



# Glasgow Primary Schools Healthy Relationships Drama Programme Gold Stars and Dragon Marks/Keeping Mum Schools Support Pack

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## Welcome Letter

Dear Colleague

### Welcome Letter to the Gender Based Violence Drama- Schools Support Pack

Welcome to this pack which contains all the resources and instructions needed to implement the *Gold Stars and Dragon Marks* drama project, or *Keeping Mum* film, in your school. This resource complements existing school resources including the school Sexual Health/Relationships programme. The drama is an important foundation for children to receive information on the theme of gender based violence while at primary school. Its sister play, *Crush*, is incorporated into the S3 health and wellbeing programme in the majority of Glasgow secondary schools.

*Gold Stars and Dragon Marks* was developed in 2008 with monies awarded from the Scottish Government via the National Domestic Abuse Delivery plan. The drama addresses how domestic abuse affects children at school. The production weaves a storyline about three children's experiences as they negotiate their daily lives at home, in school and at play. The drama is followed by a workshop where children get the opportunity to work with the actors to explore some of the issues raised, such as understanding other people's feelings, being a supportive friend and asking for help. Following this, children will also work with their teachers on the topic, giving them a chance to talk about these issues in a class setting.

The live drama of *Gold Stars and Dragon Marks* was tried and evaluated in 28 Glasgow primary schools in 2015. A citywide evaluation demonstrated that young people enjoyed the drama and that knowledge and understanding on the issues explored in the drama were understood and reflected upon by the young people who attended. In 2018, NHS Endowment funding was received to make an updated film version that can be used instead of, or to compliment the live drama. The film was made under the new title, *Keeping Mum*, and the school drama programme has been changed to reflect this.

The city of Glasgow has white ribbon city status which recognises the zero tolerance approach to violence against women in the city. This pack supports this approach and builds on the good work already going on in partnership with organisations across Glasgow.

Significant funding is derived on an annual basis to bring this resource to your school. Funding comes from the Glasgow Violence Against Women Partnership local Implementation groups via Glasgow City Council Integrated Grant funding and other funds including Glasgow City Council Area Partnerships and NHS Greater Glasgow and Clyde. Therefore, you can appreciate that we wish schools to get the most from this opportunity by ensuring that the School Support Pack's contents are adhered to.

We hope you will agree this is a valuable opportunity for pupils and staff to make the most of this excellent resource and to meet relevant experiences and outcomes within Health and Well Being.

Yours faithfully,

**Leisa McCracken**  
Principal Officer  
Glasgow City Council Education Services

## Mutual Responsibilities for Gender Based Violence Drama Programme in Schools

### Introduction

This document is an agreement which defines what services/activity the Gender Based Violence (GBV) Schools Working Group provide and schools themselves provide to ensure the success of the schools gender based violence drama programme.

The following table sets out the agreed expectations/actions of both the GBV Schools Working Group and the participating schools as approved by the working group and Glasgow City Council Education Services.

	<b>GBV Schools Working Group Agreed Actions</b>	<b>Participating Schools Agreed Actions</b>
1	Locate, coordinate and apply for local and national funding streams to support the programme on an annual (or agreed timescale) basis.	If schools are aware of any relevant funding opportunities, to bring to the attention of the working group.
2	Contact each school and ask each to identify a named contact(s) for the programme.	Agree a named school contact for all correspondence to go through.
3	On an annual basis prior to bookings being made, provide to schools: <ul style="list-style-type: none"> <li>• Drama script</li> <li>• Actor led workshop outline</li> <li>• Follow up class based lesson plan</li> </ul>	On an annual basis, prior to school commitment being made, read: <ul style="list-style-type: none"> <li>• Drama script</li> <li>• Actor led workshop outline</li> <li>• Follow up class based lesson plan</li> </ul>
4	Provide an annual staff twilight session that covers further information on the GBV issue and the follow up work expected to ensure the success of the programme at a school level.	Send staff to the twilight session on an annual basis; this is of upmost importance when involves new staff to the programme. Ensure that a designated staff member(s) cascade information to staff on the expectations of the programme and follow up actions.
5	The provision of a Schools Information Pack that includes all the supporting information required to successfully implement the drama programme for schools and includes pathways to support services for young people.	Follow contents of information pack and implement requirements at a school level (Flow Chart in the pack will provide direction).
6	Subject to funding, a performance of <i>Gold Stars and Dragon Marks</i> by Baldy Bane Theatre Company in the school setting with a follow up actor led interactive workshop on the themes explored.	Assurance that on performance day the contents of the information pack are followed to ensure that key staff are aware, stage is set up, seating and time allocation is on course. Designated staff member to speak to Baldy Bane at the end to check if any child related concerns arose through the workshop.
7	Support to schools in the coordination and production of an annual evaluation to measure impact and effectiveness of the programme.	Coordinate and ensure completion of relevant annual evaluation tools with staff and pupils as required at a school level. This is a condition of acceptance of the performance.

8	Liaison with Baldy Bane Theatre Company on school bookings and agreed technical requirements for performance day.	Following direct contact from Baldy Bane Theatre Company and consequent booking, ensure that all relevant school staff are aware and that school planners reflect this booking.

The above agreed actions are a condition of acceptance of the free Gender Based Violence drama programme for your school. By signing up to this programme, you are agreeing to sign up to the agreed actions stated. Many thanks.

**Name of School:** \_\_\_\_\_

**Your Name (Sign or Print):** \_\_\_\_\_

**Date:** \_\_\_\_\_

Action

# Gold Stars & Dragon Marks Drama Process Process

Timing

School to nominate a named contact & named depute in case of absence and supply to GBV schools working group. Depute to be copied into all email correspondence.

By beginning of academic year

- Mutual Responsibilities document (provided by working group) checked, agreed, signed off and sent back (this includes reading the drama script/viewing the DVD).
- Performance in school agreed.

Direct contact with Baldy Bane to schedule performance; adequate time set aside for performance & workshop.

3 months before performance (normally December)

- Receive GSDM pack from GBV schools working group and check through contents.
- Staff who will deliver the follow up lesson to attend training session.

- Agree timescale for preparatory/follow-up work in classroom setting.
- Ensure any staff new to the programme attend twilight training offered by working group.
- Ensure head teacher, health co-ordinator and all participating staff (delivering lessons/viewing drama) are aware of content of drama, follow-up materials and guidance issued.
- Ensure all participating staff aware of date/time of performance.

Ensure technical requirements are met:

- Stage & seating set-up.
- School planner/diary show booking.
- Relevant staff are all aware: supervising staff, janitors, catering staff (if performance takes place close to break/lunchtime).
- Actors are made aware of any period bells or other expected interruptions.

School Staff member checks in with Baldy Bane cast at the end to relate whether any child concerns arose through the workshop

On day of performance (normally March)

- Ensure all participating classes receive follow-up input with class teacher.
- Ask staff to complete teacher feedback survey.

1 week -1 month after performance (normally by end of April)

Co-ordinate completion of evaluation materials by pupils and staff.

## Set Up information for Performance day

### **BALDY BANE THEATRE COMPANY** **TOURING PERFORMANCE AND TECHNICAL REQUIREMENTS**

#### ***"Gold Stars and Dragon Marks"***

Performance: 40 minutes

Workshop: Up to 45 minutes

*Gold Stars and Dragon Marks* deals with the sensitive subject of domestic abuse and bullying and how it affects the lives of young people. The play is accompanied by a forum theatre workshop which will take place immediately after the performance in the same space and last up to one hour. Pupils will be expected to take part in acting out scenarios, "hot-seating" characters and suggesting alternative endings to the play.

The company would like to come and perform the play with the minimum of disruption to your school day. Therefore, we have described below certain requirements, which will help with the smooth running and punctual performance of the event. Your compliance with these would be much appreciated.

The target audience for this play is P6 and P7. The performance can accommodate a maximum of 150 children though smaller numbers (around 80 children) is better for discussion purposes.

