



**SMALL STORIES
BIG ISSUES**

LESSON PLAN

BLACK SHEEP

DRAMA ACTIVITIES WRITTEN BY





TITLE:

BLACK SHEEP (2017), 27 MINS

Advisory content - strong language, racist language and violence

THEMES:

Conflict Matters, Other in My Classroom, Be the Change, You Are Not Alone

TOPICS/ISSUES:

RACISM
BULLYING
VIOLENCE
IDENTITY
THE OTHER
EQUALITY
RELATIONSHIPS
MINORITY VOICE
EMPOWERMENT

LEARNING OUTCOMES & CURRICULUM LINKS:

The lessons in this resource can easily be used to support cross-curricular/connected learning. You may choose to deliver all the activities within one department or work cross-departmentally to deliver particular activities.

Students will:						
use moving image & recorded drama to explore other’s rights and needs;	✓		✓	✓		
think critically about moving image and how it can create meaning and evoke emotions;			✓			✓
engage with fictional and real-life characters and situations;			✓			
explore own emotions, respond to and empathise with the views and feelings of others;		✓	✓	✓		
express feelings and viewpoints, engage in group work and class discussions and respect other opinions;		✓	✓			✓
investigate how and why conflict, including prejudice, stereotyping, sectarianism and racism may arise in the community;	✓					
explore issues related to personal health including mental health, moral character and ethical awareness;		✓	✓	✓		
explore how drama can be used to educate about and resolve issues of social concern,	✓			✓		
use the Internet to research Childline and a local mental health charity and create an informative webpage (optional);		✓			✓	✓
work with a script and express themselves emotionally and imaginatively through drama.		✓	✓	✓		✓

CURRICULUM LINKS:

- LLW - Citizenship
- LLW - Personal Development
- English/Language & Literacy
- The Arts - Drama
- ICT/UICT
- Thinking Skills & Personal Capabilities

LESSON OUTLINES:

Activity	Time	Description	Resources Required
1	1 lesson*	WATCH & DISCUSS - Students watch the first part of the film and work in small groups to complete part 1 of the Activity 1 worksheet.	Whiteboard/projector to screen film, Pg 2 of the Worksheets per group, pens
	1 lesson	Students watch the second part of the film and work in small groups to complete part 2 of the Activity 1 worksheet, considering the idea of unconscious bias.	As above, Pg 3 of the Worksheets. Stickers with colours, shapes and numbers.
2	1 lesson & homework.	Students begin to explore mental health through drama**. Students research Childline and a local mental health charity and create an informative webpage*** (optional).	A room with space for the students to move freely. (C2k logins, access to Internet and web browser).
3	1-2 lessons	Students use drama to develop empathy and explore how their actions can affect others. They will work with extracts from the Black Sheep script to create tableaux.	A room with space for the students to move freely. Pg 5 of the Worksheets.

* A lesson is planned at around 30 minutes.

Drama activities developed and written by **Bruiser Theatre Company.

***This activity uses Adobe Express Page software which is free to use for all C2k users - see page 5 for more details.

ACTIVITY 1 - WATCH & DISCUSS

GOAL:

Students will watch the film Black Sheep and think about the techniques the filmmakers have used to engage the audience with Cornelius Walker's story and the issues he has faced. They will explore racism and identity and begin to think about their own biases and prejudices.

PART 1:

1. Watch Black Sheep as a class until 17 min.
2. The class should now be divided into small groups. They should use Part 1 of Activity 1 in the Worksheets (pg.2) to discuss the film

PART 2:

1. Watch the second part of Black Sheep as a class (from 17 min until the end).
2. Again, divide the class into their small groups. and ask them to discuss/complete Part 2 of Activity 1 in the Worksheets (pg.3).
3. Discuss their answers as a class.

Unconscious Bias - The Tag Game

Students should be given random stickers with various colours, shapes and numbers on them and stick these to their upper bodies. Without speaking, they should form a group, (no instruction should be given about how they should form their groups). Once they have formed their group they break up and form into new groups. This should be done around 4 times. What did the students notice about the groups they formed? Why do they think they may have formed groups with others' with similar badges?

