

'Terriers' evaluation report

Introduction

'Terriers' is a play that is accompanied by a piece of educational software, commissioned by Merseyside Police it deals with gun crime and its impact upon the lives of young people. During 2009 the play was performed in front of 19,000 young people in order to change their attitude to guns and gangs. Funding for this project was received from the Liverpool DISARM group, Liverpool Unites, the Rhys Jones Memorial Cup Trust and Liverpool Football Club.

Section 2 of this report contains detailed evaluation data, which proves that 'Terriers' has had a significant impact upon those young people, it demonstrates that important attitudinal changes have taken place and it shows that the software has helped young people achieve better grades. Why should Merseyside Police be concerned about improvements in young people's grades? Because school's performance is measured primarily through the grades that their pupil's achieve and a police force can significantly enhance its relationship with teachers by helping them deliver improved performance.

The data in this report was collected from 127 pupils from 3 different schools; The Academy of St Francis Assisi, Alt Bridge Secondary Support Centre and Childwall Sports College. The data describes 4 areas of impact upon the young people involved;

- Their attitudes to guns and gangs
- Their behaviour while studying 'Terriers' using the educational software
- The effort they put into project work based on 'Terriers'
- The grades they achieved in KS 3 English

The report places this statistical analysis of the impact on young people within a strategic context. This contextual analysis is derived from the work of the 'It's not OK!' (INOK) steering group; Ariel Trust has been a part of the steering group for a number of years and was asked by Citysafe to analyse the wider context as part of the projects funding package. **Section 1** contains important information on the wider context in which this project took place, while **Section 3** identifies a number of tactical issues that will require consideration in the future.

Crucially **Section 4** provides a description of the hard work and effort that made this project happen. The people involved worked above and beyond the call of duty to deliver this project. They worked long hours, solved complicated problems and encouraged a large number of young people to think about guns and gangs. They include:

- Miriam Mussa, Producer / Artistic Director
- Maurice Bessman, Writer
- The Cast
- Inspector Alison Foulkes, Merseyside Police
- D/Constable Dave James
- D/Constable Cat Walsh

Section 5 contains some useful appendices.

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1. The strategic context

1.1 Government policy on joined up working in schools

This report will argue that 'Terriers' has led to the development of some shining examples of joined up working. These are particularly significant given the priorities of the major parties in Westminster, as both the Conservative and Labour parties are currently advocating a more joined up approach to education.

In his speech to the Conservative party conference in October 2009, David Cameron said;

*"I see a country where the poorest children go to the best schools,And when we look back we will say not that the government made it happen ... not that the minister made it happen ... but the businesswoman made it happen ... **the police officer made it happen** ... the father made it happen ...the teacher made it happen."*

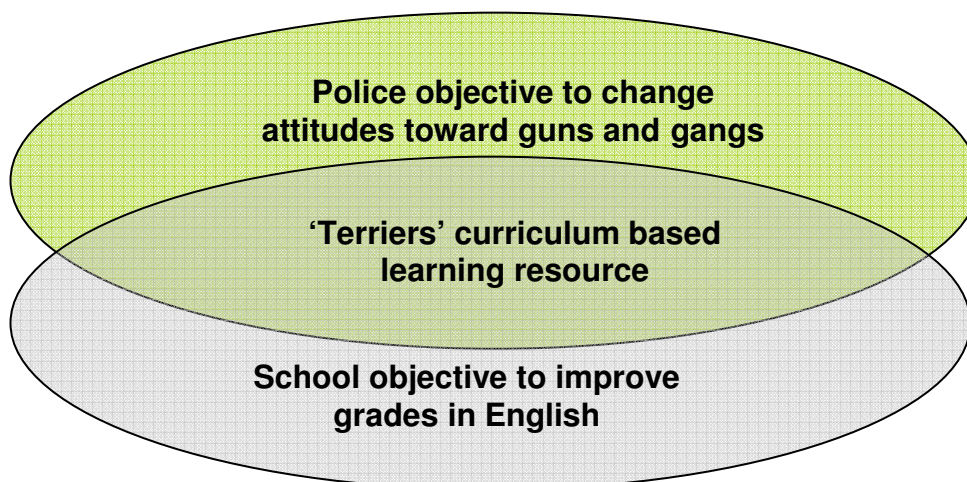
Ed Balls, the Secretary of State for children, Schools and Families, made a similar speech in June 2009. He said;

"Schools do not exist in isolation to the rest of their communities. Many schools already join up work with public, voluntary and private sector services and organisations – that should be the norm in every single school."

This policy provides important challenges because the performance of the police is measured in relation to the reduction of crime, while the performance of a school is measured by the academic performance of young people.

1.2 Can a single project deliver the police's objectives around gun crime while also delivering improved academic attainment?

The data provided in sections 3 and 4 of this report shows that the 'Terriers' methodology has delivered the objectives of Merseyside Police at the same time as delivering the curriculum outcomes required by schools. By delivering two separate sets of outcomes in this way 'Terriers' points the way toward new types of partnership working between teachers and police officers.



1.3 An important opportunity based on £335M investment in Liverpool schools

For any organisation like Merseyside Police that wants to make a positive impact on education in Liverpool the recent announcement that £335M will be invested in the redevelopment of Liverpool schools represents an important opportunity. The money will be invested through the government's Building Schools for the Future (BSF) programme. A large proportion of this money will be spent on bricks and mortar but a significant part of this will be spent on the development of high specification IT systems, capable of delivering electronic education resources to every classroom in the city. The educational software developed as part of this project is exactly the kind of electronic educational resource that could be deployed to great effect through the BST IT infrastructure.

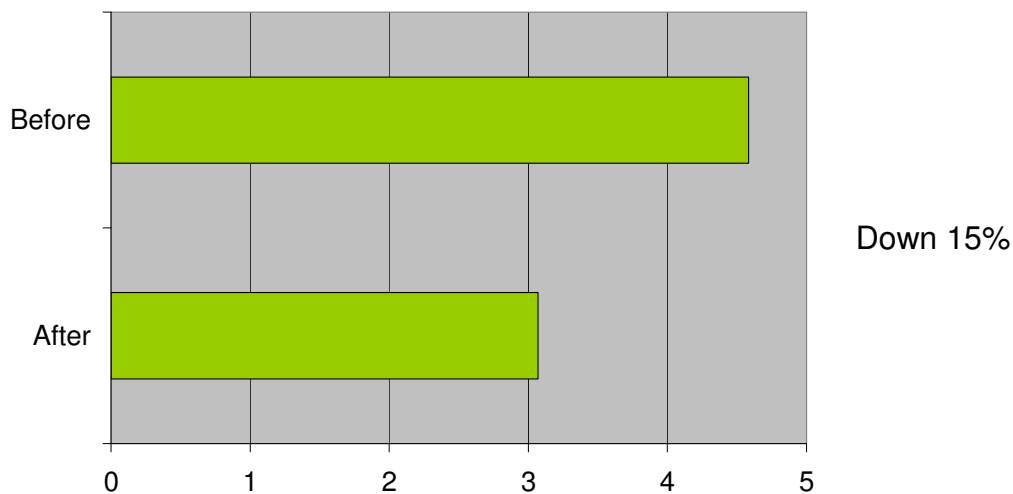
Those organisations taking a strategic approach to the development of electronic learning resource designed for use in the BSF schools are likely to have the largest impact on young people during the coming period. The BSF programme will be delivered in Liverpool during the period up to 2017. Therefore any organisation, like Merseyside Police, that wants to make an impact on education in Liverpool should consider developing a 7-year plan, focusing on the opportunities associated with BSF.

