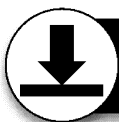




The Riots

Scheme of Work for KS3 Drama



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Contents

Thank You for Choosing ZigZag Education	ii
Teacher Feedback Opportunity	iii
Terms and Conditions of Use.....	iv
Teacher’s Introduction	1
Scheme of Work Overview	2
Lesson 1	5
Lesson Plan.....	5
Resource 1.1: Cards (for Activity 1)	6
Resource 1.2: Newspaper Article (for Activity 2).....	7
Resource 1.3: Feedback Sheet (for Activity 2)	8
Lesson 2	9
Lesson Plan.....	9
Resource 2.1: Feedback Sheet 1 (for Activity 1)	10
Resource 2.2: Extract from <i>The Riots</i> by Gillian Slovo (for Activity 2)	11
Resource 2.3: Feedback Sheet 2 (for Activity 2)	12
Resource 2.4: Blank Homework Task.....	13
Resource 2.5: Exemplar Version of Homework Task	14
Lesson 3	15
Lesson Plan.....	15
Resource 3.1: Behaviour Contract for Class to Sign	16
Resource 3.2: Mind Mapping Sheet 1: The Clash (for Activity 1).....	17
Resource 3.3: Mind Mapping Sheet 2: Temper Trap (for Activity 1)	18
Resource 3.4: Peer Assessment Sheet (for Activity 2)	19
Resource 3.5: Homework	20
Lesson 4	21
Lesson Plan.....	21
Resource 4.1: Devising Sheet (for Activity 1).....	23
Resource 4.2: Peer Feedback Sheet (for Activity 1).....	24
Lesson 5	25
Lesson Plan.....	25
Resource 5.1: Extract from <i>The Riots</i> by Gillian Slovo (for Activity 1).....	26
Resource 5.2: Radio Play Planning Sheet (for Activities 1 and 2).....	27
Resource 5.3: Peer Feedback Sheet (for Activity 2).....	28
Lesson 6	29
Lesson Plan.....	29
Resource 6.1: What Happened Next Sheet (for Activity 1).....	30
Resource 6.2: Article on Offenders (for Activity 1)	31
Resource 6.3: Hot seating Exercise Feedback Sheet (for Activity 2)	32
Lesson 7	33
Lesson Plan.....	33
Resource 7.1: Final Assessment Planning Sheet (for Activity 1)	34
Resource 7.2: Final Assessment Next Steps Sheet (for Activity 2)	35
Lesson 8	36
Lesson Plan.....	36
Resource 8.1: Peer Assessment Sheet (for Activity 1)	37
Resource 8.2: Self-assessment Sheet (for Activity 2).....	38
Appendix 1: Teacher’s Notes (to accompany PowerPoints)	
Appendix 2: Transcripts of Videos	

Teacher's Introduction

This scheme of work has been inspired by the events that happened during the riots of 2011 and some of the media that has sprung from it.

One of these works is the Verbatim Theatre piece *The Riots* by Gillian Slovo, which is written with accounts from those who were affected by the riots that happened in London and then spread to the rest of the UK in August 2011, which is then backed up with newspaper articles and videos. The scheme of work starts from the incidents that sparked the first protests and ends in the aftermath of the riots and lessons that have been learnt since.

Verbatim Theatre is a chance for students to look at real-life events and turn them into theatre.

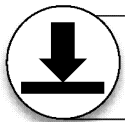
This scheme has many videos. I have tried to make sure that all clips are readily available and that they are all suitable for the age group. I have also typed up a transcript of each of the clips in case the video links decide not to work or if you have students who prefer to read a script or won't process the information straight away.

Although this is a drama scheme of work, I hope to make sure that the issues are open for discussion beyond the classroom and could possibly lead on to a good stimulus for a piece of devised work.

All script excerpts are from the Verbatim Theatre script *The Riots* by Gillian Slovo (Oberon, 2011), which covers most of the angles of those affected by the events of August 2011.

All lessons featured have been tried and tested on classes of 30 students or more. They work well with mixed-ability students and male-heavy classes.

There is a very informative government document which outlines all the lessons learnt from the riots in 2011. The document is called 'The Riots Panel Final Report' and can be found on the government website. It is packed with statistics and more in-depth information about everything that happened around the riots and it is really worth a read.



Eight PowerPoint presentations (one for each lesson) are provided on the ZigZag Education Support Files system, which can be accessed via zzed.uk/productsupport

September 2019

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SCHEME OF WORK

Lesson Number	Learning Objectives	Techniques	Activities
1	To understand how social media impacts on our lives	Teacher in Role News report	<ol style="list-style-type: none"> 1. Starter 2. Activity 1 <ul style="list-style-type: none"> o Voting card game o Teacher in Role moment 3. Activity 2 <ul style="list-style-type: none"> o Introductory video of 'What Happened?' Duggan? o PowerPoint for overview of the riots o Read through Resource 1.2 and discuss the report about the shooting of Mark Duggan o Performance of news report video and feedback (Resource 1.3) 4. Plenary 5. Homework
2	To understand how social media impacts on our lives	Mini-ensemble Freeze frame Communal voice	<ol style="list-style-type: none"> 1. Starter 2. Activity 1 <ul style="list-style-type: none"> o Mime exercise 3. Activity 2 <ul style="list-style-type: none"> o Reading through Extract 1 o Rehearsal of how you could stage the scene using rehearsal techniques o Performance of the mini scene 4. Plenary 5. Homework

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Lesson Number	Learning Objectives	Drama Techniques	Activities
3	To perform and stage a riot on the stage and the role of ensemble	Physical Theatre Mind mapping	<ol style="list-style-type: none"> 1. Starter <ul style="list-style-type: none"> Answer questions Signing of the class contract 2. Activity 1 <ul style="list-style-type: none"> Listening to the songs and music 3. Activity 2 <ul style="list-style-type: none"> Watch short exemplar version of a theatre riot Rehearsing a mini riot Performance of mini riot film Feedback sheet 4. Plenary 5. Homework
4	To understand what the term 'mob mentality' means	Devising	<ol style="list-style-type: none"> 1. Starter 2. Watch <ul style="list-style-type: none"> Derren Brown: The Experiment 3. Activity <ul style="list-style-type: none"> Mini devised piece Performance Peer feedback 4. Plenary 5. Homework
5	To understand how a radio play could be used as part of Verbatim Theatre	Radio drama	<ol style="list-style-type: none"> 1. Starter 2. Activity 1 <ul style="list-style-type: none"> Radio reports introduction Students read through opening of Benjamin Zephaniah Students to read through Extract Watch news report 3. Activity 2 <ul style="list-style-type: none"> Students to create mini radio play Peer feedback 4. Plenary 5. Homework

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Lesson Number	Learning Objectives	Drama Techniques	Activities
6	To understand what happened after the riots and the aftermath of what happened	Hot seating	<ol style="list-style-type: none"> 1. Starter 2. Activity 1 <ul style="list-style-type: none"> o Video of the clean-up o Video of news report showing the rioter's court appearance o Sheet – what happened next? o Article regarding reoffending after the riots 3. Activity 2 <ul style="list-style-type: none"> o Hot seating 4. Plenary 5. Homework
7	To understand how to summarise the riots in performance	Devising Evaluating	<ol style="list-style-type: none"> 1. Starter 2. Activity 1 <ul style="list-style-type: none"> o Go through final assessment o Final Assessment Planning Sheet o Start assessment task and rehearsal 3. Activity 2 <ul style="list-style-type: none"> o Final Assessment Next Steps Sheet 4. Plenary 5. Homework
8	Final performance of <i>The Riots</i> performance	Devising Evaluating	<ol style="list-style-type: none"> 1. Starter 2. Activity 1 <ul style="list-style-type: none"> o Rehearsal time o Filming of final assessment o Peer assessment 3. Activity 2 <ul style="list-style-type: none"> o Self-assessment 4. Plenary 5. Homework

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LESSON 1

LESSON PLAN

Lesson Objective: To understand how a riot starts.

PowerPoint Lesson 1 plus extra Teacher notes (**Appendix 1**) can be used.

	Timing	Resources	Description
Starter	5 minutes		<p>Ask students to write down one word on a Post-it note that they think a riot might be and then stick it on the wall.</p> <p><i>Teacher note: As students work through the scheme, keep a display board free for students to add their words to. This board will be added to through the lesson and will be an eye-catching display that is perfect for Open Evening.</i></p>
Activity 1	25 minutes	Resource 1.1: Cards	<p>Ask one student to pick CARD 1 (from Resource 1.1) and read it out loud. (these are also on the PowerPoint if you wish). Ask the class to give their opinion on what it says. Then ask them to divide themselves for the opinion. (This should be done in groups of four although you may also want to give them time to discuss in pairs). Then ask another student to read out CARD 2 and so on until you get to CARD 5 (which should be the one that they all agree with each other (ish!)). You then need to ask them to act as a Teacher in Role:</p> <p>CARD 6: 'Message from the Headmaster. There will be no homework this day of the week. Homework will be given out on Monday. In the next day. You must spend your breaktime in the canteen. You must curtsy to every member of staff you see. If you are not adhered to then students should expect to be sent to the head's office. A good reference for the weekend.'</p> <p>Come out of the Teacher in Role and ask them to give their opinion on that statement that they just heard. Are they angry? What do they think about it? What are the options?</p> <p>Then ask them if rioting is an option...</p> <p>Definition of 'riot': A violent public disturbance.</p> <p><i>Teacher note: This exercise is to show how quickly opinions can change in terms of a riot and what the build-up towards a riot can be. Students vary from something that doesn't really matter to something that they have a lot of passion about and about which they get very corner heatedly. Remember to discuss this build-up and whether they changed their opinions as the scenario changed. Do they change their opinions?</i></p>
Activity 2	25 minutes	Resource 1.2: Newspaper Article Resource 1.3: Feedback Sheet	<p>Go through the PowerPoint and use the Teacher notes to explain the video.</p> <p>Students watch video 'What Happened to Me' and discuss it. The video is available in Appendix 2) as an introduction to the topic. Students can make notes if desired.</p> <p>Divide students into groups of five and ask them to read out the article (Resource 1.2) and tell them that they need to include at least one question. The final question needs to be about two minutes in length. The questions should be limited from the newspaper article.</p> <p>When students are ready to perform they need to be given the opportunity to ask the questions (Resource 1.3) to fill in while watching the other groups perform.</p> <p><i>Teacher note: If students need a little more help, they can be given a list of people that they might like to interview.</i></p>
Plenary	5 minutes		Each student needs to give one word that sums up the riots. (These words could be used on the display board).
Homework			Students need to find six different images from the events that happened in the riots and the Teacher notes. This needs to be prepared as an oral presentation.

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RESOURCE 1.1: CARDS (FOR ACTIVITY 1)

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CARD 1:

Ice cream should be free in hot weather.



CARD 2:

Children should have at least an hour of outdoor play each day.

CARD 3:

Video games should have a time limit on how many hours a day you should play them.



CARD 4:

All children should have a choice of activities to do in school.

CARD 5:

All children under the age of 16 should be banned from owning mobile phones.



CARD 6:

'Message from the headteacher will, from today, be sent out every week. Home time will be during every lesson the next day. You must be in school at breaktimes and and you must curfew. All staff you see in school. All rules are not added. All should expect to be. All not get a good result.

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LONDON RIOTS: HOW THEY SE AFFECT THE WHOLE OF T

After the shooting of Mark Duggan on 4th August nobody could have predicted that it could serve as a catalyst for some of the worst riots that we have seen in our country.

On 4th August 2011 police had a tip-off to say that a notorious gang member, Mark Duggan, 29, had just picked up a firearm which had been hidden in a shoebox. Police reacting to the call managed to box his car in. When asked to leave the car he was shot dead by a police marksman because it was believed that he was armed.

Friends and family of Mark gathered together for a peaceful protest as they believed that he hadn't been armed and therefore, had been shot unlawfully. The protest started outside Tottenham police station and involved about 300 people. However, what had started as peaceful soon turned more violent as bottles were thrown at two police cars which were then later set alight. Crowds were dispersed by riot police but missiles were used at them in the form of fireworks and bricks.

The next day the violence continued with at least 48 fires having to be put out by the fire service. At this time Duggan's family did not condone what was happening.

News of the riots was spread mostly by Twitter and

On the Monday two police officers were shot and stop the rioters as they moved from Croydon, Clapham, Lewisham, Peckham, Enfield, Woolwich, and Unrest was starting in Nottingham, Liverpool

Rioters were assaulting shops and causing damage. Tuesday MP were required to go to Parliament to address the situation. Wednesday three men were arrested for trying to protect their

Police responded by closing down magistrate courts which were hours to respond to the situation. According to be prosecuted around 3,100 people were arrested. Over 1,100 had appeared in court. August the BBC reported that people had been arrested for disorder in London.