1. The company will announce its' arrival and comply with the school's security procedure. This will be approximately 30 minutes prior to the performance start time.
2. Ideally the play will be performed in the school hall. The hall should be clear in order for the company to set up immediately.
3. It will be performed with the audience seated on three sides.
4. A dressing room or small room adjacent to the stage for actors to change would be appreciated.
5. If a tannoy system were in operation it would be helpful if it could be switched off in the vicinity of the performance area.
6. **Teaching staff must be present and please refer to the guidance document that follows.**

#### **Baldy Bane Theatre & Media**

13 Carment Drive, Shawlands, Glasgow, G41 3PP

T: 0141 632 0193 E: [alison@baldybane.org.uk](mailto:alison@baldybane.org.uk)

[www.baldybane.org](http://www.baldybane.org)

## Staff Guidance for Supervising Gold Stars and Dragon Marks (GSDM)

### Information for staff viewing/supervising GSDM performance & workshop

This play was created in response to growing concern about the numbers of children young people affected by domestic abuse in Scotland. In 2008 the Scottish Government released figures that 100,000 children and young people are directly affected. Research shows that this is often a hidden issue that is taking place in homes across Scotland. This drama aims to give bullying in the home the name of “domestic abuse” and in turn provides an opportunity for young people to identify the harm it causes, to understand that it is not acceptable and encourages those affected to access support.

The performance is followed by a workshop in which the cast remain in character and invite questions from the audience. They also invite the audience to explore some of the themes that arise.

It is really important that the workshop is given the full time it has been allocated as this will allow the cast to go through the issues thoroughly without being cut off in the middle of a discussion. It is also important to know that pupils may make controversial or offensive comments during the workshop. If this happens, the cast will use the opportunity to explore the attitudes behind these comments with the audience, looking at how society, the media and personal experiences influence children and young people, and at the impact such comments can have on peoples’ lives.

Staff have been given a lesson plan to further explore the topic in a class setting and we would strongly advise that this follow-up is carried out in school to ensure that the correct messages are getting across. We would also ask the following:

- A member of school staff **introduces the play** (exemplar below) and makes it clear that pupils should watch and listen, and that they will be invited to comment afterwards.
- Staff supervising the performance ensure there are **no unnecessary interruptions** to the performance and that other staff and pupils passing the performance area are respectful of the cast and audience.
- Pupils participating in the workshops are allowed to make comments when invited by the cast, and the cast is given the opportunity to **explore any controversial remarks**. If the cast require assistance in dealing with any pupils they will let a school staff member know.
- Supervising staff are invited to **join in** the workshop by asking questions of the cast or audience, or backing up the messages the cast are giving out.



## **GSDM Drama Performance - Introduction Exemplar for School Staff**

*“Baldy Bane Theatre Company are here today to present a play called “Gold Stars and Dragon Marks”. This play is supported by the Scottish Government.*

*The drama you are about to see looks at how domestic abuse can affect children while they are at school. The story is about three children and looks at their lives at home, in school and with their friends.*

*The drama is followed by a workshop where you get the chance to listen and talk to the actors about:*

- What the play was about*
- How did the character’s feel and why they might feel this way*
- Why being a good friend is very important*
- Asking for help when you need it*

*If you are affected by any part of the drama then please speak to your teacher or an adult that you trust. We also have Childline posters in the school with their phone number on them if you need to call.*

*You will also have the chance to discuss the drama further in class with your teacher.*

*So without further ado, sit back and enjoy the drama, Gold Stars and Dragon Marks.”*

(Please remind children at the end of the performance and workshop of the support available for them in school or through Childline).

## FAQs

### Questions children might ask

- My Mum and Dad sometimes argue and shout at each other and I feel worried...  
*Discuss relationship breakdown vs domestic abuse vs heated debate as part of family life. Reassure children that debate and even heated arguments are normal but also it's ok to feel worried. Encourage them to talk to someone if they are really concerned, ie. if people are really upset by it or they are worried for their own/Mum's/someone else's safety.*
- My Mum/Dad tells me I'm useless/stupid/pathetic when I forget to do something, a bit like Mark's Dad...  
*Discuss whether this is a regular thing, tone of voice used - is it jokey or is it really designed to hurt? Is it something the child can talk to a parent about how it makes them feel or is it something they need support with? You may need to take this discussion out of class into a 1:1 setting.*
- Sam didn't tell her Mum because she didn't want her Mum to worry. Sometimes I do that...  
*Reinforce the messages school gives to children about telling someone when something is worrying them. Parents usually prefer to know if something is up because it means they can help. It's their job to worry so don't feel guilty about it. If they can't tell a parent then tell another trusted adult.*
- Why did they have to move house - why can't the police arrest him?  
*Arrest and court processes might happen if the abuse is proved but this can take time. In the meantime it's important that the rest of the family can be safe. Leaving your home can be difficult but there is lots of support available from different organisations like Women's Aid.*
- What is a refuge?/Why do they have a secret house?  
*A refuge is a safe place where people can go to live when they aren't safe at home. They stay there while they look for a new home. While they stay in refuge there are people who support them.*
- My dad criticises my mum all the time but she slags him back, is that ok?  
*Is it done in a jokey way? Explain that some adults pretend to each other that they are annoyed about things to get a laugh or a reaction and the other adult responds with an answer that involves criticising back but they are just having fun. It can be confusing though and it depends how it's done. Mention that if mum or dad is really upset after it then they probably don't like it but if they are laughing then they more than likely find it ok.*
- Is it not really important to keep secrets when your family ask you to?  
*Explain that there are good secrets and there are bad secrets. A good secret feels good to know and has a time limit. Ask: What is an example of a Good Secret? You can also use the word surprise. An example might be a surprise party or a special gift you helped pick out for your brother/sister. One thing these all have in common is that they have a beginning and an end. At some point everyone is going to hear about the secret. Ask your class - "How does a good secret feel to you?" Some responses: feels good, safe, comfortable, excited, special, and happy.  
*Explain that a bad secret is something that you know inside but might be afraid to tell, feel worried, confused, scared, and nervous. Explain that anytime you have any of those types of feelings that is the exact kind of secret that you NEED to tell - even if you promised not to. You may need to take this discussion out of class into a 1:1 setting.**

### Questions teachers may have

- How to introduce domestic abuse to children who have never experienced it/those who have?  
*The pack calls it a kind of bullying which is a good way for children to try to understand it. Like all bullying it is very hurtful and can also be dangerous, and*

*people sometimes need support to get it to stop. The work you already do in school around bullying will support this discussion.*

- You know that a child in your class lives in a refuge or has had to move home because of DA. How do you discuss the topic without drawing unwanted attention to this?

*Chat to the child, and if appropriate the parent, before the lessons happen, about what they would want addressed and how. They may wish to sit out, or have the option to leave if it becomes too much for them, or they may welcome the chance to find out they are not alone in what they have experienced.*

- A child discloses, during the lesson that some of this kind of bullying goes on in their home. What do you do?
- A child tells you that something like this happens in another child's home. What do you do?
- Someone brings up the issue of sexual abuse while discussing different kinds of hurting. How do you discuss this in a sensitive way?
- *For the last three bullet point questions, take this discussion out of class into a 1:1 and speak to your school Child Protection Coordinator/Head Teacher for advice.*
- What safeguarding can be put in place?

*During or following the performance there may be disclosures from children, either to the facilitators or to school staff. Children should be informed of various ways they can tell someone e.g. in school to a trusted teacher or using a worry box, help lines/websites they can access. Once a disclosure has been made, staff should follow child protection procedures and ask their Child Protection Co-ordinator/HT for advice).*



## GBV- Guidelines for Use of External Agencies

### 1. Introduction

**1.1** This guidance focuses on the use of external agencies in Glasgow schools to supplement learning around violence against women.

**1.2** A recent review of the use of external agencies in Glasgow schools identified inconsistency across the city about how and when agencies were used. It was also established that external agencies were often not aware of the ethos and content of existing school programmes on this subject matter.

**1.3** In addition, increasingly the impact of learning requires to be demonstrated. It is important, therefore, that external agencies add value to what is already delivered.

