

RIFT



School Resource Pack: Year 9 Drama Teacher Guidance

Explore *Rift* with your students to address critical issues like misogyny, discrimination, and prejudice through drama. This engaging audio play and activity pack develops empathy, critical thinking, and drama skills. Flexible session plans encourage collaboration and meaningful discussions, fostering personal growth in a safe, supportive environment. Perfect for Year 9 and beyond.

This resource pack is designed to:

Foster empathy and awareness:

By exploring the experiences of relatable teenage characters, students can gain a deeper understanding of social issues and reflect on their own perspectives.

Develop drama skills:

The activities in the pack are tailored to support students in honing their drama techniques, including scene interpretation, character analysis, and collaborative performance.

Encourage critical thinking:

The themes in *Rift* prompt meaningful discussions about the complexities of the modern world, empowering students to think critically and express their ideas creatively.

Rift is an audio drama written by Abi Falase for Immediate Theatre. The original play was initiated through workshops with young people, leading to the development of a young women's writing group. *Rift* explores how a group of teenagers attempt to navigate the issues of misogyny, discrimination and prejudice in an increasingly challenging social and online climate.

This pack contains Drama activities that are designed to support students' exploration of some of the themes and issues in *Rift* as well as developing key drama skills. The activities in this pack are recommended for Year 9 students, however, you are free to amend these activities to suit younger or older students.

The suggested set of session plans below are designed to be delivered across a half term or can be extended to cover a whole term depending on your class and school setting's needs. Each session begins with playing a scene/scenes to your students using the links provided which include accompanying images. This is then followed by a series of practical activities, with opportunities for students to work individually, in a pair or as a group. Each session lasts approximately 1 hour, however, you may wish to spend less or more time on specific activities depending on your students' needs.

You can play *Rift* out loud using your classroom speaker system or smaller groups may wish to use their own individual headphones, if these are available, to create a more intimate listening experience. You may want to ask students to listen to scenes at home in preparation for the practical activities within lessons.

Rift contains themes and language which staff and students may find challenging. We recommend that teachers listen to the full audio play before exploring with students to ensure that they feel comfortable with the content. Please see the links on **page 22** for organisations who can offer further support to young people.

Character biographies, a plot synopsis and a glossary of the key themes and issues in the play can also be found within this pack. Key extracts from the play have also been provided.



If you and your students are interested in learning more about audio dramas, here are a few suggested places to start:

'Drama Dan' Radio Drama lesson series:
<https://rb.gy/ch3unx>

Or
www.appliedstories.co.uk
www.wirelesstheatrecompany.co.uk

You can listen to a wide range of audio dramas here (please check age suitability):
www.bbc.co.uk/sounds/category/drama
www.audible.co.uk

Rift Synopsis

Chi loves her twin brother, TikTok-famous Kam, but why does she always have to clean up his mess? Since a kiss captured on social media cost Chi her best friend Ella, she has been focussing on her GCSEs and planning to get away.

Charlie is proud of his “meninist” approach to life, but has he thought this through? Now everyone’s stuck at the Geography residential and things could really get out of hand. Can Ella and Chi find female solidarity? Will Kam and Charlie ever wake up to the impact of their privilege?

An introduction to Audio Dramas for your students:



“What is an Audio Drama and why can’t we just watch the play?”

This may be the first time that your students listen to an Audio Drama. Some may find this a bit unusual to start with and it might take a couple of sessions to get used to it. It might be helpful to remind students that listening to an Audio Drama is a bit like listening to music or listening to a Podcast. Students may ask why they can’t just watch or see the play. One of the unique benefits of an Audio Drama is that the audience can form their own images of the characters and settings in their minds, therefore, everyone can form their own interpretations. The images that are included with the recording of **Rift** are designed to support students by giving them visual aids to focus their attention whilst they are listening to the play.

*This education pack was produced by Nadya Bettioui, Schools Consultant.
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Activities

Session 1 (Scenes 1 & 2)

1

Learning Objectives:

- To identify the key features of Kam and Chi's characters.
- To explore the characters' attributes using body language, gait and posture.
- To explore and evaluate different ways of responding to discrimination through a 'Forum Theatre' approach.

