

Unacceptable

A worksheet to accompany
Vienna's English Theatre's 2021/2022 touring production
by Helena Hirsch

Pre-reading/viewing Warm-Up

- Before** watching the performance or reading the play, look at the title. What does *Unacceptable* mean? If you have an idea but are not sure, first check with your colleagues, then with your (online) dictionary.
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- Look at the **setting and the cast** of the play. Who are the main characters? What do we know about them right at the beginning of the action? Answer the following questions:
 - What kind of hospital are the teens patients in?
 - What are the names of the two main characters? and
 - Who are Jess and Phil? What are they doing in the hospital?
- With a partner or in small groups, speculate what the play might be about. What is *unacceptable*, do you think?
 - ... the behaviour of the two (troubled) teens
 - ... that they are in a (medium-secure) psychiatric unit
 - ... that they need psychiatric/therapeutic/psychological help
 - or(add your own ideas)
- a.** You have probably come across the terms *psychologist*, *therapist* and *psychiatrist*. Do some research on Google/Wikipedia and find out what the difference/s is/are. What does each of them do? Note down a few keywords on the dotted lines below, then compare your results with a partner or in class.
psychologist:
(psycho)therapist:
psychiatrist:
b. Do you know any other *therapists*? If yes, which? Check Google/Wikipedia and find 2 commonly known therapeutic jobs (see example below) . As above, make notes and compare with a partner or in class.
e.g. ergo/occupational therapist: helps develop, recover, improve skills needed for daily living and working
..... therapist:
..... therapist:
c. Do you personally know anybody who is a psychotherapist or has been a client of one? What can a psychotherapist help you with?
- After** the performance/reading the text – Was your guess right? Well done! Or did the title lead you to expect something completely different? If so, what? Discuss in small groups or in class.

🚩 Bonus task: Look at the words below and fill in the missing forms. [Tip: you can find the missing words somewhere on p.1]

noun	adjective	job (noun)
therapy		
psychiatry		
psychology		

Work-Out

Scene 1

1. Look at the stage directions of Scene 1. Lee and Frankie are wearing identical clothes, i.e.

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Can you see them 'in your mind's eye' (i.e. imagination)? What, if anything, does their gear remind you of? Tick one of the boxes below and say why:

- school uniforms
- hospital scrubs
- prison uniforms
- DJ/*Athleisure* style
- or

🚩 Bonus task: Have you ever come across the term *Athleisure* before? What kind of style does it refer to? Which two words have been combined?

..... +

🚩 Bonus task: Do you like wearing *Athleisure* clothes? Talk to a partner and describe your gear to each other (e.g. when/where do you wear them, which colours do you prefer, etc.)

2. a. Apparently they are in a shopping mall. In your text booklet, look at Lee's first two *monologues* and highlight/underline any words/phrases that *for you* express negativity and refusal (= rejection). Compare with some colleagues. Always explain why you feel this way.

b. Also look at Frankie's reactions. She doesn't speak, so how does she express her feelings? How does this make *you* feel?

c. What does Lee think about Frankie? How well does he know her, do you think?

🚩 Bonus task: *Costa del nada!* What does this mean and which language is it? Is it correct?

3. What is Lee going to steal?

- a backpack
- a pair of trainers
- food
- Superman pyjamas

4. Tick the correct statement(s) below: Lee thinks that ...

- ... shopping malls are the best place if you want to steal things
- ... he is an experienced thief
- ... many products are on display and therefore easy to steal
- ... shopping malls make it easy for thieves to rip them off
- ... he needs new trainers but hasn't got any money

5. a. How does he go about stealing the trainers? With a partner, complete the sentences below:

He puts on / Then he asks / He slips /
Now he pretends / He asks / He leaves /

b. What does he do with his old trainers? Is that very clever, do you think? What else could he have done with them, do you think? Talk to a partner.

6. Why, do you think, does Lee dislike shop assistants? Look at the text (p. 6, top) and talk to a partner. Underline the statement which *you* think explains his mocking attitude.

7. a. Suddenly a female security guard shows up. What is a high-viz? Can you guess the meaning? If not, check in a dictionary or ask Google.

b. Talk to a partner find at least three other jobs where people usually wear high-viz gear.

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8. With a partner or in small groups, read through the dialogue between Lee and the security guard. The following sets of ideas should help you:

How does the security guard interact with Lee?

- she is firm but respectful
- she is angry and talks down to him
- she provokes and insults him

Think about how Lee talked about people at shopping malls and sales assistants.

How does he now react to the security guard?

- he tells her he's innocent
- he gets aggressive and is about to hit her
- he ignores her

 **Bonus Task: Degree of insults or swear words.** There are quite a few insults or insulting/belittling/discriminating words or phrases used by both, Lee and the security guard. With a partner or in small groups, look at the words below and decide whether they are *not at all* [1], *mildly* [2], *pretty* [3] or *strongly* [4] derogatory (= abusive, insulting). Write the number above the word/phrase, then compare with at least two more teams!

idiot – total loser – pig ignorant – dipstick – mental – brain-dead – head case – dumb – cow – scum

9. And suddenly the characters (and we) find ourselves in a different situation. What happens? Complete the statements below:

The shop assistant turns into

The security guard turns into

The shopping mall scene turns out to be

10. a. What stopped the play-acting? Do you think Lee would really have hit the security guard (= Jess)? Talk in groups or in class.

b. Why, do you think, does Frankie react so strongly? Talk to a partner. Do you agree?

c. Who, do you think, does Lee call a cow – Frankie or Jess? Say why you think so.

