

Active Citizenship Using Drama

Introduction



Using Drama to Promote Active Citizenship

These lessons accompany the short film and script of 'A Stone's Throw' by Maire Campbell and use Drama and active teaching and learning strategies to support and develop the teaching of Active Citizenship at Key Stage 3. All pupils are expected to have watched the film and read the script before starting the lessons.

Each lesson addresses a theme from 'A Stone's Throw' as follows:

Lesson 1: Family Relationships and Conflict

Lesson 2: Peer Pressure

Lesson 3: Consequences

Lesson 4: Jack's Mental Health

Lesson 5: Jack's Journey

Through active participation in these lessons, pupils will have opportunities to:

- explore and understand the basic characteristics of democracy and how the criminal justice system works for young people;
- investigate why laws are needed, how they are enforced and how breaches of the law affect the community; and
- investigate issues from different viewpoints and suggest action that might be taken or how to resolve a difficult situation.

By using Drama in the lessons, pupils will be able to openly share ideas, work in a practical way and actively participate in role-play situations in a safe environment.

The lessons will give teachers the opportunity to develop their teaching of citizenship for all Year 10 pupils and use Drama as a teaching tool. Teachers do not have to be Drama teachers or have had any training in Drama to adopt and develop these lessons, but they should act as facilitators to help the pupils in their learning.

The lessons will use Drama strategies and these will be detailed for teachers. It is also expected that, as these lessons are part of active learning,

the pupils should have space to work, which might mean clearing desks and chairs in the room.

As part of the Arts Area of Learning, Drama is a discrete and statutory subject in all schools in Northern Ireland, so pupils should already have experience of using the key Drama strategies that are part of the statutory requirement. They should also have experience of working in a practical way in the classroom. The guidance will also include possible warm-up activities that will prepare the pupils in readiness for the practical work.

It is important to understand that Drama is being used as a more practical approach to learning in these lessons and therefore it is about *process* and not *product*. Props, costumes and using theatre equipment, specialist language or accents are not required. It should be a learner-centred classroom rather than teacher-centred. Teachers will also include Thinking Skills in their teaching and Drama allows many opportunities to use these skills in their work.

The role of the teacher

All lessons should begin with the pupils and the teacher sitting or standing in a circle so that everyone can be seen when the group is discussing the topic. For the debrief/evaluation at the end of the lesson, pupils and the teacher should return to the circle.

The teacher's role will be as a 'flexible facilitator'. The main objectives for the teacher will be to introduce the topic, encourage pupils to move the situation further, make suggestions and help to develop an outcome. Performance is not required in lessons and performance skills are not the focus of the lesson. However, in order to evaluate the learning, pupils will often need to 'show' their work. Evaluation will often be by practical engagement and sharing presentations that the pupils have created and devised.

Active Citizenship Using Drama

Introduction



Drama strategies used in the Active Citizenship 'A Stone's Throw' lessons

One of the main forms used in Drama is **improvisation**.

Improvisation is the enactment, or re-enactment, of real or fictional situations, usually without a script, although the stimulus for an improvisation may be text-based. In improvisation, pupils take on roles within a group and engage in a variety of situations,

addressing a series of problems from an adopted point of view. Improvisations may be spontaneous or prepared, during which pupils develop a response and employ the skills necessary to gain insight into and deal with the problem presented.

Using improvisations in these lessons may include some of the following activities.

Activities

Flashbacks and Flash Forwards

These are improvisations, which are created by the pupils when they are asked to improvise scenes that take place minutes, days or years before or after a dramatic moment. The method can be used to add background, a new dimension or depth to a scene so that the pupils can understand or be more objective about a situation or issue.

Waxworks

Pupils create a still image of a character by asking a pupil to stand in a specific way to create a character. Pupils can then ask the pupil to change stance, expression, gesture, movement and eventually voice to make the character as realistic as possible.

Interview

Pupils work in pairs and may alternate the role of interviewer and interviewee. In formulating questions, pupils need to reflect upon the likely progress and possible direction of the drama. This may be a police/legal/domestic situation and pupils sometimes need to research the background to the topic.

Documentary

This requires close co-operation amongst a number of small groups of pupils within the class, developing improvisations on various aspects of a topic. It calls for research and careful reflection on all the improvisations in order to develop a presentation on a topic such as 'The Justice System' or 'Young Offenders'.

Camera Blog

Pupils speak about themselves or about their character directly to the camera. Once the blog is recorded, pupils can view their presentation and improve the content, vocal or quality of recording by re-recording.

Verbal Dynamics

Pupils change the pitch, pace, tone and inflection of their voice to create dynamic effects in choral work. They can also add sound effects, repetition of words, movement and invented sounds to enhance the overall performance.

Active Citizenship Using Drama

Introduction



Other Drama strategies will include:

Strategies

Tableau

The pupils create and present a still image that represents, in symbolic form, the essential nature of the situation, relationship or incident; it may also be a comment or reflection on it. Pupils could show a tableau of anger, conflict or devise a specific domestic image. A tableau is like a painting as the pupils create it from a blank canvas.

Freeze Frame

A freeze frame is a still picture, like a photograph, which is suddenly obtained by stopping the action of the drama. The teacher may ask for reflection from the pupils in role as to the significance of the particular moment in the script. The pupils could also decide on a significant moment to stop the drama.

Hot Seating

A character is asked questions by other members of the class to which replies are made in role. The pupil continues to pretend that he/she is the fictional character. Those asking questions may or may not be in role. The character may be real, such as a character from the script, or it may be an imaginary/invented character.

Thought Tracking

Pupils, in role, are asked to say what they are thinking or feeling at a given moment in the drama; other pupils may be asked to add what the character is thinking or feeling at that moment.

Good/Bad Angel

When a character is faced with making a decision, thoughts can be developed and extended by using two pupils who stand on either side of the character and speak aloud positive and negative thoughts to help the decision being made.

Conscience Alley

This is a form of thought tracking where pupils form two straight lines facing each other. A character, such as Jack, moves down the alley at a given moment and each pupils in turn voices a thought or feeling as the character. Lines should be no more than 12 (6 pupils on each side) and may be divided into positive and negative responses. Other members of the class may be reporters or observers.

Forum Theatre

This is a form of interactive drama that explores solutions of real-life dilemmas in a safe environment to stimulate action, discussion and debate. The pupils take the place of the characters and can stop or change the action. It is a technique used as part of the Theatre of the Oppressed created by Brazilian theatre director Augusto Boal to empower the audience individuals to determine social justice and social change.

Active Citizenship Using Drama

Introduction



Warm-Up Exercises

Using voice, movement, gesture and facial expression are vital in developing learning through Drama and it is important that the pupils and the teacher are relaxed and comfortable in working in a more practical format. In order to bring the pupils to a readiness for working in a more active and practical way, lessons should begin with some warm-up exercises such as:

Breathing Exercises

Teachers can begin with simple breathing exercises. Breathing in through the nose for a count of 4, holding breath for 4 and breathing out through the mouth for 12 and increasing exhalation and asking them to hum, whisper or speak the numbers etc.

Voice Exercises

Articulation exercises are also very useful. Asking the pupils to say B, D, F, H, G, M, N, P, T, W in different tones and attitudes, for example angry, shy, sad, worried, cool etc.

Movement Exercises

Movement sequences are also useful and enjoyable for Key Stage 3 pupils. They can be led by the teacher or the pupils and can be developed and extended with each lesson. Begin with stretches, circling wrists, shoulders etc. and then steps in sequence to left and right and add stamps, claps etc. Music and beat should be used for movement work.

Teachers can also select an appropriate warm-up game to introduce the lesson, such as:

Status Line

Pupils make a diagonal line across the room using their first name alphabetically, their birthday from January to December, the number of their house etc.

Shapes

Pupils move around the room and are asked to form two circles. Turn their circles to squares, rectangles, right-angled triangles etc.

All Change

Pupils sit in a circle with one pupil standing in the middle who has to try to get a seat by asking for all pupils with black shoes, blue eyes, a ring etc. to change. Pupils should not move to the seat nearest to them.

Grouping

Pupils walk around the space and then have to get into groups of 5, 3, 6, 4 etc. Those left out have to do the maths by saying the remainder.

Memory

Pupils greet each pupil with a firm handshake, eye contact and information in the form of, 'I like ...' Pupils have to try and remember what each pupil likes.

Even or Odd

Pupils take either an odd or even number of marbles, sweets etc. in their hand and pupils meet each other to guess the number. If they get it wrong, they sit down. The last pupil left is the winner.