Scene 1:



- **Play Scene 1 to the class.**
- Establish the relationship between Kam and Chi and the setting; they're twins and the scene takes place on their arrival to the Geography field trip.

Key moments/prompts to support Scene 1 activities/discussion with students:



- Chi is made to give Kam the charger even though it's hers.
- Chi was asked to help Kam pack his suitcase.
- Kam refers to Ella as "just one of many gyal" and "MY ting". Chi refers to her as his "clapped girlfriend". What does this tell us about their attitude towards Ella?
- Chi says a male teacher told her to "hold" her period. Kam responds with "I don't need to hear about all of that please. Keep that nasty stuff to yourself yeah".
- Chi is pressured to be part of the TikTok video even though she doesn't want to be.

Activity: Discussion (5 minutes)



- In pairs, ask students to discuss the key features of Kam and Chi's characters. What are their similarities and differences?
- After students have fed back, you may wish to then display Kam and Chi's character biographies from **page 17**.

Activity: Character walk (10 minutes)



- Ask students to move around the space in silence as Kam, using the **body language, gait and posture** that they feel best represents his character's personality.
- Explore how these physical skills can help to depict a character's personal attributes, i.e. an upright posture and chin tilted upwards could portray confidence.
- Ask students to freeze so that you can 'spotlight' a few different examples in the room for other students to take note of. Ask students to explain the physical choices they've made and why, using evidence from the play.
- Repeat the activity again with Chi's character.
- You may wish to provide students with the following scenarios to support their character walk:
 - Kam has just posted a TikTok video that he's really proud of.
 - Chi has just found out that she has achieved a Grade 9 on a recent exam.
 - Kam's team just lost a football match.
 - Chi is fed up with her school and has decided she wants to move schools next year.

Extension activity:



Ask students to include **thought tracking** to express the internal thoughts of their character. These are thoughts that the characters are thinking but may not feel comfortable sharing out loud and might be in contrast to how they appear on the outside. When a student is tapped on the shoulder or pointed at, they can share their character's thought out loud.

Scene 2:



- Play Scene 2 to the class.

Key moments/prompts to support Scene 2 activities/discussion with students:



- Charlie is critical of Chi, saying “you were doing it wrong anyway”.
- Charlie says to Kam “I’ll talk to her however I want. I’ll talk to whoever however I want”.
- Charlie calls Kam “Kameron” (a racist insult) and “little man”.
- Chi and Ella both ask Kam to “leave it”. Why are they reluctant to challenge Charlie?
- Kam instigates the physical conflict with Charlie in response to his insults. What motivates him to do this? I.e. pride, toxic masculinity?
- Charlie says “I’m not the one who hit her. I’d never hit a female, but I guess that’s what happens when you’re not raised right”.
- Kam asks Ella “Why did you get involved? You should’ve let me have him. Now he thinks he’s...”, how do you think Kam would finish this sentence?

Activity: A Forum Theatre approach (20 minutes)



- How could the characters respond to Charlie’s derogatory, misogynistic and racist comments in this scene differently in order to avoid a physical altercation and challenge Charlie’s comments?
- In groups of 4 or 5, ask students to select a key moment from Scene 2 (from the list above or a different moment they would like to choose). You can provide groups with a copy of the Scene 2 which can be found on Additional Resources & Support on the landing page. They must re-enact this moment, changing the characters’ behaviour in order to create a more positive outcome. For example, they may choose for Kam to challenge Charlie’s insults through speaking to him rather than through using physical violence.
- Ask groups to share back their scenes. Other students can evaluate the choices that have been made and how effective they are in creating a more positive or empowering outcome for the characters.