11. Phil is telling Lee that he *did ok* in an *upbeat* (= optimistic) way. How, do you think, does he sound? Try it out with a partner.

12. Think about the action in scene 1 again. When, if at all, did it become clear to you that the shoplifting-scene was just made up? When Phil stopped it or before? Find a partner or discuss it in class.

13. Revision: Main characters - who's who? Complete the following sentences:

- is a with a secure psychiatric unit
- seems very traumatized and doesn't
- has obviously aggression and issues
- is within the unit

Scene 2

1. Phil and Lee have a *talk out*. What was the exercise all about? Do you understand what Phil was getting at? In a small group, discuss this with your colleagues.

 Bonus task: What is a trigger point? Check up on Google or Wikipedia. Find out which area of therapy the term originally comes from. Does a trigger point have to be physical? Could a word or a person or some other stimulus trigger (off) an angry/aggressive/violent reaction?

2. Lee is still moody and not very cooperative. Why is that, do you think? Choose one of the options below and say why you think so:

- he's not at all interested in therapy
- he just wants to be left alone
- he is angry at himself to have freaked out in the end
- or

 Bonus task: Lee got almost violent when the security guard/Jess stopped and provoked him. Look at the synonyms below. If you're not sure about their meaning, check in a dictionary (important: do not just look up the word but find idioms or phrases). Select two words which you like best (sound, meaning). Say why and compare with at least two other colleagues in class:

confront - challenge - tackle - defy - oppose - face up - face off - threaten - provoke - intimidate

3. a. Lee feels Phil is *going on at him* and he is about to *lose it* again. Which exercise does Phil remind him of?

b. There are quite a few breathing techniques which can bring relief in various situations. Look at this [link](#), then complete the sentences below:

Inhale slowly through

Exhale slowly through

Repeat for

c. Phil is getting Lee to use breathing as an anger management technique. Do you sometimes feel angry at/aggressive towards someone or something? Take a few minutes and think quietly about how you deal with such situations. Do your strategies always work for you and calm you down?

 Bonus task: Find out more about [anger management](#) or [relaxation techniques](#) here. Select two techniques you feel might be useful for you and describe each of them in a short written paragraph.

 Extra Bonus task: Have you heard of Frankie Stew & Harvey Gunn? Listen to the [soundtrack](#) first, then have a look at the [lyrics](#). What do you think? Want to find out more about this track? Ask Google!

4. Phil is trying to get Lee to reflect on the reason he got almost violent. Which of the following sentences are true? Cross out the ones that *you* think are false and say why:

- Lee hates being a patient in a psychiatric hospital.
- He feels sorry about Frankie.
- He was charged with actual physical violence by the police.
- For Lee, being in prison or being in hospital is different.
- Phil thinks Lee's aggressive behaviour is his way of communication.

5. a. Why is Lee in the secure unit? Tick the correct answer.
- he had a street fight
 - he stabbed someone
 - he hit a female teacher
 - he was dealing with drugs
- b. What exactly is *The Programme*? Tick the correct answer.
- a TV/video course
 - a talent show
 - a therapy programme
 - an online game
- c. For Lee, everybody in the unit is, drama is and he is locked up with
Talk to a partner or in small groups. What, do you think, is the reason he feels this way?
- d. Look at Phil's description of *The Programme*. Is creativity going to help Lee (or Frankie) with their issues, do you think? Find three partners and exchange opinions. If necessary, refer to Google.
6. Tick the two statements which are true. Say why! Lee is in the unit/on *The Programme* because ...
- ... his brother and sister are afraid of him
 - ... his mother wants him out of the way
 - ... he damaged a few things at home
 - ... his mother is terrified of him
 - ... the Police wants him to have anger management treatment
7. Phil is recording part of the conversation on video. Why? How do you feel about video diaries? With a partner, discuss why/why not this is a good idea or if it is helpful for the therapy.
8. In the following dialogue, we find out quite a lot about Lee's family and home situation. Apparently there were big changes after his father left them. How does Lee feel about his family, especially his mother? Have a look at the text in your booklet (p. 8-9), then complete the sentences below:
- Lee's mother can't
- She thinks he is going to
- She can't with Lee
- She just like
- So she had him
9. What was Lee expecting to happen after he hit his (female) teacher? Tick all statements which are *not true* and say why:
- Lee hadn't been in trouble with the law before
 - he would have had to go to prison and pay a fine
 - he was hoping to go back to normal, even back to school
 - he dislikes his father for leaving the family
 - he hates his mother for wanting him out of the way
 - he wants to live with his Dad
 - he feels he'll be considered mentally ill for the rest of his life and blames his mother for it
10. Does Lee love anything about his mother? Is this a realistic view, do you think? Discuss with a partner.
11. a. Complete the sentence: Phil offers Lee his old guitar because he is hoping
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b. Do you think the guitar will help Lee with his treatment? With a partner, discuss why/why not.

c. How do you feel about Jess' statement *I'll be surprised if that comes back with all its strings on*? Pick one of the options below and say why you think so:

- realistic
- not very helpful
- sarcastic
- distrusting

12. A *talk out* session with Frankie? The two psychologists are not certain whether to have one or not. Read through their dialogue on p. 10 in your text booklet. With a partner or in small groups, discuss the pros and cons. Who do you agree with – Phil or Jess? Say why.