Machine

One pupil creates a shape in the middle of the room and includes a rhythmic movement as part of a machine. One pupil at a time connects to the machine to build up a complete unit. Pupils may also add appropriate sound effects.

O'Grady Says

One pupil calls out instructions for the rest of the group. Pupils only respond if they are asked by O'Grady. 'O'Grady says put your hands on your head.' Pupils have to sit out if they respond incorrectly.

Active Citizenship Using Drama

Introduction



Buzz Blink

Pupils count aloud in sequence but decide, for example, that every 3 and multiple of 3 is called **Buzz** and every 10 and multiple is **Blink**. Any pupil who gets it wrong sits out until there is a winner.

Sequence

Pupils sit in a circle and one begins with, 'In my granda's trunk I found a ...' and add an object such as a medal, saxophone or football. Pupils must remember all the objects that are added in sequence and they are out of the game if they have a long pause, are incorrect or hesitate.

Story Build

Pupils sit in a circle and begin a story by saying one word at a time. 'One, Day, I, Went, To', etc. When it comes to a full stop, the pupil says 'full stop' and then begins the next sentence with a new word. Pupils have to listen carefully and make sense. Stories can continue by suggesting which words they cannot use, such as 'and', 'dog' or 'I'.

Teachers should also refer to the Northern Ireland Curriculum CCEA document [Active Learning and Teaching Methods for Key Stage 3](#) for further ideas.

Active Citizenship Using Drama

A Stone's Throw



L1

Lesson 1: Family Relationships and Conflict

This lesson relates to the central character in the film, Jack, a teenage boy who is 15 years old. He had lived with his mother and father but now lives with his grandad as his mother has a drink problem and his father is in prison. Pupils explore family relationships and the possibility of dealing with conflict at home and leaving to live with a grandparent.

Planning	
Prior Learning	<p>Pupils should have gained prior knowledge and understanding of:</p> <ul style="list-style-type: none"> • active citizenship; • justice and lawfulness; and • human rights and children's rights.
Learning Outcomes	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> • discuss conflict in the home; • think about and ask appropriate questions of others; and • use waxworks, hot seating, tableau, conscience alley and improvisation effectively.
Thinking Skills and Personal Capabilities Focus	<p>Pupils will have opportunities to develop the following:</p> <p>Being Creative</p> <ul style="list-style-type: none"> • Use waxworks, tableau, thought tracking and conscience alley • Use improvisation <p>Working with Others and Self-Management</p> <ul style="list-style-type: none"> • Work in pairs and in groups of 3 or 4 • Respect the views and opinions of others, reach agreement, be able to compromise and give and respond positively to feedback <p>Thinking, Problem Solving and Decision Making</p> <ul style="list-style-type: none"> • Make and justify decisions • Be able to discuss personal viewpoints with appropriate reasons.
Attitudes and Dispositions	<p>Pupils will be encouraged to develop the following:</p> <ul style="list-style-type: none"> • Openness to new ideas • Flexibility: being flexible when using a more practical drama approach • Respect: demonstrating a more caring and respectful attitude towards others.
Resources	<p>An open space in the classroom Film and script of 'A Stone's Throw' Definitions of waxworks, hot seating, thought tracking and conscience alley</p>

Active Citizenship Using Drama

A Stone's Throw



L1

Suggested teaching and learning strategies

Lesson Stage	Suggested teaching and learning strategies								
Launch	<ul style="list-style-type: none"> • Show pupils the film 'A Stone's Throw'. • Ask pupils to clear a space in the centre of the classroom by moving the tables and chairs to the sides and stand in a circle. • Lead a class discussion using prompt questions such as: <ul style="list-style-type: none"> – <i>How does conflict generally start at home?</i> – <i>Who is generally involved in family conflict?</i> – <i>What are the problems that cause conflict?</i> – <i>How does it end? Threats, verbal/physical abuse, silence etc.?</i> – <i>How can family conflict be resolved?</i> • Warm up: Introduce a short warm up with the following exercises. 								
	<table border="1"> <tr> <td>Breathing exercises</td> <td> <ul style="list-style-type: none"> • Ask pupils to breathe in through the nose for a count of 3, hold the breath for a count of 3 and breathe out through the mouth for a count of 9. Repeat inhalation and hold for a count of 3 and increase exhalation to 12, 15 and 18. Repeat by humming on exhalation. </td> </tr> <tr> <td>Stretching</td> <td> <ul style="list-style-type: none"> • Ask pupils to tighten the muscles in the hands by making a fist, increase the tension through the arms, into the chest, torso, legs and feet, and then slowly release the tension from fingers to toes. Tighten and screw up the face and then slowly relax the face to a wide smile and a yawn. </td> </tr> <tr> <td>Facial expressions</td> <td> <ul style="list-style-type: none"> • Ask pupils to make facial expressions of being sad, happy, worried, angry, confused, frightened and arrogant. </td> </tr> <tr> <td>Gesture</td> <td> <ul style="list-style-type: none"> • Ask pupils to add a gesture to the facial expression such as angry with a fist, a threat or warning with a pointed finger, worried with a hand to the mouth, innocence with open palms, kicking the sofa in a rage, staring at a phone in surprise etc. • Stretch the arms in the air and reach as far as possible by going onto toes. Repeat as a diagonal stretch, curl up with arms around knees and then repeat the sequence. </td> </tr> </table>	Breathing exercises	<ul style="list-style-type: none"> • Ask pupils to breathe in through the nose for a count of 3, hold the breath for a count of 3 and breathe out through the mouth for a count of 9. Repeat inhalation and hold for a count of 3 and increase exhalation to 12, 15 and 18. Repeat by humming on exhalation. 	Stretching	<ul style="list-style-type: none"> • Ask pupils to tighten the muscles in the hands by making a fist, increase the tension through the arms, into the chest, torso, legs and feet, and then slowly release the tension from fingers to toes. Tighten and screw up the face and then slowly relax the face to a wide smile and a yawn. 	Facial expressions	<ul style="list-style-type: none"> • Ask pupils to make facial expressions of being sad, happy, worried, angry, confused, frightened and arrogant. 	Gesture	<ul style="list-style-type: none"> • Ask pupils to add a gesture to the facial expression such as angry with a fist, a threat or warning with a pointed finger, worried with a hand to the mouth, innocence with open palms, kicking the sofa in a rage, staring at a phone in surprise etc. • Stretch the arms in the air and reach as far as possible by going onto toes. Repeat as a diagonal stretch, curl up with arms around knees and then repeat the sequence.
	Breathing exercises	<ul style="list-style-type: none"> • Ask pupils to breathe in through the nose for a count of 3, hold the breath for a count of 3 and breathe out through the mouth for a count of 9. Repeat inhalation and hold for a count of 3 and increase exhalation to 12, 15 and 18. Repeat by humming on exhalation. 							
	Stretching	<ul style="list-style-type: none"> • Ask pupils to tighten the muscles in the hands by making a fist, increase the tension through the arms, into the chest, torso, legs and feet, and then slowly release the tension from fingers to toes. Tighten and screw up the face and then slowly relax the face to a wide smile and a yawn. 							
	Facial expressions	<ul style="list-style-type: none"> • Ask pupils to make facial expressions of being sad, happy, worried, angry, confused, frightened and arrogant. 							
Gesture	<ul style="list-style-type: none"> • Ask pupils to add a gesture to the facial expression such as angry with a fist, a threat or warning with a pointed finger, worried with a hand to the mouth, innocence with open palms, kicking the sofa in a rage, staring at a phone in surprise etc. • Stretch the arms in the air and reach as far as possible by going onto toes. Repeat as a diagonal stretch, curl up with arms around knees and then repeat the sequence. 								

Active Citizenship Using Drama

A Stone's Throw

Active Citizenship

L1



Suggested teaching and learning strategies

Lesson Stage	Suggested teaching and learning strategies	
Launch (continued)	Vocal exercises	<ul style="list-style-type: none">• Improve articulation by learning the articulation scale B, D, F, H, G, M, N, P, T, W. Repeat the sounds loudly, softly, as a whisper, angrily, shyly etc.• Speak the words 'Da', 'Ma', 'grandad', 'hateful', 'clinker', 'pub' etc. in the same way – softly, angrily, sadly etc. and add gestures such as finger pointing, a fist or open hands.
	Grouping	<ul style="list-style-type: none">• Pupils walk around the open space and the teacher asks them to get into groups of 4. Numbers will not evenly divide in the class each time and the teacher asks the remaining pupils 'how many groups of 4 are in the class and how many are left over?' The teacher repeats the exercise using groups of 3, 6 etc.