TEACHER NOTES:

Depending how long your lessons are or if you have a double period you may be able to combine Part 1 and Part 2. You can decide if you want to ask the groups to complete the Activity 1 Worksheets (the PDF is interactive and can be completed digitally if desired) or simply use the questions as discussion prompts.

Due to the nature of the content of Black Sheep, you might want to remind students of who the designated staff member is for pastoral care and for mental health support is within the school, and who they can reach out to within the school if they need help.

Black Sheep forces you to consider things from Cornelius Walkers point of view and the film techniques used are confronting and engaging. It uses both documentary and drama techniques to tell his story. The use of a static close-up shot, where Cornelius looks directly at us when telling his story, allows the viewer to engage directly with him and his experiences, emotions and the conflicts with his identity. He is the voice of the film and this is his story told by him. The use of drama reenactment allows us to see through Cornelius' eyes and walk with him in his world. You can read more about him in [this Guardian article](#).

Unconscious Bias

In the Tag Game people normally form groups based on the shapes, colours or numbers on their badges. They rarely look beyond the badges or intentionally form diverse groups in which many shapes, colours, and sizes are represented. This powerful yet non-confrontational activity leads well into a discussion about unconscious bias, how we tend to towards "us" vs "them" categorisations and how young people may feel pressure to change themselves to "fit in" with a particular group.

You may also find the following links useful:

- <https://www.mtvact.com/features/Look-Different>
- <https://www.antiracism.education/ks3-resources/lesson-5-unconscious-bias>

ACTIVITY 2 - DRAMA & MENTAL HEALTH

GOAL:

Students begin to explore mental health through drama. They will use the Internet to research Childline and a local mental health charity and explore how these organisations can help young people with issues they may be facing. As an optional homework activity they can create an informative webpage about where and how young people can get help and support.

CHECK IN

Go around the group, having students rate how they're feeling as a percentage. This is a good way of getting a sense of where everyone is. This should be optional, and for older or more mature groups you can have them say why they're feeling that way if they would like to.

TREASURE CHEST

This is a very simple warm-up exercise to get your students using their imagination.

1. Students get into pairs and stand opposite their partner.
2. Between them, they imagine there is an open treasure chest.
3. Student A will begin by pulling out and naming as many random imaginary objects from the treasure chest as they can. When they get to the point where they can't think of anything else, Student B takes over to do the same. When Student B can't think of anything else, Student A takes over again; this swapping between continues until the teacher brings the exercise to an end.
4. Students shouldn't repeat any words, and the random objects they name should be spontaneous - there shouldn't be any thinking time between the objects they're pulling out of the chest.
5. Ask your students how they found this, and if there were any themes or tricks they found that helped them with this. These 'tricks' or 'tactics' to deal with the challenge of the game can be connected to a conversation on 'coping mechanisms' and 'tactics' for dealing with challenges down the line.

WORD ASSOCIATION

1. Students get into pairs and stand opposite their partner.
2. They take a moment to connect with their partner.
3. Student A will say any random word that comes to mind, Student B then says a word that comes to mind in response to the word Student A has just said - this continues for as long as the exercise lasts.
4. Students can have a bit of time before responding than they had in the previous exercise.
5. This extra time isn't to think of the best word they can associate with the word that has just been said, but to really take in what has been said by their partner.
6. This word association exercise builds connection between them and their partner and primes students for involved/demanding work that is to come later in the workshop.

GROUP WORD ASSOCIATION

Similar to the previous exercise, students will be giving a word that comes to mind from what has just been said before. However, this time the whole class is involved.

1. Have the class spaced out, and number everyone from one right through to how many students you're working with - ensuring that everyone knows who is before and after them.
2. Begin with a random word, which the class will freely associate with around the group.
3. Once you've gone around the group enough times, give a prompt word given by the teacher for the next cycle.

ACTIVITY 2 CNTD.

4. Once this has come to an end, give the word Health as a prompt.
5. Once this has come to an end, give the word Mental Health as a prompt.
6. Have a discussion as a class about the words that came up for Health and Mental Health.
7. Were the words given in response to the word Health purely about physical health? Were the words given in response to Mental Health positive or negative?

