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MY BROTHERS & SISTERS

A play and accompanying resources about radicalisation.

Opening debate about the radicalisation of our young citizens, this new play by **MAD 'ED THEATRE** asks why.

Invited audiences only, for further details contact info@madedtheatre.com

**CITY OF
WESTMINSTER
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safeguarding and PREVENT.

**MAD 'ED
THEATRE**

**15 YEAR OLD SHAMILLA IS
MISSING AND HER OLDER
BROTHER'S WHEREABOUTS
ALERT THE AUTHORITIES
TO A PREVIOUSLY
UNREMARKABLE FAMILY.**

My Brothers & Sisters opens a small window in the lives of a not untypical family and their friends in modern Britain, during the most challenging 48 hours they are ever likely to experience.

CONTENTS & OUTLINE

After watching the play *My Brothers & Sisters*, it is suggested you undertake at least three of the accompanying activities. These can be adapted according to group size, level, age-range and workshop/lesson environment.

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Below are summaries of each session and activity objectives. Detailed breakdowns of each session follow in this resource document.

ACTIVITY 1 INTRODUCTION

Page 6

Discussion/debate based activity in groups exploring the main themes and issues raised by the play.

- To encourage debate on nominated themes and issues linked to radicalisation.
- To identify the order of importance amongst participants, of the themes and issues under discussion.
- To examine The Equality Act, its purpose and role in modern Britain.

You will need marker pens and A1 paper for the activity.

ACTIVITY 2 SOCIAL MEDIA ON TRIAL

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Active session and role-play courtroom activity, where Social Media and its role in encouraging both anti-social and positive behaviours is debated.

- To encourage participants to think about and discuss their own use of and relationship to Social Media.
- For participants to consider and present an alternative viewpoint, not necessarily their own, in a convincing manner.
- To encourage and develop presentation and public speaking skills.

You will need Extract#1 from this resource pack copied for students to read. You will need resources to write on and with, these could be electronic to aid the role-play courtroom activity.

ACTIVITY 3 I KNOW. WHAT DO YOU KNOW? ALTERNATIVE OUTCOMES.

Page 12

A reading and acting activity followed by paired or group discussions relating to alternative outcomes in the play, linked to radicalisation.

- To encourage reading aloud skills amongst participants.

- To identify the potential unpleasant consequences of seemingly innocent decisions.
- To identify, explore and discuss potential alternatives to these decisions.
- To encourage participants to discuss radicalisation openly and support friends and acquaintances they may be concerned about.

You will need copies of Extract #2 in this resource pack copied for participants to read.

ACTIVITY 4 TO SNAKE OR NOT TO SNAKE. THAT IS THE QUESTION.

Page 15

A reading, group discussion, possible role-play activity examining the consequences of knowing critical information and taking a decision not to share this.

- To examine cultural issues around the idea of being a snake, grass, etc.
- To explore and discuss circumstances in which participants would, or would never, reveal information they may have which could prevent harm.
- To identify opportunities to reveal information or to make an alternative choice to prevent harm.
- To identify reporting mechanisms within an organisation for sharing critical information to prevent harm.

You will need copies of Extract#2 in this resource pack copied for participants to read.

ACTIVITY 5 A WOMAN'S PLACE

Page 17

Examining the role of women in society and a range of female role models based upon the characters in My Brothers & Sisters. An activity that can be art based, through discussion, writing and/or presentation.

- To identify role model characteristics in a range of women of different ages and cultural backgrounds.
- To identify and explore a range of risks associated with particular circumstances, from radicalisation to sexual exploitation.
- To examine and discuss alternative independent choices women in the play My Brothers & Sisters could have made.
- To identify and suggest positive actions men can take, to better support women at risk.

You will need marker pens and A1 paper, or alternatives for the group based activity.

ACTIVITY I

Introduction

Discussion/debate based activity in groups exploring the main themes and issues raised by the play.

- To encourage debate on nominated themes and issues linked to radicalisation.
- To identify the order of importance amongst participants, of the themes and issues under discussion.
- To examine The Equality Act, its purpose and role in modern Britain.

You will need marker pens and A1 paper for the activity.

