

# Teacher Resources

the  
**SAFER STREETS**  
drama project

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theatre

The Safer Streets Schools' Drama Project: Teacher Resource Pack

Published by  
Ten Ten Theatre  
PO Box 49063  
New Southgate  
London  
N11 1YU

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All photographic images taken from the Ten Ten Theatre production of *Sam's Story*

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# The Safer Streets Drama Project

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*The lessons links directly to the PSHE and Citizenship national curriculum, as well as the RE and English syllabus.*

**'I'm here today to talk to you about some of the reasons why my son did what he did. I'm not here to prove his innocence or make excuses for what happened. What he did was despicable and wrong, but it could have been avoided. It didn't have to turn out like it did.'**

*Justine Collins, mother of Sam.*

# Foreword

The UK is experiencing a crisis. Disaffection among young people and violent behaviour have reached epidemic proportions. Without a positive focus, young people become disengaged from society; they live in the moment, seeking identity and status among their peers by gaining respect through fear. All it takes is a 'flashpoint moment' to trigger a tragedy.

Much of the problem stems from a lack of sense of the future. Some young people live entirely 'in the moment.' As one young inmate at Feltham YOI told us:

*'The reason why I'm here is stupid. I should have used my brain. But all I was thinking about was what other people thought, about what was going to make me the big man.'*

The philosopher Abraham Maslow described, in his Hierarchy of Needs, how each human being needs a sense of belonging, achievement and respect. The question is how they go about getting those things.

By giving young people a vision of their own potential and goals to work towards, we can turn their need for status and respect into a drive for achievement and self-actualization. It is not enough to dissuade them from carrying knives; a new sense of purpose, of opportunity, of engagement with the wider world must be given.

To this end, we have developed 'The Safer Streets Project – Sam's Story'. This programme of performance, workshops and follow-up lessons takes a holistic approach to causes of disaffection and aggression. The project was developed through meticulous research and piloting at secondary schools and Feltham Young Offender's Institution. The aim is to raise self-esteem and aspiration, give young people the tools to manage their lives effectively, and reduce self-destructive and anti-social behaviour.

We envision 'Safer Streets' as the starting point of a journey for each participant, allowing them to fulfil their potential and contribute to the rebuilding of our society.

We now invite you to be part of that journey.

**Martin O'Brien**  
**Artistic Director, Ten Ten Theatre**

# Monitoring & Evaluation

!

In order to assess the impact and outcomes of the Safer Streets Project, Ten Ten Theatre kindly requests that teachers and students complete the numerous monitoring and evaluation exercises which are contained within this Teacher Resource.

Some of the exercises are specifically targeted questionnaires for teachers and students to empirically assess if any change has taken place over the course of the project. In addition we also request that a selection of the creative exercises contained within the fabric of these resources are also sent to Ten Ten Theatre so that we qualitatively assess the impact.

In return, we will gladly share our findings once we have collated and disseminated all of the evidence.

To summarise, we request that you send us the following information on completion of the entire project:

1. Monitoring & Evaluation Sheet A—Student Questionnaire (**Completed BEFORE the visit of the theatre company**).
2. Monitoring & Evaluation Sheet A—Teacher Questionnaire (**Completed BEFORE the visit of the theatre company**).
3. Monitoring & Evaluation Sheet B—Student Questionnaire (**Completed AFTER the visit of the theatre company**).
4. Monitoring & Evaluation Sheet B—Teacher Questionnaire (**Completed AFTER the visit of the theatre company**).
5. RE Lesson—Homework Exercises: Letters between Sam and Esther
5. English Lesson—Exercise 4: Newspaper article
6. English Lesson—Homework Exercise: Zoe's Diary

All evidence should be sent to:

*The Safer Streets Drama Project,  
Ten Ten Theatre,  
PO Box 49063,  
New Southgate,  
London, N11 1YU.*

Thank you.

# Preparatory Lesson

**A session to prepare students before the visit of Ten Ten Theatre.**

This preparatory lesson is designed to introduce students to the themes and issues of the play. In addition, it provides information for Ten Ten to use as part of our monitoring and evaluation policy.

