

# Hitting the Heights

## Workshop Objectives

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### About the Lessons

These lesson plans have been designed to engage with young people and to help develop a flexible, creative approach to learning. They can be used as stand alone lessons or as part of a wider scheme of work. The lesson plans can be used with minimum preparation. All the activities have been chosen to develop effective thinking and communication skills, as well as promoting individual and group work.

- To contribute to group and exploratory class discussions, and take part in debates
- To use their imagination to consider other people's experiences and to be able to express and justify their own views
- To use a variety of dramatic techniques to explore ideas, issues, texts and meanings
- To work in collaboration to explore an issue in role



### Lesson One Identity

#### Objectives

- To contribute to group and exploratory class work
- To use a variety of creative techniques to explore ideas, issues and meanings
- To encourage and develop students' awareness of the importance of empathy and understanding

#### National Curriculum links

- Citizenship KS3 1b, 1i, 2b, 2c, 3a
- Citizenship KS4 1b, 2c
- English (KS3) Y7 S&L 14, Y8 S&L 11 – Acknowledge others' views and build on them
- English (KS3) Y 7 S&L 15, Y8 S&L – Work in collaboration to explore an issue in role 15, Y9 S&L 12
- English/Drama (KS4) S&L 4a – Use a variety of dramatic techniques to explore ideas, issues, texts and meanings
- English (KS4) S&L 2a – Concentrate on and recall the main features of a talk, reading, radio or television programme
- PHSE 1b, 1c, 3a, 3d, 3h, 3i, (non statutory guidelines)
- RE(KS3) – Respect for religious and cultural diversity unit 8c
- RE (KS4) 1a
- Geography 3b,3c unit 5 *Exploring England*
- History 2a, 2b, unit 14 *The British Empire*

### Lesson Two Environment

#### Objectives

- To explore issues facing young people in London
- To be able to consider ways of improving facilities for young people
- To clearly express and justify your own opinions on an issue

#### National Curriculum Links

- Citizenship KS3 1f, 2b, 2c, 3a
- Citizenship KS4 1f, 2c
- English (KS3) Y7 S&L 5, Y8 S&L 3
- English (KS3) Y9 S&L 2, S&L 10, S&L 11
- English/Drama (KS4) S&L 4a – Use a variety of dramatic techniques to explore ideas, issues, texts and meanings
- English (KS4) S&L 2a – Concentrate on and recall the main features of a talk, reading, radio or television programme
- Geography 2e, 4b, 5a, 5b, 6g (Unit 23)

### Lesson Three Heritage

#### Objectives

- To understand diversity of ethnic and cultural identities
- To understand the need for respect and tolerance in a diverse society
- To use a variety of dramatic techniques to explore ideas, issues, texts and meanings

#### National Curriculum links

- Citizenship KS3 1b, 1i, 2b, 2c, 3a,
- Citizenship KS4 1b, 2c
- English (KS3) Y7 S&L 14, Y8 S&L 11 – Acknowledge other's view and build on them
- English (KS3) Y 7 S&L 15, Y8 S&L – Work in collaboration to explore an issue in role 15, Y9 S&L 12
- English/Drama (KS4) S&L 4a – Use a variety of dramatic techniques to explore ideas, issues, texts and meanings
- English (KS4) S&L 2a – Concentrate on and recall the main features of a talk, reading, radio or television programme
- PHSE 1b, 1c, 3a, 3d, 3h, 3i, (non statutory guidelines)
- RE(KS3) respect for religious and cultural diversity unit 8c
- RE (KS4) 1a
- Geography 3b, 3c, unit 5 *Exploring England*
- History 2a, 2b, unit 14 *The British Empire*

### Lesson Four Family

#### Objectives

- To be able to justify your own opinion whilst being receptive to the opinions of others
- To use dramatic techniques to explore a variety of feelings and emotions
- To develop an understanding of family situations

