

MUCH ADO ABOUT NOTHING – THE BIG QUESTION

A Key Stage 3 and 4 PSHE and Citizenship
Resource



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Curriculum Links

This KS3/KS4 Citizenship, English and Personal Wellbeing teaching sequence provides a scheme of work to help pupils learn about forming and talking through their opinions. It uses Shakespeare's plays to explore a range of topics including:

- *Personal growth and maturity*
- *Responsibility at different stages of life*
- *The importance of the rule of law*
- *Young people and mental health*
- *The power of political rhetoric*
- *Forgiveness and retribution*
- *Religious and other forms of extremism*
- *Cyberbullying and the pressures of social media*
- *The importance of diversity and of respecting difference*

From the National Curriculum – Citizenship

Purpose of study

A high-quality citizenship education helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, citizenship education should foster pupils' keen awareness and understanding of democracy, government and how laws are made and upheld. Teaching should equip pupils with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. It should also prepare pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions.

Aims

The national curriculum for citizenship aims to ensure that all pupils:

- Acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government.
- Develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced.

- Develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood.
- Are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs.

Subject content

Key stage 3

Teaching should develop pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should use and apply their knowledge and understanding while developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action.

Pupils should be taught about:

- The development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch.
- The operation of Parliament, including voting and elections, and the role of political parties.
- The functions and uses of money, the importance and practice of budgeting, and managing risk.

Key stage 4

Pupils should be taught about:

- Parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press.
- The different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond.
- Other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom.
- Local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world.
- Human rights and international law.

- The legal system in the UK, different sources of law and how the law helps society deal with complex problems.
- Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.
- The different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity.
- Income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.

The Personal Wellbeing Programme of Study – non statutory

The range and content includes:

Key Stage 3

- Examples of diverse values encountered in society and the clarification of personal values.
- The knowledge and skills needed for setting realistic targets and personal goals.
- Physical and emotional change and puberty.
- Sexual activity, human reproduction, contraception, pregnancy, and sexually transmitted infections and HIV and how high-risk behaviours affect the health and wellbeing of individuals, families and communities.
- Facts and laws about drug, alcohol and tobacco use and misuse, and the personal and social consequences of misuse for themselves and others.
- How a balanced diet and making choices for being healthy contribute to personal wellbeing, and the importance of balance between work, leisure and exercise.
- Ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations.
- A knowledge of basic first aid.
- The features of positive and stable relationships, how to deal with a breakdown in a relationship and the effects of loss and bereavement.
- Different types of relationships, including those within families and between older and young people, boys and girls, and people of the same sex, including civil partnerships.
- The nature and importance of marriage and of stable relationships for family life and bringing up children.
- The roles and responsibilities of parents, carers and children in families.

- m. The similarities, differences and diversity among people of different race, culture, ability, disability, gender, age and sexual orientation and the impact of prejudice, bullying, discrimination and racism on individuals and communities.

Key Stage 4

- a. The effect of diverse and conflicting values on individuals, families and communities and ways of responding to them.
- b. How the media portrays young people, body image and health issues.
- c. The characteristics of emotional and mental health, and the causes, symptoms and treatments of some mental and emotional health disorders.
- d. The benefits and risks of health and lifestyle choices, including choices relating to sexual activity and substance use and misuse, and the short and long-term consequences for the health and mental and emotional wellbeing of individuals, families and communities.
- e. Where and how to obtain health information, how to recognise and follow health and safety procedures, ways of reducing risk and minimising harm in risky situations, how to find sources of emergency help and how to use basic and emergency first aid.
- f. Characteristics of positive relationships, and awareness of exploitation in relationships and of statutory and voluntary organisations that support relationships in crisis.
- g. The roles and responsibilities of parents, carers, children and other family members.
- h. Parenting skills and qualities and their central importance to family life.
- i. The impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances.
- j. The diversity of ethnic and cultural groups, the power of prejudice, bullying, discrimination and racism, and the need to take the initiative in challenging this and other offensive behaviours and in giving support to victims of abuse.

