

## Print, Prose, Poetry: 2

### Will I Have To Get a Brief?

This session revolves round a script.

For your information, here are the mappings for this activity to the English, PSHEE and Citizenship Curriculums:

English	Speaking and Listening	3; 4a, b, c; 11a, b, c
	Reading	1a, b, c, d, e, g, h, j; 8b
	Writing	1a, b, d, d; 9a; 11
PSHEE	Developing a healthy, safer, lifestyle	2g
	Developing good relationships and respecting the difference between people	3a, b, c, i, j, k
	Knowledge, skills and understanding	4c, e, g, h
Citizenship		1g; 2; 3

There are two versions of this script; they both indicate how criminal damaging behaviour can escalate. Version One deals with damage to private property, Version Two deals with damage to railway property. You can work with one version or both; the suggested questions below will work with both scripts.

You may be interested to know that the first part of this script appears in the OUR SPACE filmed play SUCCESS AND FAILURE; you can download this resource.

- Divide your group into threes.
- Explain to them they are going to read through a script in their groups. The scripts are designed to be photocopied, and are at the end of these guidance notes.

When your groups have all read the script, encourage them to discuss it among themselves. Let them talk freely about it and in an unstructured way. Use the questions below to kick-start this discussion.

- What have the three characters - Rob, Tom, Oll - been up to?
- What are Rob, Tom and Oll worried about?

Now that your group is warmed up; push them to think further about the play and its implications. We offer questions below as guidelines; the questions are in two groups - English and PSHEE/ Citizenship - in order to help you focus your group's discussion. Vary your questioning between 'whole group' questions and questions that your small groups of three can discuss, then feed back.

## English

Here are a group of suggested questions; these are focused within the context of an English session.

When the play starts, the two boys, Rob and Oll, have been talking already. What about?

Oll and Tom were both involved in something last Tuesday. What was it?

Now think about each character.

- 1. Rob:** What kind of person is Rob? Find evidence to back up what you think. Why do the other two think that Rob might be in the most trouble? Rob keeps repeating (or near repeating) something about what happened that might not be true. What is it, and why does he keep repeating it?
- 2. Oll:** What kind of person is Oll? Find some evidence to back up your opinion. What does Oll think about the graffiti? Oll changes his mind about getting his mum to give the others an alibi. Why? Why does Oll sometimes treat what they have done as a bit of a joke?
- 3. Tom:** What is Tom like? Find evidence to back up your opinion. What mood is he in when he arrives? Why?
- 4.** What do you think about the way the play is written? What do you notice about the language the characters use? Are there any words that show they are trying to be cool? Are there any words that show they might have been in trouble before? What words help us to guess what they are feeling? Finally, why has the writer kept the lines so short?

## PSHEE / Citizenship

This group of questions will be useful within a PSHEE or Citizenship context; also to extend the discussions and understanding within an English context.

The play opens up some questions about the three characters: what they have done, and what might happen to them. Do you think the characters understand what they have done, or are they denying it?

Is the situation the characters find themselves in likely to really happen as a result of being involved in criminal damage? Both scripts are based on real events. Why do you think each of the three is involved in criminal damage activity?

In both scripts the points to emphasise are:

- Who are the victims of the crimes (think widely).
- The crime easily escalates beyond the actual damage itself.

The boys are in serious trouble. Exactly what will happen is complex and there are many possibilities. The crucial point here is whether any of your young people would really want this hanging over them? Discuss this with them, and ask them to be as honest as possible rather than 'bragging'.

If you think your young people will be grabbed by this issue, it would be a good opportunity for you to contact, say, a police officer, magistrate or youth workers who could come and discuss it with you all.

## Imagination

Some students may want to try their hand at rehearsing and performing this script. If they wish to do this, encourage them. But also encourage them to share it with the whole group at another time. If there are girls in your group, they should be free to adapt the names to suit themselves.

Rather than concluding your session with rehearsing and playing back this script, encourage your students to think beyond this script. Ask them to create, in their threes, a script of their own - which must be ONE SCENE LONG. You could ask them to rehearse and share their scene, or ask them to write it down (in groups).