2. The data describing outcomes delivered by Terriers

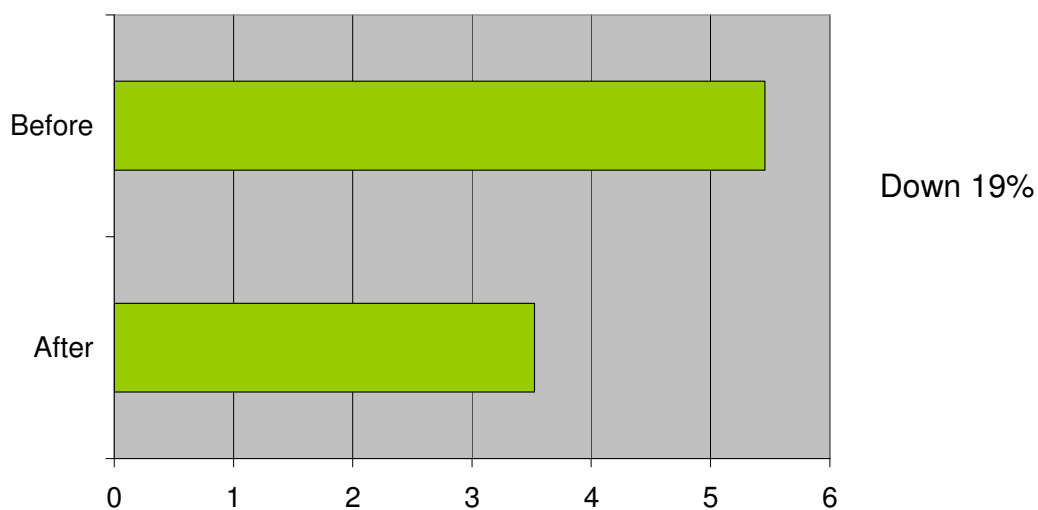
2.1. To what extent did 'Terriers' change young people's attitudes toward guns and gangs?

The following attitudinal changes are based on data from the Academy of St Francis Assisi and Alt Bridge Secondary Support Centre. The young people were asked to score a series of statements out of 10 before taking part in the project and then again after. Below is a list of the statements they were given and a graph along side each showing their scores before and after, the percentage change is also included.

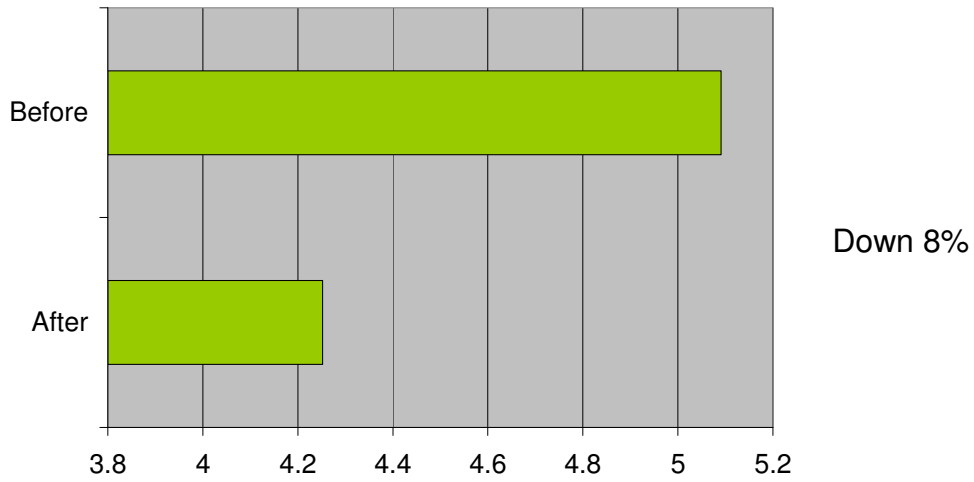
2.1a If somebody tells me to do something it's easier just to do it than to ask questions



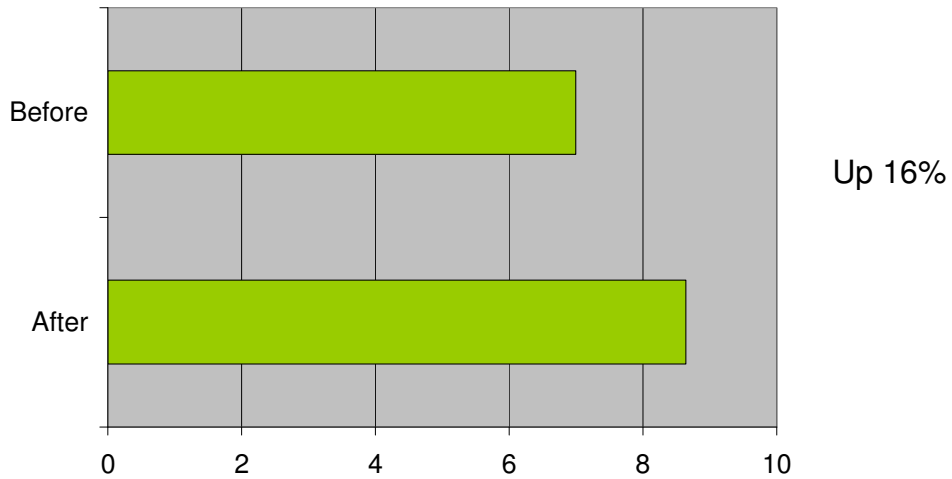
2.1b If your friends tell you to keep quiet about something you always keep quiet, even if they have broken the law



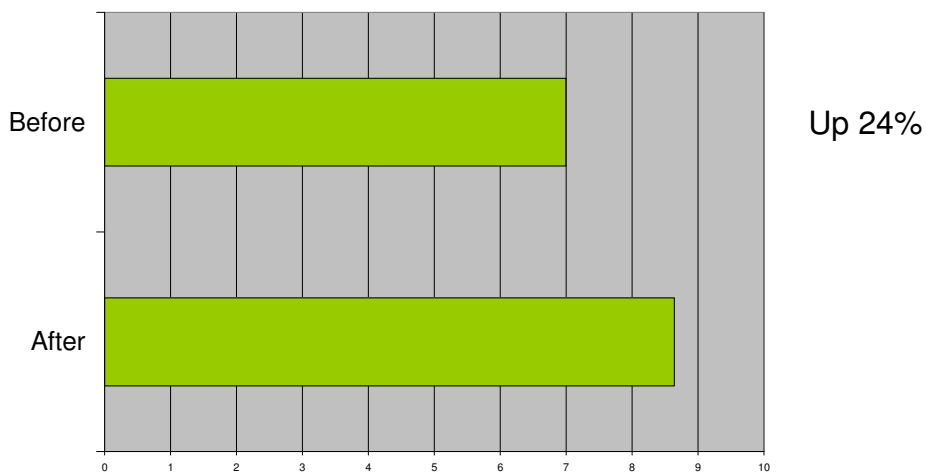
2.1c We should just accept the fact that in a place like Merseyside some people are going to get hold of guns