Alternative activity: Stage a whole class Forum Theatre (20 minutes)



- Select four students to perform the scene using the Scene 2 script whilst the rest of the class watch and take note of moments where the characters could make different, more productive choices. Ask them to consider what motivates Kam to respond with physical violence.
- Ask the students to perform the scene again, but this time any of the students in the audience can say ‘stop!’ to freeze the action. They can then take the place of one of the students in the scene and offer an alternative way of responding to the situation. The students in the scene improvise this new choice together to explore potential alternatives. Scenes can be ‘forumed’ multiple times, with input from different audience members.
- Afterwards, ask the students which they thought were the most effective or interesting alternatives. Are there any barriers preventing the characters from making different choices? This technique can also be applied to other scenes in the play, including those we don’t see, for example the aftermath of the party where Chi is kissed by the boy or when Chi and Ella first fall out.

Activities

Session 2 (Scenes 3 & 4)

Learning Objectives:

- To understand the concept of 'consent'.
- To explore and identify Kam's state of mind, using a 'Conscience Alley'.
- To evaluate different ways of responding to discrimination.

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Scene 3:

Warm up activity: 'Yes/No circle' to start exploring the concept of consent (5-10 minutes)



- Ask students to sit in a circle with one person stood in the middle. Their aim is to get someone from the circle to take their place in the centre. They can do this by making eye contact with someone and saying their name.
- The person sat in the circle can simply answer either 'Yes' or 'No'. If they say 'Yes', they can replace the person in the middle. If they say 'No', the person in the middle continues to someone else in the circle, and so on.

Debrief with the group:



- How did you feel saying 'No' to someone (emotionally, physically, or both)?
- How did you feel when someone said 'No' to you?
- Did you feel pressure to answer one way or the other? Why or why not?
- How does this exercise help us to understand the concept of consent? (Read the definition of consent and find additional guidance on **page 20**).



- **Play Scene 3 to the class.**

Key moments/prompts to support Scene 3 activities/discussion with students:



- Ella says to Kam, "if you put your hands on him, you know who's gonna get in trouble. It won't matter who started it".
- Kam refers to '**my** sister' and '**my** ting'. What does this tell us about Kam's apparent attitude to women?
- Kam receives a message from Michelle whilst he is speaking to Ella.
- Kam says "As a man, that's what I'm supposed to do init. Protect".
- Chi has been trolled online by her peers, she says to Ella, "You said nothing! You just let them chat crap. Commenting under all types of stuff on Kam's videos".
- Chi says "you know the worst part in all this... in none of those situations was I given a choice".
- Chi says to Ella, "And I'm the sket?". What does this tell us about how **internalised misogyny** could be playing a role in their **relationship**?

Activity: Create a 'Conscience Alley' for Kam (15 minutes)



- Split the class into two groups and ask them to form two lines, facing each other.
- Ask students to consider the pressures placed upon Kam from his peers, family, school, society and TikTok followers and how these manifest as thoughts in Kam's mind. For example, "Be strong", "Don't cry", "Protect your sister", "Be a Ladies' man".
- Ask students to each select a thought to repeat out loud simultaneously. There should be a wide variety of different thoughts.
- In pairs, students can walk through the centre of the 'alley' in role as Kam whilst all of the thoughts are being spoken out loud at the same time. This gives students the opportunity to experience Kam's conflicted mindset.
- Ask students to reflect on how these multiple pressures may be negatively impacting Kam and his relationships. What is the impact of toxic **masculinity** and **hypermasculinity** on him?

Extension activity:



- Experiment with the volume of the voices in the alley. What is the impact of students whispering the thoughts versus speaking them loudly, or a variety of both?
- Ask students to change each of their 'thoughts' from a damaging expectation to a positive expectation. For example, changing "Don't cry" to "It's ok to show your emotions". How might these new expectations help to change Kam's mindset and behaviour?

Scene 4:



- Play Scene 4 to the class.