This can lead to a deeper conversation on how mental and physical health are interdependent, how you can access support for mental health in the same way you would for physical health, and on society's perception of Mental Health.

CHECK OUT

Be sure to allow for enough time at the end of the lesson to check-out. This could be as simple as doing a group stretch, some breathing or a debrief conversation to summarise what was explored in the lesson.

Remind students of who the designated staff member is for pastoral care and for mental health support is within the school, and who they can reach out to within the school if they need help.

HOMEWORK

Students should begin by using the "My Circle of Support" worksheet to think about what support they have and what other support they may need. You may want to make students aware that they do not need to share this.

They should then research Childline and a local mental health charity supporting the wellbeing of young people in their area. Using the Worksheet on page 5 they should write down three things the organisations can help young people with, and how they could get in contact with them if someone were in need of help.

As an optional ICT activity students can then create a webpage using Adobe Express Page* adding useful information, relevant images, web links and phone numbers. They should publish their page and share the link with you.

TEACHER NOTES:

We have also included the following resources in the Worksheets that your students may find useful:

- The GREAT DREAM - 10 keys to happier living
- 5 Ways to Wellbeing
- Resilience Framework

* CC Express is free to use for all C2k users and can be accessed via MySchool in the apps area. Students and teachers can also login to the apps or online software at home using the @c2ken.net login with the usual c2k password.

You can access the software via a web browser [here](#)

You can also use the iPad app - [download link](#)

An online guide to using Page can be found [here](#)

ACTIVITY 3 - EXPLORING EMPATHY WITH DRAMA

GOAL:

Students will use drama techniques to develop empathy and explore how their actions can affect others. They will work with extracts from the Black Sheep script to create tableaux that explore the characters' emotions and Cornelius' actions.

CHECK IN

Go around the group, having students rate how they're feeling as a percentage. This is a good way of getting a sense of where everyone is. This should be optional, and for older or more mature groups you can have them say why they're feeling that way if they would like to.

RECAP AND REVIEW

Review work from the previous lesson and check in on homework. Have students write down the name, number, and any other relevant contact details for Childline and other support services they researched for homework on a page in their planner; somewhere they can easily find it if they or someone they know needs support.

PHYSICAL WARM-UP

Physical activity can have a huge impact on someone's mental health and emotional wellbeing.

Take your students through some basic stretches and exercises at the beginning of the lesson. This will prepare them for the activities to come while grounding them and connecting them with their bodies. Adapt to best suit the abilities of your group, and check in to make sure there aren't any injuries that will be impacted by exercises you'll be doing with them.

The following YouTube clip will take you through some physical warm-up exercises you could use in class.

Warm-up Your Body - Shake Out

SEEING THE SPACE - DEVELOPING EMPATHY

Have students walk around the classroom, noticing small details they may not have noticed before. Maybe there's a lightbulb out or a mark on the wall etc. They should come to a stop, finding a space in the room to close their eyes:

- Imagine you're in your bedroom at home - imagine what would be around you if this were to be your bedroom. Where's your bed? Are there posters on the wall? What colour are the walls? Imagine your bedroom in as much detail as you can.
- Once you've got a good sense of the environment, imagine how you feel in this space.
- Do you feel safe? Are you comfortable?
- Now imagine all of the things around you are being put into boxes and taken away; imagine your room is now empty of everything that makes it 'your' room.
- Imagine you're in a completely new house, in a place you don't recognise that is completely different from where you lived before and that you don't know anyone at all. Now imagine everyone looks completely different from you, and that people are staring at you because of these differences. Think about how you feel now compared to how you did before.

ACTIVITY 3 CNTD.

Discuss how this made them feel - connecting these thoughts and feelings back to the situation the character in Black Sheep felt when he was uprooted from his life in a home he knew and felt comfortable in.

The Seeing the Space exercise can work just as well with having students imagine the scenario from the perspective of the character from Black Sheep throughout. This can avoid any possible emotional triggers by providing distance between their life circumstances and the exercise.

