

TIGHT

TEACHERS' PACK

Contents

There are 5 sheets for students to use in their work on **'Tight'**. This pack contains ideas and advice on how they may be used, plus a photocopiable version of each sheet.

The sheets are:-

1. The Perfect Night Out
2. What I think (1)
3. What I think (2)
4. Mates
5. Fun and games
6. Possible Discussion questions

Preparation Work

The Perfect Night Out

- Much of the action in “**Tight**” happens during Katie’s fourteenth birthday night out.
 - This exercise will prepare students to engage with the issues and events explored by the play.
 1. Group students in pairs. Give out the ‘Perfect Night Out’ sheets.
 2. Ask the students to imagine their ideal night out - where it will happen, other people involved, food, music etc.- and to have fun filling in the sheet as fully as they can.
 3. Discuss the responses – how realistic they are, what might get in the way etc.
 4. Collect in the sheets and save them until students have seen the play.
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Follow Up Work

What I Think....

- These are our evaluation sheets, but they also provide an opportunity for students to reflect on the events of the play and a starting point for discussion of the issues.
- It is vital we get as much feedback as possible. Please return the completed sheets to

**Brief Candle Theatre
Side Door
Peel House
Brimington Road
Chesterfield
Derbyshire
S41 7UG**

- We would appreciate any comments from adults and professionals who see the play, either in writing to the above address or by telephone or e-mail

01246 556161
office@briefcandle.co.uk

- Please ask the students to complete the sheets as fully, honestly and genuinely as possible. They are our audience and we value their responses. They will be helping to shape our future work.

- If students completed the **'Perfect Night Out' Preparation Work** initially ask them to compare Katie's night with their planned night out.
What were the similarities and differences?
Why didn't Katie's night live up to her expectations?
- When thinking about possible risks and dangers explain that these can be psychological and emotional as well as physical – risks to happiness and relationships as just as important to consider as the risk of getting knocked down by a car.
- The **'why do the characters use alcohol?'** question gives the opportunity to consider the positive aspects of alcohol use.
- Hopefully it's clear on the sheet, but do remind students that **'5' is good and '1' is bad!**
- Please draw students' attention to the e-mail address and encourage them to contact us directly. We will reply to everyone as quickly as we can.

Mates

- Remind students of the end of the play, where Katie and Tara are discussing their next night out.
- Ask the students (individually or in pairs) to read and complete the **'Mates'** sheet.
- Feedback ideas for the characters' 'wants' and discuss **'what it is reasonable to expect from a friend'**.
- In pairs, ask the students to draw up a contract for either **Tara and Katie** or **Scott and Wesley** for their next night out. What do they expect from the other person? What are they going to provide in return?
- Feedback and discuss the contracts.
- Questions – *What might go wrong on the night out?*
How could this be avoided or dealt with?
How difficult, in reality, would it be to talk with a friend about What to expect from each other?
How could you approach doing it?

'Fun and Games'

- Refer back to the risks and possible consequences raised in **'What I Think'**.
- Quickly fill these in on the **'Fun and Games'** sheet.
- Ask students to add a third column suggesting how to avoid or deal with the risks identified.
- Discuss these suggestions.

- The next bit depends on the time available to you and your imagination and enthusiasm! You could do it within a lesson and concentrate on outline ideas, you could develop it in to a major piece of work and let the students make the board games and/or develop graphics, cartoons, images, advertising blurb for the computer game ideas.
- Ask the students, in groups, to devise a game that raises teenagers' awareness of the risks involved in alcohol use and strategies to avoid / minimise risk. Again, stress that risks are not only physical but may also be emotional and impact on relationships with friends, parents and teachers.

Possible Questions / Topics for discussion

- How does Katie feel about being 'rescued' by a boy?
- Is it the males' role to be protective and look after people (particularly women)?
- Would it happen the other way round? Would Katie look after Scott if their roles were reversed?
- Are most young men as responsible as Scott?
- Can the friendship between Wesley and Scott survive their night out?
- Could Scott have been a better friend to Wesley?
- Katie says about her Dad "Isn't it better that there are some things he doesn't know?" Is this true?
- Should she be honest with her father?
- Is Tara fair to her parents?
- Do they have a right to a social life and to use alcohol?
- Does Katie and Tara's alcohol use have an impact on their life in school?
- Does it affect other students' opinion of them? Is this fair?
- Does it affect their work?
- Does it affect what teachers' think of them?
- Do you think it will have an impact on their life chances in the future?
- Do the young people in the play get anything positive out of using alcohol?
- Why do young people use alcohol?
- Do you think girls and boys use alcohol for different reasons?

“NIGHT OUT” CONTRACT

I _____ , as a good mate, agree to provide the following...
.....

In return, from my mate _____ , I expect
.....

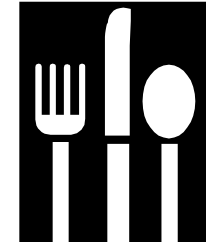
Signed _____

The Perfect Fourteenth Birthday Night Out



Place

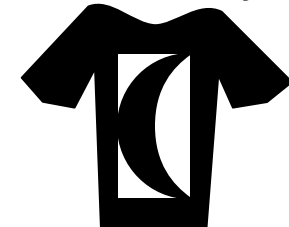
MUSIC



Food



Clothes



Other essentials.....

People

What happens?