1. Initial starter activity in groups

1.1a

List the themes/issues raised by the play *My Brothers and Sisters*, in your group/pair/individually put them in order of importance, importance to you – as a group/pair etc you will need to explain why you have organised them in this way, why do you consider your most important theme/issue to be as such, and your least important also. Participants should therefore consider carefully the reasons for their choices and decisions.

For lower levels, some of the areas can be shared with the group. You can consider what is appropriate to the group and shorten or extend the list as you consider relevant; in which case the activity becomes.

1.1b

The themes and issues in the box to the right are explored in the play *My Brothers and Sisters*. In your group/pair, put these in order of importance. Importance to you. You will need to explain why you have put them in this order, why you consider your most important theme/issue to be as such, and your least important also. This list is not exclusive – additional areas may be discussed and considered.

1.1c

Get students to work in pairs or individually first, and then come together as a small group. They then may re-order their list of what they consider to be the most and least important

Sexual Exploitation
Racism
Parental responsibility
Radicalisation
Social Media
Political beliefs
Friendship
Religion
War
Under-age sexual relationships
Generational differences
Secrets
Family
Social responsibility

as part of small group discussion, before feeding back to the group as a whole.

It is important that participants are given the opportunity to explain why they have listed their events in the order they have but essential that it is explained to them that whilst there is not a right or wrong answer to the organisation of importance, arguments must be appropriately articulated. It should also be explained to participants that as part of a managed discussion, personal views can be expressed without prejudice, but that any views which may discriminate against the protected characteristics as described by the Equality Act of 2010, will be sensitively challenged.

The protected characteristics outlined in The Equality Act are, Disability, Gender, Gender Reassignment, Marriage & Civil Partnership, Pregnancy, Race, Religion & Sexual Orientation.

Participants should also consider other cultural differences such as location of origin and socio-economic differences.

1.2 For discussion, or small group presentations.

Which of these themes and issues affect our daily lives in 2016? And what role can we play as individuals in society, with these challenges in mind?

Participants could be asked to organise their lists on a chart, and attach a nominated explanation to each. For younger participants, producing a piece of work that can be reflected upon is encouraged, rather than discussion.

Examining the Equality Act described above, participants should be encouraged to respond to the following questions and/or statements.

- Supporting people in society by using the protected characteristics outlined in The Equality Act creates a better community for all of us.
- Equality does not mean treating everyone the same.
- People should be allowed to openly discriminate, if this is in keeping with their own beliefs and values.
- We should encourage more people to be aware of The Equality Act and apply this to our daily lives.

Depending upon the group and time allowed, different statements could be given to different groups/pairs.

ACTIVITY 2

Social Media on Trial

Active session and role-play courtroom activity, where Social Media and its role in encouraging both anti-social and positive behaviours is debated.

- To encourage participants to think about and discuss their own use of and relationship to Social Media.
- For participants to consider and present an alternative viewpoint, not necessarily their own, in a convincing manner.
- To encourage and develop presentation and public speaking skills.

You will need Extract#1 from this resource pack copied for students to read. You will need resources to write on and with, these could be electronic to aid the role-play courtroom activity.

2. Social Media Activity

Through this activity students will be given the opportunity to consider and discuss their own relationship with Social Media, and how they see others around them use the communication tool.

Students should be encouraged, following this activity, to reflect upon their own use of Social Media and where necessary consider to make positive changes to their own exploration of Social Media platforms.

- The play explores the idea of radicalisation and many aspects associated with it. Social Media is often considered as having a role to play in how young people are perhaps radicalised, or communicate with one another below the radar.
- For example: During the riots of summer 2011 across the UK, many of these were organised using social media, and both family groups and the police were challenged in their ability to 'keep up' with how quickly the situation grew out of control.

2.1

Read the associated extract from the play My Brothers and Sisters. (Mother & Solicitor). How you manage this will depend upon the level, age and make-up of your student group.

- Students could work in pairs or small groups to read the section aloud.
- You could ask some students to read the section aloud to the whole group.
- You could ask a student following their pair/group activity to read a section of the text to the whole group to emphasise a particular issue or area of focus.

2.2

After participants have read the extract consider the questions below.

- These questions should be selected according to your own understanding and

knowledge of your group.