#### National Curriculum links:

- Citizenship KS3, 2b, 2c, 3a
- Citizenship KS4, 2c
- English (KS3) Y7 S&L 14, Y8 S&L 11 – Acknowledge other's view and build on them
- English (KS3) Y 7 S&L 15, Y8 S&L – Work in collaboration to explore an issue in role 15, Y9 S&L 12
- English/Drama (KS4) S&L 4a – Use a variety of dramatic techniques to explore ideas, issues, texts and meanings
- English (KS4) S&L 2a – Concentrate on and recall the main features of a talk, reading, radio or television programme

# Warm Up Exercises

## Half-time Show

Develops trust and an ensemble spirit.

- Working together as a group, without speaking or using their hands to give directions, participants must move together to form a giant letter, like a marching band in a football halftime show.
- Bring participants to the middle of the room and begin the exercise by calling out the first letter.
- Participants can then spell out random letters.
- Remind the class to be aware of one another's placement and adapt to each other's position.
- Allow approximately one minute for the exercise to be carried out.
- It is interesting to note any observations made during the exercise, ie participants who are the instigators, those who are more cautious to 'get it right' and those who can't resist leading or giving commands in some way.

## Energy Circle

Develops focus and concentration.

- Bring participants to stand with you in a circle and join hands.
- With your eyes closed, gently squeeze the hand of the person on your left.
- That person allows the energy of that 'pulse' to go through the arm, across the shoulders, and down the other arm and then gently passes the squeeze on to the next student, who then passes it on in turn.
- Slowly increase the speed of the pulse until it is racing around the circle. You may like to try and send the pulse in the opposite direction.
- Aim to send more than one pulse at a time and build up to sending them in both directions.
- See if participants can keep the energy and concentration in the correct direction.

## Rabbit/Duck/Elephant

Enhances working together

- Ask participants to stand in a circle.
- Position yourself in the centre, and point to a participant and say the word 'rabbit', 'duck' or 'elephant'.
- It takes three students to 'create' an animal. The participant to whom you've pointed must display the buck teeth of the rabbit, the bill of the duck, or the trunk of the elephant.
- At the same time the actors on either side must provide bunny ears, webbed feet or elephant ears.
- The three participants must complete their animal before the teacher counts to three.
- Whoever does the wrong animal part, or doesn't do it in the allotted time, stands in the centre and chooses the next student and animal.

