

The Tower Lesson Scheme

Introduction

The purpose of these lessons is:

- to prepare the Year 6 pupil's for *The Tower*
- to follow up the issue's raised in *The Tower*
- to make full use of *The Tower* as a resource
- to use *The Tower* to fulfil PSHE and Literacy outcomes
- to help to use *The Tower* as a transition tool both in terms of the SRE content and style of work i.e. sustained use of a text

Many of the PSHE outcomes are not met in full. The style of working sometimes helps to meet them. Sometimes it depends on how discussion develops.

The script has been included by kind permission of the writer Paul Whitfield solely for use as a lesson resource. It is written in the style of play script that Paul has found actors and young people as readers prefer. (Plays are regularly published in this form.) Clearly this is not the way the end of key stage tests will expect the pupils to write. This discussion will need to be had if you use the script.

NB The monologue model in the character lesson, we have adapted. It is written in the style expected and we have added stage directions.

Thanks

Derbyshire Healthy Schools would like to thank Gill Mitchell and Paul Whitfield for their input into creating this support material for *The Tower*.

Feedback request

Some of these lessons are tried and tested others aren't. We would really appreciate any feedback so we can improve them for a future year.

Contents/Timetable

The lessons marked # are a minimum requirement to ensure the safety and effectiveness of the delivery of *The Tower* as a piece of theatre in health education.

- 1. Preparation lesson 1**
- 2. Preparation lesson 2 #**
- 3. Watch the play**
- 4. Initial follow up lesson**
- 5. Helping Hand lesson #**
- 6. Character and Monologue writing lessons**
- 7. Friendship and Script writing lessons**
- 8. Tension and report writing lessons**
- 9. Other lesson possibilities**

Preparation Lesson 1

Intended lesson outcomes

- To start pupils thinking about and recognising abusive relationships at a level they may understand
- To encourage pupils to think how they may cope in these situations or seek help
- Preparation for handling relationships in secondary school as they are gaining more independence

PSHE outcomes

1a 1d 1a 2g 3a 3b 3f 5g

Literacy outcomes

Core learning in year 6

- 3 Consider examples of conflict resolution, exploring the language used

Materials/resources

Scenario – Resource 1

Prepared pairs

Main teaching and learning strategies

- Put scenario on board and/or paper copies to pairs. Read it with whole class.
- In pairs ask them each to record what the situation makes them *feel*. Then to record what they *think* about the situation. Finally to record what they would suggest Alex *do* about the situation.
- Then if you have time they could move to another person and compare answers.
- Feedback some of the responses particularly drawing out where Alex may seek help.
- In their pairs (or new ones), they could take it in turns to be Alex or the person Alex is talking to about his problem e.g. parents, trusted friend, staff in school etc. Discussion and feedback of how these conversations went and language used.

Extension Activity

Alex has the conversation with Sam about the party.

Inclusion/differentiation strategies

Working in prepared pairs means pupils can support each other.

Plenary

The pupils vote as to whether Alex should invite Sam.

Assessment strategies

Responses in discussion. Record of *feel, think, do*

Further possibilities for development

This could be the cue for a debate or a piece of persuasive writing. Or the script of the conversation with Sam or one of the people Alex confided in.

Preparation Lesson 2

Intended learning outcomes

- To know we can take risks if we choose to but we have the right to feel safe.
- To identify the emotions associated with when we feel safe and when we feel unsafe.
- To recognize the Early Warning Signs (EWS)

PSHE outcomes

1a 2d 3f 3e 4a

Materials/resources

Angel character sheets - Resource 2

A3 sheets

Coloured pens

Music

Musical instruments

Prepared groups

Word list – Resource 3 (This list is for any group that is struggling to come up with words.)