Key moments/prompts to support Scene 4 activities/discussion with students:



- The girls are continually dismissed by the boys when they try to help with the bridge building activity. What is motivating them to ignore the girls and feel that they have to take the lead?
- Charlie makes the following statements:
 - “All you girls do is complain”.
 - “It’s a race, we need speed not... just sit your pretty self down somewhere and focus on your nails or something”.
 - “No, nah, I mean – for a Black girl init”.
 - “What, you interested in a little cream in your coffee?”.
 - “Listen to your man yeah. Men are better at this stuff, it’s just a biological fact”.

Activity: Giving the girls a voice (15 minutes)



- In groups of four, ask students to re-write or devise an alternative version of Scene 4 where the girls are empowered to stand up to the boys by asserting their ideas on the bridge building task and not allowing themselves to be silenced. How might the boys respond more positively? You can provide groups with a copy of the Scene 2 which can be found on Additional Resources & Support on the landing page.
- Ask a couple of groups to read or perform their scene to the rest of the class for feedback.
- Can students identify the **sexism**, **misogyny**, **gender stereotypes** and **misogynoir** in Charlie’s comments?

Activities

Session 3 (Scene 5)

Learning Objectives:

- To deepen the students' understanding of key characters using 'Hot Seating'.
- To embody a character using physical and vocal skills.



Scene 5:



- **Play Scene 5 to the class.**

Key moments/prompts to support Scene 5 activities/discussion with students:



- Chi challenges Charlie's opinions, attitudes and values.
- Charlie listens to what Chi has to say and begins to understand her perspective.
- How do Chi and Charlie manage to find common ground? What divides them and what unites them?
- To what extent does someone's upbringing dictate their views and values?

Activity: Facts & Questions and Hot Seating (30- 40 minutes)

Part 1 (Facts & Questions):



- In pairs, ask students to draw an outline of Chi, Charlie or Kam's character on a large sheet of paper and write down all of the facts that they know about each character so far in the play within the outline.
- A fact is everything confirmed in the text and what the text is definitely communicating, without assumptions or interpretations. These facts will help root students in the world of the play.
- Students can refer to the character biographies for support if needed.

For example, for Chi this could include:

- Chi is 15, academic at school and is applying to a good college.
- She takes a lot of responsibility for her twin brother.
- She was kissed without her consent at a party.

Next, ask students to consider what questions they'd like to ask her if she was in the room and write these around the outside of the outline, for example:



- Why do you want to 'get away' from your brother?
- What do you think Charlie has learned about how his behaviour affects others?
- How do you feel about being a woman?

Extension activity:



Students can explore Ella's character. We know less about her character at this point in the play, so students will need to pay closer attention to any evidence from the play.

Part 2 (Hot Seating):



- Within each pair, ask one student to play the character whilst the other student asks the questions.
- The student playing the character must consider how they can use their **physical** and **vocal skills** to portray the character as well as how they will respond to each of the questions believably.
- Students can then swap roles. Spotlight a few examples for the rest of the class to watch and give feedback on.

Extension activity:



With the whole class as the audience, ask students to pose questions to one performer who must improvise their responses to the questions in role without preparation time.

Activities

Session 4 (Scenes 6 & 7)

Learning Objectives:

- To explore and challenge the concept of 'gender stereotypes' through the skill of 'cross cutting'.
- To gain a deeper understanding of Charlie's values through the use of 'monologue'.



Scene 6:



- **Play Scene 6 to the class.**

Key moments/prompts to support Scene 6 activities/discussion with students:



Ella makes the following statements:

- “Yeah! Guys don't even know what girls really look like”.
 - “OMG, if I was to turn around and say I like football, you'd interrogate me about the offside rule and girls would call me a 'pick me.' I say I like makeup and fashion and now you have more to say”.
 - “My brothers always have something to say and I just don't want the hassle. My parents' are fine but the boys are just – ”
 - “I hear it, I'm the middle child and I'm always washing dishes”.
- What does the first statement tell us about modern expectations of female beauty?
 - How do these statements help us to understand the pressures that Ella is experiencing?
 - Ella and Chi almost kiss. Why might Ella be struggling to find the space to explore/ explain her sexuality?