- The questions should encourage group or paired discussion activities, but you could develop the activities to suit your cohort, for example you could film or audio record the questions and answers as an interview format to further develop Speaking & Listening skills.
- For an anonymous adaptation of this activity, ask individual students to respond to the questions on post-it notes. Post these at random on a wall, and then the facilitator can manage a shared discussion based upon the responses. The authors of the post-it notes remain anonymous.
- You may wish to add your own questions
- What would you suggest are 'Mother's' concerns about Social Media?
- To what extent do you agree with her view-point? Please explain your answer.
- Do her concerns carry some merit? Please explain your answer.
- If this was your parent / guardian / or community leader outlining these fears – how would you respond to these concerns?

2.2 Social Media in the dock.

This activity can be carried out as a discussion based task in groups, as a pros & cons written activity on large sheets of paper in pairs or groups, but for a more active session the class should be split into four sections:

How much help you give the different groups, will depend upon the level of the participants.

1. The prosecuting team (with one or two spokespersons as barristers).
2. The defence team (with one or two spokespersons as barristers).
3. The Jury (with one person nominated as foreman).
4. Three Judges (with one nominated as chief Judge).

These instructions can be cut up and given to each team for the activity.

The Prosecuting Team

Consider the case against Social Media – Social Media as being an unmanageable and largely unregulated influence upon society, in particular young society. This should be looked at with My Brothers & Sisters in mind and the influence of Social Media and the radicalisation of young people. Evidence against social Media can include the ease with which young people can be influenced without the support of their parents, families and authorities. Your participants can be encouraged to access articles online, as evidence that supports their arguments.

Participants must be instructed to form arguments that prosecute social media even if this is not their own personally held view-point.

The Defence Team

Consider the case for Social Media. Consider its benefits, its positive opportunities including LinkedIn for employment opportunities, how Social Media can even be used by employers to assess the behaviour of individuals before employing them, its use as a marketing tool etc. This should be looked at with My Brothers & Sisters in mind and how

authorities can access information about radicalisation and perhaps use Social Media as a tool to prevent radicalisation. Your participants can be encouraged to access articles online, as evidence that supports their arguments.

Participants must be instructed to form arguments that defend social media even if this is not their own personally held view-point.

The Jury

Whilst the defence and prosecuting teams are forming their arguments, the jury should discuss their own feelings/understanding/misgivings about social media so that their own views are clear to one another. The foreman should make a note of these, and then instruct the Jury to only form a decision based upon what they hear from the Defence & Prosecution teams – even if the ultimate decision is not in keeping with their own opinions.

The Judges

Whilst the defence and prosecuting teams are forming their arguments, the judges should discuss their own feelings/understanding/misgivings about social media so that their own views are clear to one another. The chief Judge should make a note of these, and then instruct the judges to only form a decision based upon what they hear from the Defence & Prosecution teams.

They should make their own decision as a group and keep this secret from the rest of the participants.

The judges should also consider the decision ultimately made by the Jury – and if they feel the Jury is not acting upon the evidence alone and is including its own views in the decision making, overrule, using their own judgement.

Depending upon time & how you manage this activity – The Courtroom Activity could be carried out over more than one session to allow for preparation.

2.3 The Courtroom activity

- The prosecution makes its arguments.
- The defence is allowed to ask them questions and the prosecuting barrister must answer without conferring.
- The judges can also ask questions of the prosecuting barrister.
- The defence makes its arguments.
- The prosecution team is allowed to ask questions and the defending barrister must answer without conferring.
- The judges can also ask questions of the defending barrister.
- Through the foreman, the members of the jury can ask clarifying questions before retiring to deliberate.
- The Jury deliberates and makes a collective decision.
- Their decision can be unanimous (everyone agrees without exception)
- They can present a majority decision (only 1/2 disagree with the outcome)
- They cannot agree and must return undecided.