**1.4** This guidance seeks to provide clarity for headteachers about the questions they should ask before allowing external agencies to deliver lessons or provide materials within their school establishment and what practical steps can be taken to ensure that learning is maximised.

### 2. The approach in Glasgow to addressing issues of violence against women

**2.1** Glasgow City Council is committed to taking steps to tackle all forms of violence against women.

Using the definition from the Scottish Government, Glasgow City Council understands violence against women as:

*“Physical, sexual and psychological violence occurring in the family, within the general community, or in institutions including: domestic abuse; rape; sexual assault; stalking and sexual harassment and intimidation at work and in the public sphere; commercial sexual exploitation, including prostitution, trafficking and pornography; child sexual abuse and adult survivors of child sexual abuse; dowry related violence; female genital mutilation; forced and child marriages and ‘so called honour crimes.’”*

**2.2** As part of its commitment, Glasgow City Council seeks to promote and encourage a range of activity in schools which allows children and young people to develop an understanding of violence against women and critical-thinking skills that assist them to challenge the very existence of violence against women in all of its forms.

**2.3** Key messages for learning within a school environment include:

- The gendered nature of violence against women.
- The importance of challenging gender-stereotypes and the sexualisation of children and young people. (Girls and young women are disproportionately affected).
- Children and young people are given clear information which is both age-and-stage

appropriate and in line with the above agreed definition.

- Children and young people are given a voice to challenge violence against women and that their views are listened to and taken seriously.

**2.4** In the main, most direct learning in this area takes place within PHSE time, either through the Sexual Health & Relationships Education (SHRE) programme or

through Religious & Moral Education (RME). However, issues associated with violence against women can and should be addressed across the whole of the curriculum, thus ensuring that learning is dynamic and is embedded within a whole-school approach.

### 3. Guidance

**3.1** When deciding on the appropriateness of engaging an external agency to deliver an input in this subject area, headteachers should ask:

1. Does the agency adopt and promote an understanding of violence against women as indicated in section 2?

2. Does the proposed input reflect the ethos and content of existing SHRE / RME programmes? In what ways does the input by the external agency supplement and add value to existing programmes?

3. Is the material age-and-stage appropriate? Does it compliment the SHRE / RME material already delivered to the year-stage?

4. Is the agency clear about the outcomes they are attempting to achieve? Do these outcomes fit with what the school and the Council is seeking to achieve?

**3.2** To assist headteachers to reach decisions on the above questions it is advised that discussions are undertaken with the depute headteacher or principal teacher with responsibility for health and wellbeing. It is advisable that written information is sought from agencies to ensure that there is clarity around the aims and outcomes that the agency's input is seeking to address.

**3.3** If, after discussion with the agency, there is a negative response to any of the questions in 3.1 the external agency should not be used in Glasgow schools to deliver learning around violence against women.

**3.4** Once the headteacher is satisfied that there is merit in engaging an external agency, there are a number of practical steps that should be taken to optimise the learning experience for students. They are:

- A meeting should take place between school and agency staff to view and discuss lesson plans before they are delivered.
- It is vitally important that teachers are actively involved in delivering the input alongside the external agency. Teachers provide continuity for children and young people, therefore it is important that they can provide on-going advice and guidance.
- Schools should require external agencies to provide written guidance for teachers with whom they will be co-delivering. (Not all teachers will have the opportunity to meet with agencies beforehand).
- Schools should be advised by the agency staff as to the resources they require well in advance of the lesson being delivered e.g. IT equipment, flipcharts etc so the time for learning is maximised.
- Schools should advise external agencies of the need to ensure that a range of abilities (including language needs) and learning styles are taken into account when devising inputs.

**3.5** Finally, the school needs to ensure that there is a process in place to gather feedback from pupils and from staff on the sessions that are led by an external agency. This feedback should then be discussed with the external agency to inform future involvement with the school.

## Gold Stars and Dragon Marks Recommended lesson plan Based on Gold Stars Dragon Marks Teaching Resource Pack

This lesson plan has been developed by a partnership between Glasgow City Council and NHS Greater Glasgow & Clyde Health Improvement. It is based on the Gold Stars and Dragon Marks Teacher's Pack which is available to all Scottish Secondary schools and accompanies the Gold Stars and Dragon Marks DVD.

Note to teachers: Four lesson plans were developed to support the *Gold Stars and Dragon Marks* resource. These cover different types of bullying as well as starting to look in an age appropriate way at domestic abuse and how it affects children. As schools already do a lot of work on bullying, and because the follow-on workshop classes participated in after the performance also looks at these issues, we have provided this alternative **one lesson** classroom resource for your use. This contains three of the exercises in the original lesson plans and allows you to focus in on domestic abuse.

We recommend that you show parts of the film, *Keeping Mum*, to support this lesson. You can also use this lesson plan with the film alone, and we have marked clearly 'Film only' where part of an activity relates to the film rather than the play.

Please do use the supporting information in the original pack to ensure you have the appropriate information to support pupils in your class. See resources link at the end of this lesson plan. You can access the Keeping Mum film at:

[www.nhsggc.org.uk/gbvresources](http://www.nhsggc.org.uk/gbvresources)

### Learning Intentions

Pupils will:

- Discuss different types of bullying
- Be introduced to domestic abuse as a type of bullying that can happen between partners
- Have thought about how bullying can make someone feel
- Understand that domestic abuse can affect children
- Be able to empathise with people who are treated badly
- Learn that people can react in different ways to situations
- Understand that it is important to tell if you or if someone you know is being bullied
- Be able to identify trusted people in their lives

### Curriculum Links

**Curriculum for Excellence** CfE indicators which cut across the whole GSDM resource (drama/DVD and accompanying lessons) are found on the GSDM teaching resource pack on page 11. The following indicators relate to the shortened lesson plan on these pages.

I am aware of and able to express my feelings and am developing the ability to talk about them. HWB 2-01a

I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them HWB 2-02a

I understand that there are people I can talk to and there are a number of ways in which I

can gain access to practical and emotional support to help me and others in a range of circumstances. HWB 2-03a
I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. HWB 2-04a
I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. HWB 2-05a
I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. HWB 2.07a
I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. HWB 2-08a
I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. Physical wellbeing HWB 2-16a
I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations. Social wellbeing HWB 2-17a
<b>Glasgow Sexual Health &amp; Relationship Education Pack</b>
P5 Lesson 3- My body, my rights
P6 Lesson 1 - Friendships, what makes them work?
P6 Lesson 3- Boy stuff, girl stuff, what's it all about?
P7 Lesson 5 - Families- What are they like?
<b>God's Loving Plan</b>
This Is Our Faith - P5 RERC 2-02a In the Image of God I know that God Wants me to develop my God - given gifts and I have reflected on how I can use them for the common good.
This Is Our Faith - P5 RERC 2-03a Revealed Truth of God I can examine God's relationship with myself and others. I have reflected on how the gift faith can permeate my whole being.
This Is Our Faith - P5 RERC 2-20a Reign of God I know that I have been called by God to grow in love, justice and peace in my relationships with others
This Is Our Faith - P7 RERC 2-02a In the Image of God I know that God wants me to develop my God-given gifts and I have reflected on how I can use them for the common good.

## Lesson Content

### Exercise 1: Different kinds of hurting minutes

Time: 20

Ask pupils to recap what happened in the play. Show the playground scene from *Keeping Mum* where Sam tells Jessica about her secret house (05:17-06:20). Introduce the idea that **bullying can hurt people in different ways**. Ask pupils to identify ways that people can be hurt, e.g. hit, nipped, shouted at, called names. Write these on the board.

Explain that some kinds of bullying can hurt on the **outside** and these would be physical abuse, while other kinds hurt on the **inside** and these would be emotional abuse. Ask pupils to decide where the examples on the board would hurt - inside or outside (or **both**).

Encourage pupils to think about Sam and Mark's situation:

- What **type of bullying** is happening in Mark's house?
- What **kind of bullying** happened to Sam's Mum?
- **Why** do pupils think that **Sam lives at a secret address**?