13. During the *talk out*, it's only Phil doing any talking. Frankie does not respond at all. First read the text carefully. What do we find out about Frankie? With a partner, think about why Phil is asking all these questions/making all these suggestions. What is he trying to find out, do you think? Compare with other pairs or discuss in class.

✚ Bonus task: Do you play a musical instrument? If yes, which? Do you like to sing? Think about a situation when *you were in times of trouble*, i.e. very stressed out, sad or angry. Did playing music/singing help you, make you feel better or more balanced? How about when you're feeling happy and *on top of the world* – does your music/singing reflect your feelings, i.e. are you particularly positive and creative?

Scene 3

✚ Bonus task: Jess wants the therapy group to write their own lyrics to existing music or even make their own sounds.

How about *you*? Have you ever composed music and/or written your own lyrics? Think about the process (i.e. what triggered you off, i.e. made you write/compose; how was the actual process of creation; how did you feel when you were finished?). Write a *diary entry* or a *blog post* about your creative process.

✚ Bonus task: If you perhaps write poetry or paint/take photographs, or have any other creative hobby, do the above task but describe the trigger, the process and the feelings you have when you are finished. As above, write a *diary entry* or a *blog post*. If you express yourself through pictures, colour or crafts, add some photographs (e.g. an *Instagram post*, etc.)

1. What do you think about the theme of the session. Choose one of the options below and say why:

- ... could be some kind of motivation for the patients
- ... 'freedom' in a closed unit in a psychiatric clinic is kind of sarcastic
- ... might trigger some kind of reaction (e.g. Lee, Frankie)
- ... don't know, not sure, etc. ...

2. Who is Lee paired up with? Is he happy about this? Why, do you think, would he prefer to work on his own? Which word does he repeatedly use when he talks about Frankie?

3. How does Jess *persuade* Lee to cooperate? What does she call it?

4. a. With a partner, read through Lee's monologue on p. 12. Underline any references to similarities (e.g. being in the unit) and differences (e.g. talking).

b. What misses Lee most? Tick one of the options:

- ... his father ... Kevin and Mia (brother and sister) ... his Smartphone

c. Can you relate to that? Do *you* also like the apps he mentions? Talk to some of your colleagues – do you all use the same apps as Lee?

d. Do you know *Deezer*? No? For streaming music, which apps do *you* prefer? Say why.

5. a. Imagine you're in a deserted little cabin on top of a mountain. You have no internet connection, your phone is dead. There is only one other person, a stranger you don't know – an awkward situation. Which of Lee's statements can you best relate to? Choose one of the options below and talk to a partner. Do you agree? Why/why not?

- ... I talk too much ... I'm not usually this gobby, tho', it's this place doing my head in.
- ... I haven't got my phone. That's enough to send you over the edge.
- ... There's nothing interesting to talk about – the interesting stuff is on the phone.

c. With a partner, reflect on Lee's statement *They'll only twist your words – try to find meanings where there aren't any*.

d. Have you ever been in a situation where somebody kept asking you questions and tried to dig really deep – and you weren't really sure what for?

 Bonus task: Have you heard the following expressions before? Can you guess what they mean? If you're not sure, check Google. Then decide which one you like best and are going to use from now on actively:

to be gobby:

someone/something is doing my head in:

someone is always going on at me:

I don't want to go through this hassle:

6. a. When there is no reaction from Frankie, Lee just strums the guitar and makes up some lyrics (p. 13), pretending to have a conversation with Frankie. Suddenly she looks at him. How does this make Lee feel?

Is he ... pleased surprised confused freaked out ... or what? Say why.

b. Then she starts to giggle and actually raps a few lines (p. 13, bottom). Talk to a partner and think about her words. Who and what is her rap all about?

c. How would you describe the atmosphere now? Choose one of the options below and say why:

- relaxed and open
- there's some tension but not much
- they seem to be enjoying themselves
- reaching out to each other

7. Now turn to p. 14 in your text booklet. First Lee is quite impressed, even admits that Frankie's lyrics are better than his own, and he wants to use them for their task. Skim-read Frankie's rap. What do *you* think about her rap? Pick one of the statements below and say why:

- she makes fun of him because he's in the psychiatric unit
- she accuses him of being aggressive and hitting a woman
- she's got no right to blame him in view what she has done
- she should not judge him for something that she does as well (i.e. not talking about/accepting/ignoring a problem)

8. Is the atmosphere/mood still the same or has it changed? With a partner or in small groups, look at the short section in the text and discuss what, if anything, has changed. Guess why.

9. a. Earlier on Lee judges Frankie without knowing anything about her. Find the respective sections in the text. Now she is judging him. How does he react? Underline his statement(s) in the text.
- b. *A teacher? A mother; a daughter, a person; a sister; a partner; a friend; a woman ...* Frankie accuses Lee intimidating others and hurting a woman (his teacher) because it's the *truth* (which Lee has admitted). Given her own silence, do you think it's fair of her to talk about truth? Why/why not?
- b. *Don't talk about me not talking about it when you ... stab a man and then don't talk to anyone, ever! ...* What do you think? Would you have reacted in a similar way? Say why/why not.

