

Welcome!

Thank you for being an Inspiring Future Theatre Ambassador.

Inspiring the Future of Theatre is a partnership with Education and Employers, Society of London Theatre (SOLT) and UK Theatre. Building on SOLT and UK Theatre's recent [Workforce Review](#), it aims to:

- showcase the range of careers available in theatre to young people, to build the future workforce
- encourage and strengthen connections between schools and their local theatres
- build audiences of the future

Theatre and the performing arts are part of the creative industries, which are worth £92bn and are growing at twice the rate of the economy. We believe that if the sector is to continue to thrive, it must draw on the talent base, and build audiences, from all areas of society. That's where you come in.

This pack contains basic advice and guidance on delivery to young people ahead of your school visit.

If you have any questions or suggestions don't hesitate to ask – please email harriet@soltukt.co.uk or annie@soltukt.co.uk

Lastly – we'd love to hear from you about how your visit went, so please drop us a line and/or post on social media using the hashtag #InspiringFutureTheatre, to help us encourage other industry professionals to participate.

What happens next?

You will be contacted by a school with an invitation to participate in an event. The type of event will vary depending on the school and could be anything from a school assembly to a careers fair. You may be contacted by more than one school.

If you are available, you can accept the invitation and from then on will then be in direct contact with the school.

Please be aware that you may not be contacted by a school immediately, particularly around school holidays. Please be patient – we all know how busy teachers are!

There are then 2 scenarios:

- 1) The school may be very specific about what they want from you – they will want you to fit into an existing event they have created. Your session may be quite short! Some Ambassadors have just a few minutes to talk as part of an assembly or event, others have longer sessions.
- 2) You will have flexibility to creatively plan your session

If you do have flexibility and time and would like some inspiration, this pack provides you with a variety of resources and practical ideas. Feel free to adapt as is useful to you.

Resources and Activity Ideas

Quiz: What's my role?

Below is a fun quiz that you might want to use at the event or leave with the pupils to give them some suggestions of where their current interests could take them. Simple and fun, but effective!

[Download the quiz here.](#)

Activities you could plan:

- **Practical demonstration** – a designer could bring a model box; a sound designer, bring some kit; a stage manager, bring the book.
- **Use props and visual aids** – an Instagram campaign, a piece of costume, a programme – all really interesting examples of real life work.
- **Guessing games** – for Primary Schools, use the 'What's My Line' format. You can see an example of what this might look like [here](#). They can ask you a series of yes/no questions about your job and then have to guess the answer before you reveal the truth and talk briefly about it. You might want to do this instead of introducing yourself right at the top, and then introduce yourself after that. Or you might play it in the middle of your session with a prop.
- **Create a task for the students:**
 - Design a set for a play they're studying.
 - Design a poster / design a Snapchat campaign / design a logo. You could split them into groups and see what everyone comes up with.
 - Choose a favourite scene in a play and decide how and why you would light it
 - Choose a favourite scene and decide what it sounds like
 - Make a plan for all the different ways you're going to sell a show
 - Plan a dream cast
 - Plan a 'tagline' for a show
 - Imagine how to create props – e.g. food on stage
 - Make a list of all the people the students think are needed to make a theatre production come together
 - Write a review of a theatre, film or TV show they've seen
 - Mask making and design

- Imagine what it would be like to put a favourite film on stage (e.g. Lion King, Mamma Mia, Legally Blonde etc.).

Film Resources

Films you can show:

- Be Inspired to Consider a Career Backstage - on [You Tube](#) (30 seconds)
- 2017/8 Stats about UK-wide performing arts - on [You Tube](#) (1 min).
- My West End series – available [here](#) (20 minute in depth films spotlighting backstage careers).
- Life Backstage – we explore the magic backstage, which makes the magic onstage happen.

[All 5 films are available here](#) (scroll down to [Backstage Tours](#)) and include:

- Wigs, Wardrobe and Costume – *Hamilton* (3mins)
- Stage Management team – *The Ferryman* (2.30mins)
- Backstage at the *Olivier Awards* (2mins)
- Transforming London County Hall – *Witness for the Prosecution* (2mins)
- Costume and Set Design – *Iolanthe* at the Coliseum (3mins)

Hints and Tips

- **Get students actively involved** – plan opportunities to bring students up to help you, even plan to get them to vote on certain things. The more involved they are, the more they will have ownership of the session and remember it.
- **Don't try to do too much** – less is often more and you may only have a few minutes. Especially with Primary Schools, identify a couple of key messages and concentrate on conveying these in a variety of different ways.
- **Be aware of jargon** – break things down into small steps and explain what everything means. It's really interesting to students. The teacher will be able to help you with what they already know.
- **Be personal** – it's the best way to get young people engaged with you. Tell them your personal experience and why you are so passionate about your job. Be honest, make eye contact.
- **Avoid putting your audience on the spot.** Teenagers in particular are self-conscious and many fear failure in front of a group. Ask open questions and get willing students to come and get involved.
- **If you're nervous, try not to show it** – easier said than done, we know, but you being comfortable will make them more comfortable – and you have nothing to worry about, the teacher is responsible for their behaviour!

- **Relate it to subjects you enjoyed at school** and why those skills took you to this job – you don't need to have studied (or even liked!) Drama at school, particularly if you didn't like performing. You might have preferred History and used those analytical skills to go into ticketing, or maths and became a producer, or physics and became an automation expert.
- **Encourage theatre visits** - theatre is a visual art, so encourage the students to investigate their local theatres and drama groups. Theatres do group rates for schools and young people, school matinees and invariably do Q&As and education outreach around their programme.
- If you are from the school's local theatre please do take your education resources with you to leave with the school. If you're not, we are happy to help the school get in contact with their local theatre. Please email annie@soltukt.co.uk or harriet@soltukt.co.uk.
- Ensure that **you are never alone in a room** with the students. This is a legal requirement.

Tips for handling curve ball questions:

- You may get asked: 'How much do you earn?' or 'I've heard that you don't make any money in theatre.' *It's entirely up to you as to how you respond to this. You don't need to tell them how much you earn (that's your choice), but a quick answer could be "You will start at an entry level salary, but over time that will go up if you get promoted". You may also want to take this opportunity to talk about the benefits of doing a job that you love every day.*
- You might be told that 'there are no jobs in theatre' (although hopefully not after you talk!) – in which case you can point them towards all of the resources in the Schools Pack, that has lots of suggestions for apprenticeships, jobs boards etc.
- You might be asked a completely random question, like 'what's your favourite food?'. If this happens, give a quick-one word answer and then move on.