

Topic: SELF-ACCEPTANCE

Objective: To encourage a sense of acceptance of self and others.

To develop self-worth and an understanding of the need to appreciate oneself and others in order to value our good qualities and improve any negative qualities.

Pupils look at issues of mutual respect and understanding and develop ability to see the world through the eyes of others.

Curriculum Links: Citizenship, Drama, English, Music, PSHE, RE

Key words: disqualify, exaggerate, rehearse

Materials needed:

- The Manual or copy of lesson plan
- Pages 36 and 37 of the Introduction Manual
- Writing materials
- CD player
- CD with music for silent sitting
- Pages of the drama for 6 pupils

QUOTATION/THEME FOR THE WEEK



**TO LOVE OTHERS
I NEED TO LOVE AND VALUE MYSELF**

Brainstorm what you think this means.

What is the difference between loving yourself and being conceited, or showing off?

Give an example of when you were loving to yourself without showing off.

SILENT SITTING

Step 1 *(See page 36 of the Introduction Manual)*

Step 5: Guided Visualisation on Light exercise *(See page 37 of the Intro Manual)*

Step 6.

DRAMA

MOVEMENT

by Cynthia Bach

The scene is set in a school known for its high standards in dance and drama.

Characters: *Narrator*
 Lauren
 Kate
 Carla
 Mrs. Smith, the dance teacher
 The Examiner

Narrator: Lauren, is at it again. Telling all her friends about her trip to London... how she bought lots of new clothes... went to see a show... met the stars of the show and... She just goes on and on.

Lauren: (surrounded by a group of girls) I looked just amazing! Everybody loved me...

Kate: I sometimes wish I could have an exciting life like that and be the one to tell everyone of my adventures. But I know I don't really need to be the centre of attention all the time. I am contented and happy with my life.

Carla: Kate you are my best friend. I like Lauren too but I do suspect that Lauren exaggerates quite a lot just to impress people.

Kate: I don't know what to think, but I know we must practise our dancing, if we're going to pass the exam in a few weeks.

(Later that day, the girls are getting ready for their dancing lesson)

Lauren: I've been offered a job modelling. I'm going to be a teenage model for a catalogue. What do you think of that?

Girls: Ooh! You lucky thing!

Kate: What about your dancing lessons? How will you fit everything in?

Lauren: (grandly) Oh, I don't need many lessons now! I'm ready to take the exam anyway. I've got to go now. I'll see you in school tomorrow. My uncle's bringing me in his new car. Wait till you see it!

(Lauren walks away, tossing her long blonde hair. Everyone is quiet for a few moments)

Kate: She will make a good model. She's tall and pretty. I do hope she's in line for something good.

Carla: (whispers to Kate) I sense you are worried about her, but never mind. Lauren will enjoy modelling. And we must work hard at our dancing.

Kate: Well, I do practise a lot and it would be great to pass this exam. I really want to. Lauren dances divinely and always looks beautiful, but somehow she makes me feel useless.

Mrs. Smith: (Walking into the room) Now, girls, no more talking. Let's get the dancing practice started. Where's Lauren?

Carla: She's gone, Mrs. Smith. She's got a modelling contract.

Mrs. Smith: Hmm! We'll have to manage without her, won't we? It's a shame she's not here. She's a talented girl.

Narrator: The lesson went quickly. Everyone works hard.

Mrs. Smith: That will be all now, girls. I am pleased at the way you have danced. I'm sure we shall get good results in the exam.

Narrator: Lauren was absent from the dancing lessons for the next few weeks and came into school telling everyone how well the modelling was going... how her uncle had taken her on a trip to Birmingham in his new car... how she had been to a pop concert... met the band and so on. Most of the girls hung on her every word and some were even jealous of her good fortune, knowing that their parents couldn't afford to give them similar trips and outings.

Carla: Kate, I still wonder if it is all true, or whether Lauren is exaggerating. She does seem to like to be the Queen Bee. If Lauren *is* making things up, it must be because she has some problem about herself.

Kate: It upsets me to think that Lauren might be untruthful. But I don't know. She does have a lot of new clothes all the time. She must be going somewhere, even if she isn't quite as successful as she makes out.

Narrator: At last the day of the dancing exam arrived. There were half-an-hour's warm-up exercises before the Examiner was due to begin and everyone filed into the Assembly Hall. Lauren turned up, in a very smart costume, all frills and sequins, while all the other girls were dressed alike in leotards and white skirts.

Mrs. Smith: (gently) Lauren, your outfit is very pretty, but it's not suitable and the Examiner will disqualify you. No one must attract attention because of their clothes. Please take them off and change into the same as the others.

Lauren: (pouting) These are all I have with me.

Mrs. Smith: (firmly) There are plenty of leotards and skirts of all sizes in that cupboard, Lauren, so go and change quickly while we start the warm-up.

(Lauren goes off angrily to change and the girls get on with their exercises. Soon she is back and joined in.)

Kate: Even without her special clothes Lauren still looks very pretty.

Narrator: In no time at all, it seemed, the Examiner was ready. The pianist began to play and the girls went into their well-rehearsed routine. Lauren had gone into the back row, which was unusual for her. Kate couldn't see from her position how badly Lauren was performing.