'Safer Streets – Sam's Story' is centred around a knife crime incident. Yet the themes and issues go much deeper than this. Feeling that their lives have no direction may lead young people into living 'for the moment'; this is the core issue we are addressing.

Throughout this resource pack, the lesson plans are structured to guide students more deeply into exploring how they think, behave and feel, how they can make beneficial choices, and how they can work towards a positive future.

In this preparatory lesson, they will be introduced to the world of the play, as well as being encouraged to express ideas and attitudes they already hold about these issues. They will create scenarios around the text of the play, placing key lines in contexts they have imagined. Finally, they will work on producing a piece of creative writing, imagining themselves to be a concerned cousin watching out for Sam.

The final part of the session is Session A of our monitoring and evaluation worksheet. This comes in two sections – one for students, one for teachers. These need to be photocopied so that each student and teacher has one. We would appreciate it if each student and teacher could complete the form so that we can monitor and evaluate the project.



## AIM

To introduce students to the key characters, themes and issues of the play, and to gather information for Ten Ten Theatre to use to monitor and evaluate the project.

## RESOURCES

- Flipchart stand and paper
- Marker pen
- Resource sheets A and B.

## Exercise One – The World of the Play

**Objective:** To introduce students to the characters, and pique their curiosity about the play they are about to see.

At the beginning of the play, Sam has various problems. During the play, he is presented with what appears to be a solution. This exercise is an opportunity for students to familiarize themselves with the characters and the world they inhabit, and to make some projections about what they think the events of the play will be.

Divide the class into small groups of three or four.

Photocopy **Resource Sheet A** and hand one out to each group.

After they have read it through, ask them to work in their groups to **answer the following questions:**

- *What kind of person do the students think Sam is?*
- *What problems does Sam have?*
- *Are they his own fault or someone else's? If so, whose?*
- *What do the students think Leon's solutions to Sam's problems will be?*
- *Is he going to be good for Sam?*
- *Who should Sam listen to?*

## Exercise Two - Taking sides

**Objective:** To generate debate on key issues of the play.

This exercise is an opportunity for students to express their opinions on some of the key concepts in the play, in a way that should stimulate debate. There are no right or wrong answers – the aim is to get them talking, justifying and challenging one another's views.

Allocate one side of the room for 'agree' and one for 'disagree'.

Read out the following statements and ask students to move to the appropriate side of the room. After each statement, question random students on their choice of side. If a student chooses to remain in the middle, get them to justify that choice. Allow students from the opposing side to respond. See if they can get each other to swap sides.

- *'There is never a good reason to carry a knife.'*
- *'You can't control what happens to you in life.'*
- *'It's important to listen to your friends' advice.'*
- *'It's better to belong somewhere bad than not have anywhere to belong.'*
- *'Anything is possible if you work hard enough.'*

Is there a consensus on any statement? Which one causes the most vigorous debate? Can one half of the group change anyone's mind?

## Exercise Three – Key Lines

**Objective: To engage students' imagination with the text of the play.**

This exercise aims to get students listening to the play carefully, and to imagine what situations these lines might be said in. There is deliberately no clue given here; students are free to interpret the lines and imagine the context in any way they see fit.

Cut **Resource Sheet B** into strips.

Divide the class into **six** groups and hand each group **one** of the phrases.

- *'It wasn't my choice.'*
- *'Loads of people at school are sad.'*
- *'I'm really proud of you.'*
- *'What have they done to deserve all that?'*
- *'You're not on my list.'*
- *'Trust me.'*

Ask each group to imagine a situation in which someone might say that line. Give them five minutes to design their scenario before presenting it to the class. They can act it out, or describe their scenario to the class.

## Exercise Four - Creative Writing

**Objective: To allow the students to respond creatively to the issues of the play.**

Destructive behaviour among young people is an issue that frequently hits the headlines. Commentators are always ready to give their opinion on what needs to be done. Yet young people themselves are rarely asked for their opinions. This exercise is an opportunity for them to respond creatively to these issues, while further engaging with the world of the play.

Ask the students to imagine that they are an older cousin of Sam's. This cousin lives too far away to visit him, but has heard that Sam is having problems.