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RESOURCE 1.3: FEEDBACK SHEET (FOR ACTIVITY 2)

Fill in the following worksheet.

Group number	What are the basic facts of the news report?	Was anyone interviewed during the story?	What was the main message?

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LESSON 2

LESSON PLAN

Lesson objective: To understand how social media impacted the London riots.

PowerPoint Lesson 2 plus extra Teacher notes (**Appendix 1**) can be used.

	Timing	Resources	Description
Starter	5 minutes		Ask students to answer the following questions: 1. Who was the first person to remember the name of the man who was shot? 2. Why was he shot?
Activity 1	25 minutes	Resource 2.1: Feedback Sheet 1	Ask students to get into groups of four. They will have a message passed from one person to another without any words being said. This will be done in the form of a mime. <i>Teacher note: Remind students that mime is a form of acting and that instead they need to emphasise movement and message across to an audience.</i> Ask them to think about the following when they perform: How will the message be shared? What is the role of the message have on the sender and the receiver? They will have 15 minutes to rehearse and then perform their scenes to the class. The students watching need to complete Feedback Sheet 1. <i>Teacher note: You then will explain to students using the slides (6–11) how the message was spread through the day and which areas of London the riots spread to.</i>
Activity 2	25 minutes	Resource 2.2: Extract Resource 2.3: Feedback Sheet 2	Ask students to divide themselves into different groups for the exercise. They need to find an interesting way to perform the extract which will give them (Resource 2.2). They need to make use of the following techniques: • Ensemble – the whole group working together to create a moment • Freeze frame – a frozen picture or snapshot • Communal voice – words spoken by more than one person Ask students to think about how their audience will react and whether they will see and be able to identify what is happening and why. After a short rehearsal they will then perform their scenes. Resource 2.3 will be filled in to give feedback on the performance. <i>Teacher note: Ask students the following questions about the script they have been given:</i> • What is the tone of the extract? Answers: Suspicion, darkness and camaraderie. • What do you think is the common feeling of the extract? Answers: Anger and frustration. • What is the mood of the extract? Answers: Anger. • What vocal techniques could you use to sound like a performer? Answers: Other performance techniques to convey the message.
Plenary	5 minutes		Students need to answer the following questions: • How were messages spread? • Where were messages sent? • WHAT is BBM? • WHERE did the riots start? • WHEN did they happen?
Homework		Resource 2.4: Blank Homework Task Resource 2.5: Exemplar Version of Homework Task	On a blank version of the London map, highlight the areas where the riots occurred and label it clearly. The areas you need to label are: Retail Park, Wood Green, Hackney, Brixton, Walthamstow, Battersea, Croydon, Ealing, Barking, Woolwich, and others. (Resource 2.4 is the blank version.) <i>Teacher note: There is a filled-in version of this map in the Appendix 1.</i>

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RESOURCE 2.1: FEEDBACK SHEET 1 (FOR ACTIVITY 1)

Fill in the following while watching the MIME performance of a rumour or message being spread.

Group number	What is the message being shared in the piece?	How is the message shared in the piece?

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RESOURCE 2.2: EXTRACT FROM *THE RIOTS* SLOVO (FOR ACTIVITY 2)

Man 1: I was on Twitter at the time and my trend was on London so I seen 'Mark Duggan got shot.' Everyone on Blackberry... like I got a lotta frier was all 'Rest in Peace Mark Duggan, Rest in Peace' Couple of hours later a to protest the next day.

Man 2: However, the powerful and up-to-the-minute rallying appears more covered network: BlackBerry Messenger (BBM). We used BlackBerry popular at the time – BBM allows users to send one-to-many messages to those are connected by "BBM PINs". For many teens armed with a BlackBerry, BBM messaging because it is free, instant and more part of a much larger community.

Man 3: One BBM broadcast sent on Sunday, which has been shown to the police, calls on "everyone from all sides of London" to vandalise shops on Oxford Street. "from all sides of London meet up at the heart of London (central) OXFORD Street gonna get smashed up so come get some (free stuff!!!)... the feds we will see you >:O Dead the ends and colour war for now so if you see a brother... SALUTE"

Man 2: Another sent shortly before the outbreak of violence in Enfield on Sunday. "Everyone in edmonton enfield wood green everywhere in north link up at 12 o'clock sharp!"




(*The Riots*, Gillian Slovo, Oberon Books, 2011)

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RESOURCE 2.3: FEEDBACK SHEET 2 (OR ACTIVITY 2)

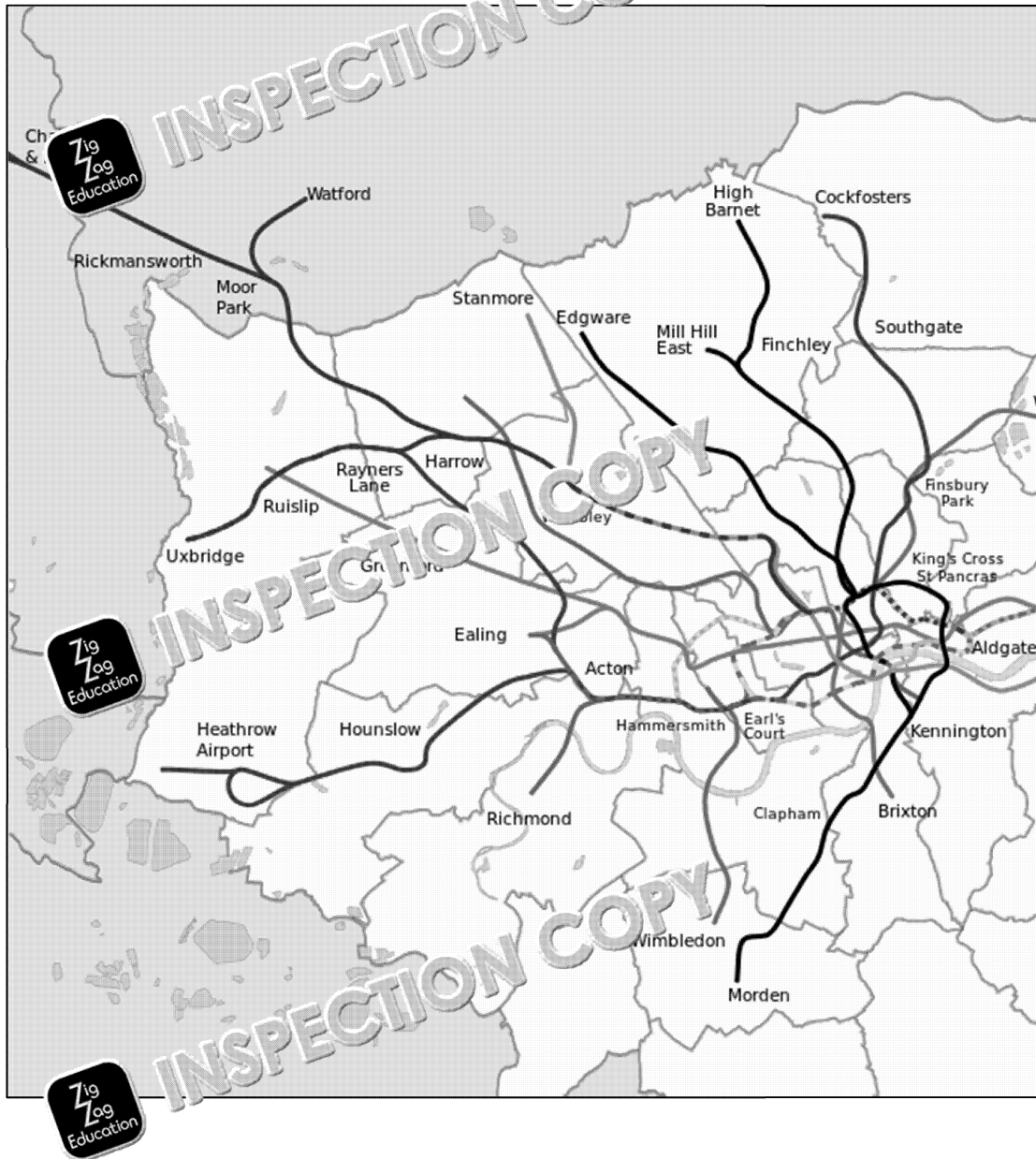
Group number	How was the script performed? (to give as much detail as possible)	What techniques were used by the ensemble?
		
		
		

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RESOURCE 2.4: BLANK HOMEWORK TASK

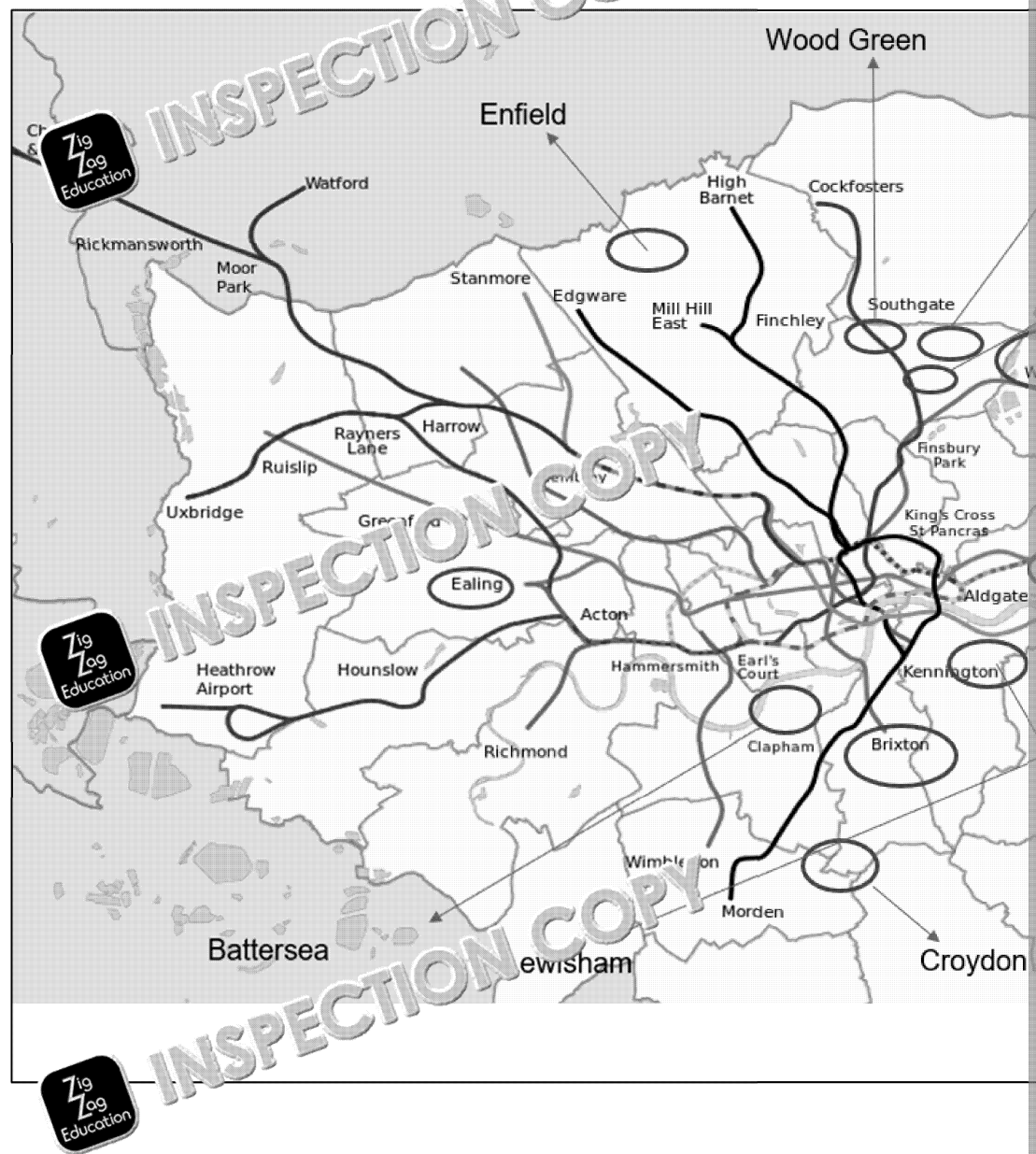


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RESOURCE 2.5: EXEMPLAR VERSION OF HOMEWORK TASK



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LESSON 3

LESSON PLAN

Lesson Objective: To perform and stage a riot on the stage and the role of ensemble.

PowerPoint Lesson 3 plus extra Teacher notes (**Appendix 1**) can be used.

