

hairspray

SECONDARY EDUCATION PACK -

PSHE LESSON PLANS



These lesson plans are designed as a starting point for curriculum-based activities for students in Key Stage 3. All activities can be developed to suit Key Stage 4 students.

BULLYING

OBJECTIVE:

To understand the meaning of bullying, why people bully, and the impact it can have.
To explore appropriate ways to respond to challenging situations.

EXERCISE

As a group, read the below script excerpt from the show – Act One, Scene Eight. In this scene Tracy is confronted by Amber for the first time since Tracy made her appearance on the Corny Collins show as a dancer. Before this, Amber was the most popular dancer on the show. Link is Amber's boyfriend, but kissed Tracy live on television at the end of a song he sang on last night's show.

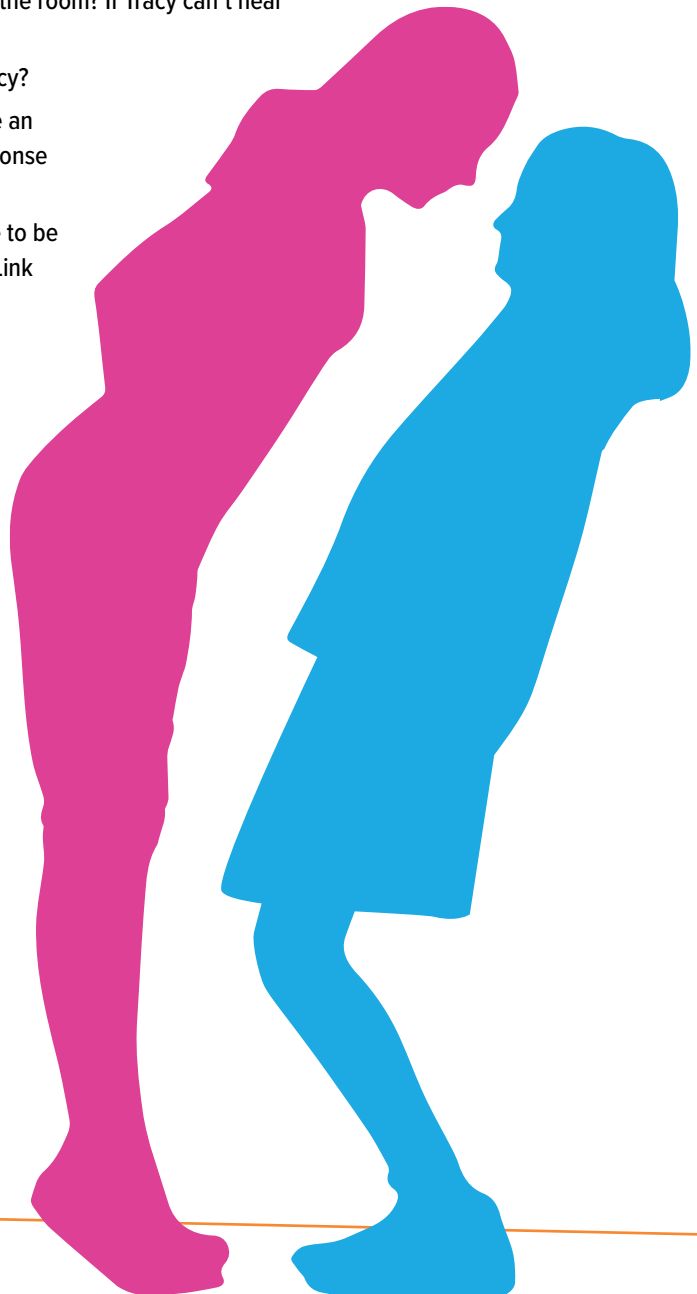
DISCUSS

After reading the scene, ask the group to discuss the following points.

- How do you feel about the character of Amber? Would you like to be her friend?
- Have a look at Amber's behaviour before and after Tracy enters the scene. Do you think it's OK for Amber to be talking about Tracy when Tracy is not in the room? If Tracy can't hear Amber, does it matter what Amber says?
- Why do you think Amber acts the way she does towards Tracy?
- After Link tells Fender to "try to act like a grown up", we see an interesting response from the Gym Teacher. Why is this response so shocking?
- How do you feel about the character of Link? Would you like to be his friend? How difficult do you think it would be to act like Link in this situation?

Ask the group to discuss ways they would act if they found themselves watching this situation unfold in their school.

- Would they be tempted to join in with Amber, and if so why?
- Would they find it difficult to stand up to Amber?
- What factors would stop them acting like Link?
- Would they ignore the situation completely? What would be the benefits or disadvantages of this?
- Would they do something else entirely? If so, what would this be?





Act One, Scene Eight

(Patterson Park High School playground. AMBER, LOU ANN, & TAMMY enter. SHELLEY enters wearing a wig designed to make HER look like TRACY. AMBER stares...)