Main teaching and learning strategies

- Sit whole class in a circle.
- Introduce the fact that there is a play coming to school to help us explore and investigate the sensitive issue of feeling unsafe, threatened or abused.
- Remind children of ground rules when talking about sensitive issues and the ground rules of circle time.
- To help us to get the most from the play we are going to learn about the feelings and emotions we experience when we are safe and unsafe.
- Share the learning objectives.
- Describe the character of Angel. *I am going to describe a person to you. A character. She's a little bit older than you, quite clever and very imaginative. She likes to make up and tell stories. She doesn't mind helping out and working hard. She thinks she knows a lot. She lives with one adult and she doesn't have any friends. Her name is Angel.*
- Explain children are to draw two pictures in a group. Groups pre-selected by the teacher to ensure good working combinations of children and an even distribution of abilities.

- As a group agree who is to be the drawer and who the scribe.
- First part when Angel is in a safe place – name the place. Play calm music. Second part a place where Angel would feel very unsafe and frightened – name the place. Play aggressive music.
- The children can use colour and shapes to help express the mood.
- Discuss as a group which places they chose to place Angel, why? Use musical instruments to represent the physical feelings and emotions when we feel unsafe or take a risk.
- Write words to describe Angel's feelings in both situations.
- Discuss the emotions, which Angel would feel in each place and list on whiteboard or flipchart.
- Next discuss Angel's physical feelings, particularly in the unsafe place. List and explain EWSs. (You should expect things such as sweaty, butterfly feelings in stomach, feeling very unsure etc.)
- In pairs discuss what the function of EWSs is. When do we feel them? Discuss 'Risking on Purpose' verses feeling unsafe.
- Relate this discussion to how we may feel going to secondary school and how we might cope with these feelings.
- Be prepared to deal with any sensitive issues, display help lines on the notice board. Learning mentor already informed of the work we are doing and will attend the play.

Inclusion/differentiation strategies

Arrange children in groups, which contain good scribes, ideas people and artist. Provide a set of words as prompts

Plenary

Explain to the group that they will soon be seeing a play about Angel that it will give them a chance to think some more about what's safe and what isn't – amongst other things!

Circle – Express how Angel may feel when unsafe using either a single word, action, colour, abstract drawing, playing a musical instrument.

Share whether you are looking forward to the play, what are your expectations?

Assessment strategies

Responses in discussion. Group drawings. Response in circle time.

Initial Follow Up Lesson (Optional)

NB This lesson must happen very soon after the performance to be effective and before the Helping Hand lesson)

Intended lesson outcomes

- To allow initial response to be explored and supported
- To identify moments of dramatic tension
- To identify how character is conveyed through performance

PSHE outcomes

1a 2a 2d 3c 3f 4a 4e 5g

Literacy outcomes

Core learning in year 6

- 3 Consider examples of conflict resolution, exploring the language used
- 4 Consider the overall impact of a live performance, identifying ways of conveying characters' ideas and building tension

Materials/resources

Prepared group for activity 2
Character Charts - Resource 4
Tension Moments – Resource 5

Main teaching and learning strategies

NB This lesson does not hang together like a conventional lesson. It is vital it is done straightaway because the pupils are going to use the information gathered to inform later lessons. It needs to be done while the performance is fresh in their heads.

Activity 1

- Ask pupils to identify the most tense moments in the play. This can be a group or individual exercise. The answers need to be recorded on paper and kept for future use. (For pupils who may struggle there is a list of moments which they can rank. It is much better that they are assisted to produce their own list.) Those that finish first could be asked to rank them or put them in a Diamond 9.
- This activity should generate a lot of discussion, which will need to be supported or shared appropriately.

Activity 2

- In groups pupils need to record on the chart how different elements of Sebastian and Angels' personalities/characters are conveyed through performance.
- You may need to explain this work to the whole class first. Demonstrating on the board perhaps how to fill one line in explaining what each box requires. This exercise will help pupils to break down the elements of performance that communicate aspects of each character or personality as well as identify character/personality. For each personality trait or characteristic they may not necessarily put an answer in every column.