	Timing	Resources	Description
Starter	5 minutes	Resource 3.1: Behaviour Contract	<p>Students need to remember what activities they did in the previous lesson and answer the following questions:</p> <ol style="list-style-type: none"> 1) Can anyone remember the word for 'verbal'? 2) What was the main way that messages were spread? How can we make sure that they couldn't be traced? 3) What other parts of the UK did the riots spread to? <p><i>Teacher note: Answers: 1) verbatim ('verbum' = word); 2) BlackBerry Messenger; 3) Salford, Manchester, Nottingham, Leicester, Bristol, Derby, Coventry and West Bromwich</i></p> <p>Students then sign the class contract (Resource 3.1).</p>
Activity 1	25 minutes	Resource 3.2: Mind Mapping Sheet 1: The Clash Resource 3.3: Mind Mapping Sheet 2: The Streets	<p>Ask the students to get into pairs and listen to the PowerPoint ('The Guns of Brixton' by The Clash) and fill in the mind mapping sheets (Resource 3.2).</p> <p>Ask them to start with what the words imply and think about movement or certain lyrics that they think about movement, proxemics, choreography, chorus work that they can work with these pieces of music.</p> <p><i>Teacher note: Students need to be looking for lyrics that they can use rather than just listening to the lyrics. Temperance's 'London's Burning' about the riots in 2011 as the latest album in Hackney, which was one of the first to be released in the area is a great example of modern culture being inspired by the past.</i></p>
Activity 2	25 minutes	Resource 3.4: Peer Assessment Sheet	<p>Show students the video on slide 9 of the PowerPoint and discuss what they need to aim for.</p> <p>Students need to be split into two big groups (the more the better) and need to start choreographing the movements that they wish to use the tracks that they have just been listening to can help with movement.</p> <p><i>Teacher note: In class, I have generally found that girls work the best for this exercise. There are a few boys who are good at it. Students, depending on how well they work together, need to choose a director to lead the exercise. Remember the importance of the beginning, middle and end. The quieter students of the group can really bring the piece to life. Always good to have a camera available for the students to see what their friends are doing.</i></p> <p>In the last seven minutes of the lesson let each group perform what they have come up with. The audience will be the other group (Resource 3.4). They need to write about the performance. What happened in the middle? How did it end? What techniques? If so, which ones? Did the piece work? What did they like? What didn't they like?</p>
Plenary	5 minutes		Students need to say what lessons they have learned from the lesson and what group and what rules they would put in place if they were to perform the piece.
Homework		Resource 3.5: Homework	Create a diagram to show how you performed the piece. Remember to include where everyone moved and what point in the song everyone moved. (Use the diagram on slide 10 of the PowerPoint as a guide.)

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RESOURCE 3.1: BEHAVIOUR CONTRACT FOR

Each member of the class needs to sign below to show that they understand the expectations.

1. I will undertake this activity and put in maximum effort. This exercise will not be a test.
2. I will work collaboratively in a group by making sure I contribute to the team. I will not be a freerider.
3. I will listen to what all members of the group have to say and try out any ideas. I should listen more than I speak.
4. I understand I am a part of a team environment and must trust and respect other team members.
5. I must act responsibly and take my tasks seriously, especially when I am rehearsing. This may be either direction or something that may affect my performance.
6. I will act responsibly, show self-control and maturity in rehearsal and performance. I will be doing as part of the performance and know my cues and any lines that I may have.
7. I am not required to be physical with anyone during this lesson. It is a lesson about synchronicity and NOT fighting.
8. I have read through what is required of me during this lesson and understand my behaviour.
9. I am willing to join this class, knowing the expectations and standards of behaviour. I am taking part in the final performance of the piece.
10. I will be responsible for my actions and behaviour in this lesson. I will face consequences if I fail to reach expectations.
11. I accept that if I am not contributing to the class or not following the rules of the class, I may be asked to leave or removed from the class.
12. I will always be aware of the space that I am working in and that it needs to be kept clear.

Signed:



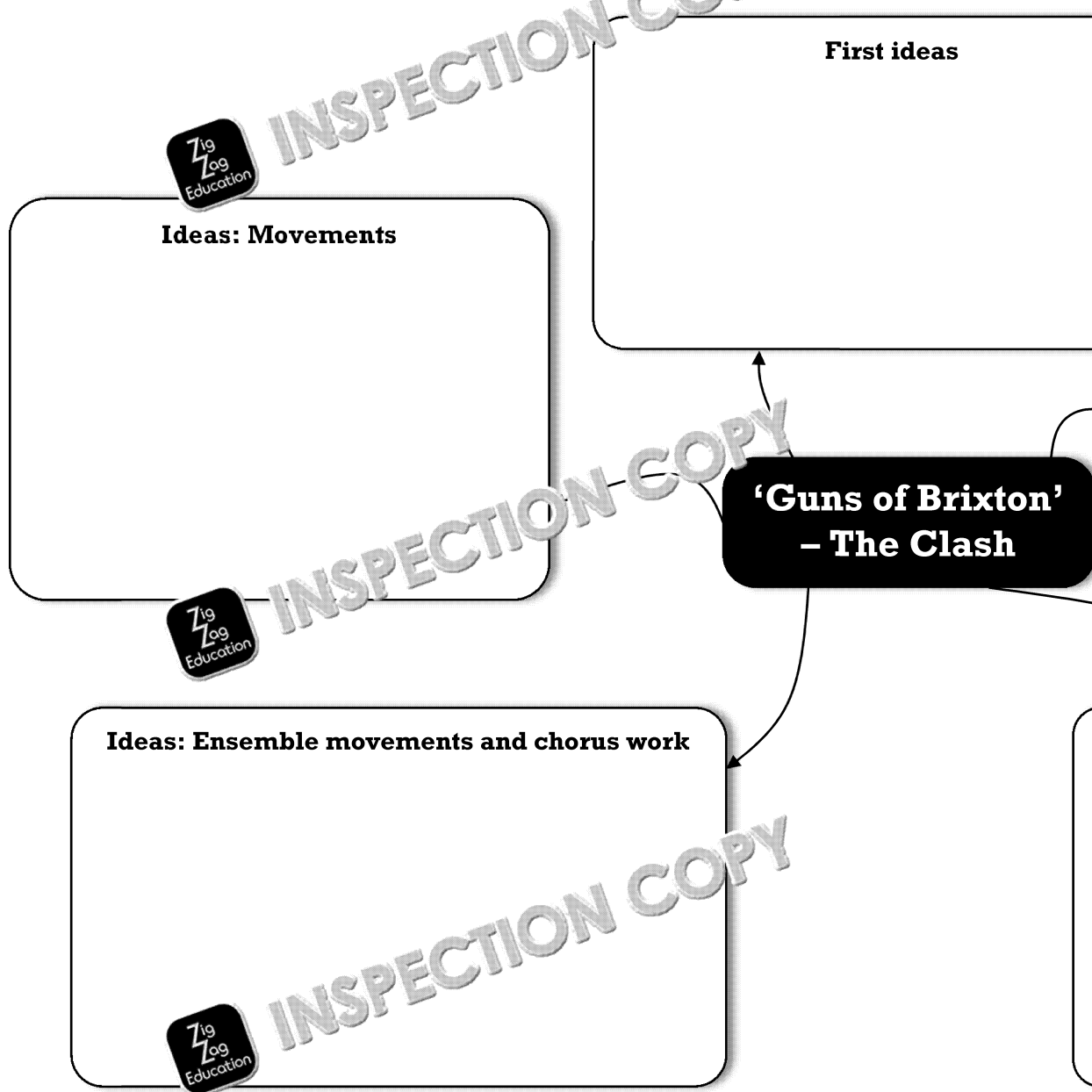
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RESOURCE 3.2: MIND MAPPING SHEET 1: THE CLASH (FO

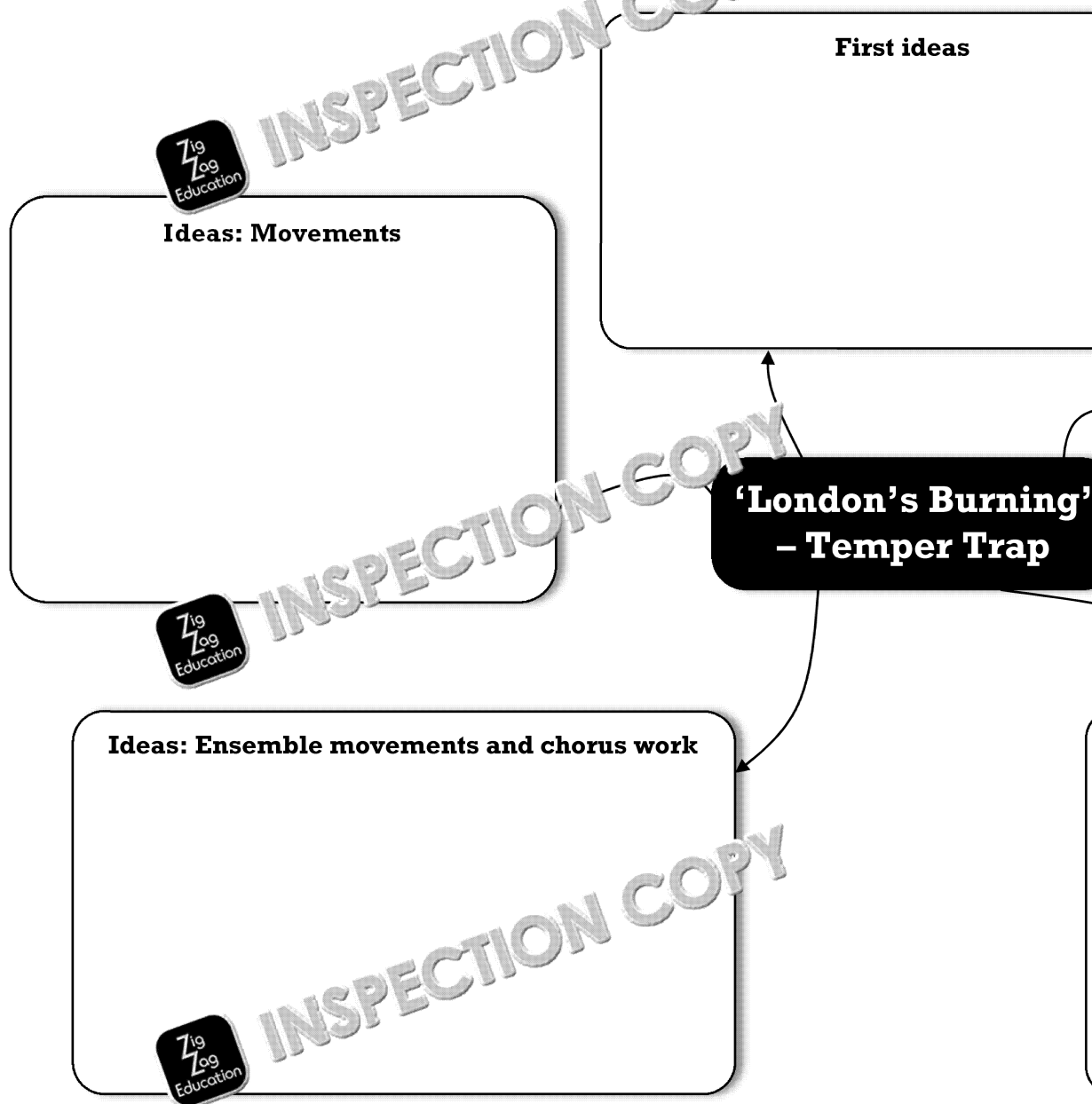


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RESOURCE 3.3: MIND MAPPING SHEET 2: TEMPER TRAP



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RESOURCE 3.4: PEER ASSESSMENT SHEET (FOR ACTIVITY 3)

Peer assessment sheet. Please fill this in while watching the mini riot performances.

Group	How did the riot start?	What happened in the middle?	How did it end?

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RESOURCE 3.5: HOMEWORK

In our piece we started by:

.....

.....

And then we:

.....

.....

We ended the piece by:

.....

.....

The best bit of the piece was when:

.....

.....

If we had had more time we could have:

.....

.....

The mark I give the piece is _____/10 because:

.....

.....

I have drawn a diagram of where everyone moved and at what point this happened

.....

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LESSON 4

LESSON PLAN

Lesson objective: To understand what the term 'mob mentality' means.

PowerPoint Lesson 4 plus extra Teacher notes (**Appendix 1**) can be used.

