

Folio 400



To be OR
NOT TO BE

A MIDSUMMER NIGHT'S DREAM

– THE BIG QUESTION

A Key Stage 3 and 4 PSHE and Citizenship Resource

What **YOU**
WILL

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theBigGive.org.uk

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The logo for 'What you WILL'. It features a bright yellow circle with a teal feather graphic. The words 'What you' are written in a teal, sans-serif font, and 'WILL' is written in a large, bold, black, sans-serif font. The feather is positioned between 'you' and 'WILL'. There are some black ink splatters at the base of the feather.

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, including 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.
- 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

- 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.



The Big Question – A Midsummer Night’s Dream

<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 the impact love has on our different relationships.</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: How does love affect us?</p> <p>Vocabulary: love, relationship, friendship, romantic, platonic, respect, communication, lust, conflict, loyalty</p> <p><i>To begin: Discover the events of A Midsummer Night’s Dream using the SSF 10 Events and the instructions for exploring the story in the Appendix.</i></p> <p>Lesson Plan</p> <ul style="list-style-type: none"> • Watch the TED talks speech by Chimamanda Ngozi Adichie and discuss the big question ‘How does love affect us?’ using the questions provided. • Students to organise the 10 point summary into the correct chronological order and identify moments in the play where the characters have been affected by love, either positively or negatively. • Scene study of Act 3 Scene 2 focusing on the argument between Helena and Hermia. • Working in pairs, students complete a sculpture one another to physically represent Helena and Hermia at key points in this scene. • Returning to the Big Question, the class discuss Helena and Hermia’s complicated relationship and suggest possible solutions to their conflict. • Plenary: take the time to discuss with students the pressures young people face regarding relationships and friendships and how important it is to communicate <p>Written outcome: Ask pupils to respond as an ‘Agony Aunt’ from a magazine to a reader who is experiencing a difficult relationship and needs some advice.</p> <p>See Teaching and Learning Activities for full details</p>	<p>Resources</p> <ul style="list-style-type: none"> • A Midsummer Night’s Dream: Act 3 Scene 2 Extract • A Midsummer Night’s Dream – 10 events • Instructions for exploring the story in the Appendix <p>National Curriculum Links</p> <ul style="list-style-type: none"> • Physical and emotional change and puberty. • The features of positive and stable relationships, how to deal with a breakdown in a relationship. • Characteristics of positive relationships, and awareness of exploitation in relationships and of statutory and voluntary organisations that support relationships in crisis.
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A Midsummer Night's Dream – The Big Question

Teaching and Learning Activities

Starter – Exploring Love

- Display the following quote
'Now, when a woman says, "I did it for peace in my marriage," she's usually talking about giving up a job, a dream, a career. We teach females that in relationships, compromise is what women do. We raise girls to see each other as competitors -- not for jobs or for accomplishments, which I think can be a good thing, but for attention of men'
- Class watch the following clip (between 10-16 minutes) ([Chimamanda Ngozi Adichie](#)). Consider the Big Question: **'How does love affect us?'**
- Use the following questions to spark a discussion that can be referred to during the lesson. Note student's responses to the questions for all to see.
 - Is there a difference between men and women and how they are affected by love?
 - Do people's actions change when they are in love?
 - What are the different types of love?
 - What are the characteristics we associate with falling in love?
 - Can there be conflict between friendships when a person is in a relationship? How do they manifest? Why might this be?
 - Can there be love in a friendship?
 - How can love be a negative influence?

Teaching and Learning Task One

- Split the class into five groups. Provide each group with two consecutive points from **A Midsummer Night's Dream – 10 events** and ask them to come up with a freeze frame to represent each of the points.
- Ask the groups to consider if any elements of the previous discussion appear in their story points. Ask them how the characters have been affected by love and take their responses.
 - E.g. Helena loves Demetrius but he does not feel the same. She tells him about Hermia and Lysander's flight to gain his favour and he pursues them, followed by Helena - *jealousy and love rivalry* appear.



- Ask pupils if they can see a difference between the men and women in the play. Discuss the impact the love potion has on Lysander.
- If they haven't already come up through discussion, introduce vocabulary such as love/lust, control/jealousy, friendship/relationship, rivalry, respect, communication, and consolidate understanding of the variety of ways the characters have been affected and driven by love.
- It is important to note throughout the lesson that Shakespeare was under pressure to ensure that his audiences returned. It is key to remember that these are plays and not necessarily accurate representations of 16th century life. Shakespeare was manipulating character's actions and behaviours to serve the play and to keep them interesting/intriguing/comical. This may be important to acknowledge with your class to prevent a disconnection between them, the characters and the events of the play.

Teaching and Learning Task Two

- Focus now on the relationship between Helena and Hermia in Act 3 Scene 2 (when Hermia turns on Helena and threatens to fight her because she thinks Helena has stolen Lysander's love).
- Make a point of talking about the comic effect Shakespeare has used here of making one of the woman taller and one of them shorter.
- In groups of four, students read the **Act 3 Scene 2 extract** and highlight words that illustrate the effect love has had on these women's friendship in comparison to how it has or has not affected the men. Shakespeare has made a clear decision to portray the friendships between men and woman differently. Why do they think this is?
 - E.g. 'you puppet', 'no modesty' 'no maiden shame', 'painted maypole', 'counterfeit', 'canker-blossom', 'lower'
- Teacher to circulate and check pupil's understanding and address any misconceptions of the language and the characters' intentions.

