

Active Citizenship

Pushed monologue

SEN (Inclusion)



A Lesson for Positive Outcomes

Package 1

- Film
- Monologues
- Interviews with the Young Cast

Package 2

- The Drama Workshop
- Conscience Alley and Thought Tracking
- Using improvisation

[CCEA Drama Video Packages 1 and 2](#)

Planning

Overview/ Theme	In this lesson, pupils have the opportunity to explore how they can affect positive change in their own lives.
Prior Learning	Pupils should have gained prior knowledge and understanding of: <ul style="list-style-type: none">• the physical and emotional impact of antisocial behaviour on the young people involved;• the positive and negative impact of peer pressure; and• individual and social responsibility.
Learning Outcomes	Pupils will be able to: <ul style="list-style-type: none">• identify the positive impact that young people can have on the people and world around them; and• become more active citizens.
Thinking Skills and Personal Capabilities Focus	Pupils will have opportunities to develop skills by: <ul style="list-style-type: none">• analysing the <i>Pushed Monologues</i> film (Managing Information); and• identifying opportunities in their own lives to problem solve and make connections between ideas in the classroom and other contexts (Being Creative).
Resources	<i>Pushed Monologues</i> film Script of Monologues Large sheets of paper Coloured pens or markers Uplifting music

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Suggested Teaching and Learning Strategies

Launch

Show the film *Pushed Monologues* and then ask three volunteer pupils take on the role of a characters from the film and read the script of their monologue.

Some Key Points:

Ask your pupils:

Are the characters in the film and script the only people affected by the events?

Lead a class discussion around who might be affected.

Most pupils will say no. Discussion could include ideas about the effect on:

- the family and friends of Mickey, Katie and Zoe;
- the school community; or
- the local community.

Key Question: How could things have turned out more positively?

Allow thinking time about this question and use it as a prompt for later discussion.

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Activities

Activity 1: Carousel

Arrange three or four workspaces large enough for pupils to circulate around (smaller desks can be pushed together to form a larger surface). Move chairs against the wall, if necessary.

Write the three **Carousel** questions below on large sheets of paper, one for each workspace.

- How does Mickey feel now?
- How does Katie feel now?
- How does Zoe feel now?

Place one Carousel question sheet on each workspace.

Divide the class into groups of three or four pupils. Give each group a different coloured pen.

Assign one group to each workspace and ask pupils to note their thoughts about each character.

Then, encourage the groups to visit each workspace, reading the thoughts of others and adding their own using their group's coloured pen.

When your pupils have visited all the workspaces, display the **Carousel** sheets on the classroom walls and discuss the pupils' observations. Give the pupils the opportunity to clarify the points they have made.

Ideas might include:

- Mickey has been left with feelings of guilt and hopelessness;
- Katie feels she let her friend down; or
- Zoe has not yet realised the consequences her actions have had on others.



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Activity 2: Flashback

Key Question: How could things have turned out more positively?
Present the following ideas for **Flashback** exploration.

- Mickey meets Joe and stands up to him;



- Katie speaks to a teacher or parent about her concerns about Zoe; or



- Zoe talks with her older sibling who makes her think again about taking drugs.



Ask your pupils to form pairs to choose one of the **Flashback** ideas and explore what happens.

Explorations can take the form of:

- a script of the conversation;
- an improvised performance;
- an oral presentation of ideas; and
- other suggestions from pupils.

Take time to compare the explorations in a **Show and Tell** session.

Key Question: How could your ideas from the Flashback impact positively on what happens next?

Allow time for discussion around this point.

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Activity 3: Fast Forward

Ask pupils to put those positive ideas into a **Fast Forward** best case scenario outcome for each character.

The **Fast Forward** should be set sometime in the future and should show how:

- the characters have been able to withstand peer pressure and negative forces in their community;
- the issues around drugs have been resolved through making positive choices; and
- the future now looks bright.

The **Fast Forward** can be in a written or oral format and can be approached individually or in groups.

Outcomes might include:

- a post on social media;
- a diary entry;
- an improvised monologue;
- an improvised scene with two or more characters;
- a radio interview; or
- other ideas from the pupils.

Take time to review the outcomes. This might include some pupils reading their own work or other pupils performing their scenes or playing recordings.

Use uplifting music here to underscore the presentation of work and support the sense of a positive atmosphere.

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Debrief

Ask your pupils:

1. to recount the outcomes for Mickey, Katie and Zoe in the film and script of the Pushed Monologues;
2. how the Flashback and Flash Forward have changed those outcomes for the characters;
3. how the Flashback and Flash Forward could influence their own behaviour in a positive way; and
4. who they would go to if they were faced with a similar situation.

Introduce the [Fearless](#) website, which has a dedicated helpline for young people.

Encourage your pupils to:

- decide on a class mantra, phrase or affirmation that sums up the positive outcome ideas;
- think of creative ways to express these ideas;

For example, the class could verbalise the outcome. Pupils could do this by saying the message inwardly as some uplifting music plays or by creating a chorus of pupil voices to make this positive statement, experimenting with repetition and volume to create impact.

Conclude by suggesting that the pupils return to their mantra or affirmation if they ever face a similar situation to Mickey, Katie and Zoe in the future.

Some Key Points for discussion:

1. Points made here will indicate negative outcomes for characters.
2. Discussion here will be more positive with indications that their future now looks brighter.
3. Pupils will express how they might deal with a similar situation to ensure the best possible outcome for them, their family, friends and community.
5. Suggestions might include a friend, sibling, parent, teacher or other trusted adult.

Pupils can take time to explore the helpline as follow-up to the lesson.

The mantra, phrase or affirmation can be displayed in the classroom, corridor or foyer to reinforce the power of positivity.

Pupils might suggest creating:

- a poster;
- a banner;
- a class motto;
- a recording of them saying it; or
- a short TikTok routine set to music.