

# Havisham

by Carol Ann Duffy



1. **Visualisation:** Read poem. The class should have their eyes closed to encourage images.
2. 5 groups (one for each sense). Underline the words that link to each of the senses.
3. **'Making sense' of the poem:** Imagine you are standing in the room where she is. Use sensory 'statement prompts' to collectively describe the scene, e.g. 'I can see ...' and 'I can hear'.
4. **Working in role:** In pairs talk about her in shadowy role. One of you has seen her and the other has not.
5. **Eavesdropping:** The teacher eavesdrops the conversations in turn.
6. **Essence Machine:** Return to the poem. Take a line and a movement from the poem, that can be repeated. You can create a movement if necessary that would be appropriate but stick to the line in the poem. Enter the whole class circle in turn and repeatedly perform and movement.
7. **Movement/Dance Drama:** Get into groups of 4. Take words or short phrases and movements from within the poem (or suggested by it), to create a piece of group movement that reflects the movements in the poem and finishes with one line of the poem

spoken aloud. This line will be selected by the group. The movement will be repeated twice and will suggest a recurring nightmare.

8. **Performance:** What do we know and think we know about her? Refer only to the poem and not to our knowledge of Great Expectations. Walk into a designated space and perform the sentences, starting with the statement prompts, 'I know ...' or 'I think I know'.
9. **Role on the Wall:** Place the post its where the comment applies to bodily, for example, 'She wants to stab her lover' would be by the hand.
10. **Collective Role:** Now, 'What do you want to know?' Gather the questions and then ask who wants to create a collective Faversham and together the questions will be answered with reference to "Great Expectations". Ask them to focus on emotions and thoughts of the character (as reflected in the poem), rather than getting factual information from the novel. The teacher can be part of the Collective Role.
11. **Still Image:** In groups of 4, create two still images. Use the poem as the source material. The two images represent the ideal she dreamed of before being jilted and the reality years later. Create both images and move from the first to the second and back again. You could devise a piece that involves looking in the mirror or is all played at a mirror.
12. **Writing in Role:** In groups of 4. Each group takes a different verse from the poem and changes it as if Haversham was speaking the poem when she was in love and before the wedding. For example, references to hands will be about caressing rather than stabbing, the smell may be lavender water, etc. These can be performed either separately or with the groups reading the ideal interspersed with the teacher reading the actual verse from the poem that is the antithesis of theirs.

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