## Family Portraits

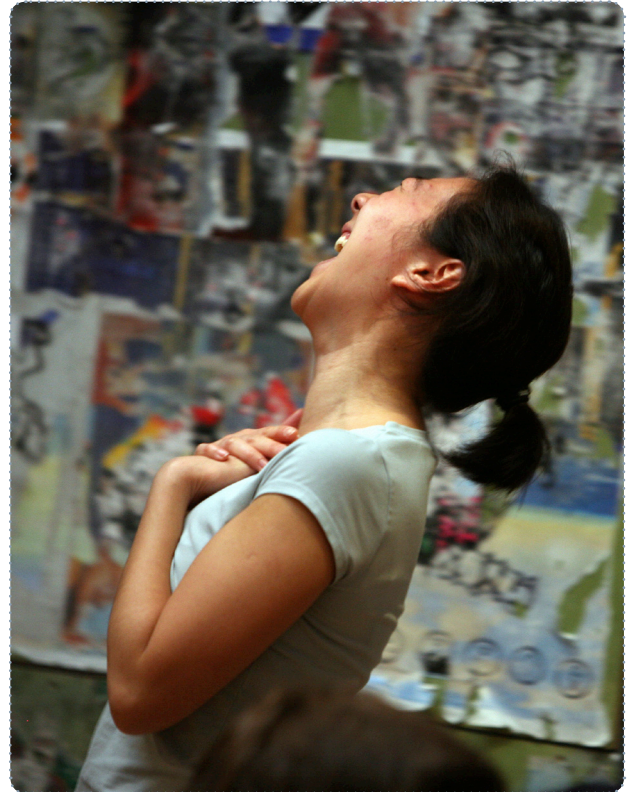
Encourages spontaneous quick thinking

- Divide the group into two.
- Explain that one group will stand centre stage and create a 'family portrait' based on a type of family announced by the other group.
- The group performing the family portrait have only three seconds to prepare, after which you will call out 'freeze'.
- Participants must freeze in their portrait positions.
- When you call 'change', the first group moves from centre stage and the other group enters and creates the next portrait.
- Encourage participants to be really imaginative in deciding the family types such as; a family of accountants, a family of Elvises, a family of weight lifters etc.

### Under & Over Floor Clap

Develops concentration and focus

- Ask participants to form a circle, but instead of standing, they must rest on bended knee.
- Each participant places both their hands flat on the floor – the left hand positioned under the arm to their left and the right hand over the top of the arm to their right.
- Begin to send a clap around the circle in complete sequence with each hand sending the clap on its way around the circle.
- Anyone in the circle can change the direction of the clap by double tapping the floor.
- Try to increase the speed of the clap around the circle.
- If anyone claps out of sequence or in the wrong direction they are 'out' and must remove an arm out of the circle.
- Continue until only the winner remains.



### Three Ball Sequence

Develops communication skills and focus

- Bring participants to a standing position in a circle.
- Begin to pass a soft juggling ball around the circle.
- Before the ball can be passed, direct eye contact needs to be made between the 'server' and the 'receiver'.
- To be an effective non-verbal communicator it is important that individuals deliver clear and direct eye contact, signals and body language.
- Once each participant has received and served the ball they must sit down, but stay in the circle.
- The exercise will end with all participants sitting.
- Bring the participants back up to standing and continue the exercise for a second time, this time with the participants throwing the ball in the same sequence. Individuals now know exactly where to look to 'receive' the ball and the direction they are to 'serve'.
- Repeat the exercise for a third time and try to build upon the pace. Once participants are confident, you may like to introduce a second and third ball one after another but still in the same sequence.

### World Map

Find out the heritage of participants

- Ask everyone to stand at one side of the room.
- Ask each participant to think about the country where they were born, where they live now and if they could travel anywhere in the world where would they most like to go.
- Ask them to imagine an aerial view of a world map stretched out on the floor.
- On a starting command, each participant must stand on the imaginary map in a position that best demonstrates the country they were born in.
- Make observations of the demographic of participants' heritage and 'spot' various individuals to disclose any supporting information about their parents' or family's heritage.
- On command, encourage each participant to stand where they currently live. Individuals can be asked to reveal information about their home and surrounding environment.
- Finally, ask participants to imagine that they have just won the lottery and they could visit or live anywhere in the world; where would they go? As they move to another area on the map, ask for information to support why they have chosen their destination.



# Identity

## Aims

- To contribute to group and exploratory class work
- To use a variety of creative techniques to explore ideas, issues, and meanings
- To encourage and develop student awareness of the importance of empathy and understanding

## Resources and preparation

- A large space for easy interaction and movement
- Post-it notes
- Large map(s)
- Coloured pens
- A large piece of paper

**Duration** It should take approximately one hour to complete all activities but the lesson can be reduced or extended as necessary to fit the timetable.

**Warm Ups** Half-time Show, Energy Circle

## Activity 1 (15 minutes)



### Play the DVD: Identity Drama

In this scene the bus driver throws Charles off the bus for not having his Oyster card.

- Arrange students into pairs and ask them to think about the scene.
- Ask students the following questions:

#### Was the bus driver right to throw Charles off the bus?

*(Charles was wearing a school uniform and transport for anyone under 16 years old is free)*

#### What are the consequences for Charles?

*(Charles was on his way to school)*

#### Why are rules important and who has the power/right to make up the rules?

*(When do young people get the chance to make up the rules?)*



### Play the DVD: Identity Response

- Discuss with the group the views of the young people involved in the process of 'Hitting the Heights'.
- Working in the same pairs as before, give each pair the opportunity to create three new rules that could be implemented to benefit young people or their environment.
- Encourage students to share their ideas with the group.