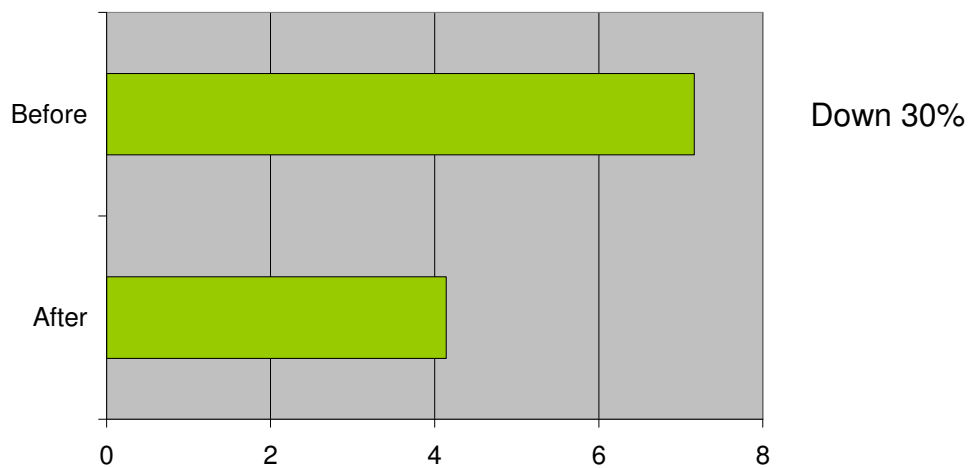
2.1d Getting involved in a gang can have a bad effect on your life



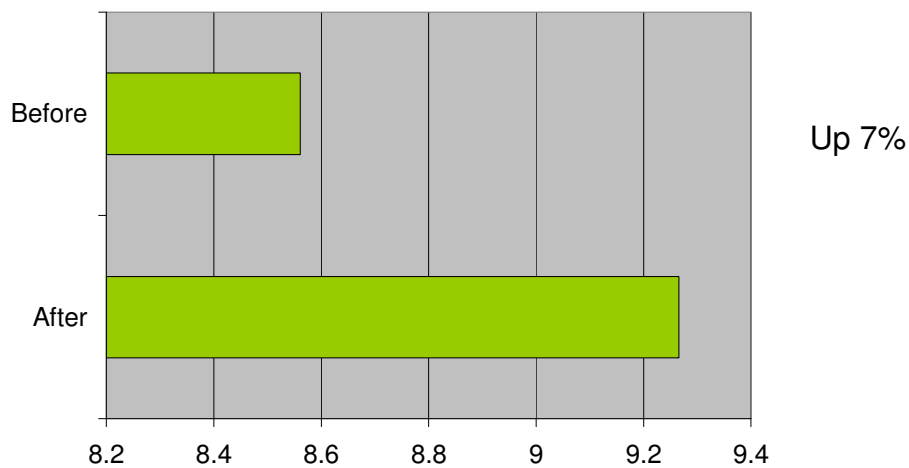
2.1e It's important to check the facts before believing a rumour



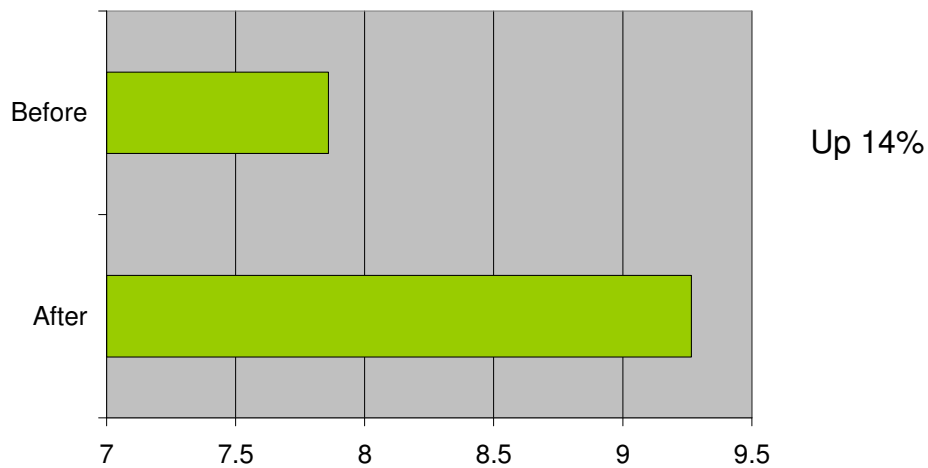
2.1f If someone hurts you or your mates, you should hurt them back



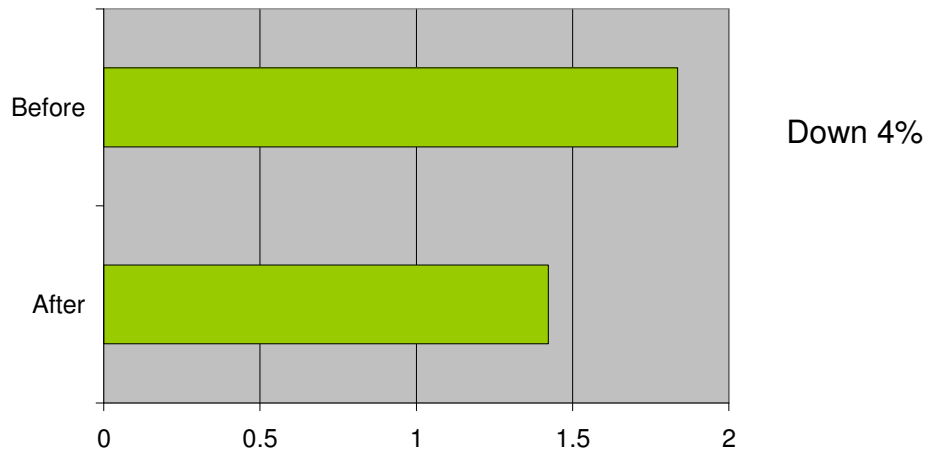
2.1g Guns kill people, if you hear that someone has a gun you should report it to a responsible adult



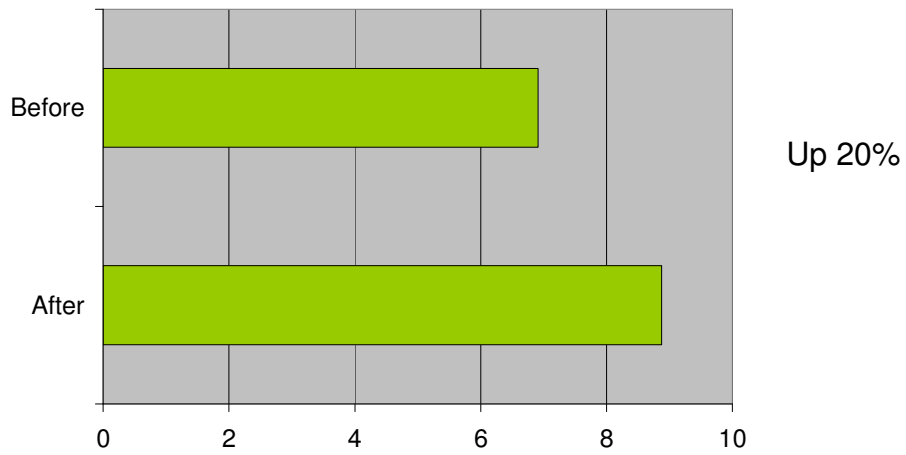
2.1h Knives kill people, if you hear that someone is carrying a knife you should report it to a responsible adult.