Activities

Activity 1: Waxworks

- Remind pupils of the first line in the film when Jack says 'This is me.'
- Ask a pupil to stand in the middle of the circle as a still image or waxwork of Jack.
- Use the following prompts:
 - How should he be standing? (Create his stance, gesture and facial expression.)
 - What is he wearing?
 - Describe his hairstyle.
 - Does he have a watch?
 - What might be in his pockets?
- Ask the pupils in the middle to say the phrase, 'This is me, Jack.'
- Repeat the exercise with different pupils in the middle of the circle. (Pupils may decide that the character is a female character called Jackie.)

Active Citizenship Using Drama

A Stone's Throw



L1

Activity 2: Tableau

- Ask the pupils to work in pairs. Ask each pair to find a space in the room to work and discuss what might lead to conflict in the home between a teenager and parent/s.

Tips

For example:

- *coming home late*
- *coming home smelling of alcohol or smoke*
- *not eating*
- *dressing inappropriately*
- *leaving an untidy room*
- *not working at school or being late for school*
- *being on their phone too much*
- *sending inappropriate texts*
- *lying to a parent*
- *using bad language.*



- Invite each pair to choose one and create a tableau of their own to suggest domestic conflict without violence. Remind pupils that there should be no physical contact in using tableau and no speech is required, but the pupils should be able to articulate their thoughts and feelings if requested.
- Support the pupils in creating different tableaux and perhaps ask the class to look at some of the tableaux. It is not necessary to show the class every tableau, only choose one or two that might be interesting.

Active Citizenship Using Drama

A Stone's Throw



L1

Activity 3: Hot seating

The aim of this activity is to develop background information on the character of Jack to be used in Activity 4.

- Ask pupils to return to the circle. Lead a class discussion on what might cause conflict in Jack's family situation. These questions should help to build some family background for Jack. The teacher and the class can create and decide what information to add to the drama.

Tips

For example:

- *Is he an only child?*
- *Why is his mother out a lot?*
- *Does his mother have a job?*
- *Why was his mother mostly at the pub?*
- *Does his mother have a drink problem?*
- *Does his father work?*
- *Where does the family income come from?*
- *Does Jack have a part-time job?*
- *Who are Jack's friends?*
- *Why did Jack's father go to prison?*
- *Is it his first time in prison?*
- *How long will he stay in prison?*



- Remind the class of the scene where Jack argues with his mum. He says 'That was your last chance mum. You might as well live at the pub. I've heard it all before.'
- Select one pupil to be Jack and sit on a chair at one end of the room. If the class has not used hot seating before, model the strategy by being Jack and help structure open questions for the class to ask.
- Ask the class to form groups of 3 or 4 to come up with an interesting question that must be answered by Jack.

Tips

Questions may include:

- *What do you enjoy most in school?*
- *Who are your friends?*
- *Can you tell us about your mum?*
- *What did you row about with your mum?*
- *Why is your dad in prison?*
- *Can you tell us about your last visit to your dad in prison?*
- *Can you tell us about your grandad?*



Active Citizenship Using Drama

A Stone's Throw



L1

- Repeat the activity with different pupils in the hot seat as Jack.

The teacher can decide which information they need to retain in order to develop an appropriate background for Jack.

Activity 4: Improvisation

Ask each group to find a space to work and devise a short improvisation based on the information they have developed from the hot seating strategy and the text from the film. Remind pupils that they do not need to write a script, but should structure their scene with a definite opening, development and ending.

- The improvisations should:
 - include Jack as the central character;
 - provide some insight into Jack's relationship with his family and friends; and
 - show why he has decided to live with his grandad.

Tips

You may wish to use these suggestions as prompts for some of the groups:

- *his mum and her friend having a row with him at home*
- *his mum and her friend or barman having a row with him in the pub*
- *his friends meeting his grandad at school or on the street*
- *a parent/teacher meeting*
- *bringing his friends to visit his grandad*
- *his friends asking/taunting him about his mum or dad*
- *his dad being arrested at home*
- *going to court to his dad's hearing*
- *visiting the prison and talking to the warden and his dad*
- *going to the shop and meeting a nosy neighbour*
- *going to the doctor and meeting a social worker.*



- Move around the room to view the pupils as they work. You may choose to show the class some of the improvisations that reflect an interesting approach. The content and process are more important than the presentation and the pupils should be able to review what they have learned from the improvisations.

Active Citizenship Using Drama

A Stone's Throw



L1

Activity 5: Conscience alley

- Ask pupils to form two straight lines facing each other to form an alley (no more than 12 pupils with 6 on each side).
- Ask one pupil to take on the role of Jack and one pupil to take on the role of grandad. Both stand at the opposite ends of the lines.
- Ask the rest of the class to sit around the space as observers.
- Tell the class Jack is leaving his home to go and live with his grandad.
 - *What is he wearing?*
 - *Does he have a case or bags?*
 - *What does he take with him and what is he thinking?*
- The pupils who form the alley become his conscience and speak his thoughts as he slowly walks towards grandad. Jack cannot move down the alley until each pupil speaks loudly and clearly. Jack can mime closing the door for the last time, putting the key in his pocket and picking up his bags.

Tips

One side of the alley could be positive thoughts, for example:

- *'I can't wait to live with grandad.'*
- *'No more rows and shouting.'*
- *'I'll never be lonely again.'*
- *'Grandad is my hero.'*
- *'His house is always warm.'*
- *'I love my grandad.'*
- *'He lets me watch what I want on TV.'*
- *'Grandad gives me money to buy chips.'*
- *'Grandad always has lovely food in his house.'*



The other side of the alley could be negative thoughts, for example:

- *'I will miss my bedroom.'*
- *'Am I doing the right thing?'*
- *'I feel so sad.'*
- *'This house was my home for 15 years.'*
- *'Will my Ma be alright on her own?'*
- *'I'm never going back to visit my Da in prison.'*
- *'My Da only wants money or drugs.'*
- *'I hate my Ma and my Da.'*
- *'Will I ever come back to this house?'*

Active Citizenship Using Drama

A Stone's Throw



L1

- When Jack reaches grandad, he might speak. For example: 'Hello son. Are you hungry?' or 'Come in Jack. Your room is ready for you.'
- Ask the pupils who have been observing and listening which of the thoughts they can relate to.
- Repeat the conscience alley exercise using different pupils and different thoughts.
- Ask pupils to create a verbal diary entry for Jack and add one of the thoughts they heard or one of their own. They might begin, 'Today I left home to live with my grandad. I felt ...'
- Ask a small number of pupils to share their verbal diary entries.

Debrief

- Ask pupils to find a chair and return to the circle.
- Lead a class discussion using prompt questions such as:
 - *What did you learn about family conflict?*
 - *What were the circumstances that caused the conflict in Jack's home?*
 - *What rights does Jack have as a young person?*
 - *Which of the drama strategies worked well? (Waxworks, hot seating, tableau, conscience alley and improvisation.)*
 - *Did Jack do the right thing? (The teacher may lead a brief discussion on Jack's decision to leave home and live with his grandad. His mother is probably an alcoholic and he rows with her a lot and his father is in prison and wants money and drugs.)*
 - *If Jack needed help at this time, where could he go?*
 - *What is Jack's mental state at this time?*
 - *Who can help him?*

You might wish to discuss Jack's mental state and ask the pupils about their awareness of online support groups, counselling and information and help organisations such as:

- The Samaritans
www.samaritans.org
- Lifeline
www.lifelinehelpline.info
- Home Start: Support and Friendship for Families
www.home-start.org.uk
- Young Minds: Fighting for young people's mental health
www.youngminds.org.uk

Active Citizenship Using Drama

A Stone's Throw



L2

Lesson 2: Peer Pressure

This lesson relates to the central character in the film. It looks at how easily someone can be persuaded to do something against his or her will. The lesson uses hot seating, thought tracking, melodrama script and soliloquy to help pupils understand these issues.

