

Active Citizenship Using Drama

A Stone's Throw SEN (Inclusion)



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 monologue 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:</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; and • give appropriate reasons for taking a particular standpoint.
Attitudes and Dispositions	<p>Pupils will be encouraged to develop:</p> <ul style="list-style-type: none"> • openness to new ideas; • flexibility: being flexible when using a more practical drama approach; and • respect: demonstrating a more caring and respectful attitude towards others.
Resources	<p>An open space in the classroom A Stone's Throw film and script Resource A – You Must Pay the Rent!</p>

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Suggested teaching and learning strategies

Lesson Stage	Suggested teaching and learning strategies
<p>Launch</p>	<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 move the tables and chairs to the sides of the classroom to clear a space in the centre and then stand 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 three, holding the breath for a count of three and exhaling for a count of 12. Increase exhalation by three on repeats.
<p>Movement</p>	<ul style="list-style-type: none"> • Ask a pupil to take on a frozen pose and the rest of the group try to copy it. • 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, for example: 'O'Grady says put your hands on your head, stamp your right foot or jump in the air'.
<p>Vocal exercises</p>	<ul style="list-style-type: none"> • Ask the pupils to speak clearly and articulately and use the articulation scale B, D, F, G, H, M, N, P, T, W. Encourage them to repeat the sounds in different ways, for example loudly, angrily, sadly, quietly, shyly, frighteningly or happily. • Ask the pupils to repeat words from the script using changes of tone and facial expression: <ul style="list-style-type: none"> – 'I was angry', 'To hell with everybody' or 'Why?' Use football chants to speak together as a whole class, for example 'In the net!', 'Kick it in!' or 'Four Nil, Four Nil!'

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Activities

Activity 1: Hot Seat

Starter

- Arrange the pupils in a circle and give each pupil a copy of the script.
- Explain that they are going to share the lines of the film script.
- Ask them to take turns around the circle to read a line or stage direction.
- This should remind them of the words spoken by the actors in the film. You may wish to repeat this activity to help consolidate the pupils understanding.

In the Hot Seat:

- Divide the class into groups of four.
- Ask each group to appoint one pupil to be Jack.
- Ask all the pupils playing Jack to leave their groups and to join together to become the Jack group.
- Ask the Jack group to discuss the kind of questions they might be asked. They can use the script to help them.
- Ask the rest of the groups to prepare open questions to ask Jack when he returns to his group.

Some prompt questions:

- Who do you hang around?
- What sort of mates are they?
- Do you like your mates?
- What kind of 'stuff' do the older ones make you do?
- Why do you hate the peelers, fire service and paramedics? – Have they ever done anything to you?
- Why did you throw a stone at the ambulance?
- Do you regret what you did?
- Have you ever been in trouble with the police?
- Why do you feel angry?
- What did you row about with your Ma? Was it worth it?
- Can you tell me about your grandad?
- Make sure each person in the group has at least one question to ask. They should include as many references to the script as possible. Jack can refer to the script for answers.

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Activity 2: Good angel, Bad angel

- Ask pupils to get into groups of three and assign each other the following roles:
 - Jack;
 - good conscience; and
 - bad conscience.
- The activity begins with the pupils playing Jack picking up a stone to throw and saying, 'I was angry... I wanted to fit in...'
- Ask the consciences to 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 throw it at the ambulance and justify his decision.

Tips

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



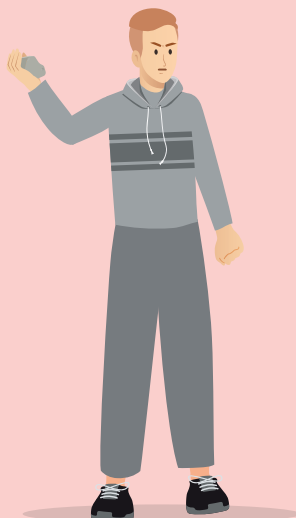
Suggestions:

- 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 conscience should have a soft, gentle and caring tone of voice and a worried and pleading expression.

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.



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Activity 3: Melodrama

- Introduce the pupils to the genre of melodrama. Ask the pupils if they know anything about melodrama? Has anyone ever heard the word melodramatic?
- Explain that a melodrama is a short play that has simple, stereotyped characters and an exaggerated script designed to appeal strongly to the emotions using voice, gesture and facial expression.
- Ask the pupils to walk around the space, stopping when you say freeze and holding a still pose.
- Repeat, and when they freeze again ask them to show through their pose that they are angry.
- Repeat again, but this time ask them to make their expression of anger look as exaggerated as possible.
- Repeat with the other emotions, for example happy, threatening, pleading, deflated, dismayed, disheartened, sad or delighted.
- Give each pupil a copy of the eight-line script **Resource A – You Must Pay the Rent!** for three characters: a victim, a villain and a hero.
- Ask the pupils to form groups of three or four and cast the parts. In groups of four, the fourth pupil can take on the role of director.
- Ask the pupils to read through and perform the script normally. Then, ask them to perform it in an exaggerated manner.
- Encourage the pupils to think about what the characters might be wearing, practice ways of moving, speaking and reacting to the other characters.
- Ask the groups to think about:
 - What was happening in that scene?
 - How might the victim have felt being bullied?
 - How were they helped in this scene?
- Think about the film and the character Jack. Was he being bullied?
- Ask the pupils 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 will play the villain, victim and hero in their scene.
- When improvising, 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 improvisation and briefly look at how the conflict was resolved.

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Tips

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

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

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: Monologue

- 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 or 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?'*



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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 or a 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.

Examples of organisations providing help:

[Ditch the Label](#) anti-bullying resources and support

[Young Minds](#) bullying help and advice

[Turn 2 Me](#) bullying in schools

[Kid Power](#) prevention of bullying in schools

[SupportLine](#) confidential emotional support for victims of abuse

Possible extension task

For the next lesson, ask pupils to research the work of one of the following:

- paramedics;
- the police;
- social workers; or
- youth workers.

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L1

Lesson 2: Activity 3 Resource A

You Must Pay the Rent!

You Must Pay the Rent!

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!