2.1i You should always respect gang leaders and do what they tell you to do



2.1j It is important to make your own decisions and stand by them, even when people threaten you to try to change your mind

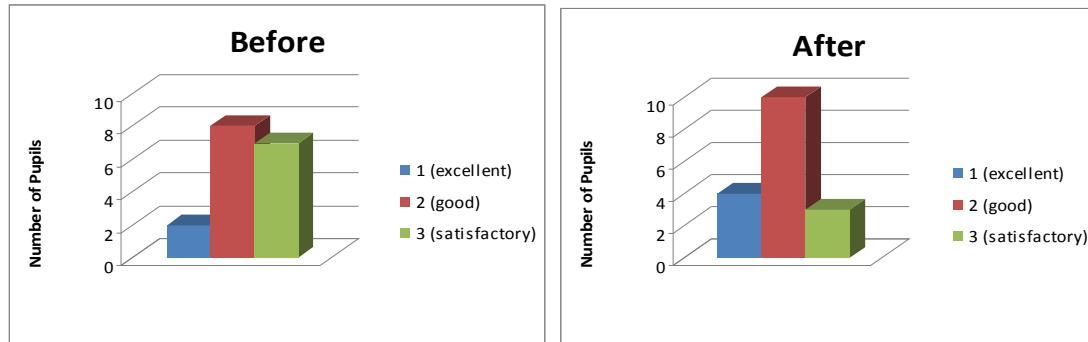


2.2 To what extent did 'Terriers' change young people's behaviour, effort and attainment?

This section contains 4 sets of graphs 2.2a to 2.2d. Each set describes behaviour, effort and attainment of one class using the 'Terriers' software package to discuss and analyse the play.

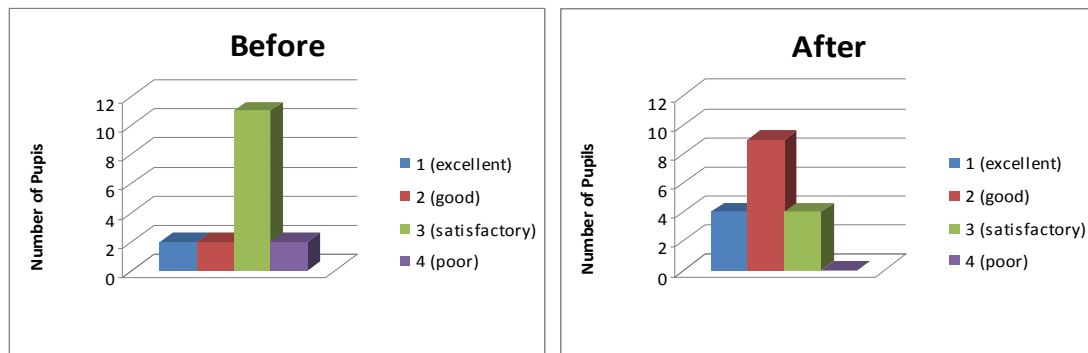
2.2a The data below is from Class B3 a mixed ability class with some minor special needs.

Behaviour



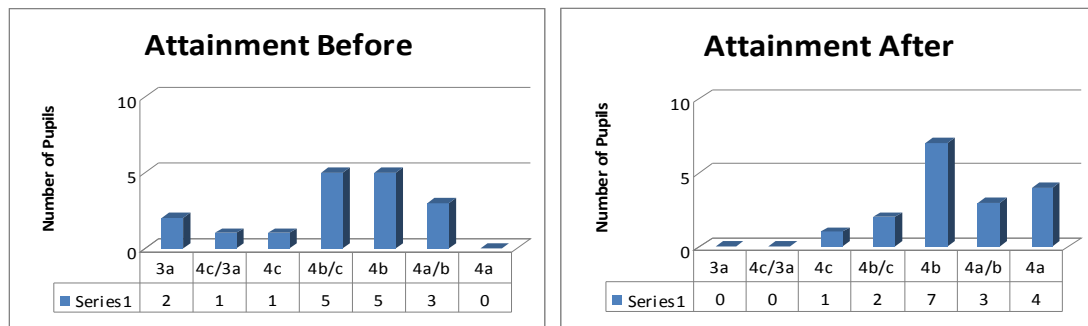
Graphs show positive changes in behaviour from satisfactory to good and excellent

Effort



Graphs above show positive changes in effort from poor and satisfactory to good and excellent

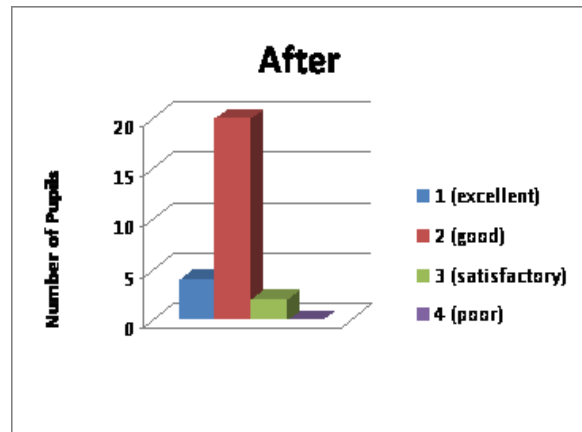
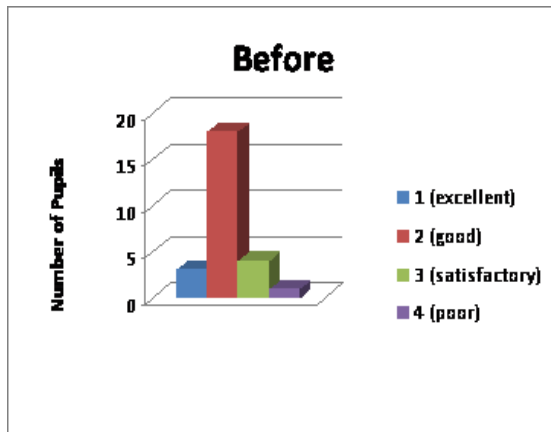
Attainment



Graphs above show positive changes in attainment from 3a to 4b and 4a

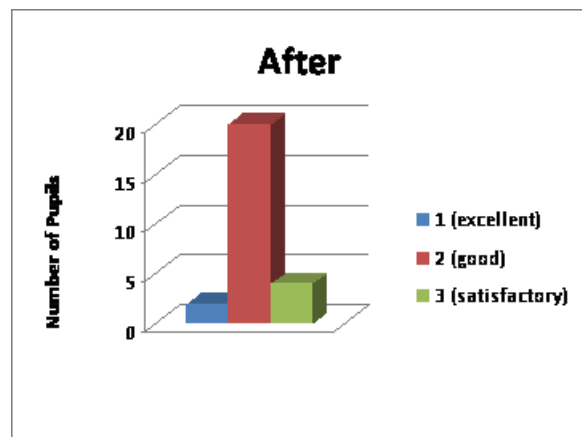
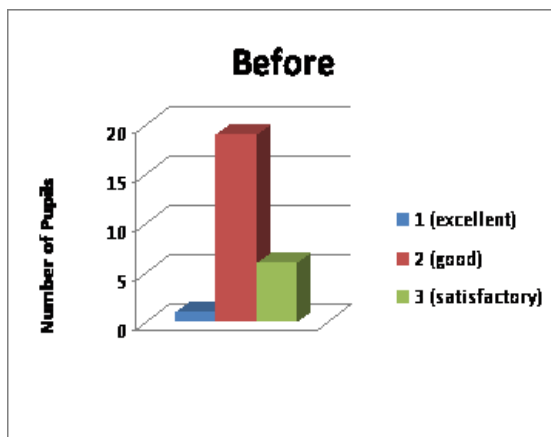
2.2b The data below is from class B2 a mixed ability group