✚ Bonus task: *Sticks and stones may break my bones but words can never hurt me*. Have you heard this saying before? If yes, where? If not, ask Google. The saying is also used in [contemporary popular music](#). Do you know any of these tracks (David Guetta, Rihanna, Pink, etc.)? Watch them on YouTube.

Scene 4

1. Phil and Jess both are trying to connect with Frankie. Look at the statements below and mark them **T** for True and **F** for False. In case of **F**, say why:

Frankie's mother has visited her.
Phil tells Frankie that it would be better for her to cooperate.
Jess is sure <i>The Programme</i> is right for Frankie and her issues.
The sooner Frankie starts to communicate, the easier it gets.
Frankie hasn't engaged in any activities except the music session.
Jess has told Phil that Frankie is a good rapper.
Everybody in the unit knows that Lee got upset with Frankie.
They also know what was said and that it was a fight.

2. a. Frankie is ready to share her thoughts with Phil and Jess. How does she express her feelings?

... through writing
 ... through dancing
 ... through rapping

b. Have a close look at the rap (p. 15 – 16), then write down what Frankie is saying in a short paragraph (no more than 5 sentences). Make sure you use your own words!

c. Go through the rap again with a partner. Then decide which of the words below describe Frankie's and Lee's basic issues best.

nightmare – unacceptable – outcast – hurting – isolation – frightening – reaching out – or

3. After recording Frankie's rap, Phil is really pleased. Why is that, do you think? Choose on of the options below, then compare with a few of your colleagues:

- ... he is happy that his therapy programme is working
- ... he senses that Frankie is trying to connect with Lee
- ... he is relieved that Frankie responds to the therapy

4. Jess thinks Frankie is while she considers Lee

a. Do you agree with this? Do you think Lee is just a big brute? Try and think of one or two instances so far where he showed *feelings*? In pairs or small groups, find these sections in the text.

b. Phil wants Lee to see Frankie's video but Jess disagrees because Frankie is emotionally unstable. How do you feel about this? Yes or no? Talk with a partner or in class and explain why you think so.

✚ Bonus task: Have you ever recorded a (very) personal message for someone on video? Did you prepare what you were going to say, or was it spontaneous? How did it feel to *you* to be in front of the camera? Did you post it straight away or watch the recording before sending it off? Did you post it at all? Write about the experience in a short *diary entry*.

Scene 5

- Lee also opts for a short video in response to Frankie's rap. Why, do you think, does he ask Phil to leave the room while he is recording it? Talk to a few colleagues and find out if you have similar ideas.
- a. Lee's recording is not very *verbal*. Choose one of the options below and say why you think so.

- Lee is confused, nervous and insecure
- Lee is having problems finding the right words
- Lee is very emotional and doesn't know how to deal with it
- Lee is actually frightened to reach out

b. When people are very emotional, nervous or frightened, it's often difficult or even impossible to find the right words or string a sentence together. With a partner or in small groups, guess what Lee is trying to communicate to Frankie. Make notes and compare with other pairs/groups. Do you all agree?

- ✚ You have probably gone through similar situations (e.g. before an important exam, interview, etc). Just sit back and think of one of them. What is the main emotion you can remember? Either choose from the options below or add your own. Did you feel

irritated – helpless – confused – terrified – embarrassed – worried – nervous – or

Scene 6

- a. Look at the stage directions on p. 17. How is Phil trying to get Lee's, Gina's and Frankie's attention? With a partner, act out a similar scene (don't worry if you haven't got any props; just communicate through movement, mime, etc.).
b. Is Phil successful? How do the characters respond/or not? Talk to a partner. If you were one of the characters – how, if at all, would you respond?

- a. Which children's story/fairy tale is Phil going to work with in the storytelling session?

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b. Do you know the story? If yes, find a partner or get together in small groups and retell the storyline (or what you remember of it). Compare with other teams – is there anything that's missing in your version?

c. Why, do you think, is the story called *Hansel and Gretel* in English? Compare with your colleagues.

- a. Lee seems to know the story. How does he feel about fairy tales and storytelling? Look at Phil's response. Which *modern time story* does he refer to?

b. You are probably familiar with the characters and the complex action in this fantasy series. Do you think it's childish? In small groups, discuss similarities or differences to *traditional* fairy tales.

c. If you don't know *GoT*, google it and get an idea what the series is all about.

- ✚ Bonus task: In which fairy tale collection is the story Hansel and Gretel published? Who is the author? Use Wikipedia/Google and put together an info sheet. Don't forget the song! Collect as much info as possible.

- Then what happens? Are the following statements true or false? Put **T** for **True** and **F** for **False** on the dotted line. In case of **F**, say why:

Frankie insists on the *Little Red Riding Hood* story.

Lee thinks this is a very good idea.

A little girl and her mother were very poor.

They lived in a dangerous area with a lot of crime and hate.

The girl went to the supermarket to get some food.

The nice people there give her something to eat.

She is too afraid to ask the people there for help.

The girl doesn't go back home but to the local shelter.