	Timing	Resources	Description
Starter	5 minutes		<p>Ask students to stand in a circle with one person standing on the outside of the circle and the word 'no'. The person in the centre of the circle asks someone in the outer circle and say 'yes' to their 'no' to 'yes'.</p> <p>When the class are about half and half say 'yes' start talking at a normal volume with the person in the centre.</p> <p>Ask them to get louder, then after five seconds stop.</p> <p><i>Teacher note: This is a small exercise to show how conflict with a balance on both sides. If you make the split more uneven and then question the minority as to whether they felt that they were standing and go against what was being said to things like peer pressure but more to do with mob mentality rather than just being pressured into doing what they want to do.</i></p>
Watch	5 minutes		<p>In 2011, Derren Brown, illusionist, created a video of a mob mentality. In one episode, he created a video where the audience had to wear masks and decide if a member of the public by making decision on whether to let the person on the screen. At the point at which the video started, for 50 minutes of bad things to happen to Chris. He has lost his job and had property destroyed. The audience was given the choice of something nice or something bad. Generally, they voted, while masked, for something bad. This clip starts, the audience has just seen a video of masked men, and he has just been hit by a car. The audience's studio then cuts out and Derren Brown returns.</p> <p>Watch the video of Derren Brown from 3 minutes 30 seconds through PowerPoint slides 3–4 to give context.</p> <p>A transcript of the video is available in Appendix 1.</p> <p><i>Teacher note: Mob mentality is something that many psychologists and deindividuation studies have looked at. I included this clip of the episode for a number of reasons:</i></p> <ol style="list-style-type: none"> 1. The full episode is around an hour long. 2. There are some quite distressing moments for a participant, Chris (as he has no idea what is happening to him). 3. The language is quite fruity. HOWEVER, it is a good way to watch it in their own time – as it is a good link to the rest of the scheme of work on the riots – did they always know what they were doing and did they think they could hide in a crowd? This clip is a good way to start that my students start questioning the concept of mob mentality after seeing this – at least for the first time.

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	Timing	Resources	Description
Activity	45 minutes	Resource 4.1: Devising Sheet Resource 4.2: Peer Feedback Sheet	<p>Students need to be divided into groups of around six or seven. The theme for the piece is 'Decision-making'. Students need to make sure that there is a clear beginning, middle and end. Within the piece students need to make sure that there are two outcomes that are shown in the piece. Rehearsal techniques such as flashback or conscience corridor could be used. Students then need to fill in Resource 4.1: Devising Sheet, which should help them with the devising process. Then they need to rehearse and then perform. The audience need to fill in Resource 4.2 for peer feedback to answer the questions at the top of each column.</p> <p><i>Teacher note: Dividing students into groups of mixed ability is the best way for this exercise to work.</i></p>
Plenary	5 minutes		<ul style="list-style-type: none"> • What is mob mentality and how would you deal with it? • When does it happen? • Why does it happen?
Homework			<p>Create a poster that sums up the decision piece that you made today's lesson. What are the main lessons to be learned from this decision? How will you portray this in a picture? You need to draw the middle to show the two outcomes. You need to choose just one image to sum the whole performance up.</p>



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RESOURCE 4.1: DEVISING SHEET (FOR ACTIVITY 4)

First ideas:

.....

.....

.....

The beginning: How will you introduce the characters? How will you introduce the

.....

.....

.....

.....

The middle: This is where both sets of consequences will go...

.....

.....

.....

.....

The ending: Are you going to end with a resolution? Or a cliffhanger?

.....

.....

.....

.....

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RESOURCE 4.2: PEER FEEDBACK SHEET (FOR ACTIVITY

Group	What was the decision that needed to be made?	What happened in the negative decision?	What happened in the positive decision?

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LESSON 5

LESSON PLAN

Lesson Objective: To understand how radio coverage could be used as part of Verbatim Theatre

PowerPoint Lesson 5 plus extra Teacher notes (**Appendix 1**) will be used.

	Timing	Resources	Description
Starter	5 minutes		Put the words LONDON RIOTS on a grid and find as many words as possible. <i>Teacher note: There are 297 words in the grid.</i>
Activity 1	25 minutes	Resource 5.1: Extract from <i>The Riots</i> by Gillian Slovo Resource 5.2: Radio Play Planning Sheet	Introduction to lesson. Ask students to read the opening of the book <i>The Riots</i> by Gillian Slovo (pp. 1–3). <i>The Riots</i> is available in libraries and can be purchased from Key Books, 2014. The open text is available on Amazon: zzed.uk/9743-ten . • read through the excerpt from <i>The Riots</i> by Gillian Slovo • watch an American broadcast of the riots (8). A transcript of this video is available. Then, in groups of three, they will use Resource 5.2 (Planning Sheet) any ideas they have for their news report from the riots. <i>Teacher note: It might be worth playing a radio play or two. I can recommend <i>The Riots</i> on Radio 4 (which is easily accessible) or also anything by Douglas Adams or the radio dramatisations of their books which are highlighted in the PowerPoint.</i>
Activity 2	25 minutes	Resource 5.2: Radio Play Planning Sheet (completed) Resource 5.3: Peer Feedback Sheet	Students need to then use their completed Resource 5.2 to create a mini radio play. They need to think about what they can see. They need to think about what they can hear and then perform it to the class through a radio. When the piece is finished, they will use Resource 5.3 (Peer Feedback Sheet) to give feedback. <i>Teacher note: It might be worth playing a radio play or two. I can recommend <i>The Riots</i> on Radio 4 (which is easily accessible) or also anything by Douglas Adams or the radio dramatisations of their books which are highlighted in the PowerPoint.</i>
Plenary	5 minutes		Ask students to write down the title of a radio drama and then describe it before they leave the class.
Homework			Ask students to create an advertisement for a radio drama, to be drawn or, if students wish, to be written and then used in the PowerPoint to advertise it.

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RESOURCE 5.1: EXTRACT FROM *THE RIOTS* BY GILLIAN SLOVO (FOR ACTIVITY 1)

Script 2 – May the Force be with you

Inspector Winters: For the first three days of what was happening – the first, second day in Enfield and I think on the third day we went to Ealing. On that for much a 24-hour shift. Had no sleep. Most of us didn't live in London or Hertfordshire and I ended up sleeping in Hackney police station under a pillow. Before then going on to the next place of devastation. I think it was the boroughs. But then it spread to outside of London.

Sergeant Paul Evans: We came on duty on the Tuesday. Bear in mind you're rioting in London. We'd had nothing in Manchester up to that point. On Monday it'd kicked off there. There was then information on the Tuesday that there was the day. We got kitted up and deployed to the city. There were three vans saying something to happen... It wasn't until probably 'alf three in the afternoon that we were looting the Salford shopping precinct.

Inspector Winters: And then it all started coming in from cities all around Liverpool, Gloucester and Gillingham... the whole of the UK, it seemed, was

(*The Riots*, Gillian Slovo, Oberon, 2011)

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RESOURCE 5.2: RADIO PLAY PLANNING SHEET (FOR AC

Using this sheet make notes from the three extracts to write down all the things that you want to include

Visual ideas



Sound



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RESOURCE 5.3: PEER FEEDBACK SHEET (FOR ACTIVITY

Group	Which excerpts were used in the piece?	What sound effects were used?

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LESSON 6

LESSON PLAN

Lesson objective: To understand what happened after the riots and the aftermath of what happened.
PowerPoint Lesson 6 plus extra Teacher notes (**Appendix 1**) can be used.

	Timing	Resources	Description
Starter	5 minutes		On the slide which shows a map of the British Isles the riots took place at over the four days. <i>Teacher note: This should help the students recall the riots. If you have a class which has a large proportion of students from the same area, you may want to remove the column with the city name challenge.</i>
Activity 1	25 minutes	Resource 6.1: What Happened Next Sheet Resource 6.2: Article on Offenders	Students will watch two videos about the aftermath: <ul style="list-style-type: none"> the clean-up (slide 6) the convictions (slide 8) Transcripts of both videos are available in Appendix 1 . They show the positive impact on the community as the city joined in the clean-up and also what came out of the riots afterwards. Students make notes on Resource 6.1: What Happened Next . Students read the article about the offenders Resource 6.2: Article on Offenders . <i>Teacher note: Clean-up operations happened all over the city. Areas like Brixton, Peckham, Ealing and Camden were hit by the riots. These were most noticeably hit. Johnson (then Mayor of London) even came to help with the clean-up. Interestingly, this was when social media was used and helped gather up of the debris. A reclaim them for the community.</i> <i>The article and second video I always find a little disappointing. The rioter who is interviewed does not seem to have the 21 hours that he was kept in custody used to his advantage. The sentences passed for the rioters were harsher than if the offences had not occurred. This may deter any further rioting and any further actions by the community. A study done in 2015 said that this was not so successful. The riots occurred and crimes committed by these people were not deterred.</i> <i>During the riots (and if you look at any of the video footage) people didn't disguise themselves, so any CCTV footage was used to identify some of the people who were working against the rioters.</i>
Activity 2	25 minutes	Resource 6.3: Hot Seating Exercise Feedback Sheet	In pairs students need to choose one of the characters from the videos. They need to create an interview using the characters. Performances need to be only two minutes in length with the other being the interviewer. After rehearsing these they need to be performed to an audience need to fill in Resource 6.3 Hot Seating Exercise Feedback Sheet watching the other performances. <i>Teacher note: The interviews are being used, in this activity, to explore the mentalities of the two ends of the spectrum during the riots. On the one hand we have those who are against the law and society, and then on the other hand we have the community trying to right what has been wronged. There is no 'one size fits all' person who was involved in either. This is something to highlight to students.</i>
Plenary	5 minutes		With the person next to them, students need to discuss what they have learnt from this lesson. It might be about the statistics after the riots or something about the clean-up.
Homework			Students need to create a newspaper report on the hot seating activity. This needs to include excerpt from the interviews.

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RESOURCE 6.1: WHAT HAPPENED NEXT SHEET (FOR AC)

Notes from the clean-up video

Notes from the convictions video

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RESOURCE 6.2: ARTICLE ON OFFENDERS (P

Since the riots that hit the streets of London and other cities in the UK figures have shown that one in four people who were charged during the riots had past offences. According to the Ministry of Justice, the average person charged with a previous conviction averaged 15 offences per person with a previous conviction. Most of these convictions were for theft, with 40% of them being for theft. What was more worrying was that the majority of the people who looted during the riots were young and, because of their part in the riots, their sentences were more due to the heavy convictions that have been given by the courts this summer.

The Ministry of Justice has released figures showing that:

- More than half of the 1,715 people who had appeared before the courts as of 20 or under, including 364 under-18s.
- Of the juveniles, 45% had no previous convictions. Some 95 under-18s have appeared in custody.
- Two in three suspects to have appeared before the courts have been remanded in custody.
- Of 315 people sentenced, 176 were given custodial sentences.
- The proportion locked up by magistrates was 43%, compared with 12% for similar cases in Wales in 2010. The average sentence length was just over five months, compared with 12 months last year.
- Thirty-four people have been sent to custody for more than 12 months – 17% of those convicted (Ministry of Justice).

There have been big questions about what to do next. Some say that the reoffending rate is too high for the government to ignore, whereas others think that more should be invested in community support and whether they could have been stopped before the rioting started.

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RESOURCE 6.3: HOT SEATING EXERCISE FEEDBACK SHEET

Group	Who was the character interviewed?	What was their role within the

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LESSON 7

LESSON PLAN

Lesson objective: To understand how to summarise the riots in performance.

PowerPoint Lesson 7 plus extra Teacher notes (**Appendix 1**) can be used.

	Timing	Resources	Description
Starter	5 minutes		Students need to try to think of as many words as possible and turn it into a mini mind map.
Activity 1	45 minutes	Resource 7.1: Final Assessment Planning Sheet	<p>Students need to split into groups of five and each group will have a short presentation or piece of theatre that they will perform about what happened during the London riots. They will need to plan their pieces on the sheet.</p> <p>They will need to include elements of interest and break up the piece. They could also add a choral movement, still image, thought piece. Once the piece has been planned, it needs to be rehearsed for the next lesson. The piece needs to be agreed and include all of the group.</p> <p><i>Teacher note: For this activity should bring in the timeline of the riots. It can take the form of a presentation or mini devised performance. Copies of some of the photos that have been used in lessons so they can be used for reference.</i></p>
Activity 2	10 minutes	Resource 7.2: Final Assessment Next Steps Sheet	<p>Before the end of the lesson students need to complete 7.2: Final Assessment Next Steps Sheet to plan their perfect next lesson when they complete the project.</p> <p>Before leaving, students need to give a short presentation, interview, statistics and tableau.</p>
Plenary	5 minutes		<p><i>Teacher note:</i></p> <ul style="list-style-type: none"> • Interview: one person asking questions and one person answering. The person asking questions they have to ask. • Statistics: numbers that help explain the riots. • Tableau: a frozen picture that tells a story.
Homework			<p>You need to create a collage of pictures related to the riots. Pictures can be found on the Internet, from books or magazines.</p> <p><i>Teacher note: This collage could be like a storybook about the riots and can also have headlines and captions for the pictures.</i></p>

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RESOURCE 7.1: FINAL ASSESSMENT PLANNING ACTIVITY 1)

First ideas:

.....

.....

.....

.....

Our piece will start with:

.....

.....

.....

.....

Things we are going to include in our piece are:

.....

.....

.....

.....

Elements included in our piece are:

- interview ☐
- tableau ☐
- statistics ☐
-
-
-

Our piece is going to end with:

.....

.....

.....

.....

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RESOURCE 7.2: FINAL ASSESSMENT NEXT S (FOR ACTIVITY 2)

This lesson we have managed to:

.....

.....

.....

.....

.....

.....