Behaviour



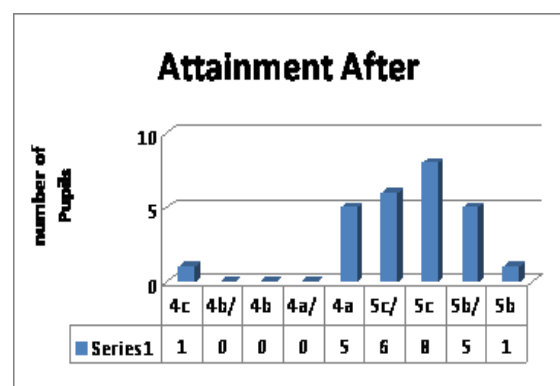
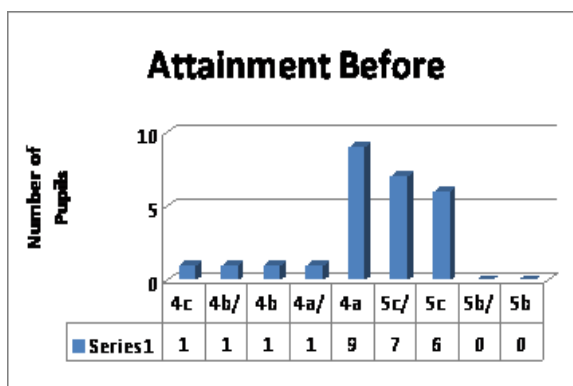
Graphs above show a positive change in behaviour from poor and satisfactory to good and excellent.

Effort



Graphs above show positive changes in effort from satisfactory to good and excellent

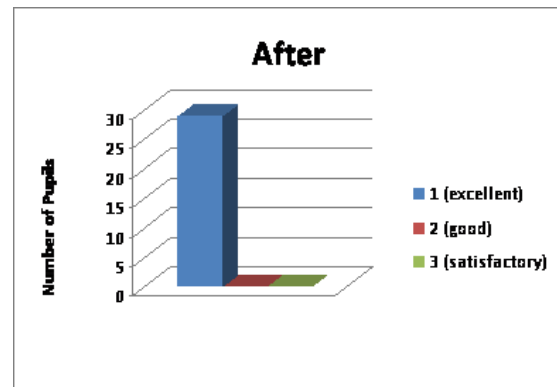
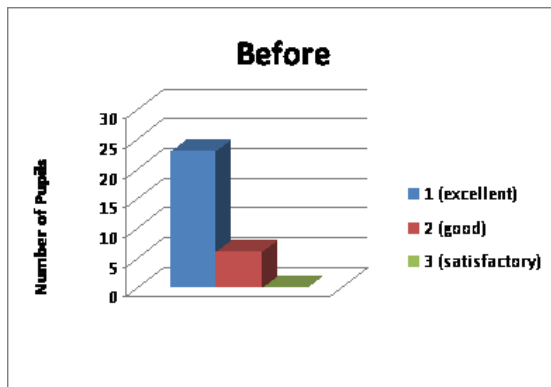
Attainment



Graphs above show positive changes in attainment from 4a and 4b to 5c and 5b

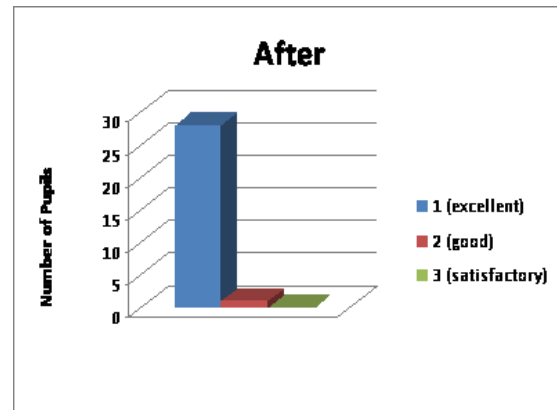
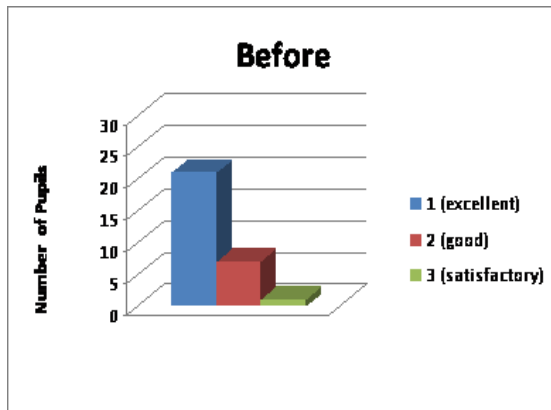
2.2c The data below is from class B1 higher ability pupils (some Gifted & Talented)

Behaviour



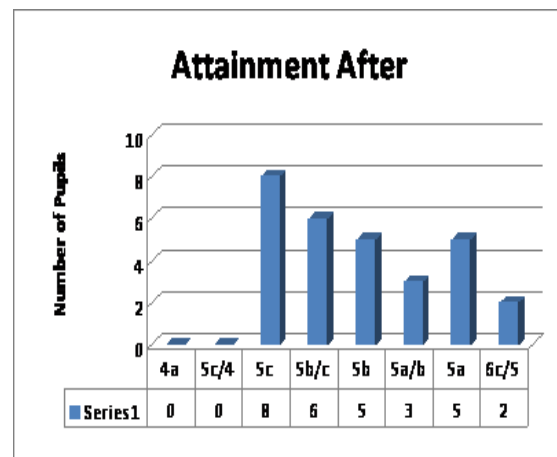
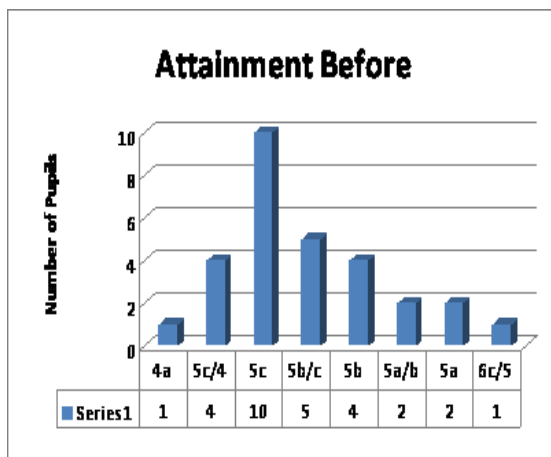
Graphs above show positive changes from good to excellent