Much Ado About Nothing – The Big Question

<p>Learning Objective</p> <p>Pupils use a range of balanced and persuasive argument techniques across a range of activities to formulate a viewpoint and argument related to the Big Question for this lesson.</p> <p>Pupils analyse Hero’s treatment by the men in Much Ado, and relate this to cyberbullying and social media misuse.</p> <p>Success Criteria (including differentiation)</p> <p>All can express an initial opinion on the ‘Big Question’ and justify their viewpoint. Most can develop their opinion over the course of the lesson sequence by listening and responding to others. Some can articulate a clear balanced argument on the ‘Big Question’, using sophisticated argument techniques.</p>	<p>Big Question: Does social media encourage us to shame people publicly?</p> <p>Vocabulary: Consent, public shaming, discrimination, cyber bullying, cancel culture.</p> <p><i>(Note – for this lesson, do not reveal the Big Question until the point suggested in the lesson sequence)</i></p> <p>To begin: Discover the events of Much Ado About Nothing using the SSF 10 Events and the instructions for exploring the story in the Appendix.</p> <p>Lesson Plan</p> <ul style="list-style-type: none"> • Pupils focus on the scene in Much Ado where Hero is publicly shamed. They stage this scene using ghosting and improvisation techniques. Pupils discuss the parallels between this story and the modern world. • Using a Value Continuum, pupils make an initial judgement on the Big Question explaining their reasoning and justifying their opinion. • In small groups, ask pupils to define Cyberbullying. Take feedback from pupil groups. Compare their definitions with an official definition. • Carefully ask pupils to share their own experiences of cyberbullying. • Pupils research examples from the news of public shaming and pack mentality. • The plot of Much Ado revolves around a deliberate shaming and this could be linked to deliberate modern day equivalents – such as revenge porn (if this is appropriate to discuss with your students). • Written Activity – Pupils create a fake social media profile for Hero • Plenary – students return to the Value Continuum, to see if their opinion has changed. <p>Possible follow up: The TV show Black Mirror featured an episode that took the dangers of social media to extremes. ‘NoseDive’. Note that this is a 15 certificate</p> <p>See Teaching and Learning Activities for full details</p>
	<p>Resources</p> <ul style="list-style-type: none"> • Much Ado About Nothing– 10 events • Instructions for exploring the story in the Appendix • Abridged script for Hero’s wedding <p>National Curriculum Links</p> <ul style="list-style-type: none"> • The impact of prejudice, bullying, discrimination and racism on individuals and communities. • How the media portrays young people, body image and health issues • The characteristics of emotional and mental health, and the causes, symptoms and treatments of some mental and emotional health disorders.

Much Ado About Nothing – The Big Question

Teaching and Learning Activities

Starter – Exploring the story of Hero’s wedding

- Hand out the **Abridged script for Hero’s wedding** where she is publicly shamed.
- Pupils stage this scene using ghosting and improvisation techniques.
- Pupils discuss the parallels between this story and today’s modern world.

Teaching and Learning Activity One – Value Continuum

- Introduce the concept of a Value Continuum by asking pupils to imagine that the room is bisected diagonally, with one corner of the room representing “Strongly Agree or YES” and the other corner of the room representing “Strongly Disagree or NO”.
- Explain to the pupils that you will ask them a question, and that they must stand somewhere on the imaginary line. They don’t have to stand in the corners. Demonstrate where they might stand if they agree quite strongly or think Yes, or if they disagreed slightly more than they agreed with a question.
- Now give them an example question so they can see how it works. E.g. ‘Is breakfast the most important meal of the day?’ or ‘Are cats better than dogs?’ Take views from different places on the line, encouraging pupils to articulate their feelings.
- Once they are used to how it works, ask them the ‘Big Question’ **‘Does social media encourage us to shame people publicly?’** and to move to where they think they should be.
- Ask for responses and the reasoning for their thoughts.

Teaching and Learning Activity Two – Cyberbullying

- In small groups, ask pupils to define Cyberbullying. Take feedback from pupil groups. Compare their definitions with the following:
Cyberbullying is: Using technology to bully someone: Cyberbullying can involve one or more of the following:
 - posting lies/insults on social media sites
 - sending offensive texts
 - sharing embarrassing videos or photos online
- Carefully ask pupils to share their own experiences of cyberbullying.