Britain is made up of a mix of different groups and cultures who have come to Britain throughout history. Scots, Vikings, Romans, Normans, Afro-Caribbean, Asian, Romany Gypsy, Eastern Europeans and many others have made Britain their home throughout history. Each group has brought language, culture and foods which have become part of 'Britishness'.



## Activity 2 (25 minutes)

- Explain to the class that the bus driver in the scene was born in Nigeria but now lives in London. The driver considered himself to be British because he completed a 'Citizenship' test. This is not the same as Citizenship lessons at school, but a test given to any person born outside of the UK who wants to live permanently as a British citizen in the UK. The bus driver had changed his identity from Nigerian to British. However, he could have identified himself as a British-Nigerian.
- Explain to pupils that 'identity' refers to who you are. Someone's identity is acknowledged by where they are born, whether they are male or female, what clubs and teams they belong to, what ethnicity or religion they have, even what music they listen to.



See Museum of London website ([www.museumoflondon.org.uk](http://www.museumoflondon.org.uk)) for more information about London's history.

- Arrange participants into groups of four, give each group a dozen Post-it notes and ask them to find a space.
- Instruct the participants to write down any country other than Britain that they have a 'connection' to. This doesn't mean where they have been on holiday, but a country that they have lived in, have family members living in or where parents/grandparents were born.
- Encourage students to think about information/stories that may not be common knowledge with the rest of the group.
- All pupils should then place their Post-it notes on to a large map (either in groups or as whole class) and share their connection/story.
- Place a large sheet of paper in the centre of the space and encourage participants to gather round.
- Each participant will require three coloured pens.
- Instruct participants to choose a colour and write down which country or region they think was most represented on the map in the first colour. (Do participants have more links to Eastern Europe or Asia for example).
- In the second colour, participants then move to a different place on the paper and write three reasons people might come to Britain (eg holiday, work, escaping persecution etc).
- Finally the participants move to another space on the paper and in the third colour draw/write what they think it means to be British.



- Arrange participants into pairs and instruct them to prepare a short one minute informal presentation on what it means to be British. They may like to use some of the ideas already listed or think up new ones.
- The presentation can be presented in a style of their choice such as, quiz show, news broadcast etc.
- Allow time for students to present their work to the rest of the group.
- Working in the same groups, ask participants to create an improvisation which focuses on how it would feel as a young person to suddenly be moved to live in another country without the support of your family and friends. Allow a small amount of time to discuss ideas and then request participants rehearse their improvisations which will be performed at the end of the session. Participants must consider what items or object they would take with them, what could they not live without?
- They should aim to create a clear beginning, middle and end:
  - Beginning scene** – packing to leave the country and saying 'goodbyes'
  - Middle scene** – arriving in the new country and meeting new people
  - End scene** – five years later
- It may be helpful to include at least one soliloquy (direct address to the audience) and to give one participant in the group the role of Director.

## Plenary (approximately 5 minutes)

- Returning to the sheet of paper, ask the participants to reflect on what has been put on paper and the presentations from the group.
- If any salient points have been raised, use this opportunity to get the pupils to explore them further. This could be done through a short piece of written or discussion work.

## Extension

- Ask participants to prepare a leaflet advising teenagers newly arrived in Britain of 'dos' and 'don'ts' for fitting in at your school.
- Think about school rules, unwritten rules, what to wear, where to go at lunchtime, what clubs or support is available for new pupils. Is the information the same for boys and girls? Is there any particular language that the leaflet should be available in?
- Plan a celebration day for diversity in your school. Ask participants to visualise what format the day could take and encourage them to be involved at all stages of the planning.