Planning	
Prior Learning	<p>Pupils should have gained prior knowledge and understanding of:</p> <ul style="list-style-type: none"> • active citizenship; • lawfulness and what justice is; • human rights and equality; and • the role of the PSNI and Ambulance Service.
Learning Outcomes	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> • discuss their understanding of peer pressure; • justify why specific decisions are made; • understand the power of persuasion; • talk about fairness and equity; • think about and ask appropriate questions of others; and • use improvisation, script writing and choral work effectively.
Thinking Skills and Personal Capabilities Focus	<p>Pupils will have opportunities to develop the following:</p> <p>Being Creative</p> <ul style="list-style-type: none"> • Use improvisation and work in role • Devise and use choral speaking • Create new text <p>Working with Others and Self-Management</p> <ul style="list-style-type: none"> • Work in pairs, small groups and whole class • Respect and value the ideas and opinions of others, compromise and respond positively to feedback <p>Thinking, Problem Solving and Decision Making</p> <ul style="list-style-type: none"> • Solve problems with persuasion • Make and justify decisions • Give appropriate reasons for taking a particular standpoint.
Attitudes and Dispositions	<p>Pupils will be encouraged to develop the following:</p> <ul style="list-style-type: none"> • Openness to new ideas • Flexibility: being flexible when using a more practical drama approach • Respect: demonstrating a more caring and respectful attitude towards others.
Resources	<p>An open space in the classroom Film and script of 'A Stone's Throw' Short script 'You Must Pay the Rent'</p>

Active Citizenship Using Drama

A Stone's Throw



L2

Suggested teaching and learning strategies

Lesson Stage	Suggested teaching and learning strategies
Launch	<ul style="list-style-type: none"> • Refer to the scene in the film where Jack says 'We hated the other side and they hated us, but we both hated the peelers, ambulances and fire brigade too.' • Ask pupils to clear a space in the centre of the classroom by moving the tables and chairs to the sides and standing in a circle. • Stand in the circle with the pupils and introduce the theme of the lesson and the learning intentions. • Lead a class discussion using prompt questions such as: <ul style="list-style-type: none"> – <i>What is peer pressure?</i> – <i>What pressure can peers put on you? Threats? Violence?</i> – <i>How can someone be persuaded to do something against his or her will?</i> – <i>How can you say no?</i> – <i>How can you avoid being pressured?</i> – <i>What can you do if you are being bullied?</i> • Warm up: Introduce a short warm up with the following exercises.
	<p>Breathing exercises</p> <ul style="list-style-type: none"> • Ask pupils to breathe in for a count of 3, holding the breath for a count of 3 and exhaling for a count of 12. Increase exhalation by 3 on repeats.
	<p>Movement</p> <ul style="list-style-type: none"> • Each pupil takes on a frozen pose and the rest of the group try to copy the pose. • Pass on a clap in sequence and increase to a double clap. Then try a Mexican Wave. • Play a game of O'Grady Says with different pupils calling the orders until there are only a few pupils left in the game. The orders should be very simple – 'O'Grady says put your hands on your head, stamp your right foot, jump in the air' etc.
	<p>Vocal exercises</p> <ul style="list-style-type: none"> • Ask pupils to speak clearly and articulately and use the articulation scale B, D, F, G, H, M, N, P, T, W. Repeat the sounds loudly, angrily, sadly, quietly, shyly, frighteningly, happily etc. • Ask pupils to repeat words from the script using changes of tone and facial expression: • 'I was angry'/'To hell with everybody'/'Why?' • Use football chants to speak together as a whole class, such as 'In the net!'/ 'Kick it in!'/ '4 Nil, 4 Nil!'

Active Citizenship Using Drama

A Stone's Throw



L2

Activities

Activity 1: Hot seating

- Choose one pupil to be Jack and ask the rest of the class to divide into groups of 3 or 4.
- Ask each group to prepare open questions to ask Jack.
- Each group should nominate one pupil to ask a question. They should include as many references to the text as possible and Jack can refer to the script for answers.
- Different pupils can take it in turns to play the role of Jack.

Tips

Some questions might include:

- *Who do you hang around with and who are your mates?*
- *Can you tell me about your grandad?*
- *Who are the group of people across the interface?*
- *What kind of 'stuff' do the older ones make you do?*
- *Why do you hate the peelers and fire engines and ambulances?*
- *Why are you so angry?*
- *What did you row about with your Ma?*
- *Have you ever been in trouble with the police?*



Activity 2: Good/Bad angel

- Ask pupils to get into groups of 3 and assign each other the following roles:
 - Jack;
 - good angel; and
 - bad angel.
- The activity begins with the pupils playing Jack picking up a stone to throw and saying, 'I was angry... I wanted to fit in...'
- The two angels stand on either side of Jack and feed him suggestions to help him make a decision.
- Jack has to make a final decision to drop the stone or fire it at the ambulance and justify his decision.

Active Citizenship Using Drama

A Stone's Throw



L2

Tips

The pupil playing the bad angel should use a harsh, menacing and angry tone of voice and their facial expression should be screwed up and nasty.

Bad angel – possible suggestions:

- go on, throw the stone
- you hate the police and ambulances
- you hate everyone in a uniform
- they are your enemy
- think about your Ma
- think about your Da
- fire the stone as hard as you can.

The pupil playing the good angel should have a soft, gentle and caring tone of voice and a worried and pleading expression.

Good angel – possible suggestions:

- drop the stone Jack
- you might hurt someone
- your Ma needs help
- think about your grandad
- be strong Jack; don't be bullied
- the police are only trying to help people and keep the peace
- ambulances save people's lives.



Activity 3: Melodrama

- Introduce the pupils to the drama genre of melodrama. A *melodrama* is a short play that has simple, stereotyped characters and an exaggerated script designed to appeal strongly to the emotions through voice, gestures and facial expressions.
- Give each pupil a copy of the eight-line script below with three characters – a victim, a villain and a hero.
- Ask the pupils to get into groups of three or four.
- Give pupils 5 minutes to cast the parts and perform the script in their groups.
- In groups of four, the fourth pupil can be a double for one of the parts or take on the role of director.

Villain: (Loud and angry) You must pay the rent!

Victim: (Pleading) I can't pay the rent.

Villain: (Louder, with gesture) You MUST pay the rent!

Victim: (Crying, on knees) I can't pay the rent.

Villain: (Threatening, menacing) Then I will throw you out into the freezing snow.

Hero: (Sudden appearance, happy voice) I'll pay the rent!

Victim: (Beaming) My hero!

Villain: (Deflated) Drat!

Active Citizenship Using Drama

A Stone's Throw



L2

- Ask the groups to stop and lead a class discussion using prompt questions such as:
 - *What might the characters look like?*
 - *How might they be dressed?*
 - *How would they move, speak and react to the script?*
 - *Who might the hero be? A neighbour, lover, friend or relation?*
 - *How can people be bullied?*
 - *How can they be helped?*
- Tell pupils they are now going to improvise their own scene in a contemporary style with Jack as the victim. They do not need to write the script to complete this activity.
- There are still three characters: Jack, a villain and a hero. Ask each group to decide who the villain and hero will be in their scene. *The villain might be a peer or older teenager and the hero might be a teacher, a friend or his grandad.*
- Allow the groups a few minutes to perform their improvised scenes. Ask some of the groups to act out their improvised script and briefly look at how the conflict was resolved.

Tips

You may wish to help the groups by suggesting the following ideas:

- *the villain is an older teenager; and*
- *the hero is another pupil/teacher/caretaker.*

For example:

Older Teenager: *'Give me your phone!'*

Jack: *'No! Please! Don't!'*

Older Teenager: *'Then I'll tell everyone about your Ma and what she's been up to.'*

Caretaker: *'Pick on someone your own size!'*



Activity 4: Soliloquy

- Ask pupils to find a space on their own in the room and take on the role of Jack.
- Remind them of the scene where Jack's stone hits the side of the ambulance.
- Ask each pupil to quietly speak his/her thoughts as Jack.

Tips

Some thoughts might be:

- *'Why did I do that?'*
- *'I might have injured somebody.'*
- *'Do I fit in now?'*
- *'Am I a brave hero?'*
- *'Do my friends like me more now?'*



Active Citizenship Using Drama

A Stone's Throw



L2

Debrief

- Ask the pupils to find a chair and return to the circle.
- Facilitate a discussion on what they have learned using the following prompt questions:
 - *Did Jack make the right decisions?*
 - *Would it be different for Jack in different circumstances/different time?*
 - *How much influence did Jack's friends have on him?*
 - *Did his friends persuade him to throw the stone?*
 - *Is it fair to blame Jack for what he did?*
 - *Does Jack now fit in with his friends?*
 - *What should Jack do now?*
 - *Does he need specialist help?*
 - *Who could help Jack?*
 - *What do you now understand about peer pressure?*
- Ask the pupils if they are aware of different organisations who give help, advice and support to young people when they are being bullied into doing something they don't want to do.