- The judges must corroborate their judgements based on the evidence and make their own decision.
- They should select from one of the following;
- 1: Social Media is unmanageable and a threat to a safe society, censorship is advised.
- 2. Social Media is flawed and needs careful moderation/management by its users.
- Either of these judgements would be a win for the prosecution.
- 3. Social Media can carry on regardless.
- 4. Social Media has its faults, at times its users should proceed with caution but the benefits outweigh the negatives.
- Either of these judgements would be a win for the defence.
- 5. A retrial is needed if a judgement is as yet undecided.
- This judgement would be an indication that neither team has made its case effectively for a judgement.
- The judges can overrule the Jury should they wish and based on their own assessment of the evidence pass a judgement.

2.4 In conclusion:

Regarding 'Mother's' concerns relating to Social Media, reconsider the questions:

- To what extent do you agree with her view-point? Please explain your answer.
- Do her concerns carry some merit? Please explain your answer.
- If this was your parent / guardian / or community leader outlining these fears – how would you respond to these concerns?

Have any of the participants viewpoints altered during this exercise?

ACTIVITY 3

“I know”. What do you know? Alternative outcomes.

A reading and acting activity followed by paired or group discussions relating to alternative outcomes in the play, linked to radicalisation.

- To encourage reading aloud skills amongst participants.
- To identify the potential unpleasant consequences of seemingly innocent decisions.
- To identify, explore and discuss potential alternatives to these decisions.
- To encourage participants to discuss radicalisation openly and support friends and acquaintances they may be concerned about.

You will need copies of Extract #2 in this resource pack copied for participants to read.

3.

Alongside this session you will need a copy of the extract Taregh explains to Mohammed’s father, his earlier suspicions. You may run these activities over more than one session.

3.1

Depending upon the level of the group, and number of participants you should consider one (or a range of) the following approaches:

- Two students read the extract aloud to the whole group.
- Two students are given the extract ahead of time and asked to prepare the extract for the group.
- Students could film themselves recording the scene using a mobile phone camera ahead of the session. Get them to send it to you in an email, and play the recording to the group.
- Split the group into several smaller groups and get each group to read aloud the scene a couple of times through.
- Students read the scene aloud in pairs to one another.

3.2

Using the scene you have watched, read, listened to – map out on a chart/large sheet of paper exactly what the character Taregh knew about his friend Mohammed, and Mohammed’s cousin Fazhil.

Only use exactly the information you are given, do not make anything up. What information

are you confident you actually know?

Depending upon the level of the group, you could share with them some of the information below, or give them a limited amount to get them started. Higher level or more able learners should be encouraged to extract the answer from the texts using the following headings or similar:

**What we know
Taregh saw and/or
knew.**

He was worried.
He saw changes in his friends.
He saw his friend running of with other people 'who knows who'.
He saw them handing out leaflets.
He saw messages posted online.
He saw them get into a van.

**What we know
Taregh did.**

Tried to protect Mohammed & Fazhil
He warned them to be careful.
He told them to watch who they were hanging around with.
He suggested they shouldn't believe everything they were told.

**Extension: What
Taregh may have
known & may not be
sharing in full.**

He saw the online messages but does not say what was in them.
He saw the leaflets but does not say what was on them.
The 'father' says he was in some meetings but did not reveal these 'things' until now.

3.3

Participants will put themselves in the place of Taregh; Imagine you are Taregh.

Taregh says he spoke to Mohammed and Fazhil. Mohammed's father suggests that was a waste of time "Fat lot of good that did any of us".

- Look at the information you have from activity 1.2
- Everything Taregh knew, and might have known but has not revealed.
- Look at what Taregh says he said to Mohammed and Fazhil.

The following activity should be an active role-play. This could be in pairs, in smaller groups and some acted out to the whole class/group.

- Having seen the play/story, you have the foresight to know that if you do not convince Mohammed and Fazhil to do otherwise, they may leave the UK, and travel to Iraq or Syria via Turkey.

- In role as Taregh, what alternative advice do you think you could and should offer Mohammed and Fazhil?
- Look at what Taregh says in the script; is his intervention effective? How could you make it more so?
- Look at what Father says may happen to his son “out there”. Would you include any of this? Why? Why not?

Act out your intervention to Mohammed and Fazhil.

3.4

- An alternative way to ‘act out’ this activity is to get 2/3 students to act this out in the centre of the room.
- If another member of the group feels they have a more effective argument to prevent Mohammed and Fazhil from leaving the UK, he or she should tap Taregh on the shoulder and take over.
- This can be repeated until as many participants as possible have taken part.