Explain that the **kind of bullying** that happened to Sam's Mum is called **domestic abuse**. If it is no longer safe for a family to live together they can move to a **secret house** called a **refuge** where the person who is doing the bullying can't find them. This might mean that children will have to move school and make new friends. *(Teachers should be aware if any children in the class are affected by this and agree with them beforehand how to deal with this. At this point teachers should also be prepared for any disclosures and read the support material on p14 of this pack.)*

### Success Criteria

Pupils will understand that:

- ✓ Bullying can hurt people in **different ways**
- ✓ There are **different types of bullying**
- ✓ **Domestic abuse** is a type of bullying

**Exercise 2: What were they thinking?**  
**20 minutes**

**Time:**

Show the painting scenes from *Keeping Mum* (08:43-12:11). Hand out the **storyboards** from the resources section of the pack (appendix 1). Pupils can choose to work individually or in pairs on their own comic storyboard. Pupils could draw their own storyboard on a scene they choose from the play or film, rather than using the ones provided.

Ask pupils to consider **what the children are thinking**, explaining that sometimes what we say is different from what we are thinking. Working out what the pupils are feeling will help in filling in the thought bubble.

- **What is Mark thinking** when he hears his Dad criticising his Mum? What is he thinking when he hears his Dad shouting?
- **What are Mark and Sam thinking** on their first day of a new term?
- **What is everyone thinking** when Sam's picture is ruined?

**Film only:**

- **What is Mark thinking** when his Dad warns/threatens him in the car?
- **What is Mark thinking** when he sees his Dad getting angry with his Mum?
- **What is Sam thinking** when she hears her Mum and Dad arguing outside the car?
- **What is Jessica thinking** before she tells her Mum about Sam, Mark and the painting?
- **What is Mark thinking** after his Action Man gets ruined?

Ask the class to discuss in small groups whether, in their drawings, there is a difference between what the characters are saying and what they are thinking? Ask the class: **if we knew what other people were thinking or feeling would we behave in the same way towards them? Does this help pupils to understand why some people might bully others?**

### Success Criteria



Pupils have an understanding that:

- ✓ We do not always **know** that people have problems at home
- ✓ It is good to **try and understand** how people are feeling
- ✓ That domestic abuse affects children and young people and it is **never their fault**
- ✓ **Bullying hurts people's feelings** and people who bully are sometimes unhappy.

**Exercise 3: What would you do? Who would you talk to?**

**Time: 20 minutes**

Explain to the class that we are now going to look at **telling**. **When should you tell?**

Pupils should think about the play and identify where, in the story, the characters could have told.

They may choose one of the following:

- When Mark asks Sam about her secret house
- When Mark pours water on the picture and Jessica threatens to tell
- When Mr Robson asks the girls what happened to the picture
- When Sam tells Jessica her secret
- Or any other scene in the film which focuses on 'telling' and 'not telling'

Film only:

- When Sam tells Jessica that she has learned from her mum not to tell
- When Mark tells Mr. Robson about what has been happening at home

Remind pupils about work done previously on people who can help. **Emphasise to pupils that if they ask for help and the first person they talk to doesn't listen, they should tell the next person, and keep telling until someone listens.**

Ask the groups to discuss in each case:

- Who the character could have told
- What might have been the advantages of telling?
- What might have been the disadvantages of telling?
- What is a 'grass' or 'clipe'?
- If the characters had told someone what was happening, would they be a grass/clipe, or would they be protecting themselves/sticking up for their friend?
- Why is Sam scared of telling on Mark? What do you think has made her scared?
- Is it braver to keep quiet about something that is upsetting you, or to tell someone?

Film only:

- Why is Mark unsure about telling Mr. Robson at first? What do you think will happen now that he has told?

Explain that you are now going to show a 'what happens next' scene where Mark has told Mr Robson what has been going on at home. Mr Robson has spoken to the Child Protection Co-ordinator at school and wants to speak to Mark again before he goes home. Show the final scene of Keeping Mum (32:51-33:30)

As a class, pupils should give ideas on who they could tell if something is worrying them, and what would make it easy to tell. Write these on the board. Discuss with pupils ways to change the culture in their school from telling being about 'grassing' to telling being about keeping everyone safe. These ideas could be shared with the rest of the school via an assembly, posters or any other ideas the children have.

Success Criteria
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Pupils will understand:

- ✓ That there are trusted adults who will listen to you
- ✓ If someone is hurting you or making you feel uncomfortable you should tell a trusted adult

## Local support agencies

Agency	Contact details	Website	Notes
<b>Cedar</b>	0141 276 7718	<a href="http://www.cedarnetwork.org.uk/cedar-projects/glasgow/">www.cedarnetwork.org.uk/cedar-projects/glasgow/</a>	Cedar Glasgow is a partnership project between ASSIST and <a href="#">Glasgow Women's Aid</a> . The Cedar programme takes place over 12 weeks with groups for children, young people and their mothers running in parallel. The groups provide an opportunity to explore feelings with an emphasis on providing fun and creative activities that keep children engaged and interacting with each other. A key aim of the programme is to help mothers to support their children in their recovery. Cedar accepts referrals from children and young people and their mothers, or from any agencies that may already be working alongside a family, providing they have the mother's informed consent.
<b>Children 1<sup>st</sup> Glasgow Supporting Children and Families service</b>	0141 418 5690	<a href="http://www.children1st.org.uk">www.children1st.org.uk</a>	This service supports children 5-12 years who are, or who may be, affected by domestic abuse. The service aims to support those affected by: offering one to one therapeutic support to children and young people who have experienced domestic abuse, helps children and young people to make sense of what has happened, enabling them to heal from trauma, supports the development of positive relationships/strengths and recognising that domestic abuse is wrong. The therapeutic service has an open referral system. The child or young person accessing the therapeutic support would need to consent to this service.
<b>Lifelink</b>	0141 552 4434	<a href="http://www.lifelink.org.uk">www.lifelink.org.uk</a>	Lifelink provides a range of stress services for adults and young people in communities and schools across Glasgow city and in partnership with partners/networks. Their services include one to one support, group work and training.
<b>Place2Be</b>		<a href="http://www.place2be.org.uk">www.place2be.org.uk</a>	Place2Be offers a flexible menu of services, tailored to meet schools' needs. A range of flexible support services are coordinated in the school directly benefiting children needing support through counselling (individual and group), parents/carers (dedicated therapeutic support) and staff (training, individual advice and support). This service is offered in a small number of schools across the city.
<b>Youth Community Support Agency (City-Wide)</b>	0141 420 6600	<a href="http://www.ycsa.org.uk">www.ycsa.org.uk</a>	YCSA has expertise in working with people aged 10 to 25 years. They provide specialist support to the black and ethnic young people and their families in Glasgow. They deliver a range of services including: youth counselling, drug and alcohol outreach, employment support, literacy and numeracy support.
<b>Glasgow Women's Aid</b>	0141 553 2022		Offers support, advice and information on domestic abuse as well as refuges for women and families fleeing domestic abuse. Operates across Glasgow.