There she meets an old woman who promises to look after her.

A few days later, the woman has gone and taken her bags.

So the girl has to beg for money and sleep on the streets.

She must be careful about the wolf that's come to town.

He is drunk and is going to rape her.

So she hits him over the head with a glass bottle.

6. a. With a partner or in small teams, look at your text booklets (pp. 18-20). Re-read the text together. Why, do you think, is Frankie so keen to re-tell the *Little Red Riding Hood* story?

b. Gina starts telling the (original) story but Frankie's inputs soon steer the storyline in a different direction. Where does the *fairy tale* end and Frankie's story really begin? Do you all agree on this?

c. Even Lee is joining in. Which 'roles' does he slip into as the storyline progresses?

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d. Compare Gina's and Frankie's language (from p. 18 bottom). While Gina simply re-tells the story she knows, Frankie's language sounds more

- | | |
|---|-----------------------------------|
| <input type="checkbox"/> pent-up (= loaded) | <input type="checkbox"/> rhythmic |
| <input type="checkbox"/> emotional | <input type="checkbox"/> poetic |
| <input type="checkbox"/> like a rap | <input type="checkbox"/> clipped |

e. Now look at p. 19 (bottom, i.e. *There, an old woman ...*). What, if anything, do you notice about Phil's language? (*Tip*: Can you find the two words that rhyme?)

7. a. Continuing onto p. 20, all characters (even Gina) communicate in Frankie's speech patterns. Again look at (almost) rhyming words and highlight all of them (*She sleeps ... can't manage it*).

b. The description of the incident with the *wolf* evokes some powerful images. Underline or highlight them, then talk about them within your group. How does the language and the images make you feel?

c. Which of the characters describes the actual stabbing? Why is that, do you think? Do you all agree?

d. How would you describe the overall atmosphere now. Choose one of the options below and say why:

- very dense (= heavy)
- like the shoplifting scene, just a story
- depressed
- it hasn't really changed

 Close your eyes and concentrate on image of Frankie standing there with the smashed bottle in her hand. Hear her repeating *She tries to forget it all, but she just can't manage it*. Then dropping the bottle (in the box on the stage). Write down your *sense perceptions* (i.e. what can you feel, see, hear, smell, taste ... your sense of place). If you find this difficult, just select one of the ideas below.

- I got quite involved in the story(telling)
- It felt like watching a film
- It took me out of the *hospital* setting, into the real world
- I found it quite upsetting, actually
- It was just a play within the play

 With a partner or in a small team, take the existing text and put together a rap. Find a suitable title and music. Then perform your rap in your class. If possible, video your performance.

🚩 Extra Bonus task: choose one of the text types below and rewrite the story as

- newspaper article police report video storyboard blog post

8. How do the other characters react? Note down a few keywords:

Phil:

Gina:

Lee:

9. Talk to a partner: Why, do you think, does Phil stop Lee from asking Frankie more questions?

10. Does Frankie admit that this was her own story? What does she say? Why, do you think?

Scene 7

1. Lee wants to record a video message. Who to? And why does Phil think that this is not a good idea?

2. **a.** In the course of this recording, Lee apologises for lashing out at his teacher. He admits that he was angry about the way she spoke to him, but also about other things. What/who?

b. Phil asks him if he thought it could happen again in a similar situation. Lee *doesn't know*. What do you think? Has Lee managed to control his aggression and violence by now? Discuss this in groups or in class.

3. It turns out that Lee's mother is attending counselling sessions for parents with aggressive teenagers. Phil shows Lee the video. Read through the text on p. 22 and, with a partner or alone, fill in the grid:

Lee 1	Lee 2	his mother
e.g. kind and gentle	not sure who - such anger	loves him to bits (1) but is terrified (2)

4. **a.** How does Lee respond to his mum's side of things? Choose two of the statements below and say why:

- he is very emotional and touched
- he wishes she'd have told him that she loves him
- he discovers how important his family is for him
- he has never thought about other people's feelings
- he is quite upset and can't breathe

5. Phil tells Lee that finding out about other people's feelings *makes for a good society*. Make sentences using the following words:

surprising

upsetting

shocking

joyous

enlightening

6. a. Why is it important to know/understand one's own feelings? Discuss this in small teams or in class.
- b. Finding the right words to express one's feelings is not always easy. Can you remember episodes in the play when this happened (e.g. Frankie, Lee)? Find the respective sections. Compare with some colleagues.
- c. How can drama/storytelling/music/creativity support therapy activities?
7. Phil tells Lee that he is helping Frankie to get better. In what way? How, do you think, does Lee feel, knowing this? Talk to some of your colleagues!
- 🌈 Bonus task: What does the word *enlightenment* mean? In which context(s) is it used? Check your dictionary. Maybe you've come across the *Age of Enlightenment* in your History or Literature lessons? It was an European movement of thought. Put together a short factsheet on the Age of Enlightenment (when, which countries, historical figures, etc.) using Google, Wikipedia or other [websites](#).