Activity: Cross cutting (20 minutes)



- In groups of six, ask students to devise two separate scenes to be performed side by side (three performers in each scene): one in Ella's family home, one in Chi's family home; to further explore their experiences of **sexism** and **gender stereotypes**.
- Choose key points to freeze one scene whilst the other plays, switching between the scenes alternately. The aim is to highlight the similarities and differences in Ella and Chi's experiences at home.



Extension activity:

What can Ella and Chi both do or say to challenge these stereotypes within the scenes?

Scene 7:



- **Play Scene 7 to the class.**

Key moments/prompts to support Scene 7 activities/discussion with students:



- Charlie makes a homophobic comment, “Eurgh that’s gay” but then says “I heard it that time, my fault. I’m not a snake”. Is this an example of Charlie beginning to develop greater self-awareness?
- Kam says “Oooh, just got a pic from Ella... I’ll check that later”. What might have motivated Ella to send a nude picture to Kam in this moment?
- Why is Kam drinking alcohol to deal with his problems despite knowing it’s damaging effects? What could Kam use as a healthier coping mechanism?

Activity: Charlie’s monologue (20 minutes)



- Individually or in pairs, write an entry from Charlie’s diary written on the evening he speaks with Chi. In the entry, he is reflecting on how his views are beginning to change. Focus on how the following influences may have negatively impacted Charlie’s opinions, attitudes and values in the past:
 - His upbringing and family.
 - Mis-information on social media.
 - His peers.
- What changes might he choose to make in the future?
- Students may wish to use the following sentence starters for support:
 - ‘I just had a really interesting conversation with Chi...’
 - ‘She helped me to understand that...’
 - ‘Before this conversation, I never realised that...’
 - ‘In the future I’m going to make sure I think about...’

Extension activity:



If in a pair, ask one student to perform the diary entry as a monologue in role as Charlie whilst the other student takes on the role of a director, offering feedback on the actor’s use of **physical** and **vocal skills** to portray Charlie’s feelings.

Activities

Session 5 (Scenes 8, 9 & 10)

Learning Objectives:

- To predict the action after the play ends, using physical and vocal skills to portray the characters.
- To evaluate the characters' choices and actions at the end of the play.



Scenes 8 – 10:



- **Play Scenes 8, 9 & 10 to the class.**

Key moments/prompts to support Scene 8-10 activities and discussion:



- Chi says to Ella “Good, okay. You’re lucky, once that stuff is out there... the internet is forever” about the nude image she sends to Kam.
- Ella is feeling unclear/conflicted about her sexuality.
- What does the charger symbolise in Scene 8?
- Kam says “She was dead anyways, I’ve got better tings on my line anyway”, what does this tell us about the extent to which Kam has shifted his views on women throughout the play?

Activity: Devise the next scene (30-40 minutes)



- At the end of the play, Kam decides to post the “very juicy” TikTok video he mentions in Scene 7 which we assume reveals Chi and Ella’s near kiss. In groups of four, ask students to decide what happens next and devise a 5-10 minute scene showing what happened 24 hours later.
- Ask students to consider:
 - The setting. Are they still on the Geography field trip, on the coach on their way back home or are they back at school?
 - What are the consequences of the video being posted?
 - Where can the characters seek the support that they need to help them manage the issues they have faced in the play?

Activities

Session 6 (Reflection and additional exploration)

6

Learning Objectives:

- To summarise the plot of the play.
- To analyse and explore the characters' values and actions in the play, using the Drama skills acquired throughout the unit.

Activity: Recap the plot (5 minutes)



- In groups, give students the plot summary sentences on **page 19** (without the scene numbers!) and ask them to sort them into the correct order

Activity: Give students a choice of the following activities (30- 40 minutes)

Option 1:

In groups, select either Scene 2, Scene 4 or Scene 5 to perform using the script extracts provided. Students must select 3 key events or moments in the scene to create **freeze frames** and add **thought tracking** to reveal the characters' inner thoughts, feelings and insecurities.

Scenes can be found on Additional Resources & Support on the landing page.