This cousin has Sam's best interests at heart, and wants to give him some good advice. Remember that the cousin is only slighter older than Sam. Perhaps he or she has faced some of the same problems, or known someone who has. In any case, they want to help.

Ask each student to write a letter to Sam from this cousin, giving advice. Ask them to make it a letter they would want to get, if they were in Sam's situation.

This can be set as a homework piece, if necessary.

*NB As part of Ten Ten Theatre's Monitoring and Evaluation process, we kindly request that you please send sample copies of these pieces of creative writing alongside the completed questionnaires.*

## Exercise Five – Monitoring & Evaluation

**Objective: To collect data to allow us to evaluate the efficacy of the project.**

It's important for Ten Ten Theatre to gather information before and after the project, so that we can compare the two and see the effect it has had. For this reason, we ask that you and your students fill out a questionnaire, as well as providing us with some of the creative writing pieces in the lesson plans. This information helps us to understand the effect the project has had, whether it has fulfilled its objectives, and improve our future work.

Please photocopy **The Monitoring and Evaluation Worksheet – Session A – Student's section**. Ensure there are enough copies for each student.

Please photocopy and fill out the **Session A — Teacher's Section** for yourself.

Please collect the sheets at the end of the lesson, and keep them in a safe place until after the project, when all completed Monitoring and Evaluation materials will be passed to Ten Ten Theatre.

# Post-play refresher exercises

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## Exercise One – Who said what?

Split the class into groups of about four students. Distribute **Resource Sheet M – Quotes**. Ask each group to name the character who said each line. For bonus points, ask each group to put the lines in the play in the order they were spoken. Bring the class back together and share results. The team with the most correct answers wins! The correct answers are:

*It wasn't my choice. (Sam)*

*If you know all that, why don't you bunk off as well? (Zoe)*

*Loads of people at school are sad. (Zoe)*

*You're my best friend. (Tony)*

*Trust me. (Mr Terry)*

*Don't get in with the wrong crowd. Get in with the right crowd, and know the difference between the two. (Mr Terry)*

*What have they done to deserve all that? (Leon)*

*Stop hanging round with that boy. (Justine)*

*You're not on my list. (Tony)*

*Give me your phone. (Leon)*

*I'm really proud of you. (Justine)*

*If they see me like this, I'm dead. (Sam)*

## Exercise Two – Frozen Pictures

Split the class into groups of about four students. Distribute **Resource Sheet N – Scenes**. The students will have around ten minutes to come up with a 'frozen picture' for each scene. Bring the class back together and show their work.



### AIM

To refresh the students' memory of the play – they can be used as ice-breakers or warm-ups before any of the lesson plans in the resource pack, as needed.

### RESOURCES

- Resource Sheets M and N.

# RESOURCE SHEET G

## RE Lesson

Dressing yourself	Doing laundry
Looking after a young child.	Having a baby
Getting married	Voting
Running a business	Leading a country

# RESOURCE SHEET H

## RE Lesson

I'll blame the shank.  
It wasn't my choice.  
I didn't want to cut him,  
This just gave me a voice.

I'll blame Tony.  
He kept a grip on his phone.  
I asked him four times...  
He should've known.

I'll blame me Mam.  
I'll blame me Dad.  
If he'd of been around  
I'd of been a better lad.

I'll blame the estate  
Where me and me Mam stay.  
I'll blame the old pensioner  
Who never lets us play.

I'll blame the police,  
I'll blame the law,  
I'll blame the government,  
I'll blame them all.

They should treat us better  
Here on the estate,  
And not like some scum  
That minted people hate.

We deserve respect,  
We deserve to have meaning,  
But you treat us like shit.  
Don't you know it's demeaning?

That's why I'm here,  
Standing here with a shank  
Over a boy who's bleeding.  
He's got you to thank.

So don't blame me,  
This isn't my fault.  
What happened today...  
It wasn't assault.

It was circumstances.  
It was fate.  
It was the environment  
Of this stupid estate.

So what's my story?  
What will I say?  
It wasn't my fault.  
Mam? Mam? Make it go away.