Such organisations are:

- Anti-bullying resources and support
www.ditchthelabel.org
- Bullying help and advice
www.youngminds.org.uk
- Bullying in schools
www.turn2me.org
- Prevention of bullying in schools
www.kidpower.org/schools
- SupportLine
www.supportline.org.uk/problems

Possible homework/extension task

Ask pupils to research briefly the work of paramedics, the police, social workers and youth workers for the next lesson.

Active Citizenship Using Drama

A Stone's Throw



L3

Lesson 3: Consequences

This lesson deals with how one mistake made by Jack led to very serious consequences. It looks at guilt, regret and uses forum theatre, thought tracking and improvisation to help pupils understand the implications of their actions.

Planning	
Prior Learning	<p>Pupils should have gained prior knowledge and understanding of:</p> <ul style="list-style-type: none"> • active citizenship; • lawfulness and the legal system; • young offenders institutions; • the roles of social workers, youth workers, the police and paramedics; and • civil rights, human rights and young people's rights.
Learning Outcomes	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> • understand how being in the wrong place at the wrong time can seriously affect the rest of your life; • understand the consequences when you break the law; • understand the roles of the police, paramedics, social workers and youth workers; • use forum theatre and improvisation effectively; and • talk about and ask appropriate questions of others.
Thinking Skills and Personal Capabilities Focus	<p>Pupils will have opportunities to develop the following:</p> <p>Managing Information</p> <ul style="list-style-type: none"> • Research the role of a social worker, police officer, youth worker and paramedic <p>Being Creative</p> <ul style="list-style-type: none"> • Use forum theatre • Take on and sustain a role, and use thought tracking and improvisation <p>Working with Others and Self-Management</p> <ul style="list-style-type: none"> • Work in groups to devise improvisations • Take on a role, change role and sustain a role <p>Thinking, Problem Solving and Decision Making</p> <ul style="list-style-type: none"> • Make decisions in role and justify decisions out of role • Discuss viewpoints with appropriate reasons and by listening to other viewpoints.
Attitudes and Dispositions	<p>Pupils will be encouraged to develop the following:</p> <ul style="list-style-type: none"> • Openness to new ideas • Flexibility: being flexible when using a more practical drama approach • Respect: demonstrating a more caring and respectful attitude towards others.
Resources	<p>Film and script of 'A Stone's Throw' Video camera, iPad or phone camera</p>

Active Citizenship Using Drama

A Stone's Throw



L3

Suggested teaching and learning strategies

Lesson Stage	Suggested teaching and learning strategies	
Launch	<ul style="list-style-type: none"> • Refer to the lines in the film where Jack says 'It was Granda that the ambulance was getting through to. We stopped it ... I stopped it. He would have had a chance. I was sent to a Young Offenders Centre.' • Ask pupils to move tables and chairs from the centre of the room to create a large space to work in a more practical way. • Stand in a circle with the pupils and introduce the theme and the lesson objectives to the pupils. • Explain forum theatre to the pupils using the definition provided. • Ask the pupils to briefly explain the work of a social worker, youth worker, police officer and paramedic. • Warm up: Introduce a short warm up with the following exercises. 	
	Breathing exercises	<ul style="list-style-type: none"> • Lead the class in simple breathing exercises to generate energy. Breathe in for a count of 4, hold the breath for a count of 4 and exhale slowly for a count of 10. • Repeat the exercise and close your eyes and hum on exhalation.
	Movement	<ul style="list-style-type: none"> • Circle the hands from the wrists to the right and left – circle from elbows and from the shoulders. Slowly rotate the head to the right and then left. Rotate the upper body from the waist to the right and left. • Circle each foot from the ankle right and left, circle from the knee right and left and then from the thigh right and left. Repeat for each leg. • These exercises may be done with music and a pupil is asked to lead the exercises for the next lesson.
	Facial expressions	<ul style="list-style-type: none"> • Ask pupils to take on the pose and facial expression of some of the following. Ask them to move during a count of 3 and then freeze the action: <ul style="list-style-type: none"> – a clown juggling – a rock star playing air guitar – a ballet dancer taking a bow – a policeman directing traffic – a paramedic giving heart massage – an angry teenager throwing a brick – a nurse giving an injection – a parent wheeling a pram etc.
	Vocal exercises	<ul style="list-style-type: none"> • Pupils improve articulation by repeating tongue twisters, for example Red Leather, Yellow Leather or Peter Piper Picked a Peck of Pickled Peppers. • Pupils get into groups according to the colour of their eyes (blue, brown, green, other) or the colour of their hair (black, brown, red, fair, other).

Active Citizenship Using Drama

A Stone's Throw



L3

Activities

Activity 1: Forum theatre

- Refer to the scene in the film where Jack picks up a stone to throw at the ambulance. Tell the pupils that moment in the action is frozen and now they are going to recreate the scene.
- Assign roles to every pupil in the class to recreate this scene.
- Place all the characters around the classroom to recreate the position of the ambulance on the road and houses on either side.
- The pupil roles could be:
 - *paramedics*
 - *ambulance driver*
 - *Jack*
 - *Laura*
 - *Ant*
 - *other teenagers with Jack*
 - *older teenagers looking on*
 - *a group of young people across the interface*
 - *Big Al*
 - *social worker(s)*
 - *youth worker(s)*
 - *neighbours at their houses*
 - *Jack's grandad.*
- Refer to the idea of 'sliding doors', i.e. how things can change dramatically in specific circumstances and ask the question 'What if?' For example:
 - *What if Jack hadn't thrown the stone?*
 - *What if Jack had gone to visit his grandad instead of meeting his friends?*
 - *What if he hadn't had a row with his mum?*
- Tell the pupils to remember their characters and positions, as they will return to them later in the lesson.

Active Citizenship Using Drama

A Stone's Throw



L3

Activity 2: Character profile to camera

- Pupils find a space in the room to work on their own.
- Ask them to invent background for their character, for example a name, age, status and an interesting fact such as a hobby or a relationship.
- Next, they should add some more detail, for example where they live, and add some facts about themselves.

Tips

For example:

- *One of the neighbours is Sarah George, 46, her birthday is April 1st. She is divorced with 2 children and 1 grandchild. She works in the canteen in the local primary school.*
- *The paramedic is Gareth Devlin, 25, and he lives with his partner Melanie who is a nurse. His hobby is boxing and his father was killed in an accident in the factory where he worked.*



- Ask each character to give a short improvised blog to camera. *This can simply be done in pairs to save time and not to the whole class as individuals. Performance skills are not important.*
- Ask all the characters, in role, to think their thoughts at this moment and choose a few pupils to say theirs aloud.

For example:

- *Paramedic: 'We need to get to this man with the heart attack.'*
- *Older boy: 'Throw the stone at the ambulance, you wimp.'*
- *Neighbour: 'Stop it now or I'm gonna ring the police.'*
- *Jack: 'Should I throw the stone? To hell with everything.'*
- *Social worker: 'Don't do it Jack. You'll regret it.'*
- *Grandad: 'The ambulance will be here soon, I can hear it.'*

Active Citizenship Using Drama

A Stone's Throw



L3

Activity 3: Improvisation

- Tell the pupils they are going to look at the idea of consequences and how things could be different from what happens in the script.
- Ask pupils to find a space and work in groups of 3–5.
- Ask each group to devise a short improvisation, which changes the outcome of the film from this point in the script.

Tips

Here are some prompts to devise an improvisation:



- *A group of neighbours come across the road and persuade Jack to put down the stone and walk away as the older boys jeer at him.*
 - *The paramedics come out of the ambulance and plead with the teenagers to let them get to a man who is having a heart attack in the next street. Jack realises that it is his grandad.*
 - *The social worker recognises Jack and his friends and makes him see sense.*
 - *A youth worker and Big Al persuade the teenagers to let the ambulance move on.*
 - *Jack goes with the ambulance to his grandad's house in time to save his life.*
- Facilitate a discussion with the pupils as to how the outcome of the film might have been changed.
 - Ask pupils to return to their forum theatre positions and repeat the thought tracking for each character, i.e. think their thoughts at this moment and choose a few pupils to say theirs aloud.