Effort



Graphs above show positive changes from good to excellent

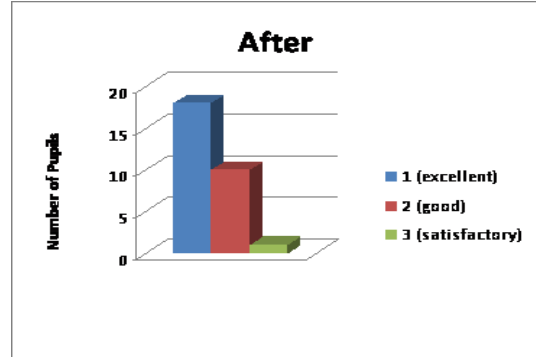
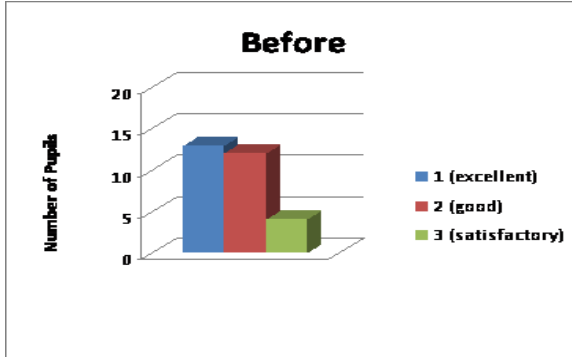
Attainment



Graphs above show positive changes in attainment from 4a and 5c to 5b, 5a and even 6c/5.

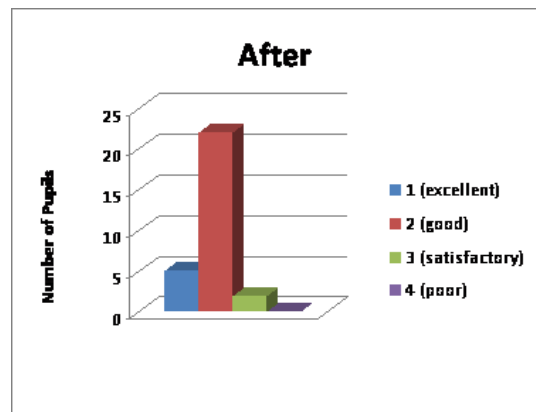
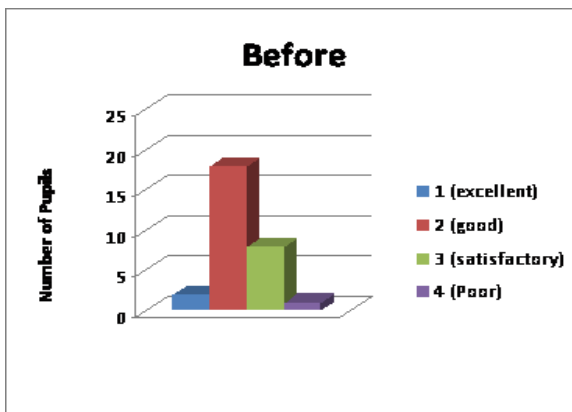
2.2d The data below is from class A1 higher ability pupils (some Gifted & Talented)

Behaviour



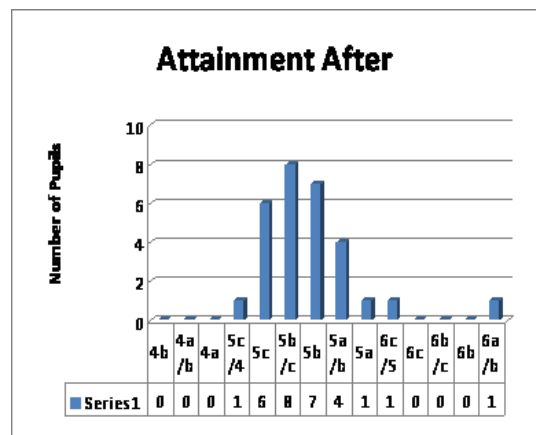
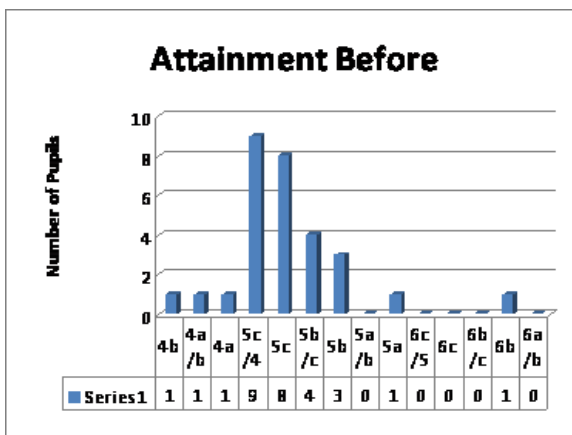
Graphs above show positive changes in behaviour from satisfactory and good to excellent

Effort



Graphs above show positive changes in effort from poor and satisfactory to good and excellent

Attainment



Graphs above show positive changes in attainment from 5c to 5b

2.3. The scope of the project

The data described in sections 3 and 4 was collected from a sample of 127 pupils from 3 different schools; The Academy of St Francis Assisi, Alt Bridge Secondary Support Centre and Childwall Sports College. The project involved a total of 19000 young people this section provides some information on the wider project.

Terriers the play went on tour on 2nd November 2009 and concluded on 4th December - 5 weeks in total; During that time the play was delivered twice per day - a total of 50 performances. The play was offered to every secondary school across Liverpool and Knowsley, and was taken up by the following schools:

In Liverpool: De La Salle, Parklands, Alsop, St Margaret's, St John Bosco, Shorefields, Croxteth Comprehensive, New Heyes, West Derby Comprehensive, North Liverpool Academy, Calderstones, St Benedicts, Cardinal Heenan, Broadgreen, Gateacre, St Hildas, Archbishop Beck, St Francis Assisi, St Julie's, Holly Lodge, King David, Fazakerley Comprehensive.

In Knowsley: St Edmund Arrowsmith, Kirkby Arts & Sports College, Huyton Arts & Sports College, Christ the King, Halewood, Alt Bridge Secondary Support Centre.

In the hotspot areas, the play was shown in schools on more than one occasion (in some schools 3 times) allowing a wider audience to see it. In the final week, the play was shown in youth clubs and was also taken into HMP YOI Hindley and Redbank in Warrington, as many of our young offenders are housed in these locations. Over 19,000 young people saw the play during the 5-week tour. All of the schools that saw the play were given a licensed copy of the Terriers Education Resource Pack, and many are studying it as part of their core English curriculum, in some schools it is being delivered through the PSHE curriculum. HMP YOI Hindley are also now using this educational resource with the prisoners who are of school age.

3. Tactical issues for consideration

Section 2 describes the positive outcomes delivered by this project; this section looks at some of the weaknesses of the project and explores solutions that might be implemented in future projects.

3.1 The problem of duplication and a proposed solution

In Liverpool during 2009 three similar plays were commissioned; Terriers, Watch Over Me and Da Boyz -Banged Up. Each deals with a similar theme, is aimed at a similar audience and is competing for similar space in school timetables. They also rely on similar funding and during 2009 a theatrical feast was prepared for Liverpool schools. However the contraction that must take place in public spending after the 2010 election means that we may be heading for a famine.

A joined up approach to the commissioning of new learning resources represents the best way to maximise the value of any investment in a more challenging economic environment. On Merseyside there are a number of public agencies all involved in the commissioning of new learning resource they include:

- Merseyside Police
- Merseyside Fire Service
- 5 local authorities
 - Liverpool
 - Sefton
 - Knowsley
 - St Helens
 - Wirral
- 5 PCTs
 - Liverpool
 - Sefton
 - Knowsley
 - St Helens
 - Wirral

The 'It's not OK!' steering group strongly recommends the development of a joined up approach across these local government agencies. It is the belief of the steering group that the BSF programme offers an opportunity to dramatically improve education in relation to the challenging issues that effect young people.