Option 2:

Individually, select one character and write a **monologue** in first person narrative showing their thoughts, feelings and perspective at the end of the play. Rehearse and perform the monologue, using physical and vocal skills to believably portray the character.

Option 3:

In pairs, write the comments thread under one of the TikTok videos Kam posts early on in the play. In the video, Kam expresses the following opinions:

- Boys are better at sports than girls.
- Men have a responsibility to protect women.
- Women are physically weaker than men.
- Men crying is a sign of weakness.
- Women have a responsibility to make themselves look good.

The comments should challenge and question Kam's content, offering a different perspective. Students must avoid using derogatory language as this will be classed as 'trolling'. Perform the comments as a voice over off-stage, or with backs facing the audience, taking turns and using a range of vocal skills to express a wide range of different characters' opinions and attitudes.

Option 4:

In small groups, select one of the additional pieces of writing to rehearse and perform. These pieces are written by young women who took part in the original writing group set up during the development of *Rift* and can be found on Additional Resources & Support on the landing page.

For the poems '*I Feel Like a Walking Tap*' and '*Boys Will be Boys*', students may wish to select one person in the group to narrate the poem whilst the rest of the group perform the action, using mime.

Students may even wish to use these pieces of writing as inspiration to create their own pieces.

Character biographies



Chi / Age: 15

Chi is an extremely well-read black girl. She is driven and focused but equally out-spoken and caring to her fault. Although 10 minutes younger than her twin brother, Kam, she takes good care of him at her mother's insistence.

If Chi was to tell you why she's so smart, she would say it's because she has to be. She has to be ready to argue clearly and concisely for fear of being called irrational, she has to be better than everyone else if she is going to go through life as a young black girl from a less privileged background, she has to work three times as hard. Chi has never been allowed to be a child, she faces constant adultification and infantilisation at the same time, she lives in constant paradox. She desperately wants to have fun and let loose but can't quite fathom that it won't be the end of the world if she does.

Kam / Age: 15

Kam is Chi's twin brother. He is fun and extremely affectionate with big dreams of being a content creator. Kam has ultimate golden retriever energy, he's sensitive about his intelligence and hates being compared to his sister who is in higher sets at school.

Kam cares a lot but is an unfortunate product of his environment. He generally believes in the equality of all genders but doesn't have the knowledge of how deep rooted the sexism is within his culture and environment. This means his sexism and gender bias is more casual rather than intentionally problematic.



Character biographies (cont.)

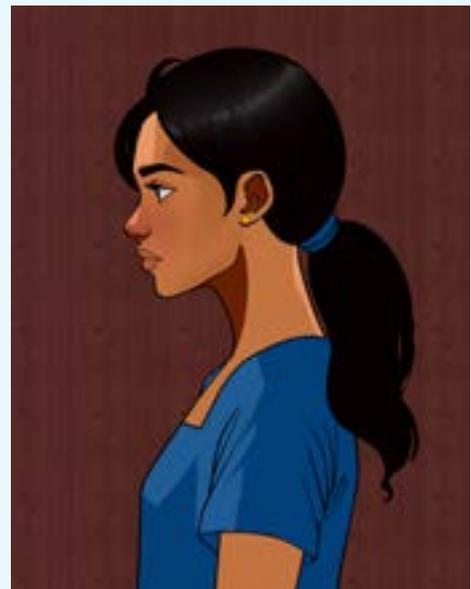


Charlie / Age:16

Charlie is a 'lad's lad', an alpha male, a young geezer who is also a product of his environment. He's working class and his parents are pretty bigoted, mostly due to the fact that they feel disenfranchised as born and bred English Brits with right-wing views. Charlie would identify as a proud "meninist" or men's rights activist, he holds a lot of unconscious bias and prejudice but has done none of the work to undo that. He is smart and in the top sets at school but does not apply his intelligence to thinking about societal issues. He can be funny and likeable and is very popular at school.