Scene 8

1. Lee is trying to 'reach out' to Frankie, bringing her coffee and biscuits, telling her she's talented. Why, do you think?
- ... because Phil asked him to
 - ... because he wants her to write lyrics for his music
 - ... because what his mother said in the video made him think
 - ... because he actually likes Frankie
2. a. Frankie is listening to Lee's music. How does she respond? Is she pleased? Why/why not? With a partner, discuss *what* she is saying to Lee and *how* she is saying it. Which statement below do you agree with?
- ... she is very distant and reserved
 - ... she's actually quite unfriendly and rejecting
 - ... she sounds as if she's not used to someone being nice to her/caring about her
 - ... she doesn't trust anybody, not even Lee
- b. What do you make of her statement *Stick to nasty, Lee. I know where I am with nasty Lee*. Make a note of your ideas and compare with your colleagues in class.
- c. Look at Lee's reaction and choose one of the statements below. Say why you think so:
- ... Lee is actually quite calm and suggests to keep it *business-like*
 - ... Frankie seems to provoke Lee to anger and aggression
 - ... Frankie should be glad that someone (Lee) cares for her
 - ... she seems to reject any help, just wants to keep feeling sorry for herself
3. a. What, do you think, does Frankie mean when she tells Lee *Write your own story! Don't write mine*. Talk to a partner and exchange opinions.
- b. When Lee points out that he's trying to help her, she gets really distressed and starts calling him names. How does the scene end? Pick one statement and say why – or write down your own thoughts:
- ... Lee probably feels rejected by Frankie (just like by his mother)
 - ... Frankie is upset because Lee reminds her of her past (*a damaged woman*)
 - ... they both have taken a step back in their progress (lose-lose)
 - ... Lee thinks he's Frankie's therapy, Frankie feels she is his. (But – both need help)
 -

- 🌈 Bonus task: Dealing with rejection is very difficult for most people. Think of a situation when *you* meant well and wanted to help but your efforts were not appreciated by the other person(s). Did you feel sad, or angry, or both?
- Write a *diary entry* or a *blog post*, describing the background and explaining what made you feel the way you did. By the way – did you manage to resolve the situation? Say how.

Scene 9

1. **a.** Why does Lee want to smash Phil's guitar to pieces? How does Phil respond? With a partner, discuss Phil's statement (p. 24 bottom/p. 25). Do you think it's helpful in this particular situation? Why/why not?

b. Imagine you are in Lee's emotional state. Would Phil's sober (= rational) reasoning calm you down or make you even more agitated? Exchange opinions with a partner. Are your reactions similar or different? Explain why/why not.

2. Look at p. 25 in your text booklet. In small groups, try and work out why Lee feels he's being conned and/or used. If you're not sure where to start, some of the statements below might help you:
 - ... Frankie screamed at Lee that she was *his* therapy – and he believes it
 - ... Phil is trying to explain how Lee has helped Frankie in a positive way
 - ... Lee feels it's all about Frankie and nobody cares about his feelings
 - ... Lee feels manipulated by Phil and doesn't trust him (anymore)
 - ... Lee needs to figure out himself who his anger is directed at

3. Jess seems to have the (unfortunate) habit of bursting into conversations between Phil and Lee. Do you remember when this happened before? Find this particular section in your text booklet. Got it?

4. Who or what, do you think, is Lee really/most angry with? With a partner, try and figure it out. Is it

the unit The Programme his teacher his mother or

5. According to Phil, Lee's problem has to do with ...

 ... loneliness ... aggression ... trust ... authority

6. **a.** Look at Phil's reaction to Lee's *outburst* (p. 26 top). *Lee thinks he's angry at me and wants to hurt me.* Do you agree with this theory? Say why/why not.

b. Imagine yourself in Phil's situation. Would you feel hurt, too? Why? Work in pairs or small groups and explain Phil's emotion(s).

-  **Bonus task:** The main issue here is trust. Have *you* ever been in a situation where you felt your trust was misplaced, i.e. someone betrayed or disappointed you? Write a *diary entry*, describing your feelings, or a *letter/an email* to an *agony aunt* (= *Briefkastentante*), asking for advice.

Scene 10

1. Lee is in Phil's office, recording a video message for his Dad. Look at the statements below and circle **T** for True and **F** for False. In case of **F**, say why:

Lee was hoping his father would get him out of hospital.	T	F
He doesn't want his father to come and visit.	T	F
His father would tell him to pull himself together.	T	F
His mother hadn't told his father where he was.	T	F
Lee was angry at his Mum and blamed her for everything.	T	F
He now realises that his Dad not only left his wife, but also his kids.	T	F
Lee's father has explained to the kids why he was leaving.	T	F
He left them without even saying goodbye.	T	F
Lee is having an anger attack when he thinks about his father.	T	F
He puts a needle through a picture of his Dad.	T	F
Lee takes a deep breath and blows out the air.	T	F

2. a. Lee says he's having anxiety attacks when he thinks of his father, so he needs to do his breathing exercises. What is the underlying message? Choose one of the statements below and say why:

- ... he is blaming his father for them and wants him to know it
- ... he confuses an anger attack with an anxiety attack
- ... he wants his father to feel guilty
- ... he just needs to be in control again

b. He blows up a balloon and draws a face on it. He wants to *express what he feels about his father* but *can't think of the words*. What dominates his emotions this very moment? Pick one of the suggestions or add your own. Talk to a partner and explain why:

- ... hate
- ... aggression
- or what
- ... distrust
- ... panic

c. We don't really know what made the balloon burst suddenly. He isn't holding anything sharp to pierce it. Why is he blowing imaginary smoke from an imaginary gun barrel, do you think? Here are some ideas. Which one would you go for? Say why.

