

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>

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Suggested teaching and learning strategies

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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).

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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.

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A Stone's Throw



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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.'*

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A Stone's Throw



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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.'*

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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.'

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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