<b>Drumchapel Women's Aid</b>	(0141) 944 0201		As above but covers Drumchapel area
<b>Glasgow East Women's Aid</b>	0141 781 0230	<a href="http://www.gewa.org.uk">www.gewa.org.uk</a>	As above but covers Glasgow North East area.
<b>The Daisy Project</b>	0141 634 4053	<a href="http://thedaisyproject.org.uk/">http://thedaisyproject.org.uk/</a>	Provide an advocacy, support and information service for women who are living with, or who have experienced violence or abuse in the South Glasgow area.
<b>Glasgow City Council Homelessness Services</b>			If someone is homeless or about to be through gender based violence, direct them to their local homelessness (called casework) team. <b>Community Casework Services: North East</b> 0141 276 6153 & 0141 276 6160 <b>North West:</b> 0141 276 6169/287 3158 <b>South:</b> 0141 276 8201/276 6180 <b>Hamish Allan Centre</b> Out of Hours/Holiday Contact and for asylum seekers/refugees and those affected by GBV: Freephone 0800 838 502 or 0141 287 1800

### National support agencies

<b>Men's Advice Line</b>	0808 801 0327	<a href="http://www.mensadvice.org.uk">www.mensadvice.org.uk</a>	While women continue to be disproportionately affected by domestic abuse, men can be affected too.
<b>Police Scotland Family Protection Units</b>	101 (Ask to be directed to relevant department)	-	These units are specialised in dealing with domestic abuse or other forms of gender based violence.
<b>Scottish Domestic Abuse Helpline</b>	0800 027 1234	-	Please note that this helpline applies to all forms of abuse e.g. emotional and sexual and to men as well as women. If there is a need to signpost to another service e.g. rape or trauma, their trained staff will do so. It is a good first point of contact.
<b>Childline</b>	0800 1111	<a href="http://www.childline.org.uk">www.childline.org.uk</a>	Advice and support for children and young people on a wide range of issues including domestic abuse. They can call the helpline or webchat on the website.
<b>Think U Know</b>		<a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a>	CEOP resource for children and young people with age-differentiated sections. Includes film clips to promote discussion on sexting, grooming and online exploitation, and highlighting what to do if young people find themselves in this situation.
<b>Rape Crisis Scotland - The R.O.S.E.Y.</b>	0808 801 0302 (Helpline)	<a href="http://www.rapecrisisScotland.org.uk/">http://www.rapecrisisScotland.org.uk/</a>	The R.O.S.E.Y. Project (Rape Crisis Offering Support and Education for Young People) is a service that offers awareness raising workshops for boys and girls around sexual violence within schools and youth groups. It is the Prevention Programme for Glasgow Rape Crisis. For further

<b>Project</b>	number)		information on this service for young people please call 0141 552 3201.
<b>Amina Muslim Women's Resource Centre</b>	Tel no. 0808 801 0301 (Scotland Wide) Tel no. 0141 585 8026 (Glasgow)	<a href="https://www.mwrc.org.uk/">https://www.mwrc.org.uk/</a>	Amina aims to encourage Muslim women to participate fully in society. The organisation deals with issues affecting Muslim women including forced marriage, domestic abuse and other forms of gender based violence. 20 languages spoken on helpline.
<b>Scottish Women's Aid</b>	0131 226 6606	<a href="http://www.scottishwomensaid.org.uk">www.scottishwomensaid.org.uk</a>	Advice, support and information on domestic abuse. Provides links to all the local
<b>Women's Support Project</b>	0141 418 0748	<a href="http://www.womenssupportproject.co.uk/">http://www.womenssupportproject.co.uk/</a>	The Project works to raise awareness of the extent, causes and effect of male violence against women, and for improved services for those affected by violence.
<b>Wise Women</b>	0141 550 7557	<a href="http://www.wisewomen.org.uk/">http://www.wisewomen.org.uk/</a>	Wise Women pro-actively address women's fears and experiences of violence and crime by providing free Personal Safety and Confidence Building Courses and Workshops to women living in local communities in Glasgow.
<b>SAY Women</b>	0141 552 5803	<a href="http://www.say-women.co.uk/">http://www.say-women.co.uk/</a>	Offers safe, supported accommodation and related services for young women, aged 16-25 years, who are survivors of childhood sexual abuse, rape or sexual assault and who are homeless or threatened with homelessness
<b>LGBT Scotland</b>	0141 552 7425	<a href="https://www.lgbtyouth.org.uk/national-programmes/lgbt-domestic-abuse/">https://www.lgbtyouth.org.uk/national-programmes/lgbt-domestic-abuse/</a>	Information and support for young people identifying as LGBT. Leads on preventing domestic abuse in LGBT relationships in Scotland.
<b>Mentors in Violence Programme</b>	0141 287 4206	<a href="http://www.mvpscotland.org.uk/">http://www.mvpscotland.org.uk/</a>	A mentoring programme from the US that aims to address sexism and violence against women. Being promoted across Scottish secondary schools by Police Scotland. The Glasgow City Council contact is Alison Logan, Social Inclusion Officer.
<b>White Ribbon Scotland</b>	07563 774 525	<a href="http://www.whiteribbonScotland.org.uk/">http://www.whiteribbonScotland.org.uk/</a>	A campaign encouraging men to take a stand against violence against women. Glasgow City Council is working towards becoming a White Ribbon City and is promoting the campaign across its departments.

### Packs for schools use

#### **Respect Education Resource Pack**

A pack developed by Zero Tolerance promoting positive relationships and exploring the links between violence against women and wider gender equality issues. Primary and Secondary packs available free online: <https://www.zerotolerance.org.uk/work-children-young-people/>

#### **The Expect Respect Education toolkit**

Developed by Women's Aid for use in English schools. One easy to use 'Core' lesson for each year group from reception to year 13, based on themes that have been found to be effective in tackling domestic abuse. Published November 2008. Available free online: <https://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational-toolkit/>

### Further Reading

#### Policy Context

##### **Safe and Well (Scottish Government, 2005)**

The document provides advice for Education staff on keeping children and young people safe and well; warning signs, responding to concerns; an A-Z of issues for special consideration and a list of contacts

<http://www.scotland.gov.uk/Resource/Doc/57346/0016229.pdf>

##### **Equally Safe: (Scottish Government 2014)**

Scotland's strategy for preventing and eradicating violence against women and girls

<http://www.scotland.gov.uk/Publications/2014/06/7483> A delivery plan was published in 2016: <https://www.gov.scot/Publications/2017/11/5647>

#### Research & Further Reading

##### **Partner exploitation and violence in teenage intimate relationships (NSPCC 2009)**

Research by NSPCC into young people's attitudes towards abuse in teen relationships which revealed alarmingly high acceptance of coercion and violence.

<http://www.nspcc.org.uk/globalassets/documents/research-reports/partner-exploitation-violence-teenage-intimate-relationships-summary.pdf>

##### **Care Versus Control (Girl Guiding, 2013)**

A girlguiding report into attitudes of girls towards inequality and relationships

[http://girlsattitudes.girlguiding.org.uk/pdf/2025\\_Care\\_Versus\\_Control.pdf](http://girlsattitudes.girlguiding.org.uk/pdf/2025_Care_Versus_Control.pdf)

# **GOLD STARS AND DRAGON MARKS**

A devised play

© Baldy Bane Theatre 2015  
13 Carment Drive  
Glasgow G41 3PP  
0141 632 0193  
[administrator@baldybane.org.uk](mailto:administrator@baldybane.org.uk)



### **Scene 1 The Playground**

*(The action takes place on three sides. The actors are seated in each of the four corners)*

Derek Check the state of you

Sam Leave me alone.

Others Leave me alone.

Mark I don't want to talk to you.

Others I don't want to talk to you.

Jessica I'm not listening.

Others I'm not listening.

Sam Go away.

Others Go away.

Derek Stop it!

Others Stop it!

All You get it for being different  
You get it for being black  
You get it for being chicken  
You get it for talking back  
You get it for being big and fat  
You get it for being small  
You're going to get it and get it and get it  
For anything at all

### **Scene 2 Monday Morning Jessica's House**

Jessica Mum, where's my bag?

Mum It's in the front room, pet. Are you excited about school today?

Jessica Yes, first day of primary six.

Mum And how's that different from primary five?

Jessica Well - Linda's big brother's best pal's sister said that the teacher, Mr Mitchell, does gold stars and dragon marks.

Mum Okay - and what's -

Jessica Well, Linda's big brother's best pal's sister says if you're good, you get gold stars, and

they add up to gold time.

Mum Gold time?

Jessica Yeah - so if you've finished your work, you can - you know - play a game or something. I think.

Mum Oh - so if the -

Jessica And if you're bad, she takes away all your gold time and gives you dragon marks.

Mum Oh well - you wouldn't get dragon marks, would you?

Jessica Nope.

Mum I mean you're never bad.

Jessica Do you think so?

Mum Oh yes - I mean it's not as if you keep interrupting and just talking over folk!

Jessica Sorry!

Mum Don't be sorry, just-

Both Don't do it!

### **Mark's House**

Dad (*off*)Mark? Mark? What are you doing?

Mark I'm getting ready for school.