Ella / Age:15

Ella is Muslim, a middle child and only girl. Ella is shy and aloof in bigger groups but one on one with both Chi and Kam, she finds her voice a little. She's kind but lacks confidence. Ella is very good at makeup and art and finds confidence through this. Ella is confused about her sexuality and developed a crush on Chi, which led to a "kiss" in Year 10. In the summer, their group of friends hosted a party, at which Chi kissed the boy one of the other girls was dating. Feeling pressured by the rest of the group, Ella passively joined the campaign against Chi by ignoring her and not standing up for her with the other girls.



Scene summaries

These summaries can be printed and cut out for students (without the scene numbers!) to re-arrange for the activity in Session 6. Alternatively, they can be displayed in a jumbled order on a PowerPoint presentation for students to number.

Scene 1:

Kam and Chi arrive at the geography field trip in Osmington Bay. Kam wants to use Chi's charger as he has left his at home. They go to Chi's cabin which she is sharing with Ella.

Scene 2:

The four characters are on the beach working on their geography project. Chi is measuring out an area on the beach without help from the others. Charlie and Kam have an altercation after Charlie makes offensive comments.

Scene 3:

Ella and Kam discuss their relationship status. Ella says she does not feel ready to take their relationship to the next level yet. We discover why Ella and Chi have fallen out.

Scene 4:

The four characters are doing the bridge building activity on the beach. The boys are dismissive of the girls.

Scene 5:

In the Sensory room, Chi is working on an application to a Sixth form college. Charlie and Chi have a conversation about prejudice, privilege and ignorance. Charlie begins to change his mindset.

Scene 6:

In Ella and Chi's cabin, Kam and Ella discuss gender roles. Ella and Chi begin to resolve their differences. They almost kiss and Charlie sees them.

Scene 7:

On the beach, Chi tries to tell Kam about the near kiss with Ella. Charlie finds Kam drinking vodka; he thinks he's already been told about the kiss and almost tells him what has happened.

Scene 8:

Back at the Cabin, Chi deletes the nude picture that Ella has sent to Kam. Kam confronts Chi and Ella and finds out about their near kiss.

Scene 9:

Chi confronts Kam about his attitudes and ignorance.

Scene 10:

Ella and Chi find female solidarity. Chi submits her college application. Kam posts a Tik Tok video which we assume reveals Chi and Ella's near kiss.

Glossary of key themes & issues

Sexism: Prejudice or discrimination based on someone's sex or gender.

Misogyny: Prejudice or discrimination targeted towards women and girls.

Internalised misogyny: When women and girls project sexist ideas on to other women and girls or themselves.

Misogynoir: Prejudice or discrimination towards black women and girls due to the intersection of race and gender.

Meninist: Someone who believes that men are victims of feminism/ feminist agendas.

Toxic masculinity: A set of behaviours that men and boys are expected to display, for example stoicism and physical strength. These expectations can be damaging for men and boys as it sends unhealthy messages such as suppressing emotions and mental health challenges which are perceived as signs of weakness.

Hypermasculinity: The exaggeration of stereotypical masculine qualities such as physical strength, aggression and suppressing emotions, usually depicted through the media.

Racism: Prejudice or discrimination based on someone's race and skin colour.

Homophobia: Prejudice or discrimination directed at people who are homosexual.

Privilege: Characteristics such as gender, race, class and physical/cognitive ability which give some people an unfair advantage over others in society due to untrue/ stereotypical perceptions.

Pressure: In the play, all of the characters are facing pressures from family, peers, school and society to behave in some ways that they don't feel comfortable with/ are not a true representation of who they really are.

Friendship: The characters' friendships are tested in the play, particularly their loyalty for each other. The play also raises the challenge of maintaining friendships between siblings.

Family dynamics: The patterns of behaviour and relationships within a family. These can be healthy or unhealthy.

Consent: Permission given for someone to be able to do something. RIFT explores the issues of physical consent and sexual consent. For more information on discussing healthy relationships, consent and the law with young people, please visit: <https://pshe-association.org.uk/consent>

Gender identity: The gender a person chooses to identify with, which may be different to their assigned sex at birth.