# Environment

## Aims

- To explore the paper to stage process of making theatre
- To be able to consider ways of improving local facilities for young people
- To clearly express and justify your own opinions on issues facing young people in London

## Resources and preparation

- A large space for easy interaction and movement
- Enough plain envelopes and pieces of paper for the whole class
- Pens and statements for the diamond exercise

**Duration** It should take approximately one hour to complete all activities but the lesson can be reduced or extended as necessary to fit the timetable.

**Warm Up** Under & Over Floor Clap

## Activity 1 (20 minutes)

- Give each participant a blank envelope and pen.
- Explain to them that the writer of *Ya Get Me* said that some of his best ideas for new writing have come from original scribbled thoughts, often on the backs of envelopes!
- The class will be using their creativity in the lesson and will need to note down any thoughts or ideas for later use.



### Play DVD: Environment Drama

The scene from the DVD depicts professional actors playing teenagers based upon real young people who were involved in the making of *Ya Get Me*?. Participants involved in the process devised raps/songs in answer to the statement 'Why is London so...?'. The writing they came up with was so powerful it was included in the final performance.

- Ask participants to take a pen and blank envelope and find a space on their own. Using the film as initial stimuli, each should now try to complete their own statement 'Why is London so...?'. Encourage participants to write their idea on the back of the envelope provided. If the group struggles with this task they can take a few minutes to discuss in pairs as necessary.
- Ask each participant to create a 'pyramid outline' (see example below) under the statement on their envelope. Working in their own space they must complete the pyramid giving four detailed reasons (justifications) to support the statement. For example four justifications as to 'Why London is so.... Dangerous?' may be gang culture, not enough street lights, increase in knife crime and overcrowding.
- Once each participant has completed the task ask them to read aloud one by one their statements and justifications to the group. Encourage them to be clear and project.
- Ask them to note any observations, such as are there any similarities between the statements?
- Read or write on the board the statements and statistics shown in the box to the right



### Play DVD: Environment Response

- Without talking, ask participants to make any notes or thoughts from reading the above information and from the young peoples opinions who were involved in the process of 'Hitting the Heights'.
- Notes should be recorded on the envelope.
- Are any of the points surprising, or stand out more than others, if so why? Do you agree or disagree with the other young peoples views?
- End the activity with a discussion.

London is a young city with almost 25% of London's population being under 18.

Around 300 different languages are spoken in London making it a vibrant, multicultural place to live.

48% of children in London are living in poverty compared with 30% in the rest of the UK.

In 2003, the Mayor of London's office carried out a survey.

80% of the children surveyed from across London had been bullied and 30% had themselves (or their families) been victims of crime.

The survey also showed the top reason for children aged 8–18 disliking London was that there was nothing to do.

## Activity 2 (10 minutes)

- Arrange participants into pairs and give each pair the statements on how London could be improved for teenagers. (Eight statements have been provided – you can add more.)
- Ask the pairs to rank the statements in the order which they think are the most important in improving life for teenagers in London. The most important at the top down to the least important at the bottom.
- Ask each pair to join with another pair and working in a group of four allow a minute for each group to share with each other their top chosen statements and discuss their reasons why. Encourage each group to make notes of their thoughts on the envelopes.
- Now ask participants to find a space on their own. Using their initial statement as a starting point, instruct participants to write their own monologue. The monologue will be in a continuation of the statement text. It may be helpful to imagine a character directly talking to an audience, having a rant about 'Why is London so...?'. Who would the character be? How old are they? What has happened to them to make them feel this way? What cause of action would they like to happen?
- The monologue need only be a few paragraphs. When each participant has finished, ask them to prepare the monologue for presentation at the end of the lesson.

### SUGGESTED STATEMENTS

These are not in order. Feel free to add more statements to initiate further debate within your group:

**Transport should be more affordable for under 18s.**

**There should be more sports facilities for teenagers.**

**There should be more after-school and breakfast clubs.**

**Art galleries and museums should be cheaper for teenagers.**

**There should be more police on the streets.**

**There should be more youth clubs and organisations.**

**The speed limit around schools should be reduced to 20 miles per hour.**

**The voting age should be reduced to 16.**

## Plenary (approximately 5 minutes)

- Ask for constructive criticism about the monologue performances.
- Encourage participants to access their local council's website for more information about the services and events on offer for young people in their area (examples below).



