

# Active Citizenship Using Drama

## A Stone's Throw SEN (Inclusion)



L1

### Lesson 1: Family Relationships and Conflict

This lesson relates to the central character in the film, a 15-year-old boy called Jack.

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	
<b>Prior Learning</b>	Pupils should have gained prior knowledge and understanding of: <ul style="list-style-type: none"><li>• active citizenship;</li><li>• justice and lawfulness; and</li><li>• human rights and children's rights.</li></ul>
<b>Learning Outcomes</b>	Pupils will be able to: <ul style="list-style-type: none"><li>• discuss conflict in the home;</li><li>• think about and ask appropriate questions of others; and</li><li>• use waxworks, Hot Seating, tableau, Conscience Alley and improvisation effectively.</li></ul>
<b>Thinking Skills and Personal Capabilities Focus</b>	Pupils will have opportunities to develop the following: <b>Being Creative</b> <ul style="list-style-type: none"><li>• use waxworks, tableau, thought tracking and Conscience Alley;</li><li>• using improvisation;</li></ul> <b>Working with Others and Self-Management</b> <ul style="list-style-type: none"><li>• work in pairs and in groups of three or four;</li><li>• respect the views and opinions of others, reach agreement, be able to compromise and give and respond positively to feedback;</li></ul> <b>Thinking, Problem Solving and Decision Making</b> <ul style="list-style-type: none"><li>• make and justify decisions; and</li><li>• be able to discuss personal viewpoints with appropriate reasons.</li></ul>
<b>Attitudes and Dispositions</b>	Pupils will be encouraged to develop: <ul style="list-style-type: none"><li>• openness to new ideas;</li><li>• flexibility when using a more practical drama approach; and</li><li>• respect, demonstrating a more caring and respectful attitude towards others.</li></ul>
<b>Resources</b>	An open space in the classroom Film and <a href="#">script</a> of 'A Stone's Throw' Definitions of waxworks, Hot Seating, thought tracking and Conscience Alley <b>Resource A – Conscience Alley Thoughts.</b>

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### Suggested teaching and learning strategies

Lesson Stage	Suggested teaching and learning strategies	
<b>Launch</b>	<ul style="list-style-type: none"> <li>• Show pupils the film 'A Stone's Throw'.</li> <li>• Ask pupils to move the tables and chairs to the side to clear a space in the centre of the classroom and then stand in a circle.</li> <li>• Lead a class discussion using prompt questions such as:               <ul style="list-style-type: none"> <li>– How does conflict generally start at home?</li> <li>– Who is generally involved in family conflict?</li> <li>– What are the problems that cause conflict?</li> <li>– How does it end? Threats, verbal or physical abuse, silence? How can family conflict be resolved?</li> </ul> </li> <li>• <b>Warm up:</b> Introduce a short warm up with the following exercises.</li> </ul>	
	<b>Breathing exercises</b>	Ask pupils to: <ul style="list-style-type: none"> <li>• breathe in through their nose for a count of three, hold the breath for a count of three and breathe out through the mouth for a count of nine. Repeat inhalation and hold for a count of three and increase exhalation to 12, 15 and 18. Repeat by humming on exhalation.</li> </ul>
	<b>Stretching</b>	<ul style="list-style-type: none"> <li>• tighten the muscles in their 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.</li> </ul>
	<b>Facial expressions</b>	<ul style="list-style-type: none"> <li>• make facial expressions of being sad, happy, worried, angry, confused, frightened and arrogant.</li> </ul>
	<b>Gesture</b>	<ul style="list-style-type: none"> <li>• 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 or staring at a phone in surprise.</li> <li>• stretch the arms in the air and reach as far as possible by going onto their toes. Repeat as a diagonal stretch, curl up with arms around knees and then repeat the sequence.</li> </ul>
	<b>Vocal exercises</b>	Ask pupils to: <ul style="list-style-type: none"> <li>• improve articulation by learning the articulation scale: B, D, F, H, G, M, N, P, T, W. Repeat the sounds in different ways: loudly, softly, whispering, angrily or shyly;</li> <li>• speak the words Da, Ma, grandad, hateful, clinker, pub in the same way – softly, angrily, sadly and add gestures such as finger pointing, a fist or open hands.</li> </ul>