For example:

- *Paramedic: 'The man with the heart attack is going to die.'*
- *Neighbour: 'You could have killed someone.'*
- *Social worker: 'You will regret this for the rest of your life.'*
- *Older boy: 'Nice one, they're leaving now. We won.'*
- *Grandad: 'Where is that ambulance? I'm dying.'*

Active Citizenship Using Drama

A Stone's Throw



L3

Activity 4: Flash forward improvisations

- Pupils get into groups of 3–5.
- Ask pupils to devise flash forward improvisations about what might have happened and what actually happened.

Tips

Some of the improvisations could include:

What might have happened:

- Jack and his Ma visiting grandad in hospital the next day as he recovers from his heart attack
- the paramedics back at base chatting with their colleagues about what might have happened
- the social worker meeting with Jack and his mother to assess his situation
- Jack and his mother at a parent/teacher meeting in school
- the police taking information from neighbours about what happened to the ambulance
- neighbours meeting Jack's Ma and telling her how they stopped Jack throwing a stone at the ambulance.



Or

What happened:

- the police arriving at Jack's house and arresting him
- Jack being questioned at the police station and put in a cell
- Jack's court case and being sent to the Young Offenders Centre for six months
- Jack arriving at the Young Offenders Centre and being locked in his room
- the youth worker introducing Jack to new friends at a new youth club and getting him into a new hobby.

Activity 5: Forum theatre

- Ask pupils to return one more time to their forum theatre positions and the scenario from the beginning of the lesson.
- Now that they have had a chance to consider the possible consequences and the situations that have happened, the characters are asked to speak a thought that reflects how they now feel at this time.
- The thought should be more insightful this time and should reflect what they would *like to happen*.

For example:

- Jack: 'I wish I hadn't fought with my Ma again today. I should apologise to her.'
- Paramedic: 'I love my job but this shouldn't be happening.'
- Driver: 'These young people need to move. Maybe the neighbours could talk to them.'
- Neighbour: 'I recognise Jack Sloan. I know his mother. I should speak to him.'

Active Citizenship Using Drama

A Stone's Throw



L3

- Neighbour: 'I'll speak to the youth worker. He knows these young people and could get them to go back to the club.'
- Laura: 'I really like Jack. He shouldn't be doing this.'
- Older boy: 'I was like that when I was his age and look at me now.'
- Big Al: 'That boy needs to drop the stone. I'll speak to him.'

Debrief

- Ask pupils to find a chair and return to the circle.
- Lead a class discussion using prompt questions such as:
 - Do you understand why Jack throws the stone?
 - What would have happened if he hadn't thrown the stone?
 - What are the consequences for Jack when he breaks the law?
 - What is the role of the police, paramedics, social workers and youth workers in this scenario?
 - How could the outcome have changed for Jack?
 - Who could have changed the outcome of the situation for Jack?
 - Is Jack guilty of his grandad's death?
 - What is the function of the Young Offenders Centre?
- Ask the pupils if they are aware of any organisations who might have been able to help Jack:
 - before the incident; and
 - after the incident.

Such organisations might be:

- NICCY – The Northern Ireland Commissioner for Children and Young People
www.niccy.org
info@niccy.org
Tel: (028) 9031 1616
- Step Together
www.step-together.org.uk
enquiry@step-together.org.uk
- YouthAction
www.youthaction.org
Tel: (028) 9024 0551
- LawStuff – Children and young people's rights
lawstuff.org.uk

Active Citizenship Using Drama

A Stone's Throw



L4

Lesson 4: Jack's Mental Health

This lesson looks at being isolated, locked up and alone with your thoughts, and the effect it can have on your mental state. It creates a nightmare scenario for Jack when he is in the Young Offenders Centre and it helps pupils understand how being locked up can affect an individual. The lesson uses choral speaking and improvisations to explore these issues.

Planning	
Prior Learning	<p>Pupils should have gained prior knowledge and understanding of:</p> <ul style="list-style-type: none"> • active citizenship; • the legal system for young people; • the young offenders system; • human rights for young people; and • mental health issues with young people.
Learning Outcomes	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> • understand what it is like to be locked up; • discuss mental health issues; • justify fairness and the legal system; • talk about and ask appropriate questions of others; and • use verbal dynamics, choral speaking, and flashback and flash forward improvisations effectively.
Thinking Skills and Personal Capabilities Focus	<p>Pupils will have opportunities to develop the following:</p> <p>Managing Information</p> <ul style="list-style-type: none"> • Research mental health issues of young people <p>Being Creative</p> <ul style="list-style-type: none"> • Use verbal dynamics and choral speaking • Use flashback and flash forward improvisation <p>Working with Others and Self-Management</p> <ul style="list-style-type: none"> • Work as whole class and in groups • Work as an individual and create a soliloquy <p>Thinking, Problem Solving and Decision Making</p> <ul style="list-style-type: none"> • Make decisions about using script in different ways and developing roles • Discuss viewpoints with appropriate reasons and by listening to other viewpoints.
Attitudes and Dispositions	<p>Pupils will be encouraged to develop the following:</p> <ul style="list-style-type: none"> • Openness to new ideas • Flexibility: being flexible when using a more practical drama approach • Respect: demonstrating a more caring and respectful attitude towards others.
Resources	<p>Film and script of 'A Stone's Throw'</p> <p>Music for warm up</p> <p>Musical instruments such as drum, triangle, woodblock or bells</p> <p>Further resources might include lighting, a smoke machine and masks</p>

Active Citizenship Using Drama

A Stone's Throw



L4

Suggested teaching and learning strategies

Lesson Stage	Suggested teaching and learning strategies
Launch	<ul style="list-style-type: none"> Refer to the lines 'I was sent to a Young Offenders Centre. Got out on my 16th birthday.' Ask pupils to clear a space in the centre of the classroom by moving the tables and chairs to the sides and stand in a circle. Introduce the theme of the lesson and briefly explain verbal dynamics, flash forward and flashback improvisations to the pupils. Ask the pupils what they know about mental health issues that affect young people. Warm up: Introduce a short warm up with the following exercises.
	<p>Breathing exercises</p> <ul style="list-style-type: none"> Lead the class in simple breathing exercises to generate energy. Breathe in for a count of 4, hold the breath for a count of 4 and exhale slowly for a count of 10. Repeat the exercise and close your eyes and hum on exhalation.
	<p>Movement</p> <ul style="list-style-type: none"> Ask the pupils to do some movement exercises. These might be led by pupils who have been asked to prepare a short sequence to music. Ask pupils to do diagonal stretches to right and left and then to create a range of different movements enhanced by appropriate facial expressions, for example smooth balletic movements, sharp angular movements or giant angry aggressive movements.
	<p>Verbal dynamics</p> <ul style="list-style-type: none"> Ask pupils to think of other words for 'throw', such as hurl, fling, fire, propel or launch and accompany each word with a different movement. Ask pupils to create an echo effect with words. Begin a word loudly and soften it slowly to a whisper as the word is repeated in turn with each pupil. Mexican wave movements can be added for more effect. Lead pupils in singing 'Happy Birthday' in slow motion, as a robot, a witch, a king, as a deep whisper, a growl, loudly, angrily, gently etc.

Active Citizenship Using Drama

A Stone's Throw



L4

Activities

Activity 1: Nightmare scenario – choral speaking using verbal dynamics

- Tell the pupils they are going to create a 'nightmare scenario' for Jack. He is in the Young Offenders Centre and he has been locked up in his room.
- Lead a discussion about what this would have been like for Jack. Use prompt questions such as:
 - *What must it be like to be locked in a room every night?*
 - *How would you feel?*
 - *What would be you thinking?*
 - *What would it be like to be Jack at this time?*
 - *What is in his head?*
- Help the pupils to collect their thoughts and arrange them in a sequence using a flip chart or whiteboard to record ideas.
- Tell the pupils they are going to create a vocal improvisation using words or phrases directly from the script or something suggested by it.
- Encourage the pupils to be as creative as they want by changing the pitch, pace, tone, volume and inflection of their voices as they speak and add vocal and instrumental sound effects and movement to make the presentation a dramatic nightmare. They can also add lighting, smoke or large shapes of material if they are available.
- Choose which of the choral ideas work best for the pupils and co-ordinate an appropriate sequence in which to present them. You could use a drum, woodblock or other musical instrument to time the sequence and to link the sequence together or you may wish to underscore the sequence with other appropriate music for a nightmare, which can be found on YouTube. For example:
 - 'Music for Nightmares' by Bill Schaeffer
 - 'Nightmare Music' by Cryo Chamber
 - 'The Dream Catcher' by Brainwave Power Music.
- The pupils may wish to use the full space of the classroom and different levels. Jack should be positioned centrally.
- Different pupils can play Jack at different times and encourage him to react to the dynamics of the choral work using movement, voice and facial expressions.
- The improvised script does not need to be written but arranged in a sequence from prompts that the pupils can remember, for example using a hand gesture or pointing to the relevant section on the flip chart. *The learning comes from the pupils creating and sharing the original ideas and performance skills are not important.*

Active Citizenship Using Drama

A Stone's Throw



L4

Tips

The whole class will be involved in this activity and they can build up a sequence of text and movement of any length to suit the time available and the ideas suggested by the pupils.