Teaching and Learning Activity Three – Public Shaming

- Now ask pupils to research stories in the press regarding public shaming or pack mentality. An interesting starting point is found [HERE](#) at the time of writing. This includes some examples of public shaming and pack mentality – especially on Twitter.
- Whilst social media can be hailed as providing a voice for people to get behind (E.g. Pupils could research the #MeToo movement) are there times when it can also lead to unfair judgments e.g. of people expressing immature or unformed views? Could it lead to critics and commentators raking over views that a person held years ago but does not hold now?
- This leads on to the question: Are we allowed to fundamentally change as people, and should we be held accountable for things we said when we were younger or less mature?
- This links to our examination of forgiveness and retribution in *The Tempest* Big Question lesson plan. It also links with the concepts of immaturity and responsibility considered in our *Henry V* Big Question lesson plan.
- Discuss with pupils whether social media puts pressure on them to prove that they are having a good time, all of the time. Have pupils' parents discussed with them what it was like before social media? Do they think that this would have been a simpler time to enjoy socialising with friends, without the added pressure of proving yourself to be having a good time?
- Look at the article [HERE](#), which makes a link between an increase in mental health problems in young people, and increased social media usage. Read this as a class and watch the accompanying online clip. Discuss.
- The plot of *Much Ado About Nothing* revolves around a deliberate shaming. Depending on the age of your pupils, you may wish to discuss 'revenge porn' with them as a modern parallel.

Written Activity

- Ask pupils to create a fake social media profile for Hero, in which she is shamed or humiliated, including posts from Claudio, Don John, Don Pedro, Leonato Beatrice and Benedick. This could be done using a paper template resembling a Facebook page, or via an online tool.
 - There are a number of online tools that allow for the creation of fake social media profiles. One of these is [Classtools'](#) [Fakebook](#) – an online social media generator, with some excellent historical and literary examples that pupils could look at before creating their own Hero Facebook page.

Plenary

- Return to the Big Question and the Value Continuum. **'Does social media encourage us to shame people publicly?'** Has anyone changed their minds? Discuss.

Possible follow up: The TV show Black Mirror featured an episode that took the dangers of social media to extremes and might make interesting viewing when considering cyber bullying and the dangers of living your life on social media? 'NoseDive' is described at <https://www.imdb.com/title/tt5497778/> A woman desperate to boost her social media score hits the jackpot when she's invited to a swanky wedding, but the trip doesn't go as planned.

Note that this is a 15 certificate, and we would recommend that you watch it yourself initially to check that you consider it appropriate viewing for pupils of your age group.

Appendix 1

MUCH ADO ABOUT NOTHING

THE BIG QUESTION

Resources Pack



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Abridged script for Hero's wedding

The wedding party assembles. DON PEDRO, DON JOHN, LEONATO, FRIAR FRANCIS, CLAUDIO, BENEDICK, HERO, BEATRICE and attendants.

FRIAR FRANCIS **[to CLAUDIO]**

You come hither, my lord, to marry this lady?

CLAUDIO No.

LEONATO To be married to her. – Friar, you come to marry her.

FRIAR FRANCIS Lady, you come hither to be married to this count?

HERO I do.

FRIAR FRANCIS If either of you know any inward impediment why you should not be conjoined, I charge you on your souls to utter it.

CLAUDIO Know you any, Hero?

HERO None, my lord.

FRIAR FRANCIS Know you any, count?

LEONATO I dare make his answer, none.

CLAUDIO O, what men dare do! What men may do!
What men daily do, not knowing what they do!

LEONATO What do you mean, my lord?

CLAUDIO Leonato, take her back again.
Give not this rotten orange to your friend.

LEONATO What do you mean my lord?

CLAUDIO Not to be married.

HERO Is my lord well, that he doth speak so wide?

LEONATO Sweet Prince, why speak not you?

DON PEDRO What should I speak?
I stand dishonoured, that have gone about
To link my dear friend to a common stale.

LEONATO Are these things spoken, or do I but dream?

DON JOHN Sir, they are spoken, and these things are true.

NARRATION Whenever and however Hero protests her innocence, she is
not believed. Terrified by the false accusations, she faints.

[HERO faints. BEATRICE tends to her.]

DON JOHN Come, let us go. These things, come thus to light, Smother her
spirits up.

