

## Materials Required

- Home poem by Jennifer Burns (provided).

## Introduction

- In a circle, recap on the previous lesson
- Set objectives for session
- Recap on how participants might need to behave to ensure a safe and creative atmosphere

## Warm up: Opposites

## 2.1 Personal Journeys

Encourage participants to think about their daily routine and in particular their journey to and from school.

- Ask participants to find a space on their own and sit with their eyes closed, and start to visualise their routine.
- Guide them through the visualisation by asking questions for them to think about. For example; What time do you get up? Do you wash first then get ready for school? What do you have for breakfast? Who makes your breakfast? Once you leave home do you get in to a car, step into a lift, walk to a bus stop? What do you notice as you make your journey each day? What do you see and what do you smell? Is there anything that is familiar that you see each day? How do you feel about your journey and the environment?
- State that you will walk around the room and when you tap someone on the shoulder, they should keep their eyes closed and voice one thing they saw on their way to school that day, starting the sentence with 'On my way to school, I see...'
- Walk around the room and one-by-one tap each of the participants on the back until everyone has had a turn.
- Note down what is said for later in the drama.

## 2.2 A Very Special Wish

- Continuing with the guided visualisation, read out the following:

*During your journey to school you find a special box. The box is very precious indeed, and on the lid it says: "Congratulations, you have now been granted one wish," in smaller writing you can just make out some small print which reads "You cannot wish for money or more wishes".*



- Let participants think about what they would like to wish for.
- Ask them to open their eyes and mime closing the box and burying it in the ground.
- Ask participants to come together in a large circle, standing up.
- Ask each participant to disclose what it was that they wished for but no-one may comment or respond to what is said.

This is a great opportunity for all participants to start to find their voice in a non-threatening way.

## 2.3 Journey Sights and Sounds

- With everyone staying in a circle, read aloud (from the previous exercise) the many things the young people see on their journey to school each day.
- Ask participants to create a repetitive action and sound that best describes what they see. This is a great exercise to encourage participants to think abstractly and steer clear of conventional thinking.
- Go around the group and ask each participant to demonstrate their action and sound. The volume will naturally increase as all the participants become involved and the action builds. Stand in the centre of the circle and mime the turning of an imaginary dial. The participants must respond both vocally and physically to the imaginary dial as it is turned up and down.
- You may like to repeat this exercise using different techniques. For example, the same repetitive action and sound may be demonstrated in slow motion, speeded up, or demonstrated as large or small as possible.

## 2.4 Likes and Dislikes About Home

- Put participants into pairs and ask each pair to find a space in the room and sit down. Each pair must select someone to be A and someone to be B.
- Explain that A has two minutes to tell their partner a total of five things about their home; three things they like, and two things they dislike. B must remember their partner's facts. The roles of A and B are then swapped over.
- Once the four minutes are up, pick each pair in turn to stand up and volunteer their partner's information to the rest of the group. Each pair should have the opportunity to share their facts. This disclosing of information is not to be commented on.

## 2.5 Home is...

- Bring participants to a sitting down circle and encourage a discussion about what 'home' means to them. What does home represent? Can it be a physical place or somewhere far away? Do you consider home is where you were born or where you live now, and why?
- Read aloud the poem by Jennifer Burns (shown on the right).
- Use the poem to continue a discussion about home. Is this poem happy, and why? What is most memorable about the poem? Are there any particular sentences you liked? How does it make you feel about your own home?
- Split everyone into five groups (you may like to number each participant 1–5) and ask each group to find a space in the room. Each participant must come up with one sentence about what home means to them, starting with 'Home is...'. What makes us feel like we are home? It could relate to a sound, smell or object.
- Once each participant from each group has a sentence, the group must now think about how best to present their poem. Using each sentence they must stage their poem, being as creative and imaginative as possible.
- Let each group present their work after a short rehearsal time. Encourage participants from other groups to give positive criticism after each performance.

### *Home*

*Home is pictures of memories on the wall.  
Home is sleeping in my own bed.  
Home is waking up to the smell of mum's cooking.  
Home is sharing the holidays with family.  
Home is playing the piano in the living room.  
Home is a warm place to be.  
Home is sweet.  
Home is a place for me.  
Home is filled with love.  
Home is blessed from heaven above.  
Home is where my heart is.  
Home has a strong foundation.  
It can weather any storm.  
Home is where I belong.  
When I go away,  
I know I can come back to stay.  
Home is a beautiful place.*

## 2.6 Participants' Sharing Time

- Sitting in a circle as a group, encourage participants to bring their personal objects and images (as requested in the previous lesson) into the circle.
- Going around the group, ask each participant to hold up the item they have brought in to put on the Inspiration Wall and discuss their choice. This exercise can be very revealing as memories and personal stories are shared. At the end of the session, select a few volunteers to take responsibility for starting the Inspiration Wall.