

Girls & Gangs
Union Street Media Arts

Session 4
Drama Workshop
Choices and Consequences

Objectives

- Participating actively in different kinds of decision-making and voting in order to influence public life
- Exploring different kinds of rights and obligations and how these affect both individuals and communities
- To communicate opinions and values through a democratic discussion and be able to respect the opinions of others



Objectives

- To discuss and develop an understanding of the Choices that individuals have and the consequences of these Choices on society as well as an individuals journey through life
- To communicate an argument, taking account different viewpoints and drawing on what they have learnt through research, action and debate
- ◉ To reflect on the progress they have made, evaluating what they have learnt, what went well, the difficulties encountered and what they would do differently

1st Activity

Warm-up exercise: *Bombs and Shields*. Duration: 10 minutes.

The exercise allows the young people to increase their energy levels and starts the session off on a boost as the exercise is quite active.

Instructions: Everyone stands in the space, making sure that all young people are evenly spaced out in the room. The facilitator will then instruct each person to select someone else in the space to be their '*bomb*' (this will be done mentally as no one is supposed to verbally communicate who they have selected). Once the facilitator asks everyone to walk around the space, the aim is to stay as far away from the '*bomb*' that has been chosen by each person. After this part has been successfully completed, the young people will then be asked to select a '*shield*' from the group. This time they must stay as close to their '*shield*' as they are walking around the space. Finally, as they walk around the space they must stay as far away from the '*bomb*' but also try and stay as close as possible to their '*shield*'.

Reflect: Who managed to do both actions at the same time? Why was it difficult? What were people's tactics?

2nd Activity

Group exercise: *Choices and Consequences?* Duration: 25 minutes.

The aim of the exercise is to allow the young people to develop a deeper understanding of how Choices can effect any given situation and that every decision made will ultimately have a Consequence on themselves and others. Using Jo as a focal point, the young people will discuss how her *Choices* effect her relationship with the other key characters.

Instructions: Ask for a volunteer to play the role of Jo in an improvisation directed by the facilitator. The actions are all to be mimed and are as follows...

- Young person sitting at home watching TV
- Mobile rings
- It is picked up and answered
- Talks for a short while and then hangs up (remember this is a mime)
- Walks into the kitchen and picks up a knife
- Puts the knife in her bag/coat and runs out of the house

2nd Activity continued...

- Present a question and answer session for the young people. Making sure that there is a well-balanced space for debate
- QUESTIONS: What is happening? Who could the person on the other end of the phone be? What could Jo be thinking and/or feeling at this moment? What may have happened before this scene? What could the consequences be if Jo leaves with the knife?

2nd Activity continued...

- ◉ Now ask for a second volunteer and instruct both young people to perform the scene again, with the new character being the other person on the phone.
- ◉ This time we hear the conversation between the two characters, allowing the young people to improve their improvisation skills and think properly about the choices they have to make.
- ◉ Finally, the scene will be performed again, only this time any audience member can stop the scene by saying FREEZE, if they feel that one of the characters would do something or say something differently.

Reflection

Discuss the issues raised from the previous task. Ask the young people in the group who is responsible for making the choices in the scene? Because by making choices we are responsible for the consequences even if the results were not intentional.

Enforce the following statement:

“I HAD NO CHOICE”

This is not true as all individuals have a choice even if they are limited and hard to make.

3rd Activity

- Small group exercise: Devising a short performance. Duration: 10 minutes.
- Split the group into smaller groups of 3/4. Ask the young people to think about what would happen next and how they can reflect their thoughts in an effective performance piece. Provide support and advice for all groups as they being rehearsing.
- Ensure that there is enough time for all groups to present there scene and encourage the young people to provide groups with constructive feedback.
- Reflect again on the concept of Choice and Consequences. Could Jo have done something differently? Ask groups to change the scene by altering the end so that it concludes in a positive way for Jo?

And, Finally...

- Short group exercise: *Guess a minute*. Duration: 5 minutes. This will bring the group back together and refocus the young people as the session is coming to an end. Involves a good use of concentration skills.
- Instructions: Ask all the young people to shut their eyes. They must all guess when they think one minute has passed and raise their hands as soon as they think it is the right time. The facilitator must make a note of the order and when everyone in the group has their hands up, instruct them all open their eyes and reveal who was the most accurate in their guess. Allow the young people to have a second attempt at this exercise to see if they improve on their timing.