- AMBER: What is that supposed to be?
- SHELLEY: Isn't it the dreamiest? It's called "The Tracy". Everyone who's anyone has one.
- GYM TEACHER: Gather up, students. Brace yourselves for Scatter Dodge Ball. I got balls.
- AMBER: Kathy Schmink told me she heard Tracy was in the back seat of a car with two boys at once...playing tonsil hockey...in the nude!
- TAMMY: Is it true they put her in Special Ed?
- AMBER: Yup. Tracy Turnblad is a tramp AND she's retarded. That's right – she's fast and slow at the same time! Link Larkin, how could you kiss that bee-hived buffalo right on the...air?
- LINK: That didn't mean anything, Amber. It was just a cool way to end the song. (TRACY, SEAWEEED and the SPECIAL ED KIDS enter.)
- FENDER: Hey, here they come! Special ED! Snicker snicker sneer sneer.
- LINK: That ain't cool, Fender. Knock it off. Try to act like a grown-up.
- GYM TEACHER: Ha, ha! Special Ed! Ha, ha!
- TRACY: (sees LINK. Prays to herself) Oh, Link, if fate forces you to throw the ball at me today, seal it with a kiss.
- SEAWEEED: Got a prayer for me too? This game can get pretty vicious.
- TRACY: What is scatter dodge ball anyway?
- SEAWEEED: It's sort of like a protest rally. When the police show up, you better....
- SEAWEEED, DUANE & GILBERT: (together)scatter and dodge!
- AMBER: Well, well, well, Tracy Tugboat, you finally found a title you could win: Miss Special Ed!
- LINK: Knock it off, Amber.
- TRACY: Amber Von Tussle, you have acne of the soul.
- GYM TEACHER: Students...commence! (And with a shrill whistle the game begins. AMBER gets the ball and throws it at TRACY)
- AMBER: Hey, thunder thighs, dodge this!
- LINK: Everybody take it easy. This isn't World War Three. (AMBER gets the ball away from LINK and takes dead aim at TRACY's head.)
- AMBER: Says you! Eat dodge ball, Trampy Ton-o-lard! (SHE viciously snaps the ball right into TRACY's head. TRACY crumples to the ground, knocked out. A whistle blows.)



POSITIVE MENTAL WELLBEING

OBJECTIVE:

To understand steps that can be taken to help promote positive mental wellbeing.

EXERCISE

Despite the huge array of challenges she faces throughout the show, Tracy Turnblad continues to exude resilience and a positive mental attitude. In reality, maintaining resilience and positive mental wellbeing can often be extremely difficult.

DISCUSS

The NHS has recognised five steps that can help to promote positive mental wellbeing .

- Connect – connect with the people around you: your family, friends, colleagues and neighbours. Spend time developing these relationships.
- Be active – you don't have to go to the gym. Take a walk, go cycling or play a game of football. Find an activity that you enjoy and make it a part of your life.
- Keep learning – learning new skills can give you a sense of achievement and a new confidence. So why not sign up for that cooking course, start learning to play a musical instrument, or figure out how to fix your bike?
- Give to others – even the smallest act can count, whether it's a smile, a thank you or a kind word. Larger acts, such as volunteering at your local community centre, can improve your mental wellbeing and help you build new social networks.
- Be mindful – be more aware of the present moment, including your thoughts and feelings, your body and the world around you. Some people call this awareness "mindfulness". It can positively change the way you feel about life and how you approach challenges.

Take time to discuss with the class how mental wellbeing can change throughout a day, a week or a month. It is typical for emotions to fluctuate depending on a wide range of personal and social situations or setbacks. The steps highlighted above can be used to help relieve stress and anxiety, or lift your mood when things are difficult.

Tracy faces an enormous array of challenging circumstances throughout the course of the show. As a class, spend time discussing how Tracy manages to overcome her setbacks using the steps discussed above. The below notes can be used as a guide.

- Tracy connects...when faced with detention, Tracy connects with Seaweed and her other black friends who aren't allowed to dance with her and the rest of the white cast.
- Tracy is active...despite people's opinions of her body shape, Tracy loves to dance and doesn't let other people's opinions stop her becoming a dancer.
- Tracy keeps learning...regardless of society's expectations and laws, Tracy embraces learning the dance moves, music and culture of her new friends.
- Tracy gives to others...even though it may jeopardise her dream of becoming a dancer on television, Tracy leads the campaign to end segregation, putting the civil rights of her friends first.
- Tracy is mindful...of her body and is happy in her own skin.

Ask the class to work in small groups to come up with a number of difficult situations they might face on a typical day that have the potential to upset their mental wellbeing. These might include a disagreement with a friend, missing the bus, seeing an upsetting comment on social media, forgetting text books etc.

Now you have discussed the ways Tracy manages to use the five steps to help her positive mental wellbeing in challenging situations, ask the group to think of both:

- Ways they currently use any combinations of the five steps in their lives already, and what effect these have on their mental wellbeing.
- Ways they could apply new steps to any of the setbacks they came up with earlier, and what the outcome would be.