Offer these choices:

- A scene in which Rob and Oll are interviewed by the woman detective - they should give her a name.
- A scene in which Tom, his mum or dad and a solicitor talk together - what's Tom going to do?
- Rob, Tom and Oll meet by chance a week later - what's gone on in the meantime?

## Working with both Versions Together

You will find it helpful to prepare for this session - the preparation is enjoyable though.

Ask six of your group who are willing performers to spend an hour or so after school one day, or one lunch time. Prepare the script for performance. This doesn't have to be complicated. There's little moving about in the script and your students won't have to memorise the lines. They will need help, though, digging out the meaning of some lines.

(Remember part of this play appears on film at the beginning of SUCCESS AND FAILURE; a play in the OUR SPACE suite of materials.)

Present both versions to your group and think about the following:

- Do you like one play more than the other?
- Which play is more realistic?
- In which play are the young people in most trouble? (Your group will have to speculate about what happens next in order to answer this so there are different answers.)

Ask your students to write a script of their own based on a further type of criminal damage. Less able students might want to base it very closely on these scripts, more able writers may want to be more imaginative. They should aim:

- To have suspense in the first half - why is the detective after them?
- Let Tom come in with the new information.
- Keep the lines very short.
- Try to keep the atmosphere or tone.

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# Will I Have To Get a Brief?

Rod Dungate

### Version One

#### Characters

Rob, 15

Oll, 14

Tom, 14

[Rob and Oll are sitting on a seat in a Shopping Centre.]

**Oll** Plain Clothes. Been asking questions.

**Rob** What'd she want?

**Oll** Asking if we was mates.

**Rob** Why?

**Oll** You're jumpy.

**Rob** No I ain't.

**Oll** Bricking it, man.

**Rob** I ain't.

**Oll** Asking what was I doing Tuesday.  
And if you was with me.

**Rob** Last Tuesday?

**Oll** When you had that fight. With the  
old feller with the garage.

**Rob** We tagged it. Me and Tom.

**Oll** You said.

**Rob** He deserved it.

**Oll** So this detective bird's asking about  
you. And where you was.

**Rob** She can stick it.

**Oll** She's going to stick it to you. Been  
to your house. Asking your old lady  
questions.

**Rob** Me and Tom tagged all the garages  
down Green Hill.

**Oll** And the rest.

**Rob** Yea.

**Oll** It's rubbish.

**Rob** It's art, mate.

**Oll** So you say.

**Rob** You done it.

**Oll** Yea . . . Well . . .

**Rob** What she asking about?

**Oll** Last Tuesday's all I know. Do I know  
where you was.

**Rob** You don't.

**Oll** I said I don't. I wasn't with you.

**Rob** He made a complaint. Bet you. Old  
fool. We didn't do nothing.

**Oll** You tagged his garage.

**Rob** So?

**Oll** He didn't like it.

**Rob** I like it.

**Oll** You already had a warning.

**Rob** That

**Oll** You already had a warning.

**Rob** They won't do nothing. They never do.

**Oll** I'll say you was with me. At mine. Me old lady'll say you was. If I tell her. She won't remember.

**[Tom rushes up to them.]**

**Rob** Yo, bruv.

**Tom** Leave it out.

**Oll** What's got you?

**Tom** Trouble, man.

**Rob** Oll just said. Some old geezer complained about us.

**[Oll and Rob laugh.]**

Took his time about it, didn't he.