Dad Did you not hear me shouting for you? Your mum called you ten minutes ago.

Mark I never heard.

Dad Well, you're hearing me now. Your mum's waiting for you, so get a move on.

Mark I'm coming.

Dad Now.

Mark I thought you were taking me to school.

Dad What? (*approaching*) Talking back to me - I'll show him... (*enters*) What did you say to me?

Mark I said I thought you were taking me to school.

Dad Well you thought wrong, didn't you? Get a move on. *(starts to exit)*

Mark Were you and Mum arguing again last night?

Dad *(turning sharply)* What?? That is none of your business. Get ready and get down there. Now!

### Sam's House

Sam I don't want to go to school. I'm fed up having to make new friends. I just want to stay at one school. Maybe this time is the last time I'll need to move.

### Scene 3 School

*(Mark and Jessica play tig, running around Sam who is in the centre. Mr Mitchell enters)*

Teacher Good Morning, boys and girls.

All Good morning, Mr Mitchell.

Teacher I'm sure you can do better than that. I said, good morning, boys and girls.

All Good morning, Mr Mitchell *(Mark shouts it)*

Teacher Thank you, Mark. If you would all like to line up in a nice, straight line. *(Mark jostles Sam out of the way, and tries to stop her getting in line)* Mark, I said a line, not a horseshoe. What are we going to be now, boys and girls? *(Jessica puts her hand up)* Yes, Jessica?

Jessica Busy bees, Mr Mitchell.

Teacher That's right, Jessica. Busy bees. So put your arm by your sides like little wings and on the count of three we'll buzz all the way to class.  
One -  
Jessica Two, three!

Teacher Thank you, Jessica! Buzz!

*(They head to class, buzzing. Mark stings Sam)*

Mark Sting.

Teacher Mark, no stinging. Now, if would all like to take your seats. Well, It's lovely to see you all looking so bright-eyed and bushy-tailed on your first day back after the long summer

holidays. I'm looking forward to hearing what you've been up to (*Jessica's hand shoots up*), but... (*her hand drops*) before you tell me, I have an important announcement to make. We have a new girl in our class today. Sam would you like to stand up. Who can tell me - (*Jessica puts her hand up*) Yes, Jessica?

Jessica We welcome new students into the class with quiet claps, Mr Mitchell.

Teacher That's right, Jessica. Quiet claps. So, let's all put our fingers together and give Sam quiet claps. (*they do so*) You can sit down now, Sam. (*Jessica keeps clapping.*) Thank you, Jessica. (*she stops*) Right, class - what we're going to do now is find out what we've been up to over the summer holidays. Then, after that, we're going to draw a picture of what we did. And the person who draws the best picture will be given a fantastic, mystery prize.

Class Ooh!

Teacher Come on - it's more mysterious than that! I said *A fantastic, mystery prize!!*

Class (*more energetic*) Oooh!!

Teacher That's better! Far more mysterious! Right - I'll go first. Now, as most of you already know, I am rather fond of my...?

Class Caravan holidays!!

Teacher Exactly! My caravan holidays. And this year was no exception. I headed off to the university town of St Andrews on the east coast of Scotland. I had a great time: it reminded me of when I was your age; I went in for a swim, and I was quite scared that a jellyfish would sting me on my - but enough about me. Mark, why you don't you stand up and tell everyone what you got up to during the summer holidays.

Mark I got fish and a tank.

Jessica (*Sniggering*) Fish in a tank!

Teacher Jessica - Mark's talking. Fish? Really? How many?

Mark Three.

Teacher That's wonderful. What did you call them?

Mark Fish, chips and pickle.

Teacher Very creative names, Mark. Let's all give Mark a quiet clap. *(They all clap)* Now, Jessica, why don't you tell us -

Jessica We went to a place really far away. It was called Spain. It was really hot and you had to use lots of suntan lotion. We had great fun at the beach.

Teacher Marvellous! Now, Sam-

Jessica At night time you got to do lots of dancing.

Teacher Excellent. Sam-

Jessica And my mum got up and sang lots of karaoke songs and -

Teacher Thank you, Jessica. Spain sounds like lots of fun. No doubt we'll be hearing more about it over the coming weeks - if not months. Now, Sam, why don't you stand up and tell us what you got up to? *(Jessica puts her hand up)* Yes, Jessica?

Jessica Sir, I never got my quiet claps.

Teacher Neither you did. Right, everyone, a quiet clap for Jessica. *(They clap)* Right, Sam, why don't you tell us what you did over the summer?

Sam We moved house in the summer. It's a really big house and I've got a room all to myself. My mum says it's a special house because there's a big secret about it that I'm not allowed to tell anybody.

Teacher A big secret? Very intriguing. Quiet claps for Sam. What we're going to do now, class, is paint a picture of what we've just talked about, and, as I said earlier, the person who paints the best picture will get the special mystery prize. *(She shows them the pencil case)* Now, who would like to volunteer to hand out- *(Jessica puts her hand up)* Right, Jessica, you hand out the paper and I'll be back in five minutes.

*(He exits, Jessica hands out paper and brushes to the others. They start painting)*

Mark So what's so secret about your house?

Sam I'm not allowed to tell because it wouldn't be a secret.

Mark That's stupid.

Sam No, it isn't. My mum says I'm not allowed to tell.

Mark It doesn't matter-

*(Mitchell returns and checks what's going on)*

Teacher Right, Sam - are you drawing your new house? Very good.

Jessica Mr Mitchell?

Teacher Jessica - draw your holiday in Spain - any bit of it you like. Oh, Mark - Leonardo da Vinci.

Mark Fish, Chips and Pickle, sir.

Teacher Yes. *(exits)*

Mark It doesn't matter what mums say. What does your dad say?

Sam I don't have a dad anymore.

Mark Is he dead?

Sam No.

Mark Your mum must be really ugly if you don't have a dad.

Sam No she's not.

Mark Really ugly and poor.

Sam She isn't.

Jessica *(moves across to her)* Are you OK? Is that your house?

Mark *(comes across)* Is that your secret house?

Sam Yes.

Mark You forgot about the river.

Sam What river?

Mark That river.

*(Mark kicks her water cup over the picture)*

Jessica What did you do that for?

Mark None of your business.

Jessica I'm telling the teacher.

Mark No, you're not. If you do that, I'll tell everyone you're a grass.

Jessica I'm not a grass.

Mark I'll tell everyone you are. Just sit down and shut up.

*(Mr Mitchell enters)*

Teacher OK Mark, it's nice of you to help, but just leave Jessica to get on with her own work. Now, let's see how you are getting on with our pictures. Very good, Mark. What was the name of your fish again: *(joking)* Chips, cheese and curry sauce?

Mark Fish, chips and pickle, sir!

Teacher How could I forget. And which one is that, Fish or Chips?

Mark Pickle, sir.

Teacher It would be, wouldn't it. Jessica, there doesn't seem to be much on your paper - did it snow a lot on holiday?

Jessica No, sir.

Teacher Well, maybe less talking, more painting? Oh dear, Sam. What's happened? There seems to be a lot of water on your painting. I presume your house isn't in the middle of an Island. Did you have a wee accident?

Sam No. Yes. It got spilled.

Teacher No, yes. You don't seem very sure. Did you see what happened, Jessica?

Jessica I don't know.

Teacher Mark?

Mark I don't know.

Teacher No one seems to know very much, do they? Well, we all accidents! Since it is your first day, why don't I get a volunteer to help you clean it up. Who would like to volunteer? Jessica?

Mark (*Putting his hand up*) I'll help.

Teacher Thanks very much, Mark. Are you turning over a new leaf?

Mark Yes, sir.

Teacher Well, you'll have quite a bit of work to do to make up for all those dragon marks you got last term for laughing at the lollipop man's nose. (*They laugh - Mr Mitchell enjoys the situation and milks it*) It's not funny! A bee came right up and stung the poor man right on the end of the nose. It swelled up like a balloon! Come on, Mark.

(*Mark and Mitchell exit*)

Jessica Are you OK?

Sam I don't like him.

Jessica He's not nice. Why did he do that to your picture?