Next lesson we need to:

.....

.....

.....

.....

.....

.....

To make our presentation even better we need to add:

.....

.....

.....

.....

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.....

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LESSON 8

LESSON PLAN

Lesson objective: Final performance of *The Riots* performances.

PowerPoint Lesson 8 plus extra Teacher notes (**Appendix 1**) to be used.

	Timing	Resources	Description
Starter	5 minutes		<p>Come up with as many things that make you angry as you can and share them with the class.</p> <p><i>Teacher note: Some of the ideas they come up with may be focused, learn lines, know what you are angry about, other person or group, set targets for them.</i></p>
Activity 1	35 minutes	Resource 8.1: Peer Assessment Sheet	<p>Students will continue with rehearsing their piece for the final assessment. They need to re-read the notes noted down from last lesson and make any changes to their piece. Remind them of the assessment criteria and ask them to try to make the piece as coherent as possible. Timeline (start at the beginning of the piece).</p> <p>When students have rehearsed, they perform their piece in front of the class (and preferably film it). Watching the other pieces they need to complete their Peer Assessment Sheet.</p> <p><i>Teacher note: Rehearsal should be timed. Use a countdown timer so the class know how much time remaining.</i></p>
Activity 2	15 minutes	Resource 8.2: Self-assessment Sheet	<p>After the performances students need to complete their self-assessment needs to cover the following questions: How well do you think you did? What bit were you most pleased with? If you were to perform again, what would you have done better? What feedback did you receive? Give yourself a mark out of 10. This can be filled in on Resource 8.2.</p> <p><i>Teacher note: Students need to remember the feedback they received.</i></p>
Plenary	5 minutes		<p>Students need to answer the following questions: What have you learned from these lessons? What are you going to do differently next time?</p>
Homework			<p>Create a timeline starting from the start of the riots to the riot clean-ups. The timeline needs to be as detailed as possible. Gillian Slovo.</p>

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RESOURCE 8.1: PEER ASSESSMENT SHEET (FOR ACTIVITY 1)

Mark each of the class performances against the criteria below.

Final assess To produce a presentation or performance to show the impact of the London riots, how they started and how they ended.	<div>1. They have used rehearsal time well.</div> <div>2. They have performed as part of a group to present a piece on the London riots.</div>	<div>1. They have used rehearsal time and stayed focused at all times.</div> <div>2. They have performed as part of a group to present a piece on the London riots. They have a small role in the piece with at least three lines.</div>	<div>1. They have used rehearsal time and stayed focused at all times.</div> <div>2. They have performed as part of a group to present a piece on the London riots. They have a small role in the piece with at least three lines.</div>
---	--	--	--

Group	Column A	Column B	

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RESOURCE 8.2: SELF-ASSESSMENT SHEET (C)

Answer the following questions about your performance and then give yourself a mark.

What was your final piece about? 'My final piece was about...'

.....

.....

.....



How well do you think you used your rehearsal time? 'I think our group used our

.....

.....

.....

Which bit were you most pleased with? 'I was most pleased with... because...'

.....

.....

.....

If you had more rehearsal time, what would you have done better?

.....

.....

.....

What have you learnt about group work? 'I have learnt that group work is...'

.....

.....

.....

Give yourself a mark out of 10 and justify the mark you have given.

.....

.....

.....

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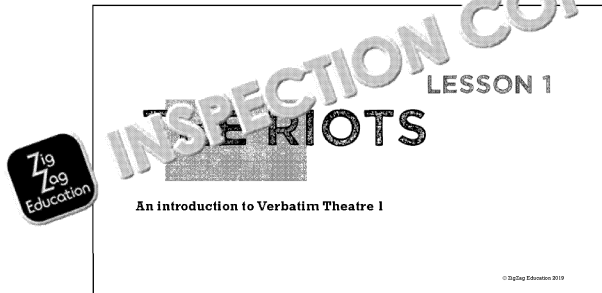
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APPENDIX 1: TEACHER'S (TO ACCOMPANY POWER

LESSON 1

Slide 1



Opening slide

Slide 2



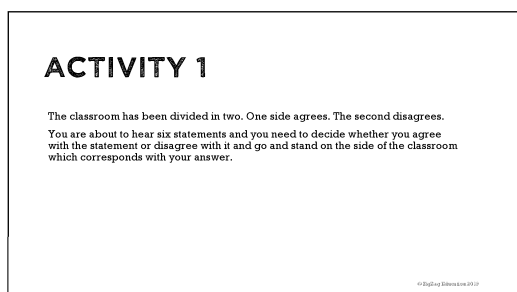
Lesson objective

Slide 3



What is a riot?

Slide 4



Activity 1 explanation

Slide 5



Card 1

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Slide 6

Children should spend at least an hour a day doing homework.

CARD 2

Card 2

Slide 7



Video games should have a time limit on how many hours a day you should play them.

CARD 3

Card 3

Slide 8

All children should let their parents check their social media posts.

CARD 4

Card 4

Slide 9



Children under the age of 16 should be banned from owning mobile phones.

CARD 5

Card 5

Slide 10



'Message from the Headmaster. There will, from today, be school every day of the week. Homework will be given out during every lesson and will be due in the next day. You must spend your breaktimes and lunchtimes in silence and you must curtsy to every member of staff you see in the corridor. If these rules are not adhered to then students should expect to fail their GCSEs and not get a good reference for college.'

CARD 6

Card 6

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Slide 11


IS THIS WORTH RIOTING ABOUT?

Discuss.

Definition of 'riot': A violent public disturbance during a time of peace.

Discussion qu
want to add a
going to let th
sharing their v

Slide 12



IS THIS WORTH RIOTING ABOUT?

- A pivotal moment in recent history where there were lots of different sides to the story.
- It sparked some of the biggest riots the country had ever seen.

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
Teachers note
students that
recently but b
important to r
it escalated a
events. Plays
memory of an

Slide 13

ACTIVITY 2

What Happened to Mark Duggan?

Watch the video:



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Activity 2

- Video of Mark Duggan? transcript
- **Appendix**
- Video link

Slide 14



IS THIS WORTH RIOTING ABOUT?


Click here to see the image of the carpet shop:



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- This part because happened has an im different This ever and was
- The next were som turmoil th
- This was High Roa building s zzed.uk/

Slide 15



IS THIS WORTH RIOTING ABOUT?

Click here to see the image of the one-decker bus:



© ZigZag Education 2019

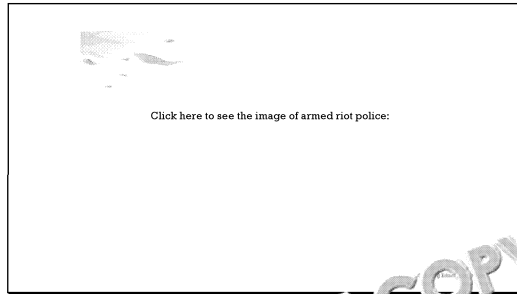
A line of riot p
Tottenham wi
stalwart symb
zzed.uk/9743

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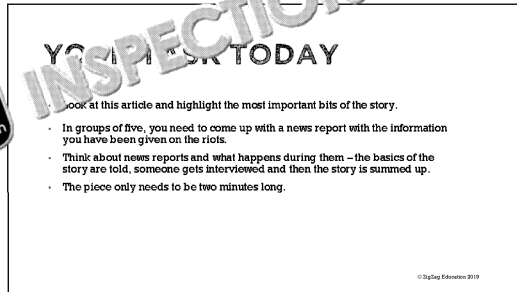


Slide 16



Armed riot po
wooden plank
for more riote
[zzed.uk/9743](http://www.zzed.uk/9743)

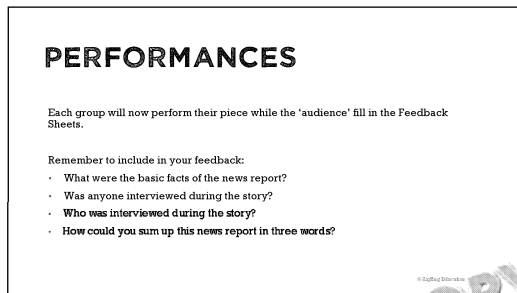
Slide 17



Ask class to us
Article as the l

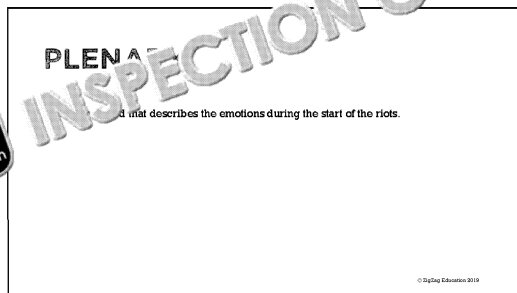
Teacher note:
highlighter pen
highlight the e
would like to i

Slide 18

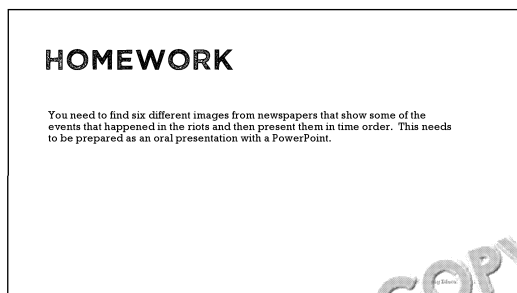


Performance c
1.3: Feedback

Slide 19



Slide 20




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LESSON 2

Slide 1



LESSON 2

THE RIOTS

An introduction to Verbatim Theatre 2

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Introduction

Slide 2

LESSON OBJECTIVE

To understand how social media impacted the London riots.

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Lesson objective

Slide 3

STARTER

- Last lesson we looked at how the riots started ...
- Can anyone remember the name of the man who was shot by the police?
- Why was he shot?

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Answers: Mark
he was carrying
stopped by poli
a gun when he

Slide 4

INTRODUCTION TO LESSON

- Today we will be looking at how the riots spread across the UK.
- We will also be looking at our first extract of Verbatim Theatre

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What we are going to

Slide 5

ACTIVITY 1

- In groups of four, create a short scene which has a message passed from one person to another. This must be done without any words being said. This will be done in the medium of MIME.
- Think about the following – How will the message be shared? What is the message? What impact will the message have on the sender and the receiver?

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Introduction to

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Slide 6

FEEDBACK SHEET 1

As an audience watching these mime performances you need to fill out the worksheet by answering the following questions:

- What is the message that is being shared?
- How is the message shared?
- What impact does the message have on the sender and the receiver?

Information f

Slide 7



PLACES IN LONDON WHERE THE RIOTS STARTED

At the Regent Park and nearby Wood Green.

The following days saw similar scenes in other parts of London, with the most rioting taking place in Hackney, Brixton, Walthamstow, Peckham, Enfield, Battersea, Croydon, Ealing, Barking, Woolwich, Lewisham and East Ham.

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The riots started in London where Mark Duggan was shot. It was a peaceful vigil at Tottenham Station. However, it turned into an angry mob and looting. The riots had spread to other parts of the country. Rioting happened in the River Thames.

Slide 8

Map of London showing where in London the riots started. **Resource 2.5:** Task has all the information pointing out some of the places that might already be known to you. Greenwich Old Dock.

Slide 9



PLACES IN THE UK AFFECTED BY THE RIOTS

- Birmingham
- Coventry
- Leicester
- Derby
- Wolverhampton
- Northampton
- Nottingham
- West Bromwich
- Bristol
- Liverpool
- Manchester
- Salford

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List of places in the UK where the riots took place. Students who were at school or if they were in 2011. Are they surprised to see some of the places?

Slide 10

Map of England showing where the riots took place. Particular attention to the northerly places and the most affected areas.

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Slide 11

WHAT SPREAD THE WORD?

How do you spread gossip?

How does gossip spread? How does putting this diary in school: ask the teacher to happen if some word get around? What's used? What's Messenger? What's

Slide 12



WHAT IS BBM?

BlackBerry Messenger (also known as BBM) was popular in the late 2000s as you could send a message to everyone who had a BBM PIN (number) instantly. This message could be untraceable (if wanted). This was only available if you had a BlackBerry phone, which was the only phone at the time which had a full QWERTY keyboard.

Explain what a 'the' phone to millennium. The and could also ASSISTANT with revolutionary could send me long as you ha were not trace the identity of message – this put on message anonymous m very useful to by rioters. As riots in 2011 crackdown on and they made mobile phone

Slide 13



ACTIVITY 2

- This script is from a verbatim play called *The Riots* by Gillian Slovo.
- In groups of four, you need to come up with a way of performing the script you are given.
- Make it interesting by adding one of the following theatrical techniques: ensemble, freeze frame and communal voice.
- Think about how your audience will see your performance – will they see and be able to identify which techniques you have used and why?
- You will then perform it in front of the class.

Explanation of

Slide 14

WHAT IS VERBATIM THEATRE?