**Tom** He collapsed or something. He's in hospital.

**Rob** So?

**Oll** Don't know him, mate.

**Rob** Out the way now, ain't he?

**Tom** They're saying it's our fault.

**Rob** We didn't touch him.

**Oll** You said you had a fight.

**Rob** Yea . . . well . . .

**Tom** Perhaps he's had an heart attack. Day after we rucked him.

**Rob** We didn't touch him.

**Tom** He's old.

**Rob** Old people go and collapse all the time.

**Oll** He'll croak it. You'll be done for murder! **[He laughs.]**

**Tom** Don't laugh.

**Oll** Just a joke.

**Rob** Don't be a prat! - We didn't touch him.

**Tom** Don't matter.

**Rob** It's a wind up.

**Tom** We got to go to the station. Make a statement.

**Rob** We won't go.

**Oll** Have to, mate.

**Rob** No we don't.

**Tom** What we going to do?

**Rob** Stay cool. I'll think of something.

**Tom** Will I have to get a brief?

**Rob** I know one.

**Tom** I only did it because you told me to.

**Rob** Don't blame me!

**Tom** It's your fault.

**Rob** We didn't touch him.

**Tom** They got us on CCTV.

**Rob** We'll say we was at Oll's.

**Oll** Don't drag me into it.

**Rob** Grasser.

**Oll** No way. I'll say I don't know nothing. I don't want nothing to do with it.

**Rob** They can't do nothing. We didn't touch him. Anyway we're too young.

**Tom** What's going to happen to us?

## Print, Prose, Poetry: 2

# Will I Have To Get a Brief?

Rod Dungate

### Version Two

#### Characters

Rob, 15

Oll, 14

Tom, 14

[Rob and Oll are sitting on a seat in a Shopping Centre.]

- Oll** Plain Clothes. Been asking questions.
- Rob** What'd she want?
- Oll** Asking if we was mates.
- Rob** Why?
- Oll** You're jumpy.
- Rob** No I ain't.
- Oll** Bricking it, man.
- Rob** I ain't.
- Oll** Asking what was I doing Tuesday. And if you was with me.
- Rob** Last Tuesday?
- Oll** When you was down the junction. Tagging the bridges.
- Rob** We tagged 'em. Me and Tom.
- Oll** You said.
- Rob** It's rubbish there.
- Oll** So this detective bird's asking about you. And where you was.
- Rob** She can stick it.
- Oll** She's going to stick it to you. Been to your house. Asking your old lady questions.
- Rob** Me and Tom tagged all the bridges down Green Hill.
- Oll** And the rest.
- Rob** Yea.
- Oll** It's rubbish.
- Rob** It's a laugh, mate.
- Oll** Need a laugh.
- Rob** You done it.
- Oll** Yea . . . Well . . .
- Rob** What she asking about?
- Oll** Last Tuesday's all I know. Do I know where you was.
- Rob** You don't.
- Oll** I said I don't. I wasn't with you.
- Rob** Had a bit of a laugh.
- Oll** The passengers didn't think so!
- Rob** They're rubbish.
- Oll** They didn't like it.
- Rob** I like it.
- Oll** You already had a warning.
- Rob** That
- Oll** You already had a warning.

**Rob** They won't do nothing. They never do.

**Oll** I'll say you was with me. At mine. Me old lady'll say you was. If I tell her. She won't remember.

**[Tom rushes up to them.]**

**Rob** Yo, bruv.

**Tom** Leave it out.

**Oll** What's got you?

**Tom** Trouble, man.

**Rob** Oll just said.

**[Oll and Rob laugh.]**

**Tom** Nothing to laugh about.

**Oll** He's bricking it.

**Rob** Just a train stopped.

**Tom** They say there could have been an accident.

**Rob** Ten minutes or something. That's all. Nothing.

**Tom** People might've been killed. They're saying.

**Rob** No way.

**Tom** Suppose it come off the rails?

**Rob** 'Coz of a bit of concrete? No way. They don't go fast enough.

**Oll** [He's laughing.] Mass murderers.

**Tom** Don't laugh.

**Oll** Just a joke.

**Rob** Don't be a prat! - Just stopped for a bit.

**Tom** Don't matter.

**Rob** It's a wind up.

**Tom** We got to go to the station. Make a statement.

**Rob** We won't go.

**Oll** Have to, mate.

**Rob** No we don't.

**Tom** What we going to do?

**Rob** Stay cool. I'll think of something.

**Tom** Will I have to get a brief?

**Rob** I know one.

**Tom** I only did it because you told me to.

**Rob** Don't blame me!

**Tom** It's your fault.

**Rob** It was just stopped.

**Tom** They got us on CCTV.

**Rob** Ten minutes. We'll say we was at Oll's.

**Oll** Don't drag me into it.

**Rob** Grasser.

**Oll** No way. I'll say I don't know nothing. I don't want nothing to do with it.

**Rob** They can't do nothing. We didn't do no harm. Anyway we're too young.

**Tom** What's going to happen to us?