Sam Because I wouldn't tell him my secret.

Jessica Well, he shouldn't have asked. (*expectant pause - nothing*) You never tell anyone a secret. (*expectant pause - nothing*) Unless it was a really good friend...

Sam If I tell you my secret, will you promise not to tell anybody else?

Jessica A pinky promise. (*They link pinkies*)

Sam Well, see this house, I don't really live in a big house like that. My daddy was bad to my mummy, so we have to live in a house with lots of other people so we're safe.

Jessica You must have loads of friends in your new house?



Sam Kind of. Not really. I think you're my best friend.

Jessica Really? You're my best friend too.

#### **Scene 4 Playground**

##### **Boys**

*(Mark and Derek charge on stage)*

Derek So, I heard you got your fish at last? How many?

Mark Three.

Derek What did you call them?

Mark Fish, chips and pickle.

Derek What did you call them that for?

Mark I think they're cool names. And it's jwhat my dad gets at the chippy: fish, chips and a pickle.

Derek Does that mean you're going to eat your fish?

Mark No.

Derek That would be like me saying, "Mum, can I eat Rover for my dinner tonight?"

Mark Don't be daft. I'm not going to eat my pets.

Derek Calm down - I'm winding you up! Can I come over to your house to see your fish?

Mark I don't know: my mum and dad don't like me having folk over.

Derek Oh - right. Why don't you bring your fish over to my house?

Mark Don't be daft: I can't carry the fish tank all the way from mine to yours.

Derek I didn't mean bring the fish tank. You bring them in a plastic bag.

Mark In a plastic bag?

Derek Yeah - like when you get fish at the fair. You know - they put them in a plastic bag. You fill it with water, drop in the fish, tie a knot in

it and carry them over.

Mark Hang on - if I can put the fish in a plastic bag, I could bring them into school tomorrow for "Show and Tell".

Derek Oh yeah! How many gold stars will you get for that?

Mark Hundreds.

### Girls

Sam It's nice to have a new friend - it's hard getting friends in a new school.

Jessica Is this your first new school?

Sam No, we move house a lot, and I start new schools a lot.

Jessica That sounds like fun. Is it?

Sam I -

Jessica Wait - maybe it doesn't sound like fun. No - it sounds like it's not much fun. Not much fun at all!

Sam Well -

Jessica Still, I think you'll like it here at *this* new school. We get lots of different teachers, not just Mr Mitchell.

Sam I think Mr Mitchell's weird. He speaks funny: "I got stung with a jellyfish".

Jessica He makes me laugh: "Busy bees; we're all going to be busy bees".

Sam He seems quite nice, though.

Jessica He is. We also get Mr. Brown. He's the music teacher and he walks like this. "I am the music man and this is what I play".

Both "What can you play?"

Jessica He's got big sweaty bits under his arm.

Sam Yeuch!

Jessica I know! One day he told us he was a ghost.

Sam Well that's weird. He must have made it up to scare you

Jessica But he says he doesn't have a birthday.

Sam Oh. So do you think he *is* a ghost?

Jessica I don't think so. Unless ghosts sweat...

Both Nah!

Sam Who's your favourite teacher?

Jessica My favourite teacher is Miss Murphy, the drama teacher. She's got the longest hair all the way down to her back. She wears really nice earrings.

Sam I'm not allowed to get my ears pierced.

Jessica I don't think I am either, but I might just go after school.

Sam I wouldn't do that. My mum got earrings, but my dad ripped them out.

Jessica Why?

Sam I don't know. I think Mr Mitchell is going to be my favourite teacher - she makes me laugh.

Jessica Oh, oh. I need the toilet.

Sam Me too. Let's go.

*(They run to the toilet, Mark and Derek bar the way)*

### **Scene 5 Outside The Toilet**

Jessica Let us in. We need the toilet.

Mark You can't come in. The doors are locked.

Jessica No, they're not.

Derek "No, they're not." It's locked. We told you.

Jessica But I might have a wee accident.

Derek It won't be the first time, will it?

Sam Please. I need the toilet as well.

Mark If you want in, it's going to cost you.

Jessica I've got 10p.

Mark (*He takes the coin and the boys part. Jessica steps through - as Sam follows they bar the way again*) Where are you going?

Sam But I'm needing.

Mark You should have gone before you went out.

Sam I've got 10p.

Derek Let's see. (*Takes the coin. Sam goes to enter - they block the way again*)

Mark Where are you going?

Sam I gave you ten pence.

Boys. Beat it.

### **Scene 6 At Night**

All You get it for being different  
You get it for being black  
You get it for being chicken  
You get it for talking back

Sam I don't want to go to school tomorrow. Mark's being really horrible to me. I can't tell my mum because she's got enough to worry about. Last night, she went round to my dad's house to pick up some stuff, but they had a big argument. If I don't go, then Mark will have won. Jessica's really nice, though. Maybe tomorrow will be better.

Mark I am really excited about school tomorrow. I'm going to win that pencil case, because my painting is the best. Not only that: I filled a bag with water and put my fish inside it. But I have to sneak it past my dad: if he sees me, he'll batter me.

### **Scene 7 Tuesday Morning**

Teacher Good morning, class.

All. Good morning, Mr Mitchell.

Teacher Now, today is a very special day. Not only is it "Show and Tell" day - and I do hope you've remembered to bring in a special toy or object - but it is also the day when I get to award

the first gold star of the new term and the special, mystery prize. Which is not a mystery anymore - it's a cheese sandwich.

Class No!

Teacher Is it a box of Jaffa cakes?

Class NO!!!

Teacher I've completely forgotten what it is. What is it?

Class It's a pencil case!!

Teacher Yes, of course it is! So, let's see what you've done. Very good, Mark. Good use of colour. What were your fishes names again? Snap, crackle and pop?

Mark No, sir. Fish, chips and pickle. I've got them-

Teacher Very good, Mark. Jessica...

Mark But sir-

Teacher Now, Mark - let's see what everyone else has done. Now, Jessica, let's see if you have improved on yesterday's Spanish snowstorm.

Jessica It's not finished yet.

Teacher That's, apparent.

Jessica It's not a parrot. It's Spain.

Teacher Moving on. Now, Sam, my, my - What a wonderful improvement. I particularly like the billowing chimney smoke and the forlorn seagull hanging in the thermals. Or is it hanging up its thermals? Well, there are some fantastic paintings, but there can only be one winner. And that winner of the special edition pencil case is... Sam!

*(He gives Sam the pencil case)*

Sam Thank you, Mr Mitchell.

Teacher Quiet claps for Sam, everyone. *(Mark refuses to clap)* Mark, quiet claps for Sam. *(Mark reluctantly claps)* Don't worry, Mark - you still have a chance to win a gold star in Show and Tell. *(Mark perks up)* Sam, since you won

the pencil case, why don't you go first.

Sam I brought a teddy with me.

*(Mark sniggers)*

Teacher Now, Mark. On you go, Sam.

Sam It's a doggy called Sammy. My dad bought it for me. I take it everywhere I go.

Teacher Thank you very much, Sam. Jessica, why don't you stand up and tell us what-

Jessica Well, I've actually brought a photograph with me today. And it's of a Spanish dude. In Spain, they are not called men, they're called dudes.

Teacher Thank you, Jessica.

Jessica He's wearing a big hat, called a sombrero.

Teacher Thank you, Jessica.

Jessica And he's got big sleeves on his costume for his dancing.

*(Jessica sings and dances a Spanish-type song)*

Teacher Thank you, Jessica.

Jessica Arriba!!

Teacher OK. Mark, why don't you tell us what you've brought.

Mark Mr Mitchell, I brought in my fish.

*(The bag is empty of any water, the fish are motionless. Mark is distraught)*

Teacher *(concerned for him)* Oh, Mark - why did you bring your fish in a bag? Quick - get them over to the sink and see if you can help them. Right, everyone - sit where you are: I'll go to get the janitor.

*(He exits)*

Girls *(giggling)* Taking your fish in a bag??

Mark What are you laughing at? Do you think it's funny that my fish are dead?