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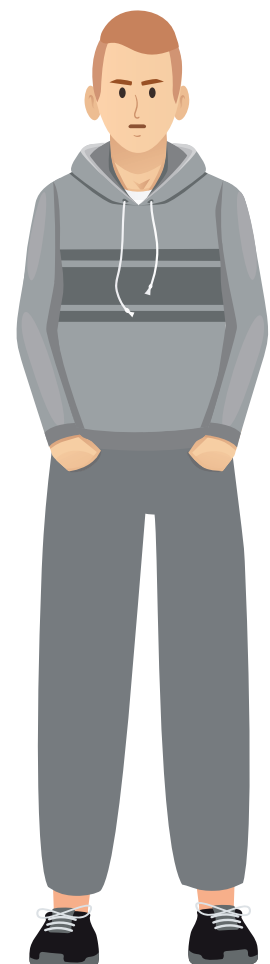
Lesson Stage	Suggested teaching and learning strategies	
Launch (continued)	<b>Grouping</b>	<ul style="list-style-type: none"><li>• walk around the open space;</li><li>• get into groups of 4;</li><li>• how many groups of four are in the class and how many pupils are left over?</li><li>• repeat the exercise using different numbers group members.</li></ul>

### Activities

#### Activity 1: Waxworks

- Remind pupils of the first line in the film, when Jack says: this is me.
- Start the film and pause it on that line. Ask the class to form a circle and a pupil to sit in the middle as a still image or waxwork of Jack as a small child.
- Use these prompts:
  - How is he sitting? (create his seated position, facial expression.)
  - What is he doing?
  - What is he playing with?
  - What sound did he make?
- Continue the film and pause when the teenage Jack appears.
- Ask another pupil to go into the middle of the circle as a still image of a teenage 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?
- Encourage the class to look at the younger and older Jack. What differences do they notice?
- Ask the pupil who is younger Jack to say the phrase: This is me, Jack. Then ask the pupil who is teenage Jack to say the same phrase.
- Repeat the exercise with different pupils in the middle of the circle. They may decide that the character is a female character called Jackie.

For this activity, you can choose to use teacher-in-role as the character of Jack to aid the flow of the lesson. Pupils can indicate to you how the character should look at the different points outlined above.



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### Activity 2: Still Image

- Ask pupils to work in pairs. Ask each pair to find a space to work in and remind them of the discussion they had in Activity 1 before watching the film.
- What might lead to conflict in the home between a teenager and parent?
- Give each pair one of the following possible conflicts:
  - coming home late;
  - coming home smelling of alcohol or smoke;
  - not eating;
  - dressing inappropriately;
  - not tidying room;
  - not working at school or being late for school;
  - being on their phone too much;
  - sending inappropriate texts;
  - lying to a parent; or
  - using bad language.
- Ask each pair to create a still image to suggest non-violent domestic conflict.
- Remind pupils that there should be no physical contact and no speech. Encourage them to try to imagine what thoughts and feelings their character might have.

### Prompts

As parent or teenager:

- How would you stand?
- What gesture are you making?
- What is your facial expression?

Consider:

- What might Jack be thinking?
- Will the young Jack and teenage Jack be thinking different things?
- How might Jack be feeling?
- How can we show these things through our body language?
- How does body language tell us quite a lot about someone?

Try another still image. Move from one to the other. Support the pupils in creating different still images and perhaps ask the class to look at some of the images.

Explain to the class that on a signal, such as a hand clap, each pair will show their image to the others.

Were they different? Can you see how the many feelings were displayed?

Repeat the exercise, but this time as they show their images encourage them to say one word or short phrase that describes their character's feelings.

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### Activity 3: Hot Seat

In this activity, use the teacher-in-role strategy to play the character of Jack sitting in the Hot Seat. This may require some preparation beforehand.

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.
- Encourage the class to decide what information to add to the drama.
- Remind the class of the scene where Jack argues with his mum on the phone and says: That was your last chance mum. You might as well live at the pub. I've heard it all before.
- Explain that you will be in the Hot Seat playing Jack. If the class has not used Hot Seating before, model the strategy first.
- These are some questions to individual pupils before the lesson starts. Pupils can also add their own questions.