GROUP MIND

1. Have students walk around the space, maintaining distance between them and their other classmates, while trying to fall into time with the group. Once a consistent pace has been established, give this a number between one and ten (One being static - Ten being running)
2. Work your way through the scale - gradually at first, and then with sudden jumps between different numbers on the scale when the students have got the hang of the scale.
3. Bring the group back to a comfortable but active walking pace.
4. Have them try to stop at the same time, without anyone leading it or using anything to signal it. Do this a few times - until a good sense of the 'group mind' has been established.

AFFECTING OTHERS

1. The next time the group stops, have one student continue walking (Not assigning someone, but having someone sense it and negotiate it with the group)
2. As they're walking around their classmates who are standing still, instruct the rest of the group to appear warm and welcoming (Non-verbally - using eye contact, body language, and facial expressions to make the person walking around feel comfortable)
3. The student walking will then stop, and someone else should immediately start walking around the space. This time, have the rest of the group appear indifferent and not acknowledge the person walking around the room (Non-verbally - this time avoiding eye contact and changing their body language, and facial expressions to suggest they're indifferent to the person walking around)
4. Have the student stop walking, and discuss how the two times differed.
5. The lesson to stress here is that even without words, or doing very much at all, we affect how someone feels in a situation.
6. Have the group walk around the space again, and come to a stop - again having one student continue walking around the space while the rest of the group are static.
7. Give a bit of time for this to establish, and then instruct the group of students who are standing still to show contempt for the person walking around the space. (Non-verbally - using eye contact, body language and facial expressions to intentionally make the person walking around the space feel uncomfortable) You could feed prompts to the group, such as reminding them that the person walking around the room is 'different' or 'thinks they're better than you' etc
8. Have the student walking around the space stop, and discuss how this felt for them.
9. Turn the conversation on those who were standing still and showing contempt - how did it feel to be part of a group that was singling out one person?

The main point from this exercise is that we can affect how someone feels, even without uttering a single word. Remind students that while it may be easier to follow the crowd and single someone out, even having one person from the group that was standing still making eye contact or being warm/welcoming while the others were showing contempt could have been enough to make that person feel better.

ACTIVITY 3 CNTD.

WORKING WITH TEXT - TABLEAUX

Informed by the following extract from the Black Sheep script, students create a tableau (A 'living picture' or frozen image created by the actors) to depict the action of the scene: Cornelius being attacked.

Extract 1 - Being Attacked

CORNELIUS WALKER

...so I just let him carry on hitting me, carry on hitting me until he was finished. I was just scared man, just scared.

I remember like...

My eyes, just um, I remember them being puffy like two - like up to here.

And um...

I remember just um, going into the sink and I'm just tryna. I don't know why I thought it could wash it away.

I just started crying

I never cried like that before y'know, y'know those, those, those, those deep in held cries.

Students should then be encouraged to discuss how each character in the tableau might be feeling.

Now have your students create a tableaux to depict the action of Extract 2: Cornelius attacking.

Extract 2 - Attacking

CORNELIUS WALKER

We went out on a rampage one night. And then there was this guy on a bike and I don't know what came over me, like...

I just punched him for no reason. I didn't say anything, just punched him. And then he dropped. I then I remember seeing him on the floor and then I just kicked his head. But when I kicked his head he screamed from the top of his lungs and and I just remember seeing his face and it just cave in...

Yeah I feel... Yeah I feel guilty, I feel guilty.

But...

I felt like, I felt like I was accepted.

Discuss the differences between the two moments from the piece, and discuss what led him to this point. What might have helped Cornelius from reaching the point we see him in Extract 2?

To develop this further, particularly when working with older students, you can have them explore creating the image with someone, or several members of the group, speaking Cornelius' words. You could also have them work out a transition between the images which suggest a change in status, and the journey of the character between the two extracts.

CHECK OUT

Be sure to allow for enough time at the end of the lesson to check-out. This could be as simple as doing a group stretch, some breathing or a debrief conversation to summarise what was explored in the lesson.

Remind students of who the designated staff member for pastoral care/mental health support is within the school, and who they can reach out to within the school if they need help.