### Possible links

[www.southwark.gov.uk](http://www.southwark.gov.uk)  
[www.lambeth.org.uk](http://www.lambeth.org.uk)  
[www.lewisham.gov.uk](http://www.lewisham.gov.uk)

## Extension activity

Pupils could design a leaflet or web page giving all the information they can find on 'things to see and do for young people in your area'. It can also have organisations that might assist young people with issues or problems too. If the website idea was produced for real it could be linked to the school website making it accessible to all pupils.



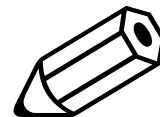
### Links for further research

[www.southwark.gov.uk/YourServices/childrenandfamilies/activities/whatever/](http://www.southwark.gov.uk/YourServices/childrenandfamilies/activities/whatever/)  
[www.cityoflondon.gov.uk/Corporation-young people](http://www.cityoflondon.gov.uk/Corporation-young%20people)  
[golondon.about.com/od/thingstodoinlondon/tp/free\\_London.htm](http://golondon.about.com/od/thingstodoinlondon/tp/free_London.htm)



# Worksheet 1

(FOR USE WITH LESSON 1, ACTIVITY 1)



**Why is London so...**



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A large pyramid diagram with a light blue background. The pyramid is divided into five horizontal sections by four lines. The top section is the smallest, and the bottom section is the largest. The pyramid is centered on the page.

# Heritage

## Aims

- To understand the diversity of ethnic and cultural identities
- To understand the need for respect and tolerance in a diverse society
- To use a variety of dramatic techniques to explore ideas, issues, texts and meanings

## Resources and preparation

- A large space for easy interaction and movement
- Post-it notes
- Three juggling balls
- A large piece of paper divided into 'bricks' or individual sheets of paper which can be stuck together to create a wall

**Duration** It should take approximately one hour to complete all activities but the lesson can be reduced or extended as necessary to fit the timetable.

**Warm Ups** Three Ball Sequence, World Map

## Activity 1 (20 minutes)



### Play DVD: Heritage Drama

This scene from the DVD explores Sam's feelings about her Chinese heritage. Sam doesn't feel a strong link to her own heritage and instead feels more comfortable with the Jamaican culture she accesses through music.

- Arrange participants into two teams (A and B). Team A will be debating that your heritage is important and fundamental to who you are and team B will be debating against this view.
- It may be helpful to establish some ground rules with the group to assist in the success of this exercise. Examples of ground rules are:
  - No whispering, calling out or talking over the top of one another
  - Try to speak in full, clear sentences to get your point across
  - No inappropriate language or name-calling
  - No individual can talk for more than two minutes at a time
- Elect a participant or teacher to play the role of the Chair. Their responsibility is to keep order over the debate. They might like to develop an action that can instantly initiate a 'freeze' response, to be used as necessary throughout the exercise.
- Each side must then prepare a short opening argument giving a statement of their point of view on the topic.
- The Chair states the motion that will be debated (see right).
- Once both sides have given their opening statements, the participants must take it in turns to listen and argue their views and question the views of the opposite team. Everyone should be encouraged to participate either by stating their belief or by asking a question. For less-able groups some preparation work may be necessary. The link below provides more advice on how to structure a debate in a classroom context.



This House believes that it is important that a person's cultural heritage is not just identified but also celebrated and is fundamental to their being.



### Link

[news.bbc.co.uk/cbbcnews/hi/newsid\\_4610000/newsid\\_4614700/4614743.stm](https://news.bbc.co.uk/cbbcnews/hi/newsid_4610000/newsid_4614700/4614743.stm)



### Play DVD: Heritage Response

- Finish the activity by discussing the views of the young people involved in the making of 'Hitting the Heights'

## Plenary (10 minutes)

Encourage students to take one minute to discuss the key points from today's session with a partner and decide on the most important one and why (give focus to the 'why'). Then ask each pair to stand up and feedback their thoughts, with clarity, to whole class.