Inclusion/differentiation strategies

Back up list

Presence of classroom support?

Group work for support

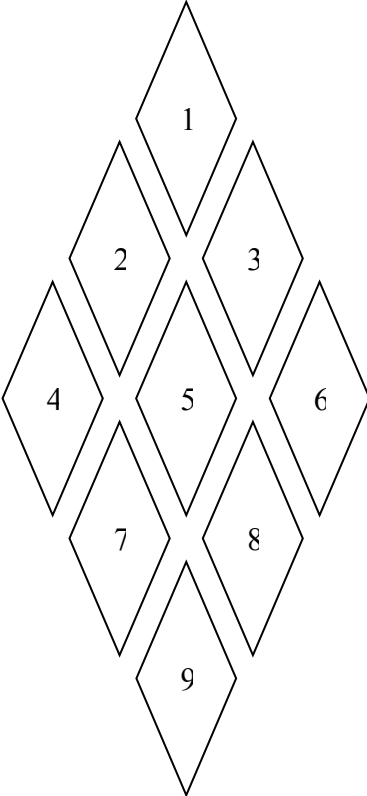
Assessment strategies

Work gathered

Responses to work

Will develop in further lessons

Diamond 9



Helping Hand Lesson

Intended lesson outcomes

- To help pupils identify the qualities of friendship
- To help pupils to identify their own support network
- To enable pupils to access support in the future

PSHE outcomes

1c 2c 2d 2g 4a 4f

Materials/resources

Jack's Hand – Resource 6
Card for each pupil
A5 brown envelope for each pupil
Scissors
Childline number – Resource 7

Main teaching and learning strategies

- Display hand on board
- Say to pupils – Angel isn't able to escape from the tower on her own. She needs Jack's help. What qualities does Jack have that make him a good helper/friend for Angel? Record answers on hand.
- Give out card for them to draw round their hand and cut it out
- Say to pupils – We know Jack is Angel's helper. He is the only person she has got. We know Jack has got people that might help him. In the play he talks about parents, a brother and friends. You are probably more like Jack than Angel. If you needed help who might help you? Think about who those people might be, what qualities they've got and how you know you can rely on them. Record the 5 most important of these on one side of your hand. This is a private activity.
- Put on the board the ***Childline*** number – Resource 7
- Put the hand in your envelope and keep it safe at home in case they should ever need it.

Assessment strategies

Engagement and completion of task

Character Work

(at least 2 lessons)

Intended lesson outcomes

- To explore character.
- To experience playing a character.
- To develop questioning skills.
- To demonstrate through writing a monologue their understanding of a character.
- To understand how a character can be developed/interpreted differently by different people.
- To write in the style of the text
- To demonstrate an understanding of the text and character by continuing the story

PSHE outcomes

2a 2c 2d 3c 3e 3f

Literacy outcomes

Core learning in year 6

- 4 identifying ways of conveying characters' ideas and building tension
- 4 using a drama strategy to explore hopes fears and desires
- 7 understand how writers use different structures to create coherence and impact
- 9 use a narrative technique to engage and entertain
- 9 select words and language drawing on knowledge of literary features
- 9 integrate words, images and sounds for different purposes
- 10 and 11 all of the criteria