#### Jack:

- Are you an only child?
- Why is your mother out a lot?
- Does your mother have a job? If so, what is it?
- Why is your mother mostly out at the pub?
- Does your mother have a drink problem?
- Does your father work? If so, what does he do?
- Where does the family income come from?
- Do you have a part-time job? If so, what is it?
- Why did your father go to prison? Do you ever visit him?
- Is it his first time in prison?
- How long will he stay in prison?
- How do you feel about him being in prison?
- Can you tell us about your last visit to your dad in prison?

Ask your pupils: Are there any other interesting questions that you could ask Jack?

Questions may include:

- What do you enjoy most in school?
- Who are your friends?
- Do you think they are good friends and why?
- Can you tell us about your mum?
- What did you row about with your mum?
- Can you tell us about your grandad?

Summarise the information on Jack gathered from the Hot Seating.

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### Activity 4: Conscience Alley

- Ask pupils to form two straight lines facing each other to make an alley (two to six pupils on each side).
- Explain that one side is the character's positive thoughts and the other side is the negative thoughts.
- To help them get started, give each side a positive or negative thought.
- Ask one pupil to take on the role of Jack and another to take on the role of grandad. Ask both to stand at the opposite ends of the lines with the Conscience Alley between them.
- Ask the rest of the class to sit around the space as observers.
- Tell the class Jack is leaving 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?
- Encourage the pupils who form the alley become his conscience and speak his thoughts as he slowly walks towards his grandad. **Use Resource A – Conscience Alley Thoughts.**
- 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.
- When Jack reaches his grandad's house, his grandad might say, for example:
  - Hello son. Are you hungry? or
  - Come in Jack. Your room is ready for you.

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### 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.



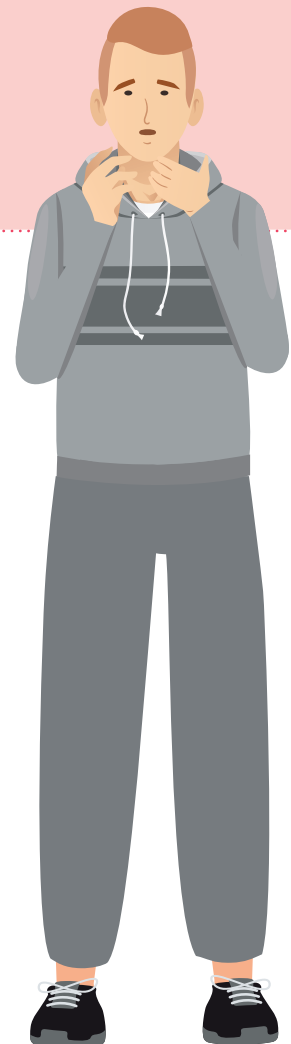
The other side of the alley could be negative thoughts, for example:

- 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?

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 the pupils to create a verbal diary entry for Jack and add one of the thoughts they heard or one of their own thoughts. 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.



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### Debrief

Ask the 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 or improvisation.)
- Did Jack do the right thing? (You could 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 could discuss Jack's mental state and ask the pupils about their awareness of online support groups, counselling and information and help organisations.

Divide the class into at least four groups. Give each group one of the help organisations and ask them to find out a little about the work of that organisation. Encourage them to write down a few sentences about their organisation and share this with the rest of the class or design a poster.

#### Debrief

Links to help organisations

[The Samaritans](#)

[Lifeline](#)

[Home Start: Support and Friendship for Families](#)

[Young Minds: Fighting for young people's mental health](#)



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### Lesson 1: Activity 4 Resource A Conscience Alley Thoughts

Positive Thoughts (8)	Negative Thoughts (9)
<i>'I can't wait to live with grandad.' – 'No more rows and shouting.'</i>	<i>'I will miss my bedroom.'</i>
<i>'I'll never be lonely again.'</i>	<i>'Am I doing the right thing?'</i>
<i>'Grandad is my hero.'</i>	<i>'I feel so sad.'</i>
<i>'His house is always warm.'</i>	<i>'This house was my home for 15 years.'</i>
<i>'I love my grandad.'</i>	<i>'Will my Ma be alright on her own?'</i>
<i>'He lets me watch what I want on TV.'</i>	<i>'I'm never going back to visit my Da in prison.'</i>
<i>'Grandad gives me money to buy chips.'</i>	<i>'My Da only wants money for drugs.'</i>
<i>'Grandad always has lovely food in his house.'</i>	<i>'I hate my Ma and my Da.'</i>
	<i>'Will I ever come back to this house?'</i>