## Extension activity (optional)

Organise a display or exhibition to be displayed somewhere in the school celebrating the diverse heritage of the pupils and teaching staff. It could include traditional dress, songs, dance, images and even food.



## Activity 2 (20 minutes)

→ Read aloud Benjamin Zephaniah's poem *The London Breed*.

 The poem can also be downloaded from [http://newsweaver.co.uk/teachersnetwork/e\\_article000301528.cfm](http://newsweaver.co.uk/teachersnetwork/e_article000301528.cfm)

- Arrange participants into four groups and request they find a space.
- Each group will analyse a stanza, paying particular attention to imagery, the use of language and meaning.
- Each group will then be asked to present a short (one minute) physical presentation, using everyone in the group and dramatising a key moment.
- As each group presents their work, encourage constructive criticism.
- Staying in the same groups, allow further time for participants to devise their own ensemble poem with a focus on heritage and culture, from their point of view and through their eyes.



### The London Breed Benjamin Zephaniah

I love dis great polluted place  
Where pop stars come to live their dreams  
Here ravers come for drum and bass  
And politicians plan their schemes,  
The music of the world is here  
Dis city can play any song  
They came to here from everywhere  
Tis here that made dis city strong.

A world of food displayed on streets  
Where all the world can come and dine  
On meals that end with bitter sweets  
And cultures melt and intertwine,  
Two hundred languages give voice  
To fifteen thousand changing years  
And all religions can rejoice  
With exiled souls and pioneers.

I love dis overcrowded place  
Where old buildings mark men and time  
And new buildings all seem to race  
Up to a cloudy dank skyline,  
Too many cars mean dire air  
Too many guns mean danger  
Too many drugs means be aware  
Of strange gifts from a stranger.

It's so cool when the heat is on  
And when it's cool it's so wicked  
We just keep melting into one  
Just like the tribes before us did,  
I love dis concrete jungle still  
With all its sirens and its speed  
The people here united will  
Create a kind of London breed.



The London Breed from *Too Black Too Strong* by Benjamin Zephaniah (Copyright © Benjamin Zephaniah 2001) is reproduced by permission of PFD ([www.pfd.co.uk](http://www.pfd.co.uk)) on behalf of Benjamin Zephaniah.

The London Breed was commissioned by the Museum of London.

# Lesson 4

# Family

1

## Aims

- To be able to justify your own opinion whilst being receptive to the opinions of others
- To use dramatic techniques to explore a variety of feelings and emotions
- To develop an understanding of family situations

## Resources and preparation

- A large space for easy interaction and movement
- A3 pieces of paper and a selection of pens
- Worksheet 2, or downloaded photos from the link (below) to support the activity

**Duration** It should take approximately one hour to complete all activities but the lesson can be reduced or extended as necessary to fit the timetable.

**Warm Ups** Rabbit/Duck/Elephant, Family Portraits

## Activity 1 (20 minutes)



### Play DVD: Heritage Drama

This scene is focused around Fi who discovers Charles is her half-brother. They share the same father, the father that Fi has never met and who was involved in the decision making process to send Charles to study in the UK.

- Arrange participants into groups of four and ask them to find a space.
- Give each group a sheet of A3 paper and pens and encourage each group to brainstorm all the different family types such as: step, foster, nuclear, extended, adopted, same sex parents, single parents, teenage parents etc.



