



# STREET WISE

## TEACHING RESOURCE

### LESSON 10

#### Resources:

- PowerPoint presentation
- Scenario cards
- Thought tunnel worksheet

#### Curriculum links

- **Citizenship:**
  - 2.2d
  - 2.3a, b & c
  - 4c
- **PSHE:**
  - 1.3a & b
  - 1.4c
  - 2.1e & f
  - 2.2a, c, d & f
  - 4c, d & e
- **English:**
  - 1.2c & d
  - 2.1j & k
  - 3.1c
- **RE:**
  - 3i
- **Drama**

## Devil and angel

### Learning objectives

To explore the decision-making process.

To begin to consider how our thoughts and opinions affect our behaviour and the behaviour of those around us.

To recognise that we are responsible for our own behaviour.

### Learning outcomes

By the end of this session:

- All students will have taken part in the performance of a play involving a decision.
- Most students will have effectively taken part in the production and performance of a play involving making a decision.
- Some students will have taken an active and effective role in the process of producing and improvising a play involving a decision.

### Teaching sequence

Starter	Ask your students this question ( <b>Slide 2</b> ): <i>Would you bet £10 on the flip of a coin to win £20?</i>  Give them chance to consider and ask them to raise their hands if they would. Discuss some of the reasons for taking/not taking this bet.  (Studies show that most people would choose not to take this bet – they might bet if they had to bet more money in order to win more)	5 mins
Main activities	Tell your students that in order to make this decision they had to consider both sides – if they lose, they would lose £10 although if they win they would have another £10. They had to decide what was more important to them.	10 mins

*Continued on next sheet ...*

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We make decisions all of the time, most of which we often do subconsciously: what to have for lunch; what programme to watch on tv; what clothes to wear. In pairs, ask your students to discuss occasions when they had to make a more obvious decision. You could give them one of your own experiences to start them off for example:

- when you wanted to go to your best friend's party but it was your father's birthday dinner
- you wanted to buy a new pair of shoes and a coat, but the shoes you really wanted were more expensive than the amount you had decided to spend on both items.

Give them only two minutes to discuss their ideas.

Tell students that making decisions can get more complicated when other people are involved or when other people try to tell you to do something you don't want to do or know you shouldn't do.

Ask students why that is (for example, you don't want to seem different to your friends or you don't want to offend them).

Ask students to get into groups of five or six. 10 mins  
They must choose a 'devil' and an 'angel'.  
The rest of the group will be the 'mortal' actors. The 'devil' and the 'angel' will play the role of the conscience. (**Slide 3**)

Give each group a different **Scenario card**.  
Ask the 'mortal' actors to role play the situation they have been given until the point the decision has to be made.  
While they are rehearsing, the 'devil' and 'angel' must consider the decision which has to be made and discuss both sides of the argument. They can fill in the **Thought tunnel** worksheet to help them and begin to structure their argument.

*Continued on next sheet ...*



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10 mins

Now the 'devils' and 'angels' must stand on either side of the central character and voice different parts of the argument when the decision has to be made.



devil



central character



angel

The 'devil', 'angel' and central character can hear what each other are saying, but the other 'mortal' actors cannot. These three characters can interact in any way they want. The central character must make a decision based on the opinions of his two consciences rather than a decision based on his own thoughts.

(Slide 4 gives an example of a short script based on this idea which some students could read aloud in order to demonstrate how they could improvise their own play)

Students must rehearse this new section to their play and role play the consequences of the decision.

Each group must perform their play in front of the other students. The audience has the opportunity to evaluate each other's performance especially by considering how the devil and angel were able to influence the main character's decision.

20 mins

Plenary

Ask your students to discuss any similarities in the arguments from the 'devil' and the 'angel' and/or the decision making of the central characters. Ask them to consider if their behaviour affected the behaviour of those around them in a positive or negative way.

5 mins

*Continued on next sheet ...*



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### Possible homework activity

Write a script of the devil and angel talking about the incident.

### Suggestions for further activities

Students could evaluate their own performances.

Students could write their plays in the form of scripts or as fables.

Students could write a guide for younger students informing them that making an informed decision is better than making a rash one just to fit in.



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## Scenario cards

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**Characters:** Dale, Lucy, Leon and Jodi

**Location:** In the park

It's the summer holidays. Four friends are hanging around in the park. While they have been sitting there, they have been eating crisps and drinking. Leon has got to meet his girlfriend so they all decide it's time to move on.

Dale starts to pick up the rubbish and put it in the carrier bag they got from the shop. Lucy laughs at him and tells him he should just leave it where it is.

**Improvise the situation between Dale and his friends leading up to the moment Lucy laughs at him.**

**Characters:** Chloe, Nathan, Naseem and Lloyd

**Location:** In a car

It's late afternoon. A group of friends are driving back from the beach. Chloe has just finished eating an apple and, as she can't find anywhere to put it, she sits holding the core for a little while. Nathan sees that she is holding it and tells her she should throw it out of the window.

**Improvise the situation leading up to the moment when Nathan tells Chloe to throw her apple core out of the window of the car while they are driving.**

**Characters:** Hardeep, Maria, Jade and Savanna

**Location:** Parade of shops

It's evening. A group of friends are walking around to a new friend's house when Savanna suggests they write their names on the wall at the end of the parade of shops because they have not been round here before.

She tells Hardeep to go first.

**Improvise the situation leading up to the moment when Savanna tells Hardeep to write her name on the wall.**

**Characters:** Josh, Danny, Ben and Chelsea

**Location:** Supermarket car park

It's evening. A group of friends are hanging around the local supermarket. Bored, Danny suggests they line up some of the glass bottles left by the side of a recycling bin on the wall and throw stones at them to see who is the best shot. The wall separates the car park from the pathway so broken glass would cover the walkway. He asks Josh to get the bottles and line them up.

**Improvise the situation leading up to the moment when Danny asks Josh to line up the bottles.**



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### Thought tunnel

Use this worksheet to write down your ideas about the two different sides of the argument given in your scenario. Try to think of at least three points. Then try to sequence them in order of importance:

Devil

Angel