Ideas might include:

- *Pupils divide into groups and hum – each group at a different level from low to high. The groups snake around the room conga style as Jack covers his head in the centre and then shouts 'Stop!' when he decides and the humming repeats.*
- *One group of pupils creates a heartbeat using a vocal sound 'bh-bom' or musical instrument such as drum or woodblock. The other groups take on a phrase in the rhythm of the heartbeat such as 'You must not cry', 'Now lock him up' or 'So sweaty with fear' and each group speaks the phrase beginning with a whisper and circles around Jack getting louder in tone until he screams 'No!'*
- *The pupils each take on a character role from the film script and select a phrase to speak aloud in an unusual or strange voice. For example:*
 - *an arrogant solicitor: 'This is his first offence, my lord.'*
 - *a gentle social worker: 'He comes from a broken home.'*
 - *sneering neighbour: 'He was always a bad boy.'*
 - *nasty neighbour: 'Your Ma's a drunk.'*
 - *loud police officer: 'Put the handcuffs on him.'*
 - *crying friend: 'Leave him alone you bully.'*
 - *laughing teenager: 'He deserves all he gets.'*
 - *drunk Ma: 'You're no son of mine.'*
 - *stern paramedic: 'You threw the stone.'*
 - *angry driver: 'You stopped my ambulance.'*
 - *upset Grandad: 'What did you do Jack?'*
- *They could use an accent, elongate the sound, whisper, use slow motion or change the pitch, pace, tone, volume or inflection to make it sound like it is part of Jack's nightmare. Each pupil starts from a 'freeze' position, speaks in a chosen style with a gesture and appropriate facial expression and returns to the 'freeze' position.*
- *Only one group at a time speaks the phrases while the other groups make background sounds, for example pupils in one group hum, each on a different note, and move their arms in a wave-like motion.*

Active Citizenship Using Drama

A Stone's Throw



L4

Activity 2: Flashback and flash forward improvisations

- Divide the pupils in the class into two groups.
- Tell the pupils they are going to devise an improvisation as part of Jack's nightmare.
- Ask one group to devise a flashback improvisation and one group to devise a flash forward improvisation.
- *The improvisations can begin as reality and become as abstract and strange as the pupils can imagine. Remind the pupils that these are part of Jack's nightmare.*
- After both groups have performed their improvisation, the scene should return to Jack alone in his room at the Young Offenders Centre.

Tips

Some examples of flashback and flash forward improvisations are below.



• Group 1 – Flashback improvisation

- *The scene is set in a courtroom and the pupils are cast as judge, bailiff, prosecution and defence barristers, witnesses such as neighbours, paramedic, police, also Jack, Jack's friends and jury who could wear masks.*
- *The improvisation begins as the bailiff shouts, 'All rise for the honourable Judge Citizenship!' and all the other pupils walk quickly into their places to create a courtroom using appropriate tables and chairs.*
- *The judge says, 'Jack Citizen, you have been accused of the murder of your grandad. How do you plead?' and everyone shouts 'Guilty'.*
- *The judge continues, 'Prosecution, call your first witness'*
- *The jury can chorus, 'Raise your right hand. Do you swear to tell the truth...'*
- *A paramedic is called and briefly asked what happened and points to Jack and calls him a murderer.*
- *A policeman and a neighbour can then be called who will exaggerate the incident, for example making the stone a brick or calling him a thug.*
- *For the defence, Jack's mother, father and a friend can be called and they can respond in a similar way, saying he never loved his grandad or visited him, was always in trouble at home and in school etc.*
- *The jury are then asked for their verdict and everyone choruses 'Guilty!'*
- *The judge imprisons him for life and asks for the key to be thrown away and everyone laughs in a sinister way.*

Group 2 – Flash forward improvisation

- *These improvisations are based on the end of the script, which refers to Jack going to a concert and a football match. He says, 'I'm a role model for the other ones coming up who are just like me.'*

Active Citizenship Using Drama

A Stone's Throw



L4

The pupils are cast in a number of short improvisations such as:



- **At the Football Final**

- *The pupils choose appropriate teams to be in the final.*
- *The improvisation begins when a commentator says, 'Welcome to Wembley Stadium for the FA Cup Final.'*
- *A chant is devised by the pupils who take their place in the stand as Jack scores the final penalty goal.*
- *The commentator builds up the suspense and Jack is mobbed as the youngest footballing star Jack Citizen wins the match for his team.*

- **Britain's Got Talent**

- *The improvisation begins when the announcer welcomes 'the winner of this year's Britain's Got Talent – Jack Citizen.'*
- *He could be a singer who can mime to a short burst of a song or a comedian who can tell a joke, followed by huge applause from the other pupils and is mobbed by his friends on stage.*

- **Snooker World Champion**

- *The commentator asks everyone to be quiet as the finalist, Jack Citizen, pots the black and becomes the youngest World Snooker Champion.*
- *There then follows an interview with Jack as he accepts the trophy and makes a short speech.*
- *He thanks his mum, dad and grandad who join him as the other pupils, as fans, cheer loudly and chant his name.*
- *As the chant continues, it is then spoken in slow motion as the scene returns to Jack alone in his room at the Young Offenders Centre and the warden bangs on his door and shouts 'Wake Up!'*

Active Citizenship Using Drama

A Stone's Throw



L4

Debrief

- Ask pupils to find a chair and return to the circle.
- Lead a class discussion using prompt questions such as:
 - *Do you feel that you understand more about what it is like to be locked up every night for a long period of time?*
 - *What effect can being locked up have on your mind?*
 - *How would you survive being locked up?*
 - *Is the legal system fair for young people?*
 - *Was it right to lock Jack up for six months?*
 - *What effect did being locked up have on Jack?*
 - *Did verbal dynamics, choral speaking and improvisation help you to better understand the issues discussed?*
- You might wish to discuss different organisations who give help, advice and support to young people when they are lonely, homeless or have mental health issues.

Such organisations are:

- SupportLine – Loneliness
www.supportline.org.uk
- Anxiety – Young people
youngminds.org.uk
- Simon Community – Homeless in Northern Ireland
www.simoncommunity.org
- Youth homelessness
www.centrepoin.org.uk
- Services for young people
www.changegrowlive.org/services

Active Citizenship Using Drama

A Stone's Throw



L5

Lesson 5: Jack's Journey

This lesson looks at the social and domestic influences in Jack's life and at how a specific incident or a chance meeting can change his life in a negative or positive way. It uses interviews and documentary-style drama to explore the issues and reflect the highlights in Jack's life.