3.5

The active version of this exercise is to be encouraged. The following activity can be considered as an alternative, or a written activity for all once activities 3.3 and 3.4 have been completed.

Write a letter to Mohammed and Fazhil using one of the suggestions below:

WRITE A LETTER AS TAREGH

If you were given the opportunity to write a convincing letter or email to Mohammed and/or Fazhil to prevent them from leaving, what would you say?

WRITE A LETTER AS FATHER

Imagine Father is party to the information before Mohammed and Fazhil leave the UK.

What would he say to Mohammed to address the situation?

What arguments might he use to convince them both to stay in the UK and not travel to The Middle East?

ACTIVITY 4

To snake or not to snake. That is the question.

A reading, group discussion, possible role-play activity examining the consequences of knowing critical information and taking a decision not to share this.

- To examine cultural issues around the idea of being a snake, grass, etc.
- To explore and discuss circumstances in which participants would, or would never, reveal information they may have which could prevent harm.
- To identify opportunities to reveal information or to make an alternative choice to prevent harm.
- To identify reporting mechanisms within an organisation for sharing critical information to prevent harm.

You will need copies of Extract #2 in this resource pack copied for participants to read.

4.

If the participants have been working in smaller groups or pairs in earlier sessions, get them to change groups so that they are now working with different people.

4.1

Read part of the extract with Taregh and Mohammed's Father again. Start on page 3 with the line "You knew. You knew. And you said nothing" to the end of the scene "But at least you're not a snake – you're not even close".

In your new group, have a discussion using the following questions as your impetus:

Taregh states the reason for not telling anyone what he knew is that he is not a 'snake'.

- How important is it for you not to be seen as a snake? In order to help the group understand your answer, grade it 1 – 10 (10 it's very important, 1, it's not important at all).
- Allow each individual to state their position and explain why this is.
- Does being a snake or sharing information you have, depend on the information itself?
- Give examples of when you consider it appropriate to tell, spill the beans etc, and examples of when you think it is not.
- How are these examples you have given different?

4.2 - Taregh – The Consequences.

For some groups you may want to share some of these consequences in advance with the participants to start them off, this list is not exhaustive but suggests the main consequences.

Participants could categorise the consequences as below, or come up with their own categories by level of risk, Low, Medium, High, or by traffic light colour coding.

WHAT ARE SOME OF THE CONSEQUENCES OF TAREGH NOT SHARING THE INFORMATION THAT HE HAS?

Definite

Mohammed & Fazhil leave the UK.

Ahmed and Naheed lose their son.

Jacinta loses her son.

Shamilla loses her brother.

The Hassan family is under suspicion by the police & questioned.

Shamilla is taken away from her family.

Taregh is kicked out of college.

Taregh does not complete his education.

Possible/Probable

Mohammed and Fazhil cannot return to the UK.

Mohammed and Fazhil may be held against their will.

They may be killed.

They may become involved in terrorist activity.

They may have radicalised other students at their college.

4.3

Now that you have examined the consequences of not sharing the information, given the opportunity, as a group, what would you do differently to Taregh?

If you were Taregh and given the opportunity to share this information and prevent the consequences you have listed or those included here, in an education environment such as this college, who could you speak to, to raise your concerns?

ACTIVITY 5

A Woman's Place

Examining the role of women in society and a range of female role models based upon the characters in *My Brothers & Sisters*. An activity that can be art based, through discussion, writing and/or presentation.

- To identify role model characteristics in a range of women of different ages and cultural backgrounds.
- To identify and explore a range of risks associated with particular circumstances, from radicalisation to sexual exploitation.
- To examine and discuss alternative independent choices women in the play *My Brothers & Sisters* could have made.
- To identify and suggest positive actions men can take, to better support women at risk.

You will need marker pens and A1 paper, or alternatives for the group based activity.

5.1

How much information you expect from students will depend upon the group, you may wish to give them a start/helping hand by providing some of the information for them. The activities can be run in one large group led by the tutor, or in smaller discussion groups and pairs. Participants can be encouraged to present the information to the wider group and use the work of others to help fill in their own gaps. The list below is not exhaustive but is an indication of the direction participants should begin with.

