

SESSION 2

FACILITATORS OUTLINE SHEET



This session involves a 20 minute drama followed by group discussions on the points raised. There will be between 4-7 groups having approx 25 children and you will facilitate one of these groups

CHARACTERS

Emily Taylor – Narrator and 14 year old school girl. Lives with Mum and brother, James. Best friend of Hannah. Attracted to Phil

James Taylor – 17 Years. Studying for A-levels at college after repeating some GCSE's. Brother of Emily. Friends with Phil, who is on the same rugby team and also at college.

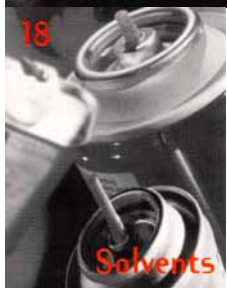
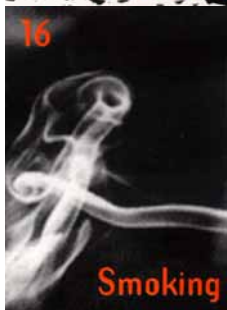
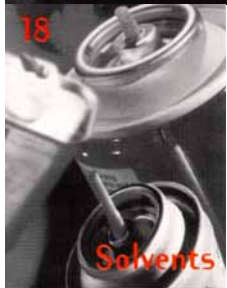
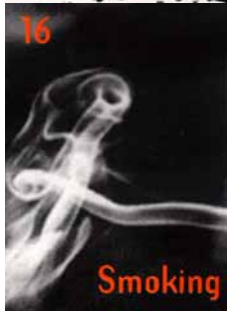
Susan Taylor – 44 Years. Mother of Emily and James. Divorced from Paul Taylor. Works as a nurse in GP practice

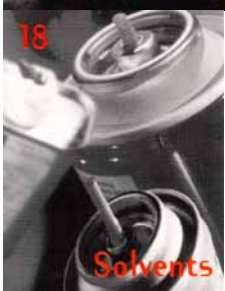
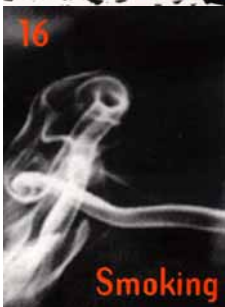
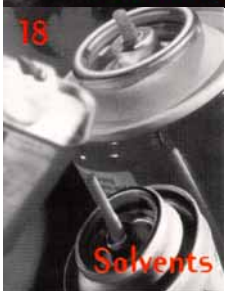
Hannah Thurlow – 14 Years. Best friend of Emily. A quiet and reserved girl who is good but not brilliant at school. An only child, she lives with her parents, Michael and Jean, just up the road from Emily. The family own a pet shop.

Phil Simms- 17 years. Studying second year of A-Levels. On a rugby Team with James. Lives with his Dad

BACKGROUND

The audience will learn from Emily's narration that at the age of 14 she and Hannah had never been to an unsupervised party that involved older kids and drinking. In general they socialised by going to the cinema or watching videos with friends. They also attended a youth club together and dance classes on Saturdays. The two girls have lived close to each other for eleven years and are good friends. Their parents know each other, but don't socialise very often as they have different interest. Emily's Mum is quite strong and independent, whilst Hannah's Mum is quiet and stays in most evenings with her husband watching TV. Hannah spends a lot of time at Emily's house because she finds it livelier, but they often go to her house at mealtimes. Emily's Mum works a mixture of shifts and often isn't there in the early evening. When she is, she likes to have a meal with her boyfriend and sometimes they will go to the cinema. James, Emily's brother is in and out of the house all the time. He goes out most nights since leaving school and he works in a pizza takeaway on weekends to pay for his social life. Emily and





James bicker all the time, as they are often left at home together without parents around, James resents having to stay in to baby sit. Hannah is often caught up in their fights. Susan Taylor knows that her son, James drinks but tolerates it as long as she knows where he is going and what he is up to. She doesn't drink think he drinks a lot and doesn't allow him to drink in the house where Emily could be influenced. Her ex-husband did not drink and would be upset if he knew that James is a drinker

You are a senior Police officer in charge of you Detectives (pupils). All people have been told to remain at the scene so they can be questioned. They premise has also been searched. Ask you group for ideas as to what has happened to Hannah Thurlow. Some Suggestions are:-

DRUGS

DRUNK

HOME

LOST

WITH PHIL

LEFT WITH SOMEONE

INJURED

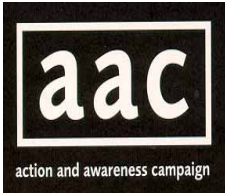
ACCIDENT

OTHER FRIENDS

All the significant characters must be questioned, and some evidence must be explored. This will be done in a round robin format in which the pupils have four minutes with each resource. There are characters and evidence (see list below). You should encourage the pupils to be challenging in their roles as detectives, trying to elicit as much information as possible. The pupils will the have a two-minute period to record their findings onto a sheet. Another resource will then appear and the same procedure can be undertaken. At the end of the exercise they will have six pieces of paper from which to draw their final conclusions.

CHARACTERS/EVIDENCE

- Emily Taylor
- James Taylor
- Hannah's Bag
- Susan Taylor
- Phil Sims
- Cassette Tape & Photos



SUGGESTED BASIC QUESTIONS

What is your full name
Where do you live
How old are you
How do you know the missing girl
When did you last see the missing girl
Do you have any idea where she is

Following on from these questions the characters may provide leads to further information. Instruct the pupils to consider whether the characters are being truthful, and whether their information conflicts with other evidence. Prompt questions, but the more talking the pupils do the better.

CHARACTER AND RESOURCE INFORMATION

Each character and resource has information implanted that is vital to the line of enquiry. It is up to the group to explore this information to find a answer. To help the facilitator here is a brief account of the motivations each character has. It may be possible that the peer group does not discover all of these in the permitted time. Any conclusions that they come to regarding the question “What has happened to Hannah?” is suitable , as the aim of the exercise is for them to explore as many possible consequences of the drinking seen in the performance.