Materials/resources

Groups arranged so movement is smooth and ability spread

Paper for gingerbread person

Monologue on board

Monologue prompt sheet – Resource 8

Main teaching and learning strategies

Lesson 1

- Discuss play/characters briefly. Return their character charts done in initial feedback lesson. Now they are going to expand this work and put it into practical by playing one of the characters themselves.
- Put into groups of 4 to come up with collaboratively a *gingerbread* of Jack or Angel. You need equal numbers of Jack and Angel groups. Although the group will come up with one interpretation of the character, all pupils will complete a *gingerbread*.
- You use a simple *gingerbread* outline in the following manner. Inside the gingerbread are written words associated with the character's personality/character. On the outside, any facts known about the character are written.
- The teacher then models the hot seating of Jack with the whole class. It is good to have a discussion about what makes that process most successful e.g. questioning skills, body language, facial expression, tone of voice, answering questions appropriately etc. This maybe the point where you put in that these are serious characters and if anyone is playing a character that is not the same gender as them that they play it straight and not for comedy. (The problem that may arise is comedy camp versions of Angel by boys.)
- The class then return to another set of teacher pre-arranged groupings to ensure as far as possible 2 Jack's and 2 Angels in each group all having come from different home groups.
- They then take it in turns to hot seat each other. It is best if the teacher times each turn and asks them all to change at the same time.
- Discuss how the activity went asking questions such as: what went well; what did they find hard; can they say anything positive about anyone's performance in their group.

Lesson 2

- To help the children to recap on lesson one you could have a continuum line. Name a character and a characteristic – children position themselves on the line to describe the character. Three different areas labelled Sebastian, Angel and Jack. Shout out a characteristic and children move to the name that most fits that characteristic. Get children to name an emotion or do an action for one of the characters for the other children to respond to.
- Look at Angel's monologue on the whiteboard.
- Teacher read and perform for class
- Tease out all the elements/annotate for pupils or allow them to.
- Look at initial character sheets again as support.
- Ask them to write Angel's monologue the day after she has left. Sebastian has not left the tower.

- The monologue needs to show Angel's feelings about leaving and what has happened to her so far. Does she replay what has happened recently? Does she regret anything? How has she found Jack and his family? Try to show how her feelings change during the speech. Try to give it an interesting ending.
- NB You may want to adapt this exercise and prompt sheet to suit the different strengths of the individuals in your class.

Inclusion/differentiation strategies

Working in planned mixed ability groups.
Differentiating the monologue task for individuals.
Opportunities for differentiation by outcome.

Assessment strategies

Responses in class
Written work

Further possibilities for development

Pupils could work on performing their monologues. This is a very difficult thing to do successfully and may take quite a lot of guidance except for those with natural performing ability

Friendship and Scriptwriting

(at least two lessons)

Intended lesson outcomes

- Some preparation for handling friendships which may become more difficult around transition and about the importance of making new ones.
- To write a script that they have emotionally engaged with.
- To continue the story using character understanding and an appropriate writing style
- To have grappled with the problem of a difficult moment in a friendship
- To work with many different partners in a positive way

PSHE outcomes

2a 2d 3c 3d 3e 3f 4a

Literacy outcomes

Core learning in year 6

- 3 Consider examples of conflict resolution, exploring the language used
- 4 identifying ways of conveying characters' ideas and building tension
- 4 using a drama strategy to explore hopes fears and desires
- 7 understand how writers use different structures to create coherence and impact
- 9 use a narrative technique to engage and entertain
- 9 select words and language drawing on knowledge of literary features
- 9 integrate words, images and sounds for different purposes
- 10 use varied structures to shape and organise text correctly
- 11 all of the criteria

Materials/resources

Space for carousel or at least pair work where they can move pair.

Main teaching and learning strategies

- Put pupils into pairs and call themselves A and B. Ask the A's to create a circle facing outwards. The B's then create a circle facing inwards by standing opposite their partners. You now have a carousel in which you can move the outer circle to the left by 1 or 2 or 3 people. This way pupils work with lots of different people randomly.
- Ask them to remind each other quickly what a good friend is.

- Move them on. Ask them to quickly discuss how, where and when they might tell a friend that the friend is doing something that hurts them but without losing their friend's friendship. You may want to feedback some of these ideas.
- Move them on. Make the A's in to Angel and the B's into Jack. Ask them to sit down and listen carefully to the following scenario.

Scenario

Angel has been away from the tower for three weeks. She is living with Jack's family and going to his school. She spends most of every day with Jack. She is not making new friends. Jack is finding this difficult because he can't be with his friends or do his own stuff.