The following link has more details and alternative images for the activity:

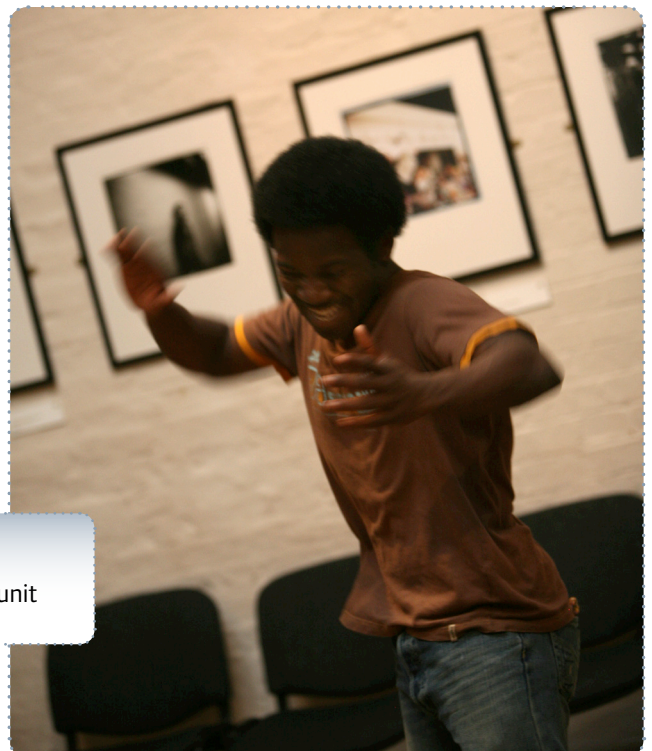
<http://sixthsense.osfc.ac.uk/sociology/family/index.asp>

- Instruct participants to organise the photos of 'family types' (shown on Worksheet 2) depicted to match the definitions they have written.



### Play DVD: Family Response

- Discuss with the class some of the thoughts and opinions of the young people involved in the process of 'Hitting the Heights'.



**family** – a group of usually related people living together as a unit



## Activity 2 (approximately 20 minutes)

- Arrange participants into pairs, one of them will represent the role of the parent, the other the role of the child.
- Give each pair five minutes to prepare their characters for a role-play conversation. The role-play will focus around a parent and a child meeting up after six months apart – each pair can choose what has caused the separation.
- It may be helpful to consider the many reasons parents and children can live apart such as divorce, adoption, boarding school, war, natural disasters etc. To make sure the role-play situations are of value, encourage participants to think about the following:

### Parent – things to consider:

1. What is their name?
2. How old are they?  
(What age did they have the child?)
3. Were they teenage parents? etc)
4. Where do they live?
5. What job do they have?
6. Who do they live with?
7. How do they feel about their child?  
(Hints of guilt, missing them, proud etc)

### Child – things to consider:

1. What is their name?
2. How old are they?  
(Were their parents teenagers etc)
3. Where do they live?
4. What hobbies do they have?
5. How long and when did they become separated from their parent?
6. Who do they live with and are they happy?
7. How do they feel about their parent?  
(Hints of homesickness, love, hate etc)

- There should be no physical violence displayed during the role-play and no use of inappropriate language.
- Encourage pairs to share their work with the rest of the group and their thoughts behind the character decisions they made.

## Plenary approx (10 mins)

- Evaluate participants' opinions on this topic by voting on whether it is ever acceptable for a child to be sent away/left behind. This can be by a show of hands or by moving to an area of the room allocated for a 'yes' or 'no' response.
- Ask participants to give a brief justification of their opinion.

## Extension activity

- Ask the group to close their eyes as you read aloud the statement highlighted to the right.
- Ask the participants to open their eyes and begin to write their letters, thinking about what you have just said.

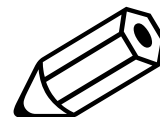


“Imagine you are a 13 year old sent to London from another country. Write a letter home to your family. Decide who you would write your letter to and how you think it will be received. Explain what London is like, its culture and people and mention the reason you left your home country.”



## Worksheet 2

(FOR USE WITH LESSON 2, ACTIVITY 1)



What possible family types do these photos show?



↑ 1



↑ 3



↑ 4



↑ 2



↑ 5