **Tweet-a-play:** Recently, many artists have experimented with using different mediums to perform well known plays. Imagine that all of the characters in *Kinky Boots* have a Twitter account. In the musical, the factory workers leave the factory when they feel that Charlie is overworking them. Now write down a series of tweets that each character might have written after they left the factory, and any interactions between the characters that would have led to them returning to the factory to carry on with the production of the boots. Ask students to read their 'scripts' to the rest of the class.
- **Bringing live and digital together:** This activity would require the use of a projector. Challenge students to devise a scene that makes use of video to enhance the scene e.g. the use of video as a prop, or as part of their set design. They may wish to use a live streaming service like Periscope to incorporate digital performance into a piece of live theatre.



ENGLISH AND CREATIVE WRITING

What students are studying | Areas for consideration

Topic	What students are studying	To consider
Creative Writing	<p>Exploring Creative Writing</p> <p>Journalism in its many forms: e.g. articles, columns</p> <ul style="list-style-type: none">• writing online: e.g. blog entries, web page content• persuasive writing: e.g. writing a pitch, editorial• reviews: e.g. reviewing an event or product	<p>Read some of these reviews of <i>Kinky Boots</i>. Do they represent your views of the production? Now, think about writing your own review. Consider how you would apply your thinking around Evaluating Live Performance from your Drama studies, in your review.</p> <p>The Guardian https://www.theguardian.com/stage/2015/sep/15/kinky-boots-review-adelphi-london</p> <p>Time Out http://www.timeout.com/london/theatre/kinky-boots</p> <p>Daily Mail http://www.dailymail.co.uk/tvshowbiz/article-3236294/Verve-vim-bootful-QUENTIN-LETTIS-night-review-Kinky-Boots.html</p> <p>Evening Standard http://www.standard.co.uk/goingout/theatre/kinky-boots-theatre-review-thigh-s-the-limit-for-this-high-kicking-musical-a2948621.html</p>



ENGLISH AND CREATIVE WRITING continued

Activities for the drama class

- **Monologues:** Ask students to write a monologue for one of the following characters - Don, Nicola or George. Use this exercise to explore what may have been unsaid. For example, how does Don feel following the boxing match? What does Nicola really feel about the move to London, and how does she really think Charlie feels about her? George has been helping the Price family run their business for many years, how does he feel about Charlie taking over the business? There are no right answers here, and you may wish to ask students to write a monologue for a character that reveals something never actually explored in the musical. This is an opportunity to explore backstories for some of the supporting characters. Ask students to write their monologues, and decide where in the musical it might fit. Then, ask students to perform their monologues in small groups and discuss how the monologue may have added to the story.
- **Translating a film for the stage:** Choose a film that hasn't been translated into a play or a musical. Write the beginnings of a new script which describes the opening scene, the setting, and the staging. Encourage students to be as creative as possible, but to take into consideration some of the limitations (and opportunities) that theatre offers v.s. film.
- **Theatre review:** Ask students to pair off (or form small groups) and interview each other about their experience of the show. Consider different opinions, and then ask students to 'present' a review of the show written with their partner's (or group's) opinions in mind.