19:00

20:00

21:00

22:00

23:00

Later.....?

"Tight" - What I Think

I am a male , female . I saw the play at _____

Katie's night wasn't the perfect night she dreamed of. What risks and dangers did the four young people (Katie, Tara, Scott and Wesley) come across during their night out? If any of these are linked to their use of alcohol, tick the 'alcohol use' box.

Risks (relationships, physical health & safety, sexual health, crime, happiness, other)	Possible Consequences	Alcohol use

What do you think was the worst thing that happened? Why?

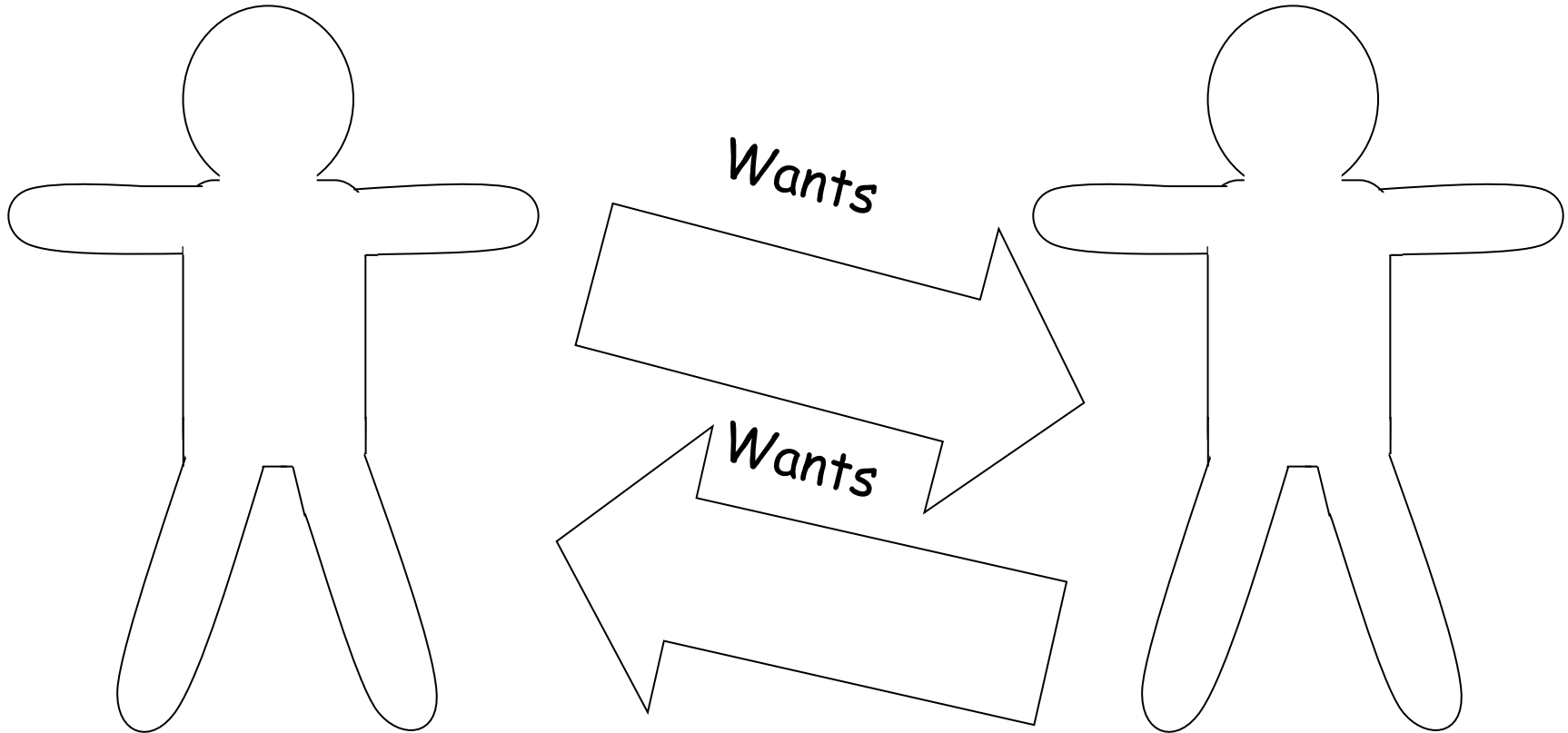
What do you think was the most dangerous? Why?

“Tight” - mates

- At the end of the play Tara says: “If we can’t rely on each other, who can we rely on?” both Katie and Tara feel let down after their Friday night out, and Scott and Wesley’s friendship needs some work too. None of them want to feel that way again.
- Choose two of the friends (either Scott and Wesley, or Katie and Tara). Fill in the diagram below. Inside the bodies, write words to describe how they feel about their night out. In the arrows, write what they want from each other in the future.

Name _____

Name _____



- What is reasonable to expect from a friend?

"Tight" - Fun And Games

- Think again about the risks involved with alcohol use. Quickly list them and the possible consequences. Add a third column showing how to avoid or deal with them.

Risks	Possible Consequences	Avoiding/Dealing With Risks

- Use your imagination to design a **board game** or a **computer game** that would help a teenager think about going out and using alcohol more safely. Guide your own Lara Croft through the Resident Evil of a night out with only her special abilities (common sense, good mates, mobile phone, first aid training?) to help her!