- ... he's symbolically *blowing* his father out of his life
- ... he's *cleaning out* his mind
- ... just like in a film: enemy dead, blow out gun, walk away
- ... so far, the anger/hate management training wasn't really successful
- ... or

3. How does/did this scene make *you* feel?

angry – worried – frightened – sad – confused – or

✚ Bonus task: Let's assume you know Lee (a friend or one of your mates). You know about his various issues (i.e. father leaving, mother can't cope, aggression, hitting a teacher). He sends you a message containing this video on social media. How would you react? Would you meet up with him again? Block him on social media? Or send him a message? Would you send him an *E-Mail* or just a *text*? Write a *message*, telling him why you would meet up with him again, or not.

✚ Bonus task: Imagine you're hanging out with your mates and Lee, having been released from the psychiatric clinic, turns up. What would your reaction be? Say hello but keep away from him? Leaving straight away? Chatting to him to find out what the unit was like? Write a *diary entry*.

Scene 11

✚ Bonus task: Look at the stage directions on p. 27 – a *musical alarm* sounds. Later Frankie tells Lee that *the bell's just gone*. Think about various locations where bells are used to announce either the start or the end of something. In small groups, find as many examples as possible and compare with other groups.

1. a. Lee is rather monosyllabic (= doesn't say much) while Frankie is trying to strike up (= start) a conversation. There are sections in the play when the roles are reversed (i.e. Lee talks and Frankie is silent). Work with a partner and remember them (and find them in the text). Compare with other pairs.

b. Right or wrong? Look at the following sentences and decide whether they are right or wrong. Circle the respective letter and discuss your answers in class. Any differences in opinions? Where?

- | | | |
|---|----------|----------|
| Lee is keeping a low profile at the moment. | R | W |
| He isn't doing <i>The Programme</i> anymore because of what Frankie said. | R | W |
| Lee feels like at an interrogation by the staff. | R | W |
| He tells Frankie he wants go to a different unit for treatment. | R | W |
| Phil reminds him that the unit is safe and nothing can happen to him. | R | W |
| Frankie seems to be unable to stop herself from provoking Lee. | R | W |

2. **a.** The conversation between Lee and Frankie is starting off quite harmlessly. There is a point, however, when the mood changes. With a partner, look at p. 27 and mark this point. Compare with other pairs. Do you agree? Why/why not?
- b.** How do you feel about Frankie's choice of words? Look at the text and highlight any words/phrases which *you* think are not fair or necessary. Then, from below, select the statement which *for you* best describes what Frankie is doing. Compare with some colleagues and say why:
- she is always talking own to him (as if she's the clever one)
 - she is mocking and ironic
 - she's testing him: is he going to lose control or not
 - she's attacking him (verbally) to prove that he is still not recovered
- c.** Now look at Lee's responses. In small groups, draw up a grid (see example below) and re-read the text (p. 27-28), filling in the columns as you go along. Then compare *your* grid with that of other groups.

Frankie's words	Lee's reaction
e.g. nighttime prowler	e.g. What? Prowler...me? No! No way.
Ah! Prison Break movie	No, Freakie
You can't go home ... wrecked it.	Stop it, Frankie ...

3. For Frankie, living in the unit has advantages. What are they? Exchange thoughts with a partner.
4. **a.** Frankie doesn't want Lee to go (she *won't let* him, she says). At the same time, she lashes out at him (verbally and physically). With a partner, in groups or in class, discuss why she might feel this way.
- b.** Even though Lee keeps repeating that she doesn't know, Frankie insists she does. Do you think Frankie has got the right to say the things she says to Lee? Why/why not?
5. The musical alarm (stage directions on p. 28, bottom) signals the start of some kind of showdown. Did you expect something like that to happen? Or what, if anything, did you expect? Talk about this in class.
-  Bonus task: How do *you* feel about this scene and Frankie's physical attack? Can you put your feeling(s) in one word/short phrase? Make sure there are some post-its in the classroom. Write your word/phrase on a sticky note (e.g. *mad/stupid cow/well done, Lee ...*) and put it on the board. Then, as a team, try and cluster all post-its. What does the majority in your class think?

.....

-  Bonus task: Write a report on what happened in this scene. This could be either an *article for a magazine*, a *blog post* or a *report for the local/regional newspaper*, or even a *diary entry* written by Jess when she got home from work that day.

Scene 12

1. In Phil's office, Lee is in a *talk out* session with Phil and Jess (p. 29). True or not? Put **T** for **True** and **F** for **False** on the dotted line. In case of **F**, say why:
- Lee tried to do his breathing exercises to control his anger.
 - Frankie told Lee his family wanted him to come home.
 - Lee was for *The Programme*, Frankie against it.
 - Lee wanting to leave the unit made Frankie lose it.
 - Phil thinks Lee did very well in a stressful situation.
 - Jess would prefer Lee to stay on *The Programme*.
 - Lee wants Frankie to be taken away from the unit and off *The Programme*.

