

✕ Refers to links on www.crossref-it.info

- ❖ **Lesson focus:** To explore how Shaffer presents different settings in the play.
- ❖ **Opening exercise:** Using the 'Notes on setting' in the text, draw and label a diagram of the set.
 - Discuss why the play uses this set and what effects are created.
 - How does this set impact on the audience?
 - ✕ ([Equus > Imagery, metaphor and symbolism > Eyes and seeing > Staging](#))
 - For higher ability students, or in a class including Theatre Studies students, you might briefly want to consider Brecht and the alienation technique.
 - ✕ ([The context of Equus > Theatrical context > The impact of Epic Theatre](#))
- ❖ **Textual examination:** Divide the play up between the students, allocating a few scenes to pairs of students.
 - Use a photocopy of **Worksheet c)i** to make notes on setting:
 - What places are represented in these scenes?
 - How are these places represented? (consider stage directions and dialogue used to give clues about location, and pick out key quotations)
 - Any observations about the realism / symbolism / effectiveness / impact of the setting?
 - Feed back around the class to complete the table.
 - ✕ ([Equus: Synopses and commentaries](#))
- ❖ **Discussion ideas:** Using the diagram from the opening exercise and the notes from the textual examination, discuss the impact of the settings of the play.
 - What do the different settings add to the story of the play?
 - What is the impact of the movement between the different locations?
 - Here you could consider the impact of 'cross-cutting' ie. cutting between two scenes simultaneously on stage
 - Which places are most important / significant?
 - Which places are depicted more clearly / realistically?
- ❖ **Recreative task:** Using classroom furniture, recreate some of the places in the play.
 - What other scenes can be represented using the same basic furniture and some key lines of dialogue?
 - Try generic workplaces / official buildings – shop, church, hospital, prison, etc
 - These could be the inspiration for a script for a play using the same sort of setting techniques.
- ❖ **Critical task:** 'Shaffer wants the audience to focus on the action of the play, not the setting.'
 - To what extent do you agree?
- ❖ **Extension task:** Choose an important place (for example, the Field of Ha Ha) and mind-map its significance to the play.
 - Compare with a friend.