

**Girls & Gangs**  
**Union Street Media Arts**

**Session 2**  
**Drama Workshop**  
*Who is Jo?*

# Objectives

- Participating actively in decision making as a team and as an individual
- To explore effective and ineffective ways of coming up with conclusions when problem-solving
- To communicate opinions and values through a democratic discussion and be able to respect to the opinions of others



# Objectives

- To successfully engage with team members when creating an imaginary yet significant character related to Girls and Gangs
- To reflect on their own work as well as the work of others by providing constructive feedback and valid reasons to justify their thoughts

# 1st Activity

Warm-up exercise: *Touch Five Things* . Duration: 5/10 minutes.

The exercise allows the young people to work individually as well observe others by challenging their ability to use tactics when problem-solving. The exercise also increases levels of focus and engagement for the remainder of the session.

Instructions: Everyone stands in the space. Give the group 12 seconds to touch three objects in the room eg; book, wall and something blue. Once the group have done this part of the activity, ask them as a whole who managed to successfully complete the task and who didn't. Add 5 new things to touch and decrease the time down to 8 seconds. Using exactly the same objects give the group the final task of touching the same things but with only 5 seconds. Ask how difficult the final task was and why? Make sure the young people are aware of their use of space and safety; its more about thinking than speed.

Challenge: Do the same exercise but in slow motion/walking backwards/etc. The aim is to find the most efficient way of completing the task within the time frame.

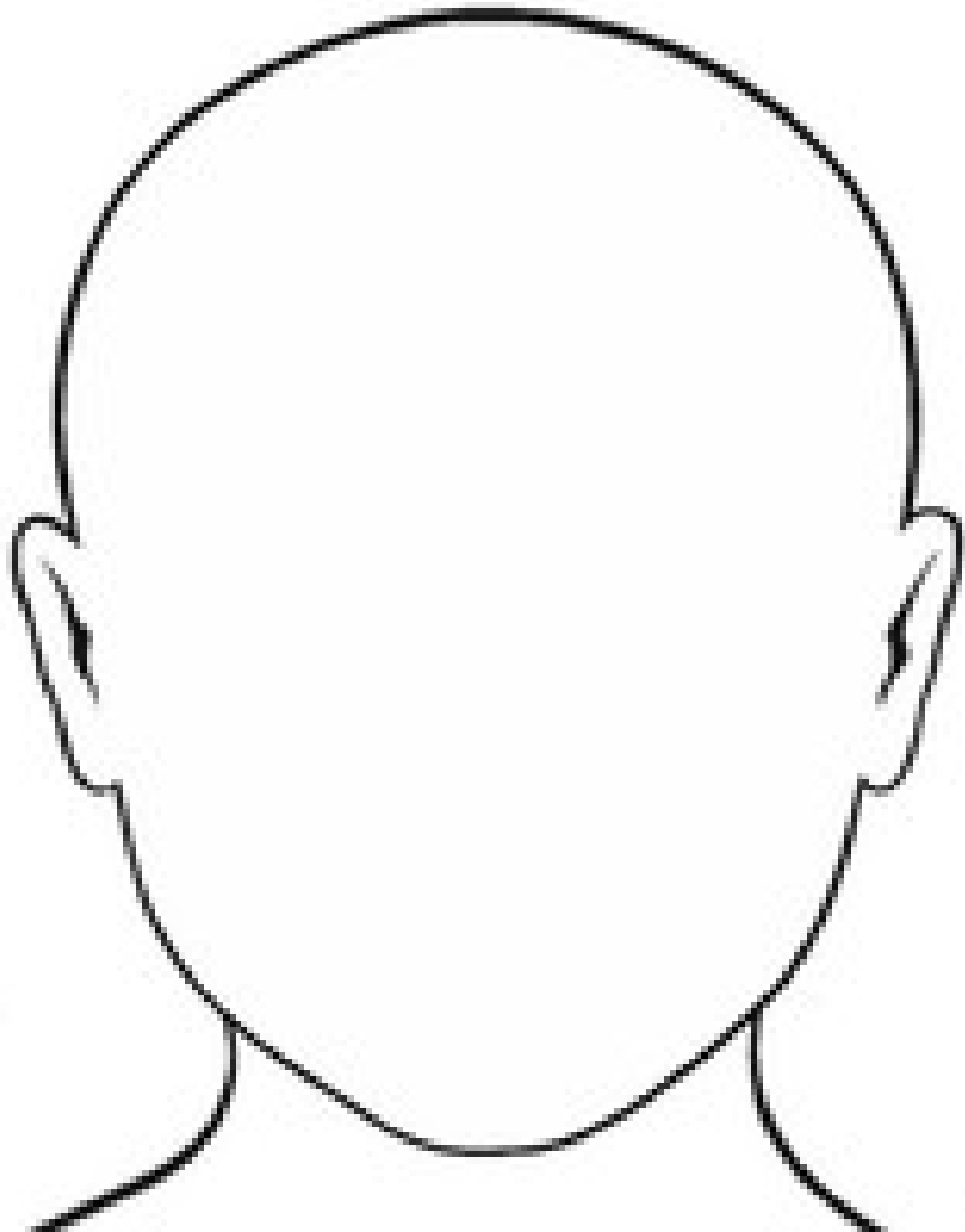
## 2<sup>nd</sup> Activity

Group exercise: *Who is Jo?* Duration: 20 minutes.