In groups participants are asked to outline the following.

- There are five women in the play/story *My Brothers and Sisters*
- Who are they? What basic information do you know about them? What job do they have for example, or what do you know they 'do'.

Character

Additional Information



Mother

- Owns her own business (the haberdashery shop)
- Mother of two.
- Married.

Policewoman

- She is a policewoman.
- She is possibly a detective or inspector (as she is in plain clothes).

Shamilla

- She is fifteen, almost sixteen.
- She has just completed her GCSEs.
- She is expected to achieve 13 GCSEs therefore successful at school.
- She holds her own in a political discussion & seems informed (British Gov't debate with Taregh)
- She has a boyfriend older than her.
- She is having a sexual relationship with him which is against the law (he is 19).
- She runs away from home.
- She is caring – she tries to help Aisha.

Solicitor

- She is a solicitor.
- She works for / with the police as a duty solicitor.
- She is caring (she is kind to mother when mother is upset, and kind to Taregh).

Aisha

- She is fifteen.
- Living in a care 'youth' home.
- She is being sexually exploited.
- And/or, she is sexually exploiting herself.
- She is caring - she welcomes Shamilla, and tries to make friends with her.

5.2 - Role Models

Despite their inclusion as role models, which of these women are at risk and why?

Participants should consider which of these women are at risk, why they are at risk, who are they at risk from, and what are the potential consequences of the risk and influences upon them?

Again the tables below should be considered as an indication of the direction participants should begin with in their discussion, not an exhaustive list.

These are discussion prompts and can support the facilitators to support participants who need more help in their discussions.

Role Model

Reason



Mother

- Runs her own business.
- Has worked in the business for more than twenty years.
- Is a mother.



Policewoman

- She is a senior police-officer.
- This is a male-dominated profession particularly at higher levels, which suggests she would have worked hard to get where she is.



Shamilla

- She is wilful and independent.
- She is expected to achieve 13 GCSEs therefore successful at school.
- She is about to go to college.
- She attempts to tackle Aisha's problem – head on, and help her.



Solicitor

- She is a solicitor – which means she will have trained at least five years for this job (three year law degree and minimum two years training contract).
- She is caring and understanding (particularly of Taregh).



Aisha

- She has lived much of her teenage life on her own (since the age of 12/13).
- She has survived some difficult personal circumstances.
- She knows all the tricks of survival of the fittest.
- She befriends Shamilla instantly.

If participants do not include all five women as role models – this must be explored and the facilitator should encourage the group or individuals to re-think, explaining perhaps how and why these women are in fact role models.

Some may be flawed individuals, but still a positive force for good in the play.

5.3 - At Risk

Despite their inclusion as role models, which of these women are at risk and why?

Participants should consider which of these women are at risk, why they are at risk, who are they at risk from, and what are the potential consequences of the risk and influences upon them?

Again the tables below should be considered as an indication of the direction participants should begin with in their discussion, not an exhaustive list.

These are discussion prompts and can support the facilitators to support participants who need more help in their discussions.

AISHA

Risk	Who From?	Possible Consequences
Sexual exploitation	The men she refers to “couple of lorry drivers and their mates”	Aisha is being abused. She may find forming relationships in her adult life more difficult.
Rape	As above and legally, whilst Aisha is underage the actions of these men can be considered as such (certainly in her younger years)	That she has told Shamilla suggests she wants to do something about this. If this doesn't stop Aisha could come to serious physical harm.
Alcohol consumption	She is getting money and ‘gifts’ (iPhone, trainers) from these men, and perhaps elsewhere. She stashes alcoholic spirits in her room	The gifts are seen as rewards and encourage Aisha to carry on with this behaviour. The alcohol consumption is likely to be connected to the sexual exploitation and sharing the information about one may help with the other.

