

# Lesson 6: Drama

## What do the characters learn?

### **Aim:**

To explore how the characters learn and change over the course of the play.

### **Objectives:**

- To understand the inter-connection between relationships and views.
- To understand that personal views may change in relation to other people and events.
- To demonstrate how the characters' relationships and views change over the course of the play.

### **National Curriculum Links:**

DRAMA: KS4 AO1, AO2, AO3

CITIZENSHIP: KS4 AO2, AO3

### **Materials:**

- Play Synopsis (see Preparatory Lessons)
- Possibly white board and pen

### **Activities:**

1) Divide the class into groups of four. Ask them to tell the story of Full Time as succinctly and accurately as possible in one of the following ways (you may like to refer to the play synopsis in Preparatory Lessons to help you):

- Freeze Frames (max. 7)
- Freeze Frames with captions (max. 5)

- Speed improvisation (max. time 1 min)

Share and discuss the differences between the versions.

2) Ask the students to create a series of four freeze-frames of the relationships between four characters at the following moments of the play. The aim is to capture how the relationships change:

- At the start of the play
- Mid-way through scene eight, in which Sabina tries to kiss Ryan
- Later in scene eight, when Ryan, Omar and Jez meet on the bench
- The end of the play

**Note:** It may also be interesting to include one of Ryan's family before the start of the play when his mother was still alive, i.e. to introduce the idea of how her death has affected the views and relationships of Ryan and Steve. Alternatively, Omar and Sabina's family, showing how their attitudes change.

### **Extension Exercise**

You could ask the groups to "morph" their freeze-frames into each other i.e. show the transition from one freeze-frame to the next as a slow merging process. Can they do this in such a way as to teach us something further about the changing relationships? (they may also need to change character).

3) Watch the groups and use this as a springboard to discuss how the characters change over the course of the play. Why? What do they each learn? If you intend to continue to the next exercise it may be useful to note down the ideas that are suggested for each of the characters.

- 4) Divide the class into pairs. Each pair can choose which of the four main characters from the play they want to work on (Ryan, Omar, Sabina or Jez).

In their pairs they must work on the following role-plays/invisible scenes from the story. The focus is to demonstrate how the characters change over the play, and thus one scene is near the start and one at the end of the play:

## **Ryan**

1. Ryan and his football coach

When: After scene three, his conversation with his dad about working.

Things to include:

- Ryan's attitude towards his father
- Ryan's attitude towards football, and reasons for wanting to play

2. Ryan and his coach

When: At the end of the play

Things to include:

- Ryan's attitude towards his father
- Ryan's decision whether or not to be an openly gay footballer

## **Sabina**

1. Sabina with a friend

When: After scene two, Sabina's first conversation with Ryan about girls playing football

Things to include:

- Sabina's attitude towards women/girls playing football
- Sabina's attitude towards her relationship with Ryan

2. Sabina with a friend

When: At the end of the play

What to include:

- Sabina's attitude towards girls/women playing football
- Sabina's attitude towards her relationship with Ryan

**Omar**

1. Omar with a friend

When: At the beginning of the play, just after he's been beaten up by Jez

What to include:

- Omar's attitude towards Jez
- Omar's attitude towards girls/women playing football

2. Omar with a friend

When: At the end of the play

What to include:

- Omar's reaction to his trial. Has he heard the results? Does he still think that being Asian will affect his chances?
- Omar's reaction to Ryan's sexuality, and why he left Ryan with Jez
- Omar's reaction to his sister playing football

**Jez**

1. Jez with his brother/sister

When: At the beginning of the play, just after he's beaten up Omar

What to include:

- Jez's attitude towards people of Asian origin
- Jez's attitude towards playing football

2. Jez with his brother/sister

When: At the end of the play

What to include:

- Jez's attitude towards people of Asian origin
- Jez's attitude towards homosexuals playing footballer

Allow 10-15 minutes for the pairs to work on their scenes.

Watch some/all of the scenes. Ask students to comment on anything new they have discovered about what the characters learnt. What have they learnt themselves from doing this exercise?