- Verbatim – meaning: 'in exactly the same words as were used originally'
- Verbatim Theatre – theatre which tells a story using exact accounts of those who were there and experienced the event the piece of theatre is about

Teacher Notes: Theatre. Verbatim accounts of events of theatre. Verbatim accounts from different perspectives. Verbatim Theatre accounts of personal or use actors to

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Slide 15

FEEDBACK SHEET 2

Students need to fill out a sheet with information on the following during the performances:

- How was the script performed?
- What technique(s) was used?
- Were the techniques used effectively? Marked out of 10.

Explanation of

Slide 16



PLenary

HOW were messages spread?

- WHY were messages sent?
- WHAT is BBM?
- WHERE did the riots start?
- WHEN did they happen?

Plenary

Slide 17



HOMework

On a blank version of the London map highlight all the areas where rioting occurred and label it clearly. The areas you need to include are: Tottenham Hale Retail Park, Wood Green, Hackney, Brixton, Walthamstow, Peckham, Enfield, Battersea, Croydon, Ealing, Barking, Woolwich, Lewisham and East Ham.

Homework


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LESSON 3

Slide 1



LESSON 3

THE RIOTS

An Introduction to Verbatim Theatre 3

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Title

Slide 2

LESSON OBJECTIVE

To perform and stage a riot on the stage and the role of ensemble.

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Lesson objective

Slide 3

STARTER

Can you answer the following questions about last lesson:

- Can anyone remember the word for 'word of mouth'?
- What was the main way that messages were sent during the riots to make sure that they couldn't be traced?
- What other parts of the UK did the riots spread to?

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Starter

Slide 4

THIS LESSON

- How to mind map from two stimuli
- How to choreograph a mini riot

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Introduction to

Slide 5

HEALTH AND SAFETY FIRST

- Obviously you have to tackle the task that is going to be set with maturity.
- If anyone decides to mess around during this lesson they will sit it out and then serve a break-time detention.
- You need to listen to others.
- This is NOT an excuse to fight / play-fight / have rough and tumble...
- This is a more a riot of body language and how it looks on stage than actually taking place.

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A word of health and safety for the classroom. From now on, it is always good to have a word of health and safety behaviour expected in the classroom, especially in a drama classroom, especially when you can get extremely rowdy. Please adapt this PowerPoint to suit your own behaviour expectations and the appropriate

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Slide 6

BEHAVIOUR CONTRACT

Before we can continue, all the class will have to sign the behaviour contract.

The behaviour
adapt as you s
show students
and to think a

Slide 7



ACTIVITY 1 MIND MAPPING

You will be given a mind mapping sheet.
Two songs about rioting will be played and you will jot down as many ideas as you can on the sheet about: movement, proxemics, ensemble movements, chorus work, freeze frames, etc.

Activity 1: Min
Resources 3.2
to help with m
then be used f
start thinking a
stage and they
to sketch out a

Slide 8


TWO SONGS THAT WILL HELP WITH IDEAS

'The Guns of Brixton' – The Clash 'London's Burning' – Temper Trap



The songs will
least three tim

Slide 9



ACTIVITY 2

You will be split into 4-5 big groups.
Each group will be given the 'How to write a riot' sheet and rehearse the moment you create for each section.
Try to make movements simple – the more synchronised the movement, the more effective the piece will look.
Rehearse, rehearse, rehearse!

Activity 2 intro

Slide 10

WATCH THIS

This video show
the students sh

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Slide 11

SUCCESS CRITERIA

A successful riot scene needs to:

- have everyone knowing exactly what they are doing and when
- everyone being aware of everyone else
- people not getting 'lost in the moment'
- a clear beginning, middle and end (and that EVERYONE knows when that is!)
- good direction – one person leading the action

THERE SHOULD BE NO PHYSICAL OR VOCAL VIOLENCE. INSTEAD USE YOUR BODY LANGUAGE TO BE INTIMIDATING.

Success criteria
be worth refer
contract.

Slide 12

HOW TO WRITE A RIOT

BEGINNING: How does it start?

MIDDLE: This should be the clear climax of the piece.

END: How does it all settle... do one or two people take charge?

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As some stude
piece this mig

Slide 13

ASSESSMENT

- How did the piece start?
- What happened in the middle?
- How did it end?
- Did they use any rehearsal techniques? If so, which ones?
- Did the piece show them working as a team?

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Peer assessme
with Resource

Slide 14

HOMEWORK

... to show how you performed your final riot scene.

... to include where everyone moved, how everyone moved and at what point in the song everyone moved.

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Homework ins
Resource 3.5

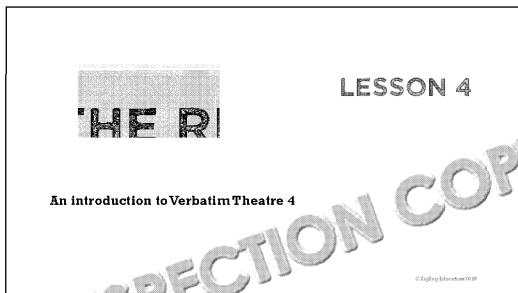
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LESSON 4

Slide 1



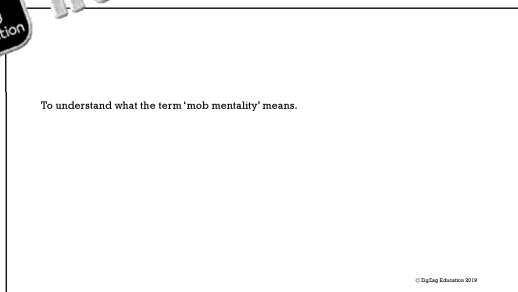
LESSON 4

An introduction to Verbatim Theatre 4

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Opening slide

Slide 2

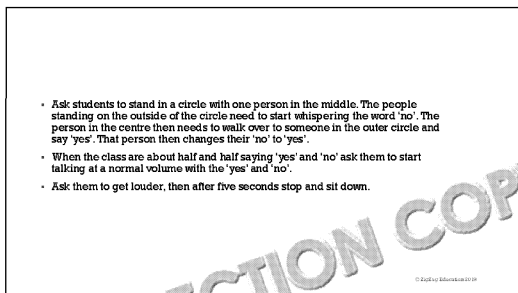



To understand what the term 'mob mentality' means.

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Lesson objective

Slide 3

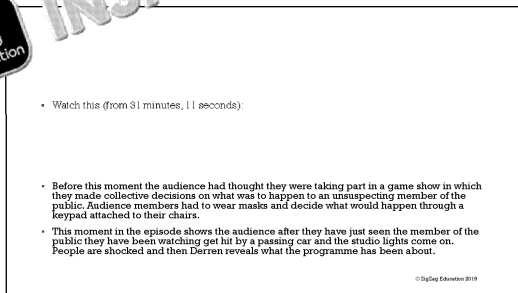


- Ask students to stand in a circle with one person in the middle. The people standing on the outside of the circle need to start whispering the word 'no'. The person in the centre then needs to walk over to someone in the outer circle and say 'yes'. That person then changes their 'no' to 'yes'.
- When the class are about half and half saying 'yes' and 'no' ask them to start talking at a normal volume with the 'yes' and 'no'.
- Ask them to get louder, then after five seconds stop and sit down.

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Starter game to

Slide 4

- Watch this (from 31 minutes, 11 seconds): [\[Video link\]](#)
- Before this moment the audience had thought they were taking part in a game show in which they made collective decisions on what was to happen to an unsuspecting member of the public. Audience members had to wear masks and decide what would happen through a keypad attached to their chairs.
- This moment in the episode shows the audience after they have just seen the member of the public they have been watching get hit by a passing car and the studio lights come on. People are shocked and then Derren reveals what the programme has been about.

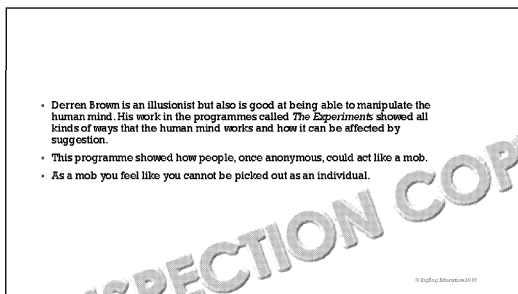
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Derren Brown: The Experiments
explanation

Video: [zzed.uk/](https://www.zzed.uk/)

A transcript of the video is available in
Appendix 2.

Slide 5



- Derren Brown is an illusionist but also is good at being able to manipulate the human mind. His work in the programmes called *The Experiments* showed all kinds of ways that the human mind works and how it can be affected by suggestion.
- This programme showed how people, once anonymous, could act like a mob.
- As a mob you feel like you cannot be picked out as an individual.

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Derren Brown and the Mob

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Slide 6

ACTIVITY F

- In groups of six you will be using today's lesson to create a piece on decision-making.
- Your piece needs to have a very defined beginning, middle and end.
- Your piece has to show both outcomes of a decision that is made. To do this you may want to use the technique of flashback to then show what happened if the decision was different.
- Fill in the worksheet to help you while you're devising decisions.

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Explanation of the practical activity

Use **Resource 4.1**.

Slide 7

Fill in the worksheet while watching the performance from the video.

- Fill in the following columns:
 - What was the decision that needed to be made?
 - What happened in the negative outcome?
 - What happened in the positive outcome?
 - What happened in the decision as a whole?

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Feedback sheet (**Resource 4.2**)

Slide 8

- What is mob mentality and how would you describe it?
- When does it happen?
- Why does it happen?

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Plenary questions

Slide 9

Create a poster that sums up the decision piece that you created in today's lesson. What are the main lessons to be learnt from this decision? How will you apply this in a picture?

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Homework explanation

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LESSON 5

Slide 1

LESSON 5

THE RIOTS

An introduction to Verbatim Theatre: Lesson 5

© ZigZag Education 2019

Opening slide

Slide 2



LESSON OBJECTIVE

To understand how radio coverage could be used as part of Verbatim Theatre.

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Lesson objective

Slide 3

STARTER

LONDON RIOTS

How many words can you make out of the words above?

The most anyone has managed to make is 297!

© ZigZag Education 2019

Starter

Slide 4



INTRODUCTION TO RADIO

- There are over 100 radio stations in the UK alone without counting the numerous digital stations online.
- 62.2 million people listen to radio every week, with the most popular radio station in the UK being BBC Radio 2 (scooping 15 million listeners).
- With radio being the medium that people listen to for news and for information, it seems a good way to look at another viewpoint on the London riots.

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Introduction to
be worth asking
many students
do a quick poll

Slide 5



ELEMENTS OF A RADIO BROADCAST

- human voice (which can be varied in pitch, pace, pause, intonation and expression)
- sound effects (to enhance the words that are being said)
- silence (to create an effect or tension)
- music (to create an atmosphere)

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Elements of a radio broadcast

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Slide 6

READ THIS

- Read the opening of *Terror Kid* by Benjamin Zephaniah (pp. 1–3)
- The opening of this book starts in the middle of a riot. Although this was written in 2015 it is very reminiscent of the riots of 2011.

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Opening of *Terror Kid* by Benjamin Zephaniah (pp. 1–3). *Terror Kid* is often found in libraries and can be purchased from www.hotkeybooks.co.uk. The opening of the book can be found at [zzed.uk/9743-terror-kid](http://www.zzed.uk/9743-terror-kid)

Slide 7

READ THIS

This extract is from *The Riots* by Gillian Slovo, which tells the story of the police who were trying to control the situation during the riots.

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The Riots extract (Resource)

Slide 8

WATCH THIS...

This video shows how the riots were broadcast in the USA.

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ABC News extract

Video: [zzed.uk/9743-abc](http://www.zzed.uk/9743-abc)

Slide 9

ACTIVITY

- Today you will be creating a piece for radio that is based on all three extracts: the opening of the book, the extract from *The Riots* and the news report from America.
- Think about what you want to include from each of the three extracts. Write them into a script and put them on the radio.
- Use the planning sheet to create your script. Discuss it with your group and see if you can add your own sound effects to the play.

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Explanation of the activity

Slide 10

PEER FEEDBACK

- On the Peer Feedback Sheet fill in the following columns:
 - Which excerpts were used in the piece?
 - What sound effects were used?
 - How was voice used to create the characters? (Think about pitch, pace, etc.)

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Peer Feedback Sheet

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Slide 11

PLENARY

Write down the four elements you need to have to create a radio drama and then describe them to the person next to you.

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Plenary

Slide 12

HOMEWORK

You need to create an advert for your mini radio play. If you wish, you can create a mini video or PowerPoint to go with it.

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Homework

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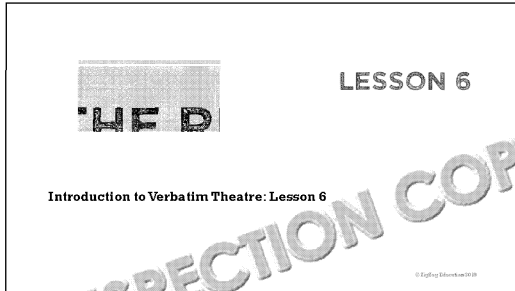
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LESSON 6

Slide 1



LESSON 6

Introduction to Verbatim Theatre: Lesson 6

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Opening slide

Slide 2



To understand what happened after the riots.