Sexuality: How someone chooses to express themselves sexually.

Sexual orientation: Who someone is sexually attracted to: this may be categorised as being gay, lesbian, bisexual or heterosexual, amongst other types of sexual orientation.

Gender stereotypes: Pre-conceived ideas and misconceptions about male and female roles in society. These can be harmful and lead to gender discrimination.

Drama skills

The following skills are explored in the activities in this pack.

Thought tracking: A method of revealing a character's inner most thoughts and feelings. During a Freeze Frame, the teacher can tap an actor on the shoulder to hear them speak their character's thoughts out loud to the audience. These might be in contrast to how the character appears on the 'outside'.

Body language: The way an actor uses their body to portray their character's feelings, mood, status and age. This can include making use of posture, facial expressions, hand gestures and eye contact.

Posture: The position of an actor's body when they are standing or sitting. This can help us to understand a character's status, feelings and mood. For example, an upright posture with a raised head may suggest someone who feels confident as opposed to a slumped posture with slouched shoulders which might suggest someone who is lacking in confidence.

Gait: The way an actor moves when they walk which can depict aspects such as a character's feelings, status or age. For example, a wide stride with swinging arms could suggest someone who is confident and purposeful. In contrast, someone who drags their feet, moves slowly and looks at the ground could suggest someone who is feeling unhappy, tired or fed up.

Vocal skills: A range of techniques that an actor can use and vary in order to portray their character's feelings, mood, emotions and status. These can include:

- **Pitch:** How high or low the actor's voice is.
- **Pace:** The speed at which the actor is speaking. For example, speaking very quickly could portray excitement or panic.

- **Tone:** How an actor expresses their character's mood, attitude or feelings through their voice as opposed to what they are actually saying.

- **Volume:** How loud or quiet an actor's voice is to express the character's emotions or the situation they are in.

Conscience alley: A method of exploring the conflicting thoughts a character is experiencing during a dilemma. By placing themselves in the character's 'shoes', actors can begin to understand and develop empathy for the character's situation.

Forum Theatre: A form of theatre developed by practitioner Augusto Boal (Theatre of the Oppressed) which encourages audience interaction in order to offer solutions to a character facing a challenging situation.

Hot Seating: A method of developing a deeper understanding of a character through placing a character on a 'hot seat' whilst they are questioned about different aspects of their life/experience/attitudes.

Cross Cutting: A technique whereby two scenes are performed side by side alternately in order to highlight either the similarities or differences between the action/characters in each of the scenes. Whilst one scene is being performed, the other is frozen.

Monologue: A speech performed by one actor to the audience.

Information and support

ChildLine

www.childline.org.uk

Telephone: 0800 1111 (24/7)

Childline offer free and confidential support for young people. Languages include Bengali/Sylheti, Gujarati, Hindi, Punjabi, Urdu and English.

Safeline

www.safeline.org.uk

Telephone: 01926 402 498

(Weekdays 9am – 5pm)

Information and support for young people who have experienced revenge porn.

Live Safe

www.livesafe.org.uk/young-people/knife-crime

Information and support for young people who have been affected by knife crime.

Young Minds

www.youngminds.org.uk

Telephone: 0808 802 5544

(Weekdays 9.30am – 4pm)

Young Minds offer free advice on how young people can look after their mental health and support for young people experiencing mental health issues.

Stonewall

www.stonewall.org.uk

Stonewall offers support and information for members of the LGBTQ+ community.

Papyrus

<https://www.papyrus-uk.org/>

Telephone: 0800 068 41 41

(9am – 12am every day)

Text: 07786 209 687

Papyrus (Prevention of Young Suicide) provides confidential advice and support for young people experiencing suicidal thoughts.

Headspace

<https://www.youtube.com/channel/UC3JhfsgFPLSLNEROQCdj-GQ>

Headspace – YouTube

The Headspace YouTube page has useful videos for young people including how to use social media mindfully and how to set healthy boundaries, as well as guided meditations for reducing anxiety and stress.