

THE **INCIDENT**

RESOURCE PACK

THE INCIDENT

This pack is to be used following a performance of THE INCIDENT by M6 Theatre.

It includes suggested activities for each scene of the performance.

SYNOPSIS

THE INCIDENT follows the developing relationship between Blake, 16, and Erin, 15. It shows their first meetings and traces their growing intimacy through a series of seven scenes. Each scene aims to provide an opportunity for young people to consider the question:

'Is this behaviour appropriate in a healthy relationship?'



SCENES ONE, TWO AND THREE

Erin and Blake meet online. Then they decide to meet 'in real life.'

- Imagine you've been chatting to someone online; how do you decide if you'll meet them 'in real life.'

Quick discussion: Whole class

Break into smaller groups: single gender (use your own understanding of your pupils).

Same question: How do you decide if you'll meet them in real life?

Feedback to the whole group.

Are there differences between boys' groups and girls' groups? What are they? Why do you think there might be differences?

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Blake thinks Erin's 'Amazing.' Erin says, 'We've got so much in common.'

- Imagine you've decided you're going to meet this person in real life – and you're hoping you might be more than just friends. What would you be hoping this person you're going to meet is like? What are the qualities you're looking for in a boyfriend or girlfriend?

In the same small groups discuss this and come up with your top five qualities. (You might consider offering a list of qualities to rank if your group is likely to be reserved.)

Feedback to the whole group.

Are there differences in the list?

Can the class come up with an agreed list of five qualities they would look for in a partner?

Are these individual qualities enough to make a good relationship? What else might be needed? What might get in the way of a good relationship?

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SCENE FOUR

Blake's dad has given him a 50 pound note to spend with Erin and told him to treat her right. Blake gets angry because Erin has to go home - rather than going with him to spend the money at Nandos. He walks away and leaves her to catch the bus home on her own.

Imagine that on the way home Erin calls or messages her best friend, Jazmine. What advice does Jazmine give her?

Erin hasn't told her family that Blake is her boyfriend.

How would Erin explain this to Jazmine? Discuss, write or improvise the conversation between Erin and Jazmine.

Later that evening Blake's older brother, Riley, messages him asking how it's going with his girlfriend.

What does Blake say? Discuss, write or improvise the conversation between Blake and Riley

Blake is asking Erin to choose between himself and her family. He is angry when she chooses her family.

Discuss, write or improvise a scene in which a young person is asked by a friend or partner to choose between them, and their family.

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SCENE FIVE

Blake visits Erin when she is preparing to rehearse a dance routine. She tries on her new costume and shows it to Blake. He questions Erin about dancing in the school show 'in those shorts.' He asks her: 'Would you want them taking pics of you ...dancing... in those shorts and ... saying stuff about you?'

Group discussion: Why does Blake make these comments to Erin? Do you think he's genuinely concerned about Erin?

Small group discussion: Consider reversing the scene.

Could you imagine Erin ever saying this to Blake? Would a girl ever say this to a boy?

Would Erin ever object to what Blake wears? If so, when? If not, why not?

Would a girl object to what a boy is wearing for different reasons?

Large group feedback: Is it ever right to tell someone else what to wear?

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Blake says about Jazmine, 'You know she's got a rep.'

Group discussion: What does he mean? Why does he say this?

Small group discussion: What does it mean for a girl to 'have a rep'? What does it mean for a boy to 'have a rep.' What's the role of social media in making 'a rep'?

Imagine Erin saying this about one of Blake's friends.

'You know he's got a rep?'

How does the meaning change?

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As a result of the conversation in this scene, Erin decides not to take part in the school show.

In pairs: Imagine Erin asks you if she should take part in the school show. What advice would you give her?

Role play in pairs: Erin tells Jaz she's not going to do the routine in the school show.

Discuss, write or improvise the conversation between them.

SCENE SIX

Blake meets Erin as she is walking back from school and surprises her.

When he sees her talking and laughing to someone on the phone he asks her, 'What are you hiding?'

Group discussion: Should you tell your boyfriend or girlfriend everything about your movements? Who you're seeing, where and when?

Blake takes Erin's phone to find out who she is talking to.

Small group discussion: Why does he do this? Why does he want to know who she is talking to? Why doesn't he believe her? What does Blake fear?

Is it ever okay to look at someone's else's phone without their consent?