Planning	
Prior Learning	<p>Pupils should have gained prior knowledge and understanding of:</p> <ul style="list-style-type: none"> • active citizenship; • the legal system in Northern Ireland and lawfulness; • social justice and human rights for young people; and • young offenders centres and youth support.
Learning Outcomes	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> • discuss social and legal justice for young people; • understand the key features of a young offenders centre and the difficulties and challenges of trying to return to society after being locked up for six months; • understand the challenges of knowing who are your real friends; • understand meeting young people from 'the other side'; • ask and answer appropriate questions as a media interviewer and as a character; • use interview technique, flashback improvisations and soliloquy; and • develop confidence in presentation skills and using a camera.
Thinking Skills and Personal Capabilities Focus	<p>Pupils will have opportunities to develop the following:</p> <p>Being Creative</p> <ul style="list-style-type: none"> • Use interview technique, flashback improvisation and soliloquy effectively • Develop sustained role play <p>Working with Others and Self-Management</p> <ul style="list-style-type: none"> • Work on their own, in pairs and in groups • Respect the views and opinions of others • Effectively research appropriate questions and answers in role <p>Thinking, Problem Solving and Decision Making</p> <ul style="list-style-type: none"> • Make and justify decisions about timings, topics and appropriate questioning • Be able to discuss personal viewpoints.
Attitudes and Dispositions	<p>Pupils will be encouraged to develop the following:</p> <ul style="list-style-type: none"> • Openness to new ideas • Flexibility: being flexible when using a more practical drama approach • Respect: demonstrating a more caring and respectful attitude towards others.
Resources	<p>An open space in the classroom Film and script of 'A Stone's Throw' Camera and microphone</p>

Active Citizenship Using Drama

A Stone's Throw



L5

Suggested teaching and learning strategies

Lesson Stage	Suggested teaching and learning strategies	
Launch	<ul style="list-style-type: none"> • Briefly discuss the film 'A Stone's Throw', referencing the main incidents and highlights of the story. • Ask pupils to clear a space in the centre of the classroom by moving the tables and chairs to the sides and stand in a circle. • Introduce the theme of the lesson and explain documentary-style drama. Tell the pupils that they will be presenting a short programme on the life of Jack at the end of the lesson. • Tell pupils they will take on the roles of media interviewers, Jack, his family, friends and many of the people he has met in his life. • Highlight the importance of good articulation and clarity when speaking and the elements of good journalism and what makes good television. • Warm up: Introduce a short warm up with the following exercises. 	
	Breathing exercises	<ul style="list-style-type: none"> • Ask pupils to breathe in through the nose for a count of 3, hold the breath for a count of 3 and breathe out slowly through the mouth for a count of 12. • Repeat the exercise with an increase in exhalation to 25.
	Movement	<ul style="list-style-type: none"> • At this stage in the lessons, pupils should be able to lead the warm-up exercises with stretches and poses and perhaps a rhythm sequence that is extended and developed with each lesson.
	Vocal exercises	<ul style="list-style-type: none"> • Use the articulation scale to improve pupils' clarity and distinctness by saying B, D, F, H, G, M, N, P, T, W loudly, softly, angrily, thoughtfully, shyly etc. • Use the vowel exercises to improve the volume, projection and resonance of their voices by repeating Zer, Zay, Zee, Zi, Zah, Zoh, Zoo, Zaw, Zow. • Introduction exercise: ask pupils to formally introduce the pupil to their left and the group applauds. They can use the actual name of the pupil or invent a name and add an invented profession, for example 'Ladies and gentlemen, could I please introduce you to Paula Brown who is a lion tamer.' • Pupils then move around the space and introduce themselves to as many people as possible using their name and profession. • When they return to the circle, they try to remember as many of the professions as possible.

Active Citizenship Using Drama

A Stone's Throw



L5

Activities

Activity 1: Film trailer using freeze frames and voice-over

- Ask the pupils to get into five groups of 5/6 pupils.
- Ask them to devise a one minute trailer for a full-length feature film of 'A Stone's Throw'.
- They should use a voice-over in an appropriate style, voice and accent. Each group is responsible for one freeze frame and appropriate narration freeze frames.
- They might also wish to include underscored music or sound effects.
- Encourage pupils to look at exaggerated and sensational language and perhaps humour. They can use accents and set the film in a city in another country and include opening dates and actors who could be starring in the film, for example Harry Styles as Jack and Jimmy Nesbitt as Big Al.

Tips

Sample trailer:

- *'This is an extraordinary story of a boy on the edge. Jack was an only child but life was tough with an alcoholic mother'*
 - **Freeze 1:** Jack's mum and friends drunk in the pub and Jack looking on. *'and his father a drug pusher who ends up in prison.'*
 - **Freeze 2:** Jack's father being arrested with drugs and Jack looking on. *'Being on the street was lonely for Jack but he wanted to 'fit in'. Throwing that brick through the windscreen of the ambulance was his badge of honour and tragic downfall.'*
 - **Freeze 3:** Jack in the street with the gang about to throw the stone with neighbours, paramedics etc. present. *'The ambulance had been on its way to his grandfather who died of a heart attack. Jack was arrested'*
 - **Freeze 4:** Jack being taken from his house by the police. *'and sentenced to 6 months in a Young Offenders Centre. Jack left prison as a different person, angry and alone. He slept on the streets ... but a chance meeting changed his life. His saviour was Big Al!'*
 - **Freeze 5:** Jack smiling and playing pool with friends and Big Al looking on. *'Coming to cinemas near you. Starring ... as Jack and ... as Big Al.'*



Active Citizenship Using Drama

A Stone's Throw



L5

Activity 2: Documentary

- Assign each of the five groups a section of Jack's life to present to the class as a television documentary. The five sections of his life could be divided as follows:
 - 1. Early childhood**
 - only child living with an alcoholic mother and drug-pusher father and living with his grandad
 - interviews with neighbours etc.
 - 2. Teenage life**
 - on the streets with his friends and stopping the ambulance by throwing the stone
 - interviews with paramedics, friends, social worker etc.
 - 3. Young Offenders Centre**
 - being sentenced and going to the Young Offenders Centre
 - interviews with solicitor, police, wardens etc.
 - 4. Getting out**
 - getting out of the Centre and life on the streets
 - interviews with agencies, social workers, friends etc.
 - 5. Jack's future**
 - Big Al, a new family, joining a programme and becoming a role model
 - interviews with Big Al, other teenagers, new parents and Jack.
- Ask pupils in their groups to cast the characters required and prepare a series of questions, answers and linked narration, which might be with the presenter or with Jack himself.
- Ask the groups to select appropriate questions to be recorded for a 2-minute sequence.
- Pupils from other groups can use the camera to record.

See Appendix 1 for a sample script. Please note this is provided as a guide for teachers and not for use by the pupils.

Active Citizenship Using Drama

A Stone's Throw



L5

Debrief

- Ask pupils to find a chair and return to the circle.
- Lead a class discussion using prompt questions such as:
 - *Do you feel now that you understand more about what it must be like to be locked up for six months and try to socialise and lead a normal life when you get out?*
 - *What are implications of having a record?*
 - *What effect can being locked up have on your mental state?*
 - *What are the difficulties and challenges of having to adjust to social conditions after being locked up for a period of time?*
 - *What are the qualities of real friends?*
 - *What is the role of a youth worker and what programmes exist for young people?*
 - *Did you feel confident taking on a role and asking and answering questions?*
 - *What did you learn about documentary-style drama and using a camera to record?*
- You might wish to discuss different organisations who give help, advice and support to young people, for example when they are lonely, homeless, have mental health issues or would like help to get on to training programmes.

Such organisations are:

- SupportLine – Loneliness
www.supportline.org.uk
- Anxiety – Young people
youngminds.org.uk
- Simon Community – Homeless in Northern Ireland
www.simoncommunity.org
- Youth homelessness
www.centrepoin.org.uk
- Services for young people
www.changegrowlive.org/services
- Youth Action – Training
www.youthaction.org
- Youth Link NI – Training programmes
www.youthlink.org.uk
- Education Authority – Training programmes in Northern Ireland
www.eani.org.uk

Active Citizenship Using Drama

A Stone's Throw



L5

Appendix 1

Activity 2: Documentary

Sample documentary section

Group 1: Jack's early childhood

- The interviewer could begin outside the house where Jack lived as a child.
- The interviewer might give some information about Jack, when he was born, where he went to school etc.

'I'm standing outside the house where Jack lived. So what kind of an upbringing did he have? Some of his neighbours still live here.'

Interviewer: *'So what kind of a child was he?'*

Neighbour 1: *'Well, to be honest he was a wee skitter, always in trouble and getting up to mischief. Pretty normal really.'*

Interviewer: *'What was his mother like?'*

Neighbour 2: *'Quite decent really until she lost her job and she started drinking heavily and then the rows started and it was awful for Jack.'*

Interviewer: *'What was his father like?'*

Neighbour 3: *'A waster. Never did a day's work in his life. Always scrounging round the pub. Then he got into drugs. Prison's the best place for him. Jack's better off without him.'*

Interviewer: *'So what was Jack like at school – I met with one of his former teachers at secondary school.'*

Interviewer: *'So what was Jack like at school?'*

Teacher: *'He was a bright boy and could have done well at school. He liked science and art but he lost interest early on and got in with a bad group. Came late to school, missed days and started to get himself into trouble.'*

The interviewer finishes off with some further questions to camera:

'So there you have it. A dysfunctional family! An alcoholic mother and continual rows and a father pushing drugs and now in prison. So who could Jack turn to? What would become of him? What was his future? He decided to live with his grandad. A man he idolised, who was his hero but what kind of a person was Jack to become?'