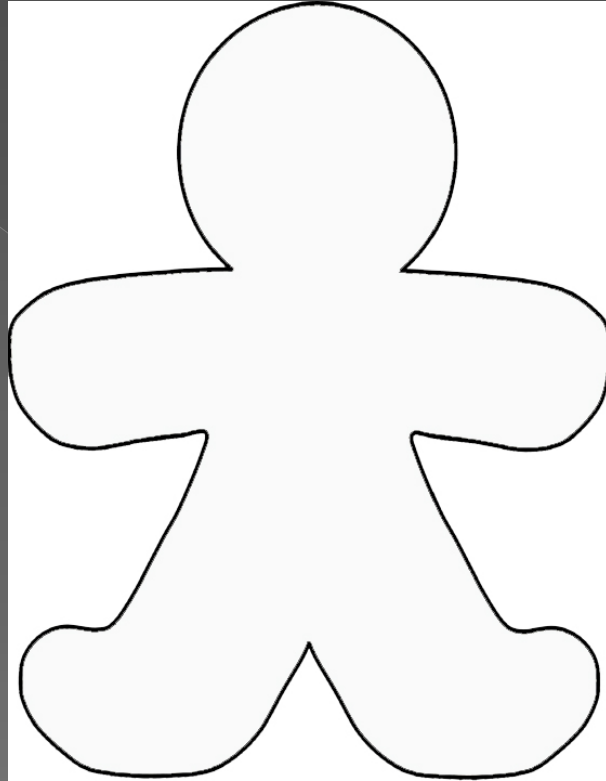
The aim of the exercise is to establish the main character of our story and their significance through out. The young people must utilise their communication skills as well as their use of imagination to create a realistic and relevant character.

Instructions: Draw a large head-shape figure on sugar paper/board. Introduce the character name and that is all, making it clear that Jo must be of a similar age group to that of the young people. The aim is to make Jo as real as possible. They must think carefully and decide as a group on specific elements about the character as every detail will be influential to future sessions. As the questions are being answered about Jo, make sure that the responses are as detailed as possible and that that Jo is well-rounded (not an exaggerated character eg. very good/very bad. Try and recap on the answers that the young people are providing, this will allow them to infuse as much information about Jo and her background. Fill in the head-shape with all the information of Jo.

Here are a list of questions to ask the young people about Jo;



- Or alternatively, you can use a gingerbread man figure to represent Jo.



- Inside the body the young people must decide on the basic facts about Jo eg. age, interests, etc. On the outside of the body they must decide on the influences in her life eg. family and friends.

- So looking at this room, do we think that Jo is male or female?
- How old might Jo be?
- Where does Jo live?
- Does Jo live with anybody else? If so, then who?
- Does Jo have any family?
- What is her relationship like with certain family members? Does she like them? Do they like her?
- Does Jo have friends? If so, who are they?
- What are Jo's interests/hobbies?
- What are Jo's ambitions?
- Has Jo ever been in trouble? If so, why and how?
- How do we see Jo's future to become like and why?



# 3<sup>rd</sup> Activity

Small group exercise: Rehearsed Improvisation. Duration: 15 minutes.

Instructions: Split the young people into groups of 3/4. Provide them with the brief information that Jo has become involved with a gang, and that is all. This will allow the young people to elaborate further themselves in their short performance. In their groups they need to illustrate a scene showing what Jo's involvement in the gang is, big or small, being realistic on what they know about the character from the prior task.

Note: Only allow groups to discuss and rehearse for a total of 7 minutes, encouraging the young people to use their time management skills and provide all groups plenty of time to show their performances.

# Reflection

- The young people will be allowed to fairly and respectfully discuss the performances shown. (Record all scenes as they may be used in upcoming sessions).
- Select audience members to provide constructive feedback by backing-up their points with the information gathered from the character task.
- Always highlight a positive aspect of a group's performance and allow the other young people to recognise and comment on parts of the performance that worked very well. For example, did they work successfully as a team?
- Finally, give the young people something to think about for future sessions? Support them in making the link between the character of Jo and the real-life circumstances to which a young person can become involved in gangs.

# And, Finally...

- ◉ Short group exercise: *Clap*. Duration: 1/2 minutes. This will bring the group back together and refocus the young people as the session is coming to an end.
- ◉ Instructions: Stand in a circle and face the facilitator, they will lead the clap and begin a rhythm. The young people must only clap with the leader and on time with the rhythm. Repeat this three times changing the rhythm each time.