

## Print, Prose, Poetry: 4

# It's Just Frustration - A True Story

This is most suitable for use within a PSHEE or Citizenship context. You'll see that much of this session builds around the WHAT'S THE BEST COURSE OF ACTION? filmed play from the suite of OUR SPACE plays. These can all be downloaded.

For your information here is the mapping for this activity to the PSHEE and Citizenship Curriculums.

PSHEE	Developing a healthy, safer lifestyle	2g
	Developing good relationships and respecting the difference between people	3a, b, i, j, k
	Knowledge, skills and understanding	4a, c, f, g, h
Citizenship	Developing skills of participation and responsible actions	3

- Divide your group into smaller groups of about four.
- Read or show (or both) the statement below to your whole group.

This is a statement made by a 15 year old to police officers. He had caused serious damage to a school classroom.

**I cannot remember what happened, it wasn't just me there were five others. It's just frustration.**

Ensure that your group understand this is a true case. With your whole group create a name for the young man (this makes discussion easier.) Stress to them that you are 'inventing' a name to 'anonymise' the case.

Ask your young people, in their small groups, to build up the circumstances that led up to this incident. At this stage it will be mostly speculation.

- What might the six young people have been up to?
- What sort of damage might they have done?
- Why might the person have been frustrated?
- Do you think he's using 'there were others' as an excuse?

Once your group is warmed up, fill them in with the rest of the details. These are taken from a youth worker's case-notes.

**Young person 15 years causes damage in school. Young person along with five peers pulls piping off a wall and causes damage to schoolroom. The young people had been causing problems in school, causing disruption during the day and left in a separate room.**

In interview the person stated:

**I cannot remember what happened, it wasn't just me there were five others. They shouldn't have locked me in at school. It's just frustration.**

- Does any of this additional information change your views from earlier?
- What might we guess or assume or learn from the fact the young person 'cannot remember what happened?'

Encourage a free-flowing discussion around this case.

It's likely that much of this might focus on the 'shouldn't have locked me in' phrase.

It would be very helpful to see the opening section (more if you can) of the WHAT'S THE BEST COURSE OF ACTION play from the OUR SPACE suite.

This will also raise a similar point (this case study, in part, formed the basis for this play).

If you are able to, with your group, engage them in a discussion about the best course of action to be taken with these six young people? Is the young person's behaviour in this case study excused?

Now challenge your group with a very serious task. Put them into twos or threes. Explain you will take their responses seriously if they take the task seriously.

Ask them this question (show it on a PowerPoint if you're using one.)

## **What frustrates you at school?**

Have a brief warm up free-flow discussion. Then outline the task.

Each group of young people is going to produce the Top Three Frustrations About School. Alongside each frustration they must explore (in note form) how or why this comes about - and their result can only be taken seriously if they look at the issue 'in the round'.

Alongside this is a section about how to relieve the frustration.

You might use the following example to explain the process.

<p>Lining up outside each classroom in silence</p>	<ul style="list-style-type: none"> <li>● You can't just barge in, the teacher may be finishing off a lesson.</li> <li>● Confusion if some people are pushing out and other pushing to get in at the same time.</li> <li>● The desire for an orderly start to each session.</li> </ul>	<ul style="list-style-type: none"> <li>● Wait in an orderly but informal queue outside the room, talk in low voices and no pushing and shoving.</li> <li>● When asked to come in, enter quickly and politely, sit down quickly and be ready to begin the session.</li> </ul>
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Your pupils will spot the element of compromise on both sides in order to achieve an agreed aim. If your students don't want to line up formally, they must take part responsibility or ownership for a new process.

Depending on your results, and if you feel bold, you might try, with the agreement of all, implementing one of their suggestions. As a start . . .