Jack wants to let Angel know gently that she needs to make new friends and leave him alone at times.

- Remind them of Angel's life experience before leaving the tower. She only really knew one person.
- Ask them to discuss in their pairs before going into role, where the conversation is going to happen and ask them to freeze into a starting position. Start them off. (NB if it will help them you can give a starting line to one character.)
- After an appropriate time or if you can see the task ending, ask them to stop and discuss/feedback their experiences.
- Move them on and repeat the task with someone else. Feedback how the experience was different etc
- Ask them to swop roles and repeat the task. Again feedback any observations about how the situation is resolved or not.
- You have the option to *thought track* at any time. Ask them to freeze and anyone you touch on the shoulder has to share what the character is feeling. This can add another layer of richness to the whole process.
- Having completed this process they will be in a better place emotionally and practise wise to write a script of this scene. This is probably where lesson 2 starts but you will get a better response the sooner they write. (NB You may want to remind or teach them briefly about scriptwriting. The monologue exercise should help prepare them for this.)

Inclusion/differentiation strategies

Working in lots of different pairs.

Warm up pair work

Starting line

Plenary

Ask pupils how they found writing the script after the preparation work.

Assessment strategies

Responses in class: Level of engagement:: Script

Tension and Report writing

(at least two lessons)

Intended lesson outcomes

- To work on identifying tension
- Discussing how that is created
- Making the link between tension and the unhealthy relationships
- To help identify unsafe signs

PSHE outcomes

2a 2d 2g 3c 4a 4g

Literacy outcomes

Core learning in year 6

- 4 identifying ways of conveying characters' ideas and building tension
- 7 understand how writers use different structures to create coherence and impact
- 9 select words and language drawing on knowledge of literary features
- 9 in non-narrative, establish, balance and maintain viewpoints
- 10 use varied structures to shape and organise text correctly
- 11 all of the criteria
- 12 all of criteria if use IT

Materials/resources

Initial tension list for each pupil

A3 Graph paper

Two paper copies of script - Resource 9

Tension Graphs – Resource 10

Social Workers Report – Resource 11

Main teaching and learning strategies

- Put the class into mixed ability groups of 4 maximum. Divide the text. ie. It has 40 pages so a group of 28 would have 5 or 6 pages of consecutive text each. The two copies of the text allow each group to have 2 copies.
- Ask them to identify the tense moments in their part of the text. Demonstrate how they can use the graph to identify peaks, drops, climbs, steady etc. Get them to reference any sudden peaks or drops. Explain on graph why anything is staying steady.
- Discuss their findings drawing out how the tension is created by the author or performers.
- Give out their original list of tense moments and compare these with what they have identified now. Are any the same? Have they noticed different things when studying the text minutely?
- Draw out that this tension and so much of the time, is an indicator of an unhealthy relationship.
- Do an advice alley for Angel about how to recognise unsafe signs. (Two lines of pupils stand opposite each other and a member of staff walks down the alley in character listening to the advice as they pass each brick.)
- Ask them individually to write a social workers report according to the model, identifying how Sebastian's treatment of Angel is unhealthy. As before this is best done as soon as possible after the tension work.

Inclusion/differentiation strategies

Mixed ability groupings

Discussion to prepare for task

Plenary

Remind pupils about their Helping Hands and the importance of looking after themselves when they recognise those signs.

Assessment strategies

Responses to task

Graphs

Reports

Some other lesson possibilities

1. Five years later. Angel is happy. She has lots of friends. Jack is one of them because they successfully overcame their early problems. She is confident and loves learning new things. Angel wants to write a letter to Sebastian that explains to him why it was an unhealthy relationship – what he did that was wrong, unacceptable and made her feel unsafe.
2. Many years on a local newspaper is reporting on the restoration of a derelict tower.