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Lesson objective

Slide 3

On the next slide you are going to label all the places that rioting took place at over the four days in August 2011.

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Starter

Slide 4



Where rioting took place:

- Birmingham
- Salford
- Manchester
- Liverpool
- Nottingham
- Bristol
- Leicester
- Coventry
- Derby
- Northampton
- Wolverhampton
- West Bromwich

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Map of the UK for

Slide 5

- The riots raged for four days.
- You are going to see two videos which show what happened after the riots.
- Fill in the sheet with any notes from the two videos.

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Instructions for

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Slide 6



Video about the clean-up

Video: [zzed.uk/9743-clean-up](https://www.zzed.uk/9743-clean-up)

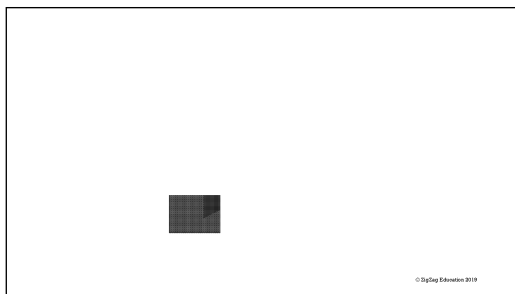
A transcript of this video is in **Appendix 2**.

Slide 7



Image from the clean-up. The people were supposed to be working with the community.

Slide 8



Video about one of the riots

Video: [zzed.uk/9743-riots](https://www.zzed.uk/9743-riots)

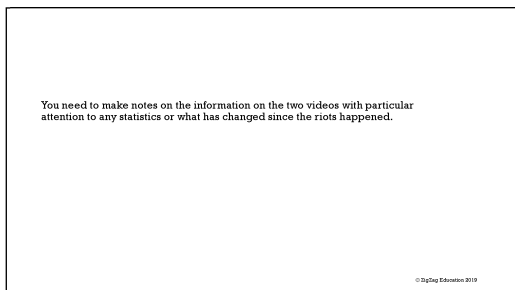
A transcript of this video is in **Appendix 2**.

Slide 9



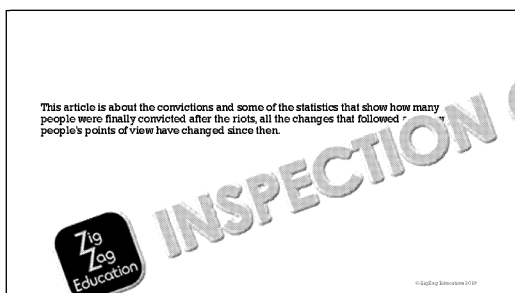
This is the aftershoot of a riot in Tottenham. This place became a stage of the riots both at night and during the day.

Slide 10



Instructions for filling in the notes aftermath (**Resource 6.1**)

Slide 11



Article about the convictions

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Slide 12

ACTIVITY 2

- Think about some of the characters we saw in the two videos.
- In pairs you need to choose a character from those videos and write a mini interview in hot seating format, with one of you being the character and the other person being the interviewer.

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Instructions for Activity 2

Slide 13

Definition of hot seating

Definition: when a character is questioned about their background and their history and personality

Hot seating

© ZigZag Education 2019

Definition of hot seating

Slide 14

Feedback for hot seating

Fill in the sheet while watching the other performances:

- Who was the character being interviewed?
- What was their role within the riots of 2011?
- Was their view of the riots positive or negative?

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Feedback for hot seating

Slide 15

Plenary

With the person next to you, discuss three new things that you learnt from this lesson. It might be about the statistics, comments about conviction rates after the riots or something about the clean-up operation.

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Plenary

Slide 16

Homework

You need to create a newspaper report on the interview that you did for the hot seating activity.

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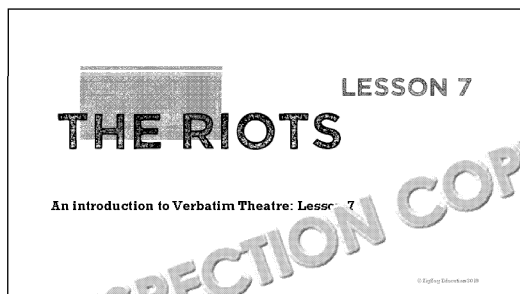
Homework

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LESSON 7

Slide 1



LESSON 7

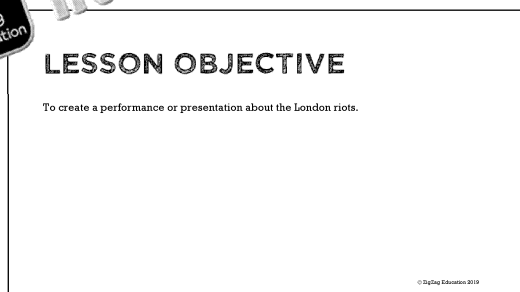
THE RIOTS

An introduction to Verbatim Theatre: Lesson 7

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Opening slide

Slide 2

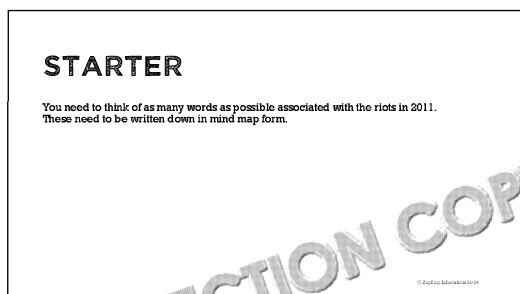
LESSON OBJECTIVE

To create a performance or presentation about the London riots.

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Lesson objective

Slide 3



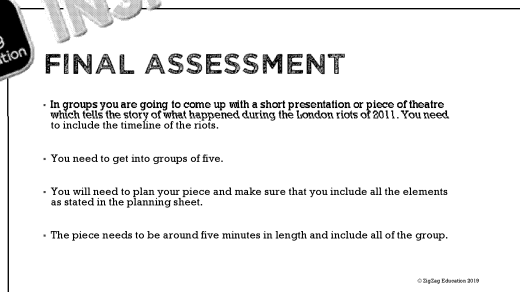
STARTER

You need to think of as many words as possible associated with the riots in 2011. These need to be written down in mind map form.

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Starter

Slide 4

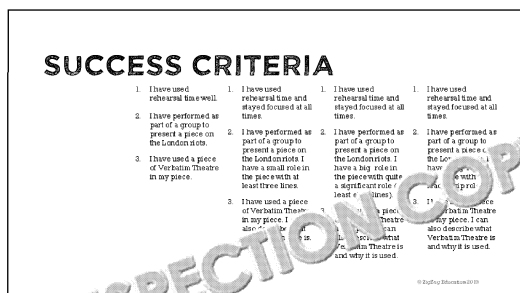
FINAL ASSESSMENT

- In groups you are going to come up with a short presentation or piece of theatre which tells the story of what happened during the London riots of 2011. You need to include the timeline of the riots.
- You need to get into groups of five.
- You will need to plan your piece and make sure that you include all the elements as stated in the planning sheet.
- The piece needs to be around five minutes in length and include all of the group.

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Introduction to

Slide 5



SUCCESS CRITERIA

- I have used rehearsal time well.
- I have performed as part of a group to present a piece on the London riots.
- I have used a piece of Verbatim Theatre in my piece.
- I have used rehearsal time and stayed focused at all times.
- I have performed as part of a group to present a piece on the London riots. I have a small role in the piece with at least three lines.
- I have used a piece of Verbatim Theatre in my piece. I can also describe what Verbatim Theatre is and why it is used.
- I have used rehearsal time and stayed focused at all times.
- I have performed as part of a group to present a piece on the London riots. I have a big role in the piece with quite a significant role (at least 5 lines).
- I have used a piece of Verbatim Theatre in my piece. I can also describe what Verbatim Theatre is and why it is used.
- I have used rehearsal time and stayed focused at all times.
- I have performed as part of a group to present a piece on the London riots. I have a small role in the piece with at least three lines.
- I have used a piece of Verbatim Theatre in my piece. I can also describe what Verbatim Theatre is and why it is used.

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The success criteria can be used as a mark scheme in those classes that

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Slide 6

FINAL ASSESSMENT PLANNING SHEET

- To make devising your presentation or piece easier, follow and fill in the planning sheet. Try to get as many ideas as possible down on the paper and then include them in your presentation.
- Include the following in your presentation or performance: interview, statistics and tableau.

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Explanation of the planning sheet
(Resource 7.1)

Slide 7

DEFINITIONS

- Interview:** one person asking questions to another person who is answering. The person asking questions usually has a set of questions that they want to ask.
- Statistics:** numbers that help explain something.
- Tableau:** a frozen picture that tells a story.

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Definitions of rehearsal techniques

Slide 8

PLENARY

Before leaving, give the definitions of the following:

- interview
- statistics
- tableau

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Plenary

Slide 9

HOMEWORK

You need to create a collage of pictures from the riots and afterwards. Pictures can be found on the Internet, from newspaper articles and from books.

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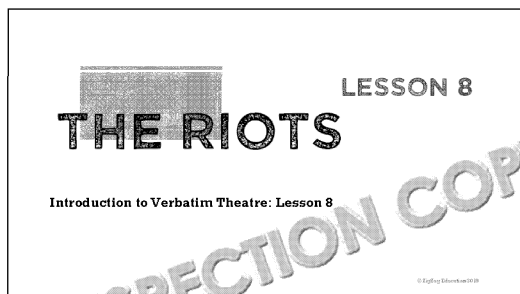
Homework

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LESSON 8

Slide 1



LESSON 8

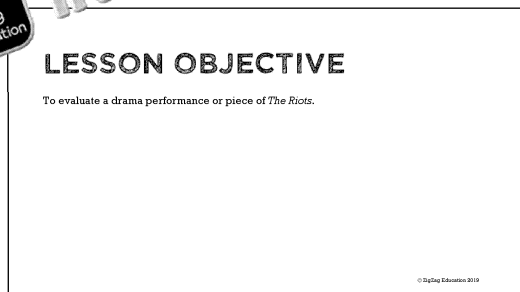
THE RIOTS

Introduction to Verbatim Theatre: Lesson 8

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Opening slide

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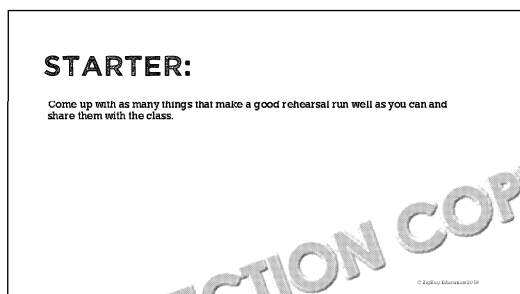
LESSON OBJECTIVE

To evaluate a drama performance or piece of *The Riots*.

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Lesson objective

Slide 3



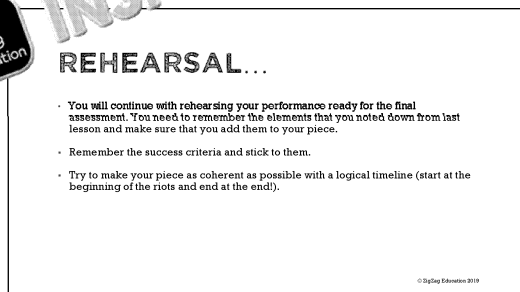
STARTER:

Come up with as many things that make a good rehearsal run well as you can and share them with the class.

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Starter

Slide 4

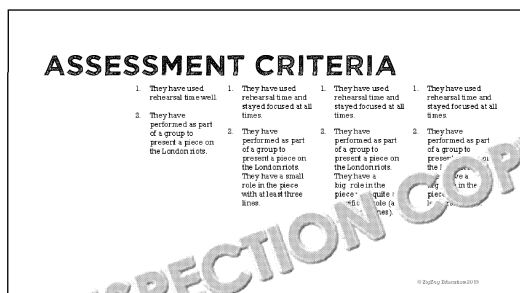
REHEARSAL...

- You will continue with rehearsing your performance ready for the final assessment. You need to remember the elements that you noted down from last lesson and make sure that you add them to your piece.
- Remember the success criteria and stick to them.
- Try to make your piece as coherent as possible with a logical timeline (start at the beginning of the riots and end at the end).

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Rehearsal tips.
rehearsal that is
best results. The
what a good re
likely for this to

Slide 5



ASSESSMENT CRITERIA

1. They have used rehearsal time well.
2. They have performed as part of a group to present a piece on the London riots.
3. They have performed as part of a group to present a piece on the London riots. They have a small role in the piece with at least three lines.
4. They have used rehearsal time and stayed focused at all times.