Sam No.

Jessica We didn't say that.

Mark *(To Sam)* This is all your fault. You and your house and your stupid secrets. If you hadn't won that pencil case my fish would still be alive.

Sam I didn't do anything.

Mark This is mine. *(He takes Sam's pencil case)* You don't deserve it.

Sam Give it back.

Jessica You can't do that. I'm going to tell the teacher on you.

Mark You say anything and I'll batter you.

*(Mr Mitchell returns)*

Teacher Right, the janitor will be along in five minutes - Are you alright, Mark? Mark, why do you have Sam's pencil case?

Mark She gave it to me.

Teacher Why did she give it to you?

Mark I don't know, Sir - she just did.

Teacher Sam, did you give Mark your pencil case?

Sam No. Yes. I gave it to Mark, just like he said.

Teacher Why?

Sam Because he was upset. Because his fish died. And I thought it would cheer him up.

Teacher Jessica, is there anything you'd like to add?

Jessica I don't know.

All You get it for being different  
You get it for being black  
You get it for being chicken  
You get it for talking back

### **Scene 8 Mark's House, Later That Night**

Dad *(Offstage)* Mark? Mark? Where's your fish? I

said, where's your fish?

Mark I don't know. They're dead.

Dad What do you mean they're dead? What have you done to them?

Mark Nothing.

Dad Mark!

Mark I took them to school. For Show and Tell.

Dad What?? (*He storms in*) You took them to school?

Mark I took them in a plastic bag. But it leaked and they died.

Dad A bag?

Mark It wasn't my idea. You get them from the fair-

Dad Get them from the fair? You're getting battered...

Mark (*panicked*) It wasn't my fault!

Dad Of course it was your fault. You put them in a bag! What did you think was going to happen to them? I should never have let your mother talk me into buying you them in the first place. The two of you are just the same. Absolutely useless! And now I'm left with a stupid tank. Because you couldn't look after your stupid fish.

(*goes to exit*)

Mark They're not stupid.

Dad (*turning back, aggressively*) What did you say to me? (*nothing - he shoves Mark*) Eh?

Mark I loved my fish.

Dad Loved your...? I'm away out. Tell your mum I'll not be back till late.

Mark But what's for dinner?

Dad Fish and chips!

(*He exits. Mark follows slowly*)



Girls You get it for being big and fat  
You get it for being small  
You're going to get it and get it and get it  
For anything at all

### Scene 9 Wednesday Morning

Teacher Good morning, class.

Girls Good morning, Mr Mitchell.

Teacher Oh, has anyone seen Mark?

Jessica No, Mr Mitchell. He wasn't in the playground.

Teacher Thank you, Jessica.

Teacher And he wasn't in the dining room, and he wasn't in the cloakroom, and he wasn't in the-

Teacher Thank you, Jessica. I think we get the picture. Perhaps he's a wee bit upset after losing his fish yesterday. Now, today is a very special day. Does anyone know what day it is today? *(Jessica puts up her hand)* Yes, Jessica?

Jessica Wednesday.

Teacher That's right, Jessica, today *is* Wednesday. But that's not what makes it special. Does anyone know what does? *(Sam puts her hand up)* Yes, Sam?

Sam It's anti-bullying day, Mr Mitchell.

Teacher That's right, it's anti-bullying day. So what we're- *(Jessica puts her hand up)* Yes, Jessica?

Jessica Is there a day called uncle-bullying?

Teacher No. *(Mark enters,)* Good morning, Mark.

Mark I'm sorry I'm late, sir.

Teacher That's alright, Mark. Take a seat. Right - we're going to play a game: I'm going to say some things and if you agree, sit over there; if you disagree, sit over there; if you're not sure, sit in the middle. OK?

All Yes.

Teacher OK! Here we go! Boys bully more than girls. Agree or disagree? Go!! *(They run to the*

*respective spots: Sam and Jessica agree, Mark disagrees*) Sam, why do you agree?

Sam Girls do bully, but boys bully more. Most of the people who bully me are boys.

Teacher And what kind of things do they do?

Sam They say bad things about my mum. That she's ugly. And poor. But she's not.

Teacher What about you, Mark? Why do you disagree?

Mark Girls bully just as much as boys. They just do it in different ways.

Teacher In what ways?

Mark Girls don't fight as much as boys, but girls don't let you play with them. And they laugh at you.

Teacher That's right, Mark. Bullying doesn't always have to be fighting or name calling. It can also be ignoring people or laughing at them. *(Jessica puts her hand up.)* Yes, Jessica?

Jessica Mr Mitchell, my wee brother, Jason, makes up lies about me. He told my mum that I said bad things about him, but I didn't. Is that bullying, too?

Teacher Well, sometimes telling lies can be bullying, too.

Teacher Now: people who come from a family where there is a lot of fighting and arguing are more likely to fight and argue themselves. Agree or disagree? Wait for it... GO!!! *(Sam disagrees, Mark agrees, Jessica initially agrees but changes her mind and stands in the middle)* Sam, why do you disagree?

Sam My dad hit my mum. And then they split up. But I've never hit anyone.

Teacher And why do you think you have never hit anyone?

Sam Because I know how bad it made my mum feel. And I know how bad it made me feel. And I wouldn't want to make anyone feel like that. Ever.

Teacher And what about you, Mark? Why do you agree?

Mark I just do, sir.

Teacher But why?

Mark I don't know.

Teacher OK, Mark. Jessica, why are you in the middle?

Jessica I wasn't sure at first because my mum and dad never argue. But my wee brother Jason argues with me all the time.

Teacher I'm scared to ask, but what kind of things do you argue about?

Jessica Well, he hit me with his toast and got my school shirt all messy.

Teacher And what did you do?

Jessica I hit him. So he hit me. So I hit him back again. Then he hit me back again. So I hit him back another time. Then he hit me back another time. So I

Teacher Thank you, Jessica. Rather than hit him back, though, what else do you think you could have done?

Jessica Not hit him back.

Teacher That would have been a start.

Jessica Mr Mitchell?

Teacher Yes, Jessica?

Jessica You've forgotten to ask some people what they think?

Teacher Oh, really? Have I? Oh, dear. And who have I forgotten to ask?

All (*to audience*) Them!

Teacher Quite right. Well, since you spotted my mistake, why don't you ask them?

**THE END**

## WORKSHOP QUESTIONS

### **JESSICA**

- *Boys bully more than girls - Indicate which side is “agree” “disagree” etc.*
- *Why do you think that? - If so - why do you think that might be the case?*
- *people who come from a family where there is a lot of fighting and arguing are more likely to fight and argue themselves. Agree or disagree*
- *Why do you think that? - If so - why do you think that might be the case?*

### **SAM**

- *Name different things you might call bullying*
- *Do we agree/disagree?*
- *Why?*
- *What instances of bullying did you see in the play?*
- *Which is worse? Why? Is there a better or worse?*
- *Where might bullying take place?*
- *How is face-to-face different from online/text bullying?*

### **MARK**

- *How might it feel to be bullied?*
- *How might it feel to bully?*
- *How often do you think bullies realise that is actually what they are doing?*
- *Why do you think people might bully someone?*
- *What might be some ways to deal with bullying?*
- *How easy is that?*
- *What might you do if you witness bullying?*
- *What might stop you?*

### **MR MITCHELL**

#### **Replay painting/water scene**

- *Why does Mark go up to Sam in the first place?*
- *Investigate/delve further*
- *Why does Mark ruin her painting?*
- *Why does Jessica say nothing?*
- *Why does Sam say nothing?*
- *Hot-seat Mark, Sam & Jessica*

#### **Replay pencil case scene**

- *Why does Mark want the pencil case?*
- *How do you feel about Mark?*
- *Why does Sam give him the pencil case?*
- *Why doesn't Jessica tell?*
- *Thinksbubbles*
- *What advice might you give to the characters to change what happens?*

#### **Replay the scene with hidden voices - “Stop”**

- *Recap the points discussed - reasons for bullying; how it makes people feel to be bullied; empathy; how to react; difficulties in that; where to go for help.*