

# #WRU

#WHERE ARE YOU?

by Kristina Brändén Whitaker



TEACHER'S RESOURCE PACK

# INTRODUCTION

Hi,

We're hoping that this Resource Pack will help you and the students to prepare for your theatre visit, and to further explore what you have experienced by watching #WRU.

If you have any questions please don't hesitate to contact us.

Kind regards,

Emelie Fröjdendahl, Project Manager, Creative Learning Department GEST  
Kristina Brändén Whitaker, playwright #WRU and Artistic Director GEST

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# ABOUT #WRU

Teenage wannabe YouTuber Roiija spends most of her time in her bedroom making videos and counting likes and subscribers. She vlogs mainly about her amazing sister's abilities and latest adventures. She also gives useful tips on how to be the most successful YouTuber ever: **“Communicating is the most important thing and if you want to be successful you need to talk English or at least not Swedish.”**

Roiija's sister isn't at home right now – “A: Has she gone away to Spain with her friends? B: Is my sister a famous YouTuber and meeting her fans abroad?” Or is it more serious? Her parents' concern for her sister leaves little time for anything else. They definitely don't understand, like at all, how important YouTube has become for Roiija.

#WRU shines a light on online and “in real life” identities, and how hard it can be sometimes to show each other much needed support, even within the family, in the face of crisis. Where are others when we need them – and where are we when they need us?  
**#WhereaReyoU?**

**Playwright/Director:**

Kristina Brändén Whitaker

**Roiija:**

Aviva Wrede

**Assistant Director:**

Zahra Ahmadi

**Set/Light design:**

Neon Lodge

**Sound design:**

Karl Wassholm

**Choreography:**

Moa Sobelius

**Photos and Trailer:**

Lina Ikse



# ABOUT GEST

Gothenburg English Studio Theatre (GEST) was founded in 2005 with the aim of providing quality, contemporary and award-winning theatre in the English language. GEST is the only professional English speaking theatre in Western Sweden.

Celebrated by audience and critics alike, GEST brings the very best of contemporary drama from the British Isles to work with a Swedish/English production team. We aim to produce theatre of the highest standard and often present Scandinavian premieres.

The theatre is an intimate 65-seater, situated on Chapmans Torg, in the heart of Majorna, Gothenburg. GEST also tours around Sweden as a whole, performing at places such as Kulturhuset Stadsteatern Stockholm and Borås Stadsteater.

GEST always collaborates closely with schools, colleges and universities, offering specially reduced student prices, drama workshops in schools and after-show discussions with the actors.

*Did you know? GEST also offers a variety of outreach productions to schools in Sweden. To know more please contact [cld@gest.se](mailto:cld@gest.se) or visit [gest.se](http://gest.se)*

The logo for Gothenburg English Studio Theatre (GEST) is displayed within a thick black rounded rectangular border. The word "gest" is written in a lowercase, rounded, sans-serif font. The letter 't' is stylized with a long horizontal line extending to the right.

**Gothenburg English Studio Theatre**

# PRACTICAL INFORMATION ABOUT YOUR VISIT

Gothenburg English Studio Theatre is located on Chapmans Torg 10BV. Take tram 3 or 9 to Chapmans Torg and you will find the entrance to the theatre on the square, across from the library (in the same building as Lemona Sushi).

Please note that no snacks or drinks are allowed in the theatre. Please also make sure that all your cellphones and other media devices are turned off completely as they might disturb the technical equipment and the actors on stage. We also encourage you to leave any coats, jackets or big bags out in foyer. The door will be locked and there will always be a GEST staff member outside to guard them.

If you are running late to the show or if something happens, please call our office on 031-42 50 65 to let the GEST staff know. Because of the size of the stage we unfortunately cant let in any latecomers.

Photographs or other recordings of the performance is not allowed.



# USEFUL TERMS OF TOPICS AND THEMES WITHIN THE PLAY

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## **Youtuber**

A YouTuber, also known as a YouTube personality, YouTube bot, or YouTube content creator, is a type of internet celebrity and videographer who has gained popularity from their videos on the video-sharing website YouTube. Networks sometimes support YouTube celebrities. Some YouTube personalities have corporate sponsors who pay for product placement in their clips or production of online ads.