Teaching and Learning Task Three

- Using all of the information that they have gathered about the characters so far (including how love has affected them) pupils now physically explore these character's feelings.
- In pairs, pupils label themselves A and B. A must stand in neutral and be the 'clay' and B is now the 'sculptor'. A sculpts their partner into the character of Helena.
- Provide them with the following events in the scene to support their sculpting, they must morph their partner's physical from one event to the other.
 - 1) Helena when she accuses Hermia of being a cheat with no shame
 - 2) Helena when she says that she did love Hermia



- B now sculpts their partner into the character of Hermia.
- Repeat the exercise but now A sculpts B into Helena, using these different events.
 - 1) Hermia bewildered by Helena's accusations.
 - 2) Hermia when she accuses Helena of creating this turmoil.

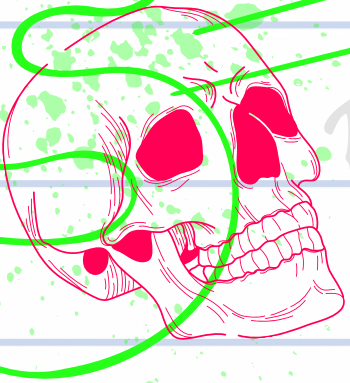
Plenary

- At this point return to the Big Question: '**How does love affect us?**' and ask pupils if they think that this argument could have been avoided. Do they think that Helena and Hermia's relationship should have been affected as much as it has? What solutions can they suggest to resolve this conflict?
- Class share and discuss any final thoughts in relation to the Big Question, including the pressures young people face regarding relationships Vs friendships. Talk specifically about the importance of communication with friends or partners to help maintain a healthy relationship.
- If you think that this topic is a relevant one for your student is please refer to the websites below that might be useful for future lessons:
 - [Love is Respect.org](https://www.loveisrespect.org) - It is a project run by the National Domestic Violence hotline in the USA and explores what a healthy relationship is (friendship or romantic relationship).
 - [Childline.org](https://www.childline.org) - Registered UK charity supporting young people about friends, relationships and many other topics.

Written Outcome

- Ask pupils to respond as an 'Agony Aunt' from a magazine to Helena who has written in asking for advice.
- Teacher suggests the scenario so that it is appropriate to your pupils and perhaps relevant to any conversations that arose in the lesson.





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Appendix 1

A MIDSUMMER NIGHT'S DREAM

THE BIG QUESTION - Resources Pack

What **YOU**
WILL

A Midsummer Night's Dream: Act 3 Scene 2 Extract

HERMIA: O me! you juggler! you canker-blossom!
You thief of love! what, have you come by night
And stolen my love's heart from him?

HELENA: Fine, i'faith!
Have you no modesty, no maiden shame,
No touch of bashfulness? What, will you tear
Impatient answers from my gentle tongue?
Fie, fie! you counterfeit, you puppet, you!

HERMIA: Puppet? why so? ay, that way goes the game.
Now I perceive that she hath made compare
Between our statures; she hath urged her height;
And with her personage, her tall personage,
Her height, forsooth, she hath prevail'd with him.
And are you grown so high in his esteem;
Because I am so dwarfish and so low?
How low am I, thou painted maypole? speak;
How low am I? I am not yet so low
But that my nails can reach unto thine eyes.

HELENA: I pray you, though you mock me, gentlemen,
Let her not hurt me: I was never curst;
I have no gift at all in shrewishness;
I am a right maid for my cowardice:
Let her not strike me. You perhaps may think,
Because she is something lower than myself,
That I can match her.

HERMIA: Lower! hark, again.



A Midsummer Night's Dream

10 Events

1. Hermia is being forced by Egeus, her father, and Theseus, the Duke of Athens, to marry Demetrius against her will, so she flees to the forest with Lysander, her lover.
2. Helena loves Demetrius but he does not feel the same. She tells him about Hermia and Lysander's flight to gain his favour and he pursues them, followed by Helena.
3. Titania, Queen of the Fairies, refuses to give her Changeling Boy to Oberon, the King of the Fairies. In revenge, Oberon sends his servant Puck to fetch a magic potion to make her fall in love with something vile.
4. Oberon sees Demetrius trying to get rid of the besotted Helena and orders Puck to give the potion to Demetrius so that he falls in love with her. Puck mistakenly gives it to Lysander who falls in love with Helena and deserts Hermia.
5. Some craftsmen are in the wood rehearsing a play for Theseus and Hippolyta's (the queen of the Amazons) wedding. Puck mischievously transforms one of the players, Bottom, into a donkey, which terrifies the others and they flee.
6. Titania has been bewitched and wakes to see Bottom whom she falls in love with. She and her fairies convince him to stay with them.
7. Oberon discovers Puck's mistake with the fleeing lovers and, with Puck's help, puts things right. Demetrius now loves Helena, and Lysander once more loves Hermia.
8. Oberon releases Titania from her spell and Bottom is returned to human form.
9. The four lovers wake and return to Athens and the wedding of Theseus and Hippolyta where the craftsmen perform their bad play.
10. Oberon and Titania are reconciled and go to bless the wedding of the mortals.



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.