Much Ado About Nothing

10 Events

1. Leonato, Governor of Messina, and his courtiers, await the return of Claudio, one of their young lords. He is returning from war a hero under the patronage of Don Pedro.
2. Beatrice and Benedick spar verbally, revealing their love/hate relationship. Claudio reveals that he loves Leonato's daughter, Hero.
3. Don Pedro's brother, Don John, and his two cohorts (Borachio and Conrade) conspire to cause mischief and come between Claudio and Hero.
4. Don Pedro decides to get Benedick and Beatrice together whilst Don John determines to sabotage the wedding plans of Claudio and Hero.
5. The two couples are set up. Benedick and Beatrice fall for each other and Claudio and Hero's relationship is destroyed. Luckily, there are witnesses to the subterfuge.
6. Claudio refuses to marry Hero believing her to be unchaste. The Friar advises her to feign death.
7. Beatrice and Benedick confess their love for one another. Benedick says that he will kill Claudio to restore her cousin Hero's honour and prove his love for Beatrice.
8. Don John flees and Benedick challenges Claudio to a duel.
9. Don John's two men (Borachio and Conrade) are brought before Don Pedro and they confess to their deceit. Claudio and Don Pedro agree to rectify their error, and Claudio agrees to marry Hero's cousin.
10. Claudio unwittingly marries Hero and Benedick and Beatrice marry.

Exploring the Story

Before you start this lesson and delve into the Big Question in the play, you might want to familiarise yourself with the story first.

- There are lots of different approaches you could take, including using the 10 point summary.
- If you and/or your students don't know the play, then the following process is a great way to introduce them to the story and some of the main characters.
- As with any lesson, do adapt this to suit the needs of your students.
- This is a great way to get the story on its feet quickly and help your students to understand the story arc.

Firstly, divide your students into groups and give them copies of the 10 point summary to explore the story order.

- Cut up and remove the numbers from the 10 point summary.
- Give each group a few minutes to rearrange them into the correct order.
 - You could print a large copy of the 10 point summary so that each one is on an A3 page and when you go through the order with the whole class you can stick them up in the correct order around the room.
 - Ensure that you correct misconceptions as you go through the points and ask your students to justify and clarify the decisions they made.
 - This will support with comprehension work across English as there are some key indicators of the story structure (E.g. Romeo and Juliet can only get married once they have met, Macbeth can only become King once he has killed the King).

Once the correct order has been established, give each group two consecutive story points and ask them to create freeze frames to show this moment. Provide them with two rules

1. Everyone must be involved.
2. Someone/some people must read out the story point.
 - Give them a strict time limit to create the freeze frame, before moving onto their second one.
 - Ask them to consider what else they could be if there are only a small amount of named characters in the scene - could they create the architecture or double up on characters?
 - After the time limit is up, give them a further two minutes to consider how they would adjust their positions so that the rest of the class can see the whole image – ask them to consider their audience.
 - With the rest of the class watching, move from one group to another, seeing each freeze frame in order and hearing the story point. Then jump into the image to ‘Thought tap’ some (or all ideally) of the characters.
 - It is really encouraging for students if they get to share their ideas, whether they are Juliet or Juliet’s wardrobe, Macbeth or one of his soldiers.
 - Ask them open questions about who they are, what they are doing and how they feel about it. Facilitate this in a light-hearted way to avoid the students feeling under pressure.
 - If they struggle with an answer, throw the question out to the rest of the group and the audience.
 - This is a great opportunity to get some interpretations of characters’ thoughts and actions but do use it to clarify facts about the story and the characters too.
 - It is also a great time to show that you don’t have all of the answers either and that you will all find out more as you delve further into the play and rehearsals.
 - You could do this ‘Thought Tapping’ as a ‘Roving Reporter’, using a prop as a microphone to interview the characters as if live in that moment.

Once you have done this for each of the 10 images, bring the class back together for a plenary.

This is a good time to recap on what they have learnt about the characters and/or the story and you could do this in a number of ways. E.g.

1. **Tell the story in a circle.** Everyone sits in a circle and adds a bit more information on the previous person's ideas. This means that those that have a good grasp will be able to share their knowledge and those who are still working towards it, will be able to add whatever they can – such as a character name or a setting for the play.
2. **Provide them with plenary cards.** Use the following examples and ask them to share their response with someone else.
 - Something they have learnt today; a new word or phrase that they have used today; something that they would like to know more about; something that they are looking forward to in the play; a question that they now have about the play.
3. **Learnt and enjoyed.** Simply ask for them to tell a partner something that they have learnt and something that they have enjoyed in this lesson.