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Assessment crit
lesson)

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Slide 6

PEER ASSESSMENT

Looking at the assessment criteria, mark your class performances on the sheet.
Remember that the marks do not all have to be in the same column!

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Peer assessment instructions (Resource 8.1)

Slide 7

SELF-ASSESSMENT: EVALUATION OF FINAL PERFORMANCE

Fill in the sheet with your self-assessment and answer the following questions:

- What was your final piece about? 'My final piece was about ...'
- How well do you think you used your rehearsal time? 'I think my group used our rehearsal time ...'
- Which bit were you most pleased with ... because ...'
- If we were to perform this again, what have we done better?
- What have you learnt about group work? 'I have learnt that group work is ...'
- Give your group a mark out of 100 and justify the mark you have given.

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Self-assessment instructions

Teacher note: This is a skill that develops over time. It encourages students as giving students the opportunity of improving themselves for

Slide 8

PLENARY

- What have you learnt from these lessons?
- What are you going to try to do better next time?

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Plenary

Slide 9

HOMEWORK

- Create a timeline starting from the shooting of Mark Duggan to the riots.
- The timeline needs to include quotes from *The Riots*.

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Homework

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APPENDIX 2: TRANSCRIPTS

LESSON 1

Transcript for 'What Happened to Mark Duggan?' video (Activity 2)

Source: zzed.uk/9743-duggan

August 2011. Under the red blanket, a man lies dead, shot by police minutes earlier in front of the public. The dead man is Mark Duggan, 29-year-old father of six from Tottenham. His family heard a jury conclude that his killing by police was lawful: a verdict met with cries of fury from the court.

SHAUN HALL: *We came for justice today. We don't feel like we're leaving with justice. We feel like we're leaving with grave injustice.*

CAROLE DUGGAN: *And we're going to fight until we have no breath in our bodies: for Mark and for all of those deaths in custody that have had no, nothing for, nothing. We are going to fight.*

The killing of Mark Duggan prompted a protest at the time which sparked a riot in Tottenham, London. The subsequent destruction and looting was the worst in a generation.

Police have identified Mark Duggan as a senior member of a violent gang: Tottenham. He said he'd been arrested but never charged for possession of guns and attempted murder. He said that police tactics had reduced gun crime in the capital but outside the capital, gun crime was still a problem. A marksman known as V53 his voice was all but drowned out by protestors.

SENIOR OFFICER: *...that Mark Duggan had a gun, and that V53 had an honest alibi. Mark Duggan still had the gun when he shot him.*

On the day Mark Duggan was shot, police intelligence he was going to pick up a woman as he collected a shoebox containing a weapon. As Mark Duggan later headed to the car, a line of unmarked cars forced him to stop.

The inquiry is to consider what happened here. When Mark Duggan got out of the car, did he have the gun? Did he have the gun when he was shot? Were the officers right when they said that he was holding the gun? Did the gun end up some 20 feet away on the other side of the fence?

A majority of the jury concluded that Mark Duggan threw the gun to this spot, where he was shot dead by police but they were told by the coroner that if they believed they saw the gun, they thought he was holding a gun then they could find the killing was lawful. A firea... after the shooting, and seen in this footage, says she shares the belief of her colleagues that he was holding a gun. She's now retired from the force and wishes to remain anonymous.

FEMALE POLICE OFFICER: *I a hundred percent believe that Mark Duggan was a threat to the public or somebody else at the scene and that is why he was shot and I believe that she was right. I believed that if he had come out of the minicab under instruction by the police and he was holding the gun, he would be alive today.*

But in an exclusive interview with the BBC a civilian witness, who gave evidence at the trial, said Duggan clearly wasn't holding a gun and he appeared to be surrendering when he was shot.

ANONYMOUS CIVILIAN WITNESS: *I'm honest it could have been handled a lot better. If they had restrained him, you know, they could have arrested him, but no, they just shot him. It was an execution. They didn't want him, they just wanted him dead.*

Tonight Mark Duggan's Aunt Carole, flanked by some of his children, agreed to the jury's verdict inquest conclusion.

AUNT: *We will talk to the police. We have got Mark's children here. They want to talk to the police.*

The Met. admits it will take time to rebuild relationships with people in the borough.

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LESSON 4

Transcript for the end of the Derren Brown video: The Experiments (Activ

Source: zed.uk/9743-derren-brown

(High pitch note with stripy screen)

Derren Brown: Ok, so, um this show that you've seen is part of four one hours call tonight's experiment is a... something called deindividuation which is what happens to anonymous people and the behaviour that it brings out. Now, people watching this say that even though that we're going to see in the next 50 minutes was unfaked. The minutes was... 3 minutes ago which was when we cut to the kidnap scene. And for playing prerecorded footage so Chris didn't get run over. It was our stunt man, Will, make it look like it was happening this evening even though it was actually shot days already brought two identical shirts, one for our stunt man and one which we got and make sure that he wore it tonight.

(ON-SCREEN. Okay. Cut. Stand back. You alright mate?)

Darren Brown: So, our stuntman was unharmed and Chris, of course, is absolutely happened to him earlier on was that he was dropped back at his flat where he was waiting for him and a letter from me explaining what's been happening to him to be the real subjects of tonight's show. We gave you the masks so you could feel the crowd and as the evening progressed you became less and less like individuals and affecting a real person even to the point where you were happy for him to think he was cheering for his property to be destroyed. You all genuinely voted each time. The decision each time and we always had a positive decision there and the positive decision but you genuinely each time voted for those situations to get worse and worse which is something we're all culpable of. We've all been guilty of this mob mentality at some point in our lives. I think we need to know how easily it can happen. Thank you and goodnight.

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LESSON 5

Transcript of ABC News broadcast (for Activity 1)

Source: zzed.uk/9743-abc

Female presenter: We begin with the violence in Paris in which that is only getting worse.

Male presenter: Indeed. For the first time since the rioting and looting started over the weekend outside London to other major cities.

Female presenter: ABC's Simon McGregor-Wood joins us by phone from London.

Simon: Good morning. That's right. Violence last night spread outside London to Birmingham in instances in Bristol and other cities but the epicentre of this firestorm of rioting remains in London. It has spread to some really quite affluent areas in south and west London. We saw, and you saw, some extraordinary pictures of gangs of hundreds of, often masked, youths rioting through the streets at night, alight, looting – widespread looting – and in many cases according to local residents, when they did arrive, were simply unable to confront the numbers and the apparent ferocity of the rioters are deploying. Widespread criticism from residents as I said. Politicians are calling for action. The Prime Minister, David Cameron, after some delay, has decided to come back from his holiday. Tomorrow morning he will chair a special session of an organisation called COBRA, which is an acronym for the prime minister and security chiefs, to try and put a lid on what now seems to be a situation that is out of control.

Male presenter: Simon, let's back up for just a second for folks who are wondering what this is all about.

Female presenter: Yeah, what's the motivation here?

Male presenter: Yeah.

Simon: Well, it's a 100,000 question. The spark to this happened on a Saturday night in Tottenham in North London. There was a vigil in his memory for a young black man who was killed on a Saturday night. At some point, that vigil, which had been peaceful, was overtaken by a small group of youths and it spiraled from there. But no one is saying that the sort of copycat violence that we've seen in the couple of days is in any way inspired or connected to the original incident. It seems to be a separate phenomenon and in most cases, and in the majority of cases, people are just saying that they are organising themselves to loot and steal wherever possible.

Female presenter: So there is a level of organisation to all of this?

Simon: Well, it seems so. Much has been made in recent hours of these gangs apparently using Facebook and using their Blackberries and mobile phone messages to coordinate. In some sense they are staying one step ahead of the police and there are many cases in which these gangs more or less ruling the streets for several hours before the police even arrive.

Male presenter: All right, well, we'll obviously keep an eye on this story as it continues. Thank you so much, Simon McGregor-Wood there, in London. Thank you so much.

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LESSON 6

Transcript of clean-up video (for Activity 1)

Source: [zzed.uk/9743-clean-up](https://www.zzed.uk/9743-clean-up)

0900:

Woman: I first searched for the hashtag ‘clean up’ and then I thought there was a ‘Let’s meet up at 9am at Nandos’ and so I came out with my broom.

1000:

Man’s voice to the crowd: Because it’s a crime scene they’re reluctant to let us go in. It may be an hour or so before they can actually get us in there to help clear up. I assumed that it needed someone to liaise directly with the police here. There’s a real quite keen on getting back and proving that London isn’t about the rioting and it’s not a place to congregate for destruction. There’s actually a huge group of people here armed with brooms and brushes that are ready to take the streets back for ourselves and turn it back into the way it was.

Question from behind the camera: So, do you think that this will make a change – you trying to make a change?

Man 2: Well, make a stand but this problem ain’t going to go away overnight.

Man in high vis: I’ve just spoken to a man, the sergeant there. Unfortunately, because we’re going to have to go in and do all the jolly good things that the police have to do at the moment, my suggestion to you all is come back with sturdy gloves, let’s say in bags and all of you and then we can start again at one o’ clock and we can start doing this clean-up for the good of the city for coming everybody. (Applause)

1300:

Tannoy: At the moment we are just waiting for clearance from the police. The police are asking you to demonstrate this and you are seen going and doing something good as opposed to what happened last night. So the police are trying to make sure that happens. You being appreciated and your help is going to be used – it isn’t going to be a wasted gesture. It’s the most important gesture of the last 24 hours so please be patient and stay here. (Applause)

Man 3: What sickens me is that other boroughs, the other places that have been cleaned up already and places like Croydon and Wandsworth have been left. With the foreman saying it’s very important that the forensics is all sorted, but it’s now nice that the council has agreed to liaise that we are here in people power to clean the streets. We haven’t come here to clean up, we’re here to clean up.

1500:

Jane Ellison MP: Well, it’s an extraordinary scene and very inspiring and so many people have been here a long time and wanting to help clean up their community. I don’t think there’s a more dedicated Member of Parliament for this area than to be here and seeing people behaving in this way.

Vicar: The whole devastation is the entire parish. I’ve been here 24 years, live in this both in terms of the devastation but also in terms of the community spirit and the tremendous heart-warming sight and testament to the fact that people from all over the world who work here, the people who live here – will not put up with this.

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Transcript of convicted rioter video (for Activity 1)

Source: [zzed.uk/9743-conviction](https://www.zzed.uk/9743-conviction)

IN THE STUDIO:

Krishnan Guru Murthy: Well, in London, Scotland Yard says it will be keeping police on night. While the Home Secretary ordered force chiefs to say all police leave. So arrested that one court in North London sat right through the night as will Westminster. Home Affairs correspondent, Simon Israel, has been keeping an eye on what's been

Simon Israel: Well, dozens of hundreds of defendants have been processed through the courts in utter confusion in such a way they can barely keep up. As you've said, one court – at least – having to sit through the night just to keep up. Very few have pleaded guilty but a few have. One who was arrested during Monday night's riots in Hackney. He was caught by [police] and caught with two stolen Burberry shirts in his sports bag and today he pleaded guilty to the goods. Well, I met him after his court appearance. His – I kept him anonymous in the family on an estate and also actually to protect his future career. He explained to me the court to him today.

OUTSIDE THE COURT

Anonymous rioter: I had to pay a £100 fine ... because I was in detention for over 24 hours 'fine' and let me go.

Simon: This is the first time you've been in trouble with the police?

Anonymous rioter: Yeah.

Simon: So, you look back on this and what do you think about it?

Anonymous rioter: I regret everything I did. I regret going out and picking up the fight and all of it.

Simon: Do you have any idea about why this has all happened?

Anonymous rioter: I think people are angry at the police.

Simon: For what?

Anonymous rioter: I dunno. I think it has to do with the police disrespecting people who've been stopped and searched by police and they've lack of respect and they've restrained and cooperate, been bad.

Simon: How many times have you been stopped and searched?

Anonymous rioter: Quite a lot. This area's numerous for stops and searches.

Simon: Half-a-dozen times? A dozen times? Twenty times?

Anonymous rioter: More than 20 times.

STUDIO

Simon: Well, it's a bit of a mess for the arrests and charges, which is increasingly the case. Police have made over 1,000 arrests across the UK since Saturday and 251 people in London alone.

- The City of Westminster Magistrates Court is sitting right through the night to deal with the cases.
- The majority of charges relate to the looting and not to the rioting.

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And among those who've appeared before magistrates today, they include: a prisoner and a man who works for a homeless charity. And also, an 11-year-old boy from Rotherham, the youngest person to appear in court today and he pleaded guilty to burglary.

Krishnan: Well, what are the police planning for tonight?

Simon: As the Commissioner of the Metropolitan Police has said today it's a very serious situation. That means around 16,000 officers to be deployed tonight. It does raise the big issue of what he's said, there won't be leave. Number one: if the violence is likely to take place, then start reducing the number of officers. If the violence and the riots start to – if once they start telling us that the numbers are being reduced by, that may be a sign of stuff to come.



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