3.2 Developing a joined up approach to commissioning

In order to move toward the development of a joined up approach to the commissioning of new learning resource the 'It's not OK!' steering group recommends that all public agencies sign up to a common commissioning framework. The key feature of such a framework should include:

- Clearly define audience before commissioning
- Consult teachers and heads before commissioning
- Identify curriculum targets before commissioning
- Construct clear plan for role out of resource before commissioning
- Engage teachers in the process, provide a role for teachers in the delivery
- Evaluate impact on young people's attitudes

- Evaluate impact on young people's performance
- Evaluate impact on other indicators

3.3 Existing support for a joined up commissioning framework

Consultation with Liverpool Association of Secondary Heads (LASH) shows that teachers are concerned about the number of issues that schools are required to tackle. A number of heads have pointed out that the curriculum is over-stuffed at the moment schools are expected to tackle guns, gangs, drugs, alcohol, obesity, sexual health, domestic violence internet safety and a variety of other issues. Teachers complain about feeling bombarded by external agencies with another issue to deal with.

Initial discussions show that LASH is interested in supporting a more planned approach to the development of educational resources for schools.

Phil Redmond recently said, "A joined up approach to the commissioning of new learning resources would make a lot of sense, it would maximise the value of the money being invested and it would avoid some of the duplication that we have seen during last year." He is willing to chair discussions between public agencies in order to negotiate a more structured approach to the commissioning of educational projects of this sort.

3.4 Engaging teachers at an early stage

Section 2 shows that when a project like this is mapped to the school curriculum it can make a significant impact upon young people's academic attainment as well as their attitudes. This evidence shows that by working together police officers and teachers can make a significant impact upon the lives of young people.

However the production schedule and some technical difficulties for the 'Terriers' software package meant that important sections of video were not shot until the week that the play went on tour. This meant that most teachers did not receive the 'Terriers' software until a few weeks after the play had been performed in school, making it hard for teachers to build it into their lesson planning cycle.

This situation was unavoidable given the tight time frame in which this project was delivered. However the INOK steering group believe that a much bigger impact can be delivered through an early engagement of teachers. By supplying teachers with lesson plans and teaching resources at an early stage it becomes possible for them to build this type of project into the core of the schools activity.

3.4. Plays versus films

The Director, the Cast and all those people involved in the production of 'Terriers' created an event that engaged young people in wonderful ways. 19,000 young people saw a performance that, evidence shows, changed their attitudes, behaviour and attainment.

However electronic learning resources such as films have the advantage that they can be used year after year. 'Plastered' the first of the INOK films was seen by 20,000 young people across Liverpool during its first year. It has also been shown to a similar number of young people each subsequent year at no extra cost. The total number of young people who have now seen Plastered will be approximately 100,000.

The value for money associated with showing films to different year groups over a number of years should be considered when commissioning projects of this type.

3.5. What's possible because of Building Schools for the Future (BSF)

£335M is to be invested in new schools in Liverpool, this will include the development of a very high specification ICT infrastructure. It is possible to imagine a joined up approach from Merseyside local government agencies commissioning a series of high quality learning resources, available on this ICT infrastructure at the click of a mouse.

These learning resources might deal with gun crime, drugs, alcohol, ASB, bullying and a variety of other issues. If they are properly mapped against the schools curriculum it is easy to see how teachers will use them time and again to engage young people. This will create important opportunities for police officer to work alongside teachers changing attitudes as well as attainment.

The INOK steering group strongly recommends that all local government agencies take a strategic view of the electronic learning resources that they might develop for use in the context of BSF.

4. The delivery team and delivery process.

The outcomes described in section 2 could not have been delivered without the commitment of a team of people who made 'Terriers' happen.

4.1 The police officers who delivered this project

Dave James is a Detective Constable with Merseyside Police's Matrix unit and he is the person who first floated the idea of Matrix being directly involved with young people in preventative and diversionary projects back in September 2008. His ideas were supported by Detective Chief Inspector Mike Shaw, who then sought the initial funding and partner agency support to deliver a one week Terriers pilot project in March 2009. Dave's initial idea was to develop a football competition involving schools from the areas where gun crime is more prevalent. He envisaged that a football tournament could be the medium to engage young people in an anti gun and gang diversionary project whilst also improving the relationship between the Matrix unit and the youth of Merseyside. The Matrix Challenge Shield Football Tournament was introduced in March 2009 and is now in its second year. The success of the football competition led to the idea of engaging further with young people in schools and the development of the 'Terriers' project followed. The pilot was delivered to 1,500 young people from the 22 schools that were involved in the football tournament and received excellent feedback from pupils and teachers alike.

Alison Foulkes is an Inspector with Matrix who took over the development of this project in April 2009. Following the success of the Terriers pilot project and the numerous requests to make this play available to every secondary school across Merseyside, she sought funding, engaged and persuaded numerous partner agencies and secured the necessary monies to make the tour, provision of the educational resource pack and this evaluation possible. She liaised with every secondary school in Liverpool and Knowsley and co-ordinated the timetable for the tour. Alison managed the budgets, negotiated the cast's contracts and provided the managerial infrastructure necessary for smooth running. She provided a strategic focus for the project making sure that it delivered the outputs required by the police and the wider partner agencies involved. Additionally she worked in partnership with HMP Haverigg to facilitate an input for the CD-Rom from a serving prisoner who had been convicted of firearm offences.

Cat Walsh is a Detective Constable with Matrix who took on the onerous responsibility for liaising with every secondary school in Liverpool and Knowsley and co-ordinating the 5 week tour timetable. Cat also worked with the artistic director and the Merseyside Police Communications and Marketing Dept to produce the posters and flyers for the tour.

These officers worked long hours and made a personal commitment in order to deliver 'Terriers'. Without their drive and enthusiasm 19,000 young people would not have had the chance to think about gun crime and the impact that it has on their communities.

4.2 The theatre company and the writer

Producer / Artistic Director Miriam Mussa assembled a Cast of young people who brought this play to life. The cast reflected the diversity of Merseyside's population in a way that added realism to the drama of 'Terriers'. Miriam was able to do this because she has a network of contacts within Liverpool communities that would not be available to other Directors.

Miriam structured the dialogue and kept the company motivated during a demanding tour. Miriam worked closely with writer Maurice Bessman to develop the feel of the play, and created something so realistic it was as if it was happening on Merseyside's Street.

Maurice Bessman wrote 'Terriers' using the language of the streets. Young people are very aware about the way in which they use language and there is nothing more likely to alienate them than the use of inappropriate language. Maurice conducted extensive research to make sure that 'Terriers' is written in a way that reflects current fashion in language. He drew on many years experience from the television industry to construct a plot containing real drama, which required the audience to think about the moral choices faced by the characters in the play.

