

# ALMEIDA THEATRE



## AS WATERS RISE: EPISODE THREE: COMING UP FOR AIR

**Before you listen: Exploring the world of *As Waters Rise***

**A selection of exercises to pick and choose from before listening to Episode 3.**

### **What do you think it is like to...? (5 mins)**

Do your students live in the city or the countryside, or somewhere in between?

Wherever they live, ask them to consider what it might be like to grow up in the opposite place.

For example, if your school is based in the centre of Hackney, you might ask students what it would be like to grow up in rural Devon and vice versa.

### **The aftermath (5 mins)**

Reflecting on the previous two episodes of *As Waters Rise*, discuss with your students what the young people in 2025 might struggle with most as a result of the flood.

### **Where do you stand? (10-15 mins)**

This is a discussion game in which you ask the students to respond to a question or a statement by placing themselves in a line according to their opinion.

For example, you could ask the question *What is more important, friends or family?*

One side of the room will represent family as the most important, and the other side will represent friends.

Give students 30 seconds to get into a single line which runs between the two sides, deciding where they stand.

Anyone who thinks family is the most important should be stood closest to the family side and anyone who thinks friends the other – everyone in between is choosing a balance between the two.

So, someone who thinks they are equally important should be in the middle of the line, while someone who thinks friends are a bit more important might choose to place themselves closer to the friends' side, for example.

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Once the class is in a single line, you can ask different students why they are standing where they are. This can lead to some interesting discussions – it’s a technique we used a lot early on in the devising process for *As Waters Rise*.

Some suggestions of things to explore for Episode Three might be:

*What’s a better place to live as a teenager, the city or the countryside?*

*Facing a physical challenge is a good way to strengthen relationships: agree or disagree?*

*What is more important for storytelling, visuals or sounds?*

## While you’re listening:

A selection of tasks for students to do while listening to *As Waters Rise*.

### Describing characters

Working in small groups, ask students to focus on a specific character as they are listening and think about their personality traits.

At the end of the episode ask each group to choose three words that best describe the character they were focusing on. They could also look at the transcript of the episode and choose one line of dialogue that best represents that character.

### Relating to characters

Ask students to consider which character they relate to the most and which character they feel makes the best choices during the episode – this might be the same character or two different characters.

### Draw what you hear

Pause the episode and get the group to do a quick sketch of what they are picturing in their heads.

Here are some suggested points to explore:

#### Scene 13

Pgs. 27 – 30 on the transcript

Starting at 25.45 and finishing at 28.23 on the recording

#### Scene 15

Pgs. 33 – 35 on the transcript

Starting at 30.45 and finishing at the end of the episode on the recording

Ask students to pay attention to how the sound effects and the actors’ voices are working to create a sense of place.

After the episode you might want to discuss the drawings and identify what aspects of the audio drama made the students imagine each part of their drawing.

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## After Listening:

A selection of tasks and discussion prompts to encourage students to reflect on the content of the episode.

### Ending the series (10 minutes)

In small groups ask your students to discuss the following:

- What words would they use to describe the tone of the last scene
- How did it make them feel as a listener?
- Why do they think the writer chose to end the series in this way?

### Finding the positives (10 minutes)

Although COVID-19 has been difficult for everybody in unique ways, and some much more so than others, occasionally you will hear people discussing possible 'positives.' In the case of COVID-19 that might be an improvement in pollution levels over lockdown or an increase in a sense of community and commitment to supporting our neighbours.

Discuss with students what they think might be some of the positive changes that come out of the trauma of the flood in the play.

### Looking back (10 minutes)

Discuss with students whether there are any similarities between the situation for the young people in *As Waters Rise* and the one young people are facing now with COVID-19.

If yes, what are they?

If no, what is different about this real-life crisis to the imaginary one in *As Waters Rise*?

### Creating Soundscapes (45 – 60 minutes)

The cast of *As Waters Rise* recorded the audio for the drama in their homes. As well as recording their own voices, the sound designer also tasked them with recording some of the sound effects.

Listen again to scene 5 (8.38 – 10.20 on the recording).

Ask your students which sound effects they think were recorded at home by the students and which were pre-recorded sound files.

Now task your students with creating and recording their own sound effects with household objects. They can experiment with these as homework and bring in their recordings to share with the class in their next session.

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## **Some examples to try:**

Fill a bath or sink with water and experiment with making the sound of someone walking or swimming in a river.

The sound of frying bacon is often used to record the sound of rain in film and television.

Crinkling cellophane is often used to create the sound of a crackling fire – your students could have a look in their kitchen cupboards for any food packaging made of cellophane to try this with.

Shredded newspaper can be used to create the sound of someone walking through grass or leaves. Gather the shredded newspaper in a bag and experiment with shaking it to create this sound.

Try and get students to keep their sound effects within the world of the drama, i.e. sounds that you would hear on a camping trip or a hike.