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## **Vlog**

A video blog or video log, usually shortened to vlog is a form of blog for which the medium is video. Vlog category is popular on the video-sharing platform YouTube.

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## **Life Hack**

Life hack (or life hacking) is any trick, shortcut, skill, or novelty method that increases productivity and efficiency, in all walks of life. The term was primarily used by computer experts who suffer from information overload or those with a playful curiosity in the ways they can accelerate their workflow in ways other than programming.

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## **Subscribers**

A subscriber, extremely commonly abbreviated as a sub, is known as fan or follower of a certain creator. When a user “subscribes” to a channel it would mean that they grant permission for receiving updates for whenever a YouTube channel uploads, and can access this on their “subscription” feed on the site. Often times an individual would subscribe to a channel regardless of whether they’re a fan or not and would simply want to be updated on what the YouTuber’s been doing. Subscriptions increase the popularity of a channel.

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# MEMORY PICTURES

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## DRAMA EXERCISE

Since it might have been a couple of days since you saw the performance and the students have different experiences and memories of the play it is a great idea to start with an exercise like memory pictures.

Divide the students into groups and have them arrange still pictures from the play, one from the beginning, one from the middle and one from the end. The pictures can be found on gest.se. Encourage the students to wait with their opinions and values about the play until a later exercise.

# MEMORY ROUND

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## SPEAKING EXERCISE

When the students have thought about the play in smaller groups you can start the group discussions with a Memory Round. Try questions like:

- How did the play start?
  - How was the stage set out? Did it change during the performance?
  - How would you describe each character? Their personality?
  - What relations did the characters have to one another?
  - Did the relationship between the characters change during the play? How?
  - Did the play contain any music? What kind?
  - How did the play end?
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# DISCUSSION

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WRITING, REFLECTING AND SPEAKING EXERCISE.

**In this exercise the students will get help with analyzing and reflecting around theatre and art. The process and questions below can also be used when watching other performances, movies, reading books and so on. Discuss as a full or half class according to the steps below. Try to keep the conversations and reflections in English if possible.**

## 1) DESCRIBE.

This first step is interchangeable with the “memory round” exercise on the previous page. Together with the students describe the performance as concrete as possible. What did you hear and see on stage? Use the whiteboard to note or draw up a sketch of the stage or performance.

- How did the play start?
- How was the stage set out? Did it change during the performance?
- How would you describe each character? Their personality?
- What relations did the characters have to one another?
- Did the relationship between the characters change during the play? How?
- Did the play contain any music? What kind? Did you hear any other sounds?
- Were there any time-jumps in the play?
- How did the play end?

## 2) INTERPRET.

In this step you ask the question why to all of the points above. Why did the stage or room look like it did? What did the colours mean? Try to focus on the questions that can drive the discussion further but don't be afraid to ask the most obvious questions as well.

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### 3. REFLECT

Let the students freely reflect and associate about the play. If they have trouble getting started try to ask questions like:

- With what feeling did you leave the performance?
- What did the different parts of the performance get you thinking about?
- Is there any character you would like (or not like) to be? Why?
- If you could change anything in the story or performance - what would it be?

Try to follow the student's reactions and associations without saying if they are right or wrong, ask instead things like "how do you mean?" or "can you give me an example?"

### 4. COMPARE

Let the studenta reflect and compare their interpretations and associations - discuss what you think the purpose of the show was. Why did the theatre want to show it to you? Is there a bigger question or value underlying the reflections you just made or in the performance? Was there something in the show that you disagree or agree with? What other performances, books, movies or TV-series have the same themes or give the same feelings? If so, what are the similarities and differences?

Be sure to remind the students that all interpretations and experiences are equally right and equally relevant. The personal experience is what we are after and nothing is right or wrong.

# VLOG

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## WRITING AND SPEAKING EXERCISE.

**In this exercise the students are encouraged to come up with an idea for their own Vlog. If they had a YouTube channel what would their videos or channel be about? It can either be done during the lesson or given out as a homework assignment.**

The exercise can be done individually by each student or in smaller groups of three. Let the students write down what topics or themes they would vlog about and why. Encourage them to use as much English as they can to express themselves. What would they talk about? How would the video look? Would it be filmed outside? In a room? What social media platforms would they use?

You can also let the student's film the videos as a longer class project or homework.