



# TWELFTH NIGHT – THE BIG QUESTION

A Key Stage 3 and 4 PSHE and Citizenship Resource



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The logo for 'What you WILL'. It features a bright yellow, sun-like shape with a teal feather pointing upwards. The text 'What you WILL' is written in a bold, black, sans-serif font, with 'What' and 'WILL' in black and 'you' in teal. The logo is set against a teal background with a white splatter effect at the bottom.

## 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.
- 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.



## Twelfth Night – the Big Question

<p><b>Learning Objective</b></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 what makes us 'ourselves' and consider the importance of diversity and acceptance.</p> <p><b>Success Criteria (including differentiation)</b></p> <p><b>All</b> can express an initial opinion on the 'Big Question' and justify their viewpoint.</p> <p><b>Most</b> can develop their opinion over the course of the lesson sequence by listening and responding to others.</p> <p><b>Some</b> can articulate a clear balanced argument on the 'Big Question', using sophisticated argument techniques.</p>	<p><b>Big Question: How do I create my own identity?</b></p> <p><b>Vocabulary:</b> identify, influence, discrimination, lifestyle choices, prejudice</p>	
	<p><i>To begin: Discover the events of Twelfth Night using the SSF 10 Events and the instructions for exploring the story in the Appendix.</i></p> <p><b>Lesson Plan</b></p> <ul style="list-style-type: none"> <li>• Discussion – What issues of personal identity are explored in Twelfth Night?</li> <li>• Pupils consider how we might group people based on physical characteristics alone, then play a group game to find out more about what marks us out as individuals.</li> <li>• Posit that our identity is made up of a number of different factors – genetics, upbringing, religious views, exposure to different experiences, our talents and interests, sexuality etc. List as many factors as you can that might influence our identities.</li> <li>• Pupils think of two interesting elements of their own identity. How did this become part of your identity? How important is it to you?</li> <li>• Pupils consider discrimination. How important is it to respect the different lifestyle choices and beliefs of those around us? What can society do to make sure that our differences are respected?</li> </ul> <p><b>See Teaching and Learning Activities for full details:</b></p>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• <b>Twelfth Night – 10 events</b></li> <li>• <b>Instructions for exploring the story in the Appendix</b></li> </ul> <p><b>National Curriculum Links</b></p> <ul style="list-style-type: none"> <li>• Examples of diverse values encountered in society and the clarification of personal value.</li> <li>• 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.</li> <li>• 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.</li> </ul>



# Twelfth Night – the Big Question

## Teaching and Learning Activities

### Starter – Exploring Identity within Twelfth Night

- In *Twelfth Night*, what identity dilemmas do the characters face? Are the characters impaired from being themselves due to personal, societal and other external circumstances? Discuss Viola, Olivia, Orsino and Malvolio in this context.
  - E.g. Viola – loves a man, but is pretending to be a young man herself. Why has she had to pretend to be a man? (to advance her place in society and provide for herself) How is her identity affected if she is pretending to be something that she is not?

### Teaching and Learning Task One – Groupings

- Ask pupils to discuss how we might group people in the class according to different physical characteristics – e.g. height, hair colour, skin tone.
- To what extent do these categories make up the identity of a person?
- If these are not a conclusive or exhaustive way of creating an identity, what else contributes to our identity?
- Posit that our identity is made up of a number of different factors – genetics, upbringing, religious views, exposure to different experiences, our talents and interests, sexuality etc. List as many factors as you can that might influence our identities.

### Teaching and Learning Task Two – Find the Fib

- Play a group game of ‘Find the Fib’ to find out more about the identities of pupils in the class.
  - Ask your pupils to write down three ‘facts’ about themselves on a post-it note or sheet of paper.
  - One of the facts must be a ‘fib’. The other two must be truthful.
  - Pupils should ensure that the fib is not easy to find. This can be done by ensuring that the two real facts are unusual or interesting and that the fib does not stand out as being too far fetched.
  - Pupils then take it in turns in small groups (of say four or five) to read out their facts and fibs.
  - Can their peers guess which the untrue ‘fact’ is?





- This game could then lead on to whole class discussion about some of the most interesting things we have discovered about our classmates. What hidden talents exist in the room? What new commonalities and links have been found between different classmates? Did anyone create a completely convincing fib that fooled everybody in the class?
- Take some time to consider the diversity of achievements and characteristics in the class, as discovered through the 'Find the Fib' game.

### **Plenary**

- Ask pupils to think of one or two particularly interesting elements of your own identity. How did this (or these) become part of your identity? How important are these things to you?

### **Written Follow Up**

- What is discrimination? How important is it to respect the different lifestyle choices and beliefs of those around us? What can society do to make sure that our differences are respected?





Appendix 1

# TWELFTH NIGHT

THE BIG QUESTION

Resources Pack



# Twelfth night

## 10 Events

1. Viola has been shipwrecked on Illyria and disguises herself as a man, Cesario, in order to work for Duke Orsino.
2. Illyria is the home to Duke Orsino who is in love with Countess Olivia. He engages Cesario to woo Olivia for him. Unfortunately, Olivia then falls in love with Viola/Cesario instead.
3. Sir Toby Belch (Olivia's kinsman), Sir Andrew Aguecheek (who wishes to woo Olivia) and Maria (Olivia's gentle-woman) all conspire to play a trick on Olivia's haughty steward, Malvolio.
4. Malvolio falls for the trick and appears to Olivia dressed in yellow stockings, declaring his love for her, but she rejects him and he is humiliated.
5. Viola's twin brother, Sebastian, assumed dead, arrives in Illyria with Antonio, a man who vows to serve him.
6. Sir Toby persuades Sir Andrew to duel with Cesario as a rival in his love for Olivia. Antonio rescues Cesario, thinking he is Sebastian. Antonio is suddenly arrested for past offences and asks Cesario/Viola for help, but she does not know who he is.
7. Sebastian gets involved in fighting with Sir Toby and Sir Andrew, but Olivia arrives, stops the fight and asks "Cesario" for his hand in marriage – a bemused Sebastian accepts.
8. Viola/Cesario and the Duke are confronted with Antonio and Viola denies knowing him again. Olivia arrives and declares she and Cesario are married, to their confusion.
9. Sir Andrew and Sir Toby arrive, having been beaten by Sebastian. Sebastian then arrives, the brother and sister are reunited and the confusion resolved. Orsino asks Viola to marry him and Olivia and Sebastian are content.
10. Malvolio arrives to show Olivia the letter by which he was tricked and swears revenge as he leaves in shame.



## 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.