After this scene, Blake suggests Erin should have a location tracker on her phone so he knows where she is, and, 'that she's safe', he says.

Discuss, write or improvise the conversation in which Blake asks Erin to put a location tracker on her phone. You can decide whether she does so or not.

Classroom debate: The proposition for debate is:

'Location trackers should be banned.'

SCENE SEVEN

Blake invites Erin to go to Matthew's party with him. They agree that she will stay at Blake's house after the party. At the party Erin dances with Blake's friends, Dylan and Holly. Blake reacts angrily. "What do you think you're doing?" he asks her. Erin replies that she is, 'Dancing.' 'I told her straight that's not what it looked like to me – and to everyone else in the room,' says Blake.

Group discussion: Is there a problem with Erin dancing with Blake's friends?

Small group discussion: When Blake sees her, he reacts angrily. Why does he do that?

Why is he jealous?

Have we seen Blake being jealous before?

How do you think Blake could cope better with his jealousy?

Imagine you're one of Blake's friends – Mo, Josh, Dylan or Holly - and give him some advice about how to cope with his feelings of jealousy.

Discuss, write or improvise the conversation.

Start with the line from Blake, 'Did you see what she was doing?'

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After arguing with Blake, Erin is upset. She goes to the bathroom but someone is sick on her. Blake takes her into Matthew's bedroom. Erin tells Blake she wants to go home. Blake asks Erin, 'But you're still ... mine?'

Group discussion: How does Erin feel about this? Could she say 'No.'?

Blake asks her to 'show him' – and moves in to kiss her.

Small group discussion: How do you think Erin feels about this? Does she want to kiss him?

Does she have a choice? Could she say no?

Erin gets in the taxi and discovers that Blake has ordered the taxi to his house, not hers. Blake and Erin give different accounts of what happened in the taxi. Blake says she was, 'really pissed' and 'went completely crazy' and 'fell out the car door.' Erin says Blake was holding her arm and keeping her in the car and she fell on to the pavement as she was trying to get away from Blake.

Group discussion: What do you think really happened?

Blake says, 'now it's all over socials'.

Small group discussion: What kinds of things are people saying?

Take it in turns to come up with suggestions about what's being said 'on socials.' And about whom?

Imagine the conversation between Blake and his mum the following morning. Remember his mum had been expecting Erin to stay and had made up the bed in Riley's room.

Discuss, write or improvise the conversation between them.

Imagine that Erin talks to her dad when she gets home. Remember that she has a big bump on her head and vomit on her clothes. Her dad had not expected her to come home that night. Discuss, write or improvise the conversation between them.

Erin has fallen out with Jazmine over Blake.

Imagine you're Jazmine getting back in touch when she hears about events at the party. Discuss, write or improvise the conversation between them.

Imagine you're Dylan or Holly messaging Blake. Discuss, write or improvise the messages between them.

WRAP UP EXERCISE

Return to the qualities of a good relationship arrived at by the group in the first exercise.

- How much do they apply to Blake and Erin.
- Where were the warning signs for Erin that Blake was controlling? How could she have recognised these earlier?
- Is it too late to save the relationship? How would Blake need to change? How would Erin need to change?

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COERCIVE CONTROL IS A PATTERN OF CONTROLLING AND MANIPULATIVE BEHAVIOURS WITHIN A RELATIONSHIP

These behaviours usually develop over time. They deprive people of their independence and can make them feel isolated or scared. Controlling behaviours may include, among others:

- Isolating you from your family or friends
- Controlling what you eat, wear, or do
- Controlling who you are allowed to see or spend time with
- Preventing you from accessing support
- Monitoring your behaviour (online or in person)
- Tracking you, for example, using your phone
- Humiliating or degrading you
- Repeatedly putting you down

Making you feel fearful or scared of non-compliance

Group discussion: Ask what is meant by coercive control.

Small group discussion: Print and hand out the definition of coercive control.

Discuss how many of the features of coercive control apply to Blake and Erin

Do you think all the intimate behaviour we see between Blake and Erin is consensual?

When considering the question, it might be useful to refer to FRIES:

Planned Parenthood created the acronym FRIES to help remember consent, which you might choose to share with your students.

FRIES

- Freely given: Consent given without force or coercion.
- Reversible: You can change your mind at any time.
- Informed: Full awareness of what you're agreeing to.
- Enthusiastic: Genuine desire to participate.
- Specific: Clearly stated boundaries and limitations.