The Cast was made up of a group of young people who brought energy and dynamism to the roles that they played. Executing complex dance moves and delivering realistic dialogue they brought the script to life. Zain Salim choreographed the play, whilst also delivering a leading role. The cast where:

Zain Salim

James Johnson

Natasha Gooden

Chelsea Farrell

Danyel Roberts

Michael Horsley

Lyn Tyrer – Stage Manager / Technician

4.3 The software development company and the 'It's not OK!' steering group.

Ariel Trust is an educational charity and has been working as part of the 'It's not OK!' group for the last 5 years. The Trust brought an understanding of the national curriculum to the project and developed a learning resource capable of delivering curriculum based outcomes. This approach makes the 'Terriers' learning resource unique, as there are other anti gun and gang products, but they are usually an 'add on' to the curriculum and consequently the schools find it difficult to fit them into the busy school schedule.

This curriculum based approach has recently won the support of the Prime Minister who has asked his officials at DCSF to support the development of this approach. Ariel continues to meet with the chair of the DCSF Select Committee and is talking to national government about the best way to develop educational software for use across the UK.

4.4 Prisoner and staff at HMP Haverigg

The 'Terriers' education pack includes an interview with an offender who is currently serving 9 years in HMP Haverigg for possession of a firearm, silencer and ammunition. This male contacted Merseyside Police of his own volition, and prior to his conviction the male had not come to the notice of police. He gives an excellent insight into the consequences of becoming involved with the wrong people, and a very clear and powerful message for young people studying the pack.

5. Appendices

5.1 scheme of work KS3 English

Year: 8	Unit title: Modern Play	Duration: 6 weeks
<p>Overview of unit: Pupils are to study a modern play by examining the writing style, structure and conventions of play script(s). A variety of activities are included in order to meet VAK learning preferences and encourage AfL.</p>		
<p>Assessing learning prior to this unit: Pupils have been developing their skills in reading throughout the 'Gothic Fiction' scheme. Pupils should be able to draw on the reading strategies to support their understanding of the play (brief revision of the strategies may support this). Pupils should also be able to use PEE paragraphs to demonstrate knowledge of texts; this should be revised throughout this scheme.</p>		
<p>Specific AFs to be Addressed: R: 5, 6 & 7 W: 3, 5 & 6</p>		
<p>Key concepts</p> <p>Competence: b Reading and understanding a range of texts, and responding appropriately. d Being adaptable in a widening range of familiar and unfamiliar contexts within the classroom and beyond.</p> <p>Creativity: c Using imagination to convey themes, ideas and arguments, solve problems, and create settings, moods and characters d Using creative approaches to answering questions, solving problems and developing ideas.</p> <p>Critical Understanding: c Exploring others' ideas and developing their own.</p>	<p>Key questions for this unit:</p> <ul style="list-style-type: none"> • Can I identify the structural features of a play script? • Can I consider how a play would be staged? • Can I explain how the director's 'vision' of a play affects an audience? • Can I play the role of a character considering the impact of lines and stage directions? • Can I offer constructive criticism to other members of the class? 	<p>Key words</p> <p>Aside Character Colloquial Director Genre Performance Playwright Plot Speech Stage Direction Standard English Structure Theme</p>
<p>PLTS</p> <p>Reflective Learners: *assess themselves and others, identifying opportunities and achievements</p> <p>Team Workers *collaborate with others to work towards common goals *adapt behaviour to suit different roles and situations, including leadership roles</p> <p>Cross-curricular skills Drama: play scripts, acting, directing, etc. Numeracy/ Maths: fortune</p>	<p>Functional skills</p> <p>Speaking and Listening (L1) present information/points of view clearly and in appropriate language.</p> <p>Reading (L1) identify the main points and ideas and how they are presented in different texts understand texts in detail.</p> <p>Writing (L1) present information in a logical sequence use language, format and structure suitable for purpose and audience</p>	<p>English learning focuses</p> <p>4.1 Using different dramatic approaches to explore ideas, texts and issues 4.2 Developing, adapting & responding to dramatic techniques, conventions and styles 5.2 Understanding and responding to ideas, viewpoints, themes and purposes in texts 5.3 Reading and engaging with a wide and varied range of texts 6.2 Analysing how writers' use of linguistic and literary features shapes and influences meaning 10.1 Exploring language</p>

graphs.		variation and development according to time, place, culture, society and technology
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WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
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Outline of unit:

<p>Lesson 1: Thought shower prior knowledge of plays.</p> <p>Introduce the features of play scripts.</p> <p>Create pupil friendly definitions of key words.</p> <p>Lesson 2: Examine short extracts from popular plays to establish the key features of play scripts.</p> <p>Label play scripts to demonstrate knowledge.</p> <p>Act out a brief scene in small groups. Each group should have a director. Decisions on staging etc. to be made independently.</p> <p>Lesson 3: Feedback different interpretations of the same script as a presentation. Discuss the role of the director.</p> <p>Highlight the role of speaking and</p>	<p>Lesson 1: Introduce Standard English, colloquial language etc. Examine examples from chosen play script. Discuss reasons for the use of each.</p> <p>Introduce characters from chosen play and give a brief synopsis of the plot.</p> <p>Lesson 2: Reading or acting out play.</p> <p>Begin developing character profiles. These can be added to throughout the scheme.</p> <p>Lesson 3: Reading or acting out play.</p> <p>Research playwright and the cultural context of the play. Write 'local' newspaper articles detailing the playwright's rise to fame and their achievements. Imagine that the</p>	<p>Lesson 1: Work through the play script acting out scenes and discussing plot developments.</p> <p>Prediction exercises based on initial scenes, settings and characters. Brief notes on overall predictions and detailed production of possible last scenes of the play.</p> <p>Lesson 2: The impact of staging: pupils to design sets for chosen plays giving detailed comments on their choices and impact on the audience.</p> <p>Lesson 3: In groups, present choices for stage design and justify. Other members of the group to give feedback and make suggestions for improvement.</p>	<p>Lesson 1: Introduce empathy. Pupils to write diary entries, letters etc. from characters' perspectives.</p> <p>Lesson 2: Reading or acting out play.</p> <p>Continue adding to character profiles.</p> <p>Lesson 3: Examine the relationships between characters. Compare, contrast, analyse and deconstruct characters and their relationships depending on their role within the chosen play.</p>	<p>Lesson 1: Character fortune graphs. Pupils plot the fortune of a range of characters as the play progresses. Links to numeracy.</p> <p>Lesson 2: Select a written method of consolidating learning from the play as a whole: theatre programme for chosen play; short synopsis or blurb for script or scenes; advice sheets for actors thinking of playing the role; advertisement for 'The Stage' magazine detailing the qualities an actor would need to play the key role(s) etc.</p> <p>Lesson 3: Reading assessment based on the play. APP style questions.</p>
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listening within English.	paper is being published on the opening night of the play.			
Personalising this unit:				
G&T pupils can be used as directors to encourage creative thinking and leadership.	<p>Reminder of key features of newspaper articles.</p> <p>Level of support for research depends on ability of group.</p>	<p>Model writing play scripts or writing frames for weaker pupils.</p> <p>Tick sheets detailing the features of script writing as prompts.</p> <p>Vary sizes of groups according to ability. More able pupils can be given the responsibility of resolving conflict/opposing opinions.</p>		Exemplar material for consolidation activity to provide stretch or support for the group
Assessing the learning outcomes of this unit:				
Observation of group activities and interaction.	Marking written article.	Peer assessment of staging ideas. Constructive criticism and practical suggestions.	Marking written empathy activities.	End of unit assessments (reading and writing).