2.
 - a. Phil is pleased that Lee didn't hit out, even though he wanted to. In the text, underline or highlight his respective comments.
 - b. Jess is *cautious* about sending Lee to a low security unit. Talk to a partner. Why, do you think, is that?

3.
 - a. Lee tells Phil and Jess that he was going to run away and Frankie tried to stop him. Do *they* believe him? Why/why not? Do *you*? In small groups, speculate why Lee is trying to protect her.
 - b. Tick the correct answer below. Lee defends Frankie's attack by telling Phil and Jess ...
 - ... that it was just a misunderstanding
 - ... that he was angry with her and lost it
 - ... *he* attacked *her* first and she was trying to defend herself
 - c. They know he is lying. Phil himself is feeling at the moment. From the suggestions below, choose the word which *for you* best describes Phil's state of mind.
 - ... *doubtful*
 - ... *depressed*
 - like having lost*
 - ... *quite uncertain*
 - ... *confused*

4. Why, do you think, does Lee come back to borrow Phil's guitar again? In pairs or small groups, speculate about his reasons, then compare with other teams. Did you come across any interesting ideas?

5.
 - a. Phil thinks the guitar is a symbol for Do you remember the section when Lee shoves the guitar back in Phil's hands, telling him he's about to smash it? When was that? Try and find it in your text booklet.
 - b. If Phil's theory is correct, it means that Lee

-  Bonus task: What, do you think, made Lee trust Phil again? Does he just want to stay on *The Programme* because he knows Frankie seems likes it? Or what?
Write a *dialogue* (a *talk out-session*) between Phil and Lee in which they talk about what really happened with Frankie and why he decided to protect her. (Tip: *the wolf* might also be an issue)

-  Extra Bonus task: Re-write scene 12 as a *storyboard for a video clip*. To do this, make yourself familiar with filming techniques, camera angles, perspectives, etc. This [presentation](#) might help you.

Scene 13

1.
 - a. In the final scene, Lee is recording a *diary* (video message for his mother). Who else is there? Why?
 - b. Lee introduces Frankie to his Mum as his *song-writing buddy*. Why, do you think, does he introduce her at all? Why might this be important for him? Exchange opinions with one or more partners.
 - c. What does he call her?

-  Bonus task: If you're not quite sure about the exact meaning, on this [website](#) you'll find a nice explanation. It also tells you where you might come across the phrase and how long it's been around. The nice thing about this phrase is – it's funny and not in any way hurtful or insulting. Now think about your family and friends – is there anyone who might fit this description? 😊

2.
 - a. He and Frankie are performing a piece of music. First, read through the text in your booklet. Highlight or underline any keywords/-phrases which (*for you*) represent the main topics and issues in the play.
 - b. What are, *for you*, the three most important words/phrases in Lee's text? And in Frankie's? Write them down on a small piece of paper (i.e. 6 items). Put your initials on it, fold it up and throw it in a box/hat/bag. Your teacher will then draw three folded papers. If it's your turn, explain your choices to the class.

c. The styles of Lee's and Frankie's parts are quite different. Lee plays the guitar and while Frankie

d. With a partner or in a small team, sum up in a short paragraph what Frankie is telling us in her rap. Compare with other teams. Do you all agree? Did you discover anything you haven't thought of? Add it to your summary.

3. Speculate if/how the story of Frankie and Lee might continue. Are they ...

- ... going to fall in love and live happily (or not) ever after?
- ... going to be a famous singer/rapper duo and make lots of money?
- ... going to go their own ways once they are out of the unit but remain friends?
- ... not going to keep in contact?
- ... or

🚩 Bonus task: Re-write the song lyrics and the rap as *prose text*, i.e. no rhymes, no rhythm.



1. What is your overall impression of the play? Did you like the story? Circle the respective mark and say why you think so:

1 = super, 2 = good, 3 = ok, 4 = glad it's over, 5 = failure

2. How did you like the main characters in the play? Do you have a favourite character? Is there anyone you didn't like at all, or who you felt didn't really drive the action forward in any way? Mark them on a scale from 1 (favourite) -5 (unpleasant/negative/not important). Write your comments in the boxes below, i.e. explain why you liked/didn't them?

Character	Mark	Your Comments
Lee		
Frankie		
Phil		
Jess		

3. Which of the characters could *you* relate to best?

Your Feedback

- ✓ Which of the topics/issues, if any, did you personally find

interesting:

important:

relevant for *you*:

relevant for *everybody*:

- ✓ Storyline and performance – what do you think?

- I found it interesting but sometimes also a bit disturbing (= upsetting)
- For me Frankie behaviour was difficult to understand; I also felt sorry for Lee
- It was sometimes a bit heavy-going but not boring
- I was really pulled into the action – as if I was watching a video
-

- ✓ Were there any moments when you could feel yourself getting emotional? When?

- ✓ Did you expect the play to end the way it did? Explain why! If not, what, in *your* opinion, would have been a suitable ending? (see also p. 17/task 3)

- ✓ The language in the play is sometimes very colloquial – lots of teen speak and phrases you don't usually come across in your English textbooks. Was it easy to understand? Did the vocab tips help?

- ✓ Finally – did you do any of the Bonus tasks (mini-projects) in the worksheet? If yes, did you find them interesting / challenging / boring (hopefully not!) / too difficult?

✓

My space – my thoughts ...