Mrs. Smith: I knew Lauren would dance badly when she missed so many class practices.

Narrator: Then came the solo efforts. This took time as there were about twenty pupils taking the exam. Kate was fifteenth and watched all the other girls, some performing better than others. She hoped she would be able to put in her best effort. What she hadn't seen was that Lauren had left the hall altogether, and no-one had noticed!

Kate: Now it is my turn. I do feel nervous, but then everyone does before a performance. But I'm determined to do my best.

(Kate dances) My short routine seemed to take ages. At last it is over.

Examiner: (Stepping forward) I'm pleased to tell you that I found this class to be of a very high standard and for that I must congratulate you all and especially Mrs. Smith who has prepared you so well. I will be awarding Pass Certificates to all girls except one, whom I'm sorry to say seemed unable to finish the exam.

(Everyone is delighted and all clap with excitement. One or two girls look round to try to see who was missing).

Examiner: There are three girls who performed with outstanding merit. They are ... *(glancing at his list)* Carla, Jean and Kate.

Kate: I feel so relieved and excited. And it's really good news that Carla, who is always so kind, is to get a medal. I am really pleased for Jean too. She's a new girl this term and she's had to work very hard. Her mother and sister will be so delighted.

(Carla, Jean and Kate go forward to receive their medals).

Examiner: (presents medals) Wait for a moment. There is an award which is only given if we think a pupil has achieved an exceptional standard, and today I find there is a girl who has reached that standard. I award this special trophy to ... Carla.

Carla: (Stepping forward to receive the trophy) Thank you so much. I am so happy.

Kate: I feel so excited and happy for Carla.

(All the girls and Mrs. Smith clap and cheer Carla).

Kate: (to Carla) I feel so proud of you. You've done brilliantly.

Mrs. Smith: (to Carla) My dear, what an excellent performance. It really shows the reward that practice brings. I hope you will go on to take more exams in the future.

Carla: Oh yes. Dancing is what I want to do most.

Kate: (Looking round) What happened to Lauren.

Mrs. Smith: I'm afraid she left the exam half way through. She had forgotten steps because of missing the practices. She's not at all happy. She has now begun to realise that her attitude to things has been wrong. Nothing is achieved without hard work and you cannot cover up indefinitely by exaggerating or inventing stories.

Carla: She must be very upset. No one even wants to talk to her. Now they realise she wasn't even up to the exam and we've heard that she's been misleading everyone.

Kate: Poor Lauren! Let's go and cheer her up.

(They both go to find her.)

Narrator: She didn't want to see them at first as she felt very angry. But gradually the two girls persuaded her to talk about why she had felt compelled to make out she was something that she was not. Lauren burst into tears. Carla and Kate sat quietly until she had finished and dried her eyes. Then she smiled, a shy smile that they had not seen on her face before. Somehow their talk had made them feel very close to each other, and although they remained friends for many years, they never mentioned the incident again.

Lauren began to feel more contented, and the need to exaggerate and show off, at least when Carla and Kate were around, didn't seem important to her any more.

QUESTIONS: *Support answers to questions 1 to 5 with evidence from the text.*

1. Why do you think the drama is called "movement"?
2. How did the three girls' tireless practice pay off?
3. What were the qualities of the main characters in this drama?
4. What might have been the reason for Lauren's negligence and boastfulness?
5. How did Kate react when Carla got the award?
6. What is the feeling called when you are not happy with someone's good fortune?
7. Why was the conversation at the end never mentioned again?

8. What values are depicted in this drama?
9. How did you feel when you heard, saw or acted in the drama?
10. Does the drama remind you of anything in your own life?

Key words: Look up any of the words in the dictionary that you have not understood and make sure you understand them and can spell them.

GROUP ACTIVITY

1. Discuss the importance of confidentiality in a class when we are sharing personal aspects of ourselves.

Pair the pupils with someone with whom they don't always see eye to eye, or who is different from them in some way which seems to make it difficult for them to be friends.

- a) Each pupil reflects on the career that they would like to pursue. Spend a minute in turn telling your partner about the career you would like.
- b) The partner then writes a job reference enumerating the other's good qualities for the prospective employer.
- c) Each then in turn reads the reference to their partner which they have written about him/her.
- d) Discuss with your partner how you feel about what they have written about you.
- e) Change partners and repeat the exercise.

2. *Lauren thought she would impress her friends and gain popularity by showing she had worldly wealth and a glamorous career ahead. Perhaps she did for a time. What are better qualities that will attract others?*

Discuss.

GROUP SINGING

Ask the class to brainstorm which popular songs make them feel good about themselves and others.

Citizenship Link: Unit 4: issues of mutual respect and understanding

Unit 13 conflict and ways of resolving it

Programme of study:

1b need for mutual respect and understanding

3a use imagination to consider other people's experiences.

English Link: Spelling 7: Spelling key words; Sentence level 5: use active or passive voice; Vocabulary 15: use a dictionary; Drama 15: develop drama techniques.

PSHE Link: 1 Developing confidence and responsibility - 1c to recognise how others see them, and be able to give and receive constructive feedback and praise.

Breath of opportunities: 4d considering career plans.

RE Link: AT2 Benefits and disadvantages of worldly wealth.