SHAMILLA

Risk	Who From?	Possible Consequences
Radicalisation	Unknown – but possibly brother & cousin (Mohammed & Fazhil) and various meetings she has attended. Suggestion (by mother) she has an unsolicited number of 'friends'	Shamilla follows her brother to The Middle East and is held captive, exploited, or killed in a war zone. At the very least she could be made a ward of court & removed from the family. She may be influenced by online predators both within the UK and outside the UK.
Gives up on her education	Unknown but she has withdrawn from her examinations.	She may not get to study the course/in the college or University of her choice.
Sexual exploitation	Her boyfriend who is almost 4 years older than her.	Taregh could be arrested by the authorities and Shamilla taken into the care of social services

MOTHER

Risk	Who From?	Possible Consequences
Ignorance	Herself	She loses her children.
Persecution	Authorities	She loses her children as it is assumed or decided she cannot be a responsible parent.
Naivety	Her family, especially her son and daughter.	She does not realise the potential danger her children are in. Her children therefore involve themselves in high risk behaviours which result in their removal or departure from the family home.

5.4 & 5.5

The following choices could be presented in a range of formats:

- Chart
- Collage
- Discussion
- Piece of writing.
- Role-play

5.4

Give different participants, individuals, pairs, groups a different female character to focus upon, and to consider the following questions:

What alternative independent choices could these women have made in their lives? And when?

5.5.

How far have male characters in these women's lives been instrumental in their negative outcome'?

How could the men in this play have helped to provide a different environment to support these women better?

For an anonymous adaptation of this activity, ask individual students to respond to the questions on post-it notes. Post these at random on a wall, and then the facilitator can manage a shared discussion based upon the responses. The authors of the post-it notes remain anonymous.

EXTRACT I

Mother & Solicitor Extract For Activity #2

(This is an edited section from the scene performed in the play, for the purpose of this activity).

Mother Our children are in the house, our safe house, but it is not us they are with. The world on their phones and in their computers. Pornographic images, chatting with predators like school friends.

Father Why haven't you said this before?

She ignores him

Mother To the solicitor: Do you know facebook?

No response.

Facebook. Do you know facebook?

Solicitor Yes yes. I'm on facebook.

Mother How many friends do you have?

No response.

Mother Friends. How. Many. Friends do you have on facebook?

Solicitor I'm not sure that I understand why you're...

Mother Seven hundred and forty six. My daughter. My daughter has seven hundred and forty six friends.

Solicitor I'm not sure I have quite so many as that

Mother No-one has seven hundred and forty six friends. No-one. Friends? How dare they use that word! How. Dare. They!

Silence whilst mother stares.

How many of those friends are here today? All those people who click a button to say they like you. They like your dress, they like your hair, shoes, they like your breasts!

Father Naheed stop!

Mother Where are these friends ? Are they writing about my daughter on facebook these friends? 'Shamilla Hassan is locked up in a police station because her brother has run off with a mad man'.

Pause

Perhaps they can all 'like' that too?

Silence

And what's the other one? Ah yes. "How many followers do you have?" 'Followers' I ask you. Sometimes thousands. One. Two. Three thousand followers. And you say my daughter is not safe in my house? How is a mother supposed to keep track of her daughter's two thousand followers or seven hundred and forty six friends? How is a mother supposed to keep her children safe ?

EXTRACT 2

Taregh & Mohammed's Father Extract For Activities #3 & #4

(This is an edited section from the scene performed in the play, for the purpose of this activity).

- Taregh** I was trying to protect him. He was my brother. I loved him man.
Pause
Only Mohammed wouldn't listen. Not to me, not to anyone except that crazy
Stops. Father is listening intently. Taregh looks at him.
Of course I took it. They wouldn't hold Mohammed & Fazhil responsible now would they? They set me up! Only I didn't really see why until now. Maybe they thought I was onto them.
Pause
I was worried. I could see it in them, the changes.
Running off with who knows who saying who knows what, handing out leaflets on the corner, messages they were posting online, nothing too obvious but....
I saw them get in this van once, I knew something wasn't....
Stops
I just warned them to be careful. "Look at who you're hanging with, don't believe everything you're told, who do you even know with a van?"
But I had no idea they would do this. Go. Turkey? I mean. No.
Pause.
- Father** Why didn't you tell someone?
Pause. Taregh looks at him. Silence.
Why didn't you tell someone?
They are staring at one another. Father begins to jab Taregh with his finger. Father becomes hostile during this exchange, Taregh on the back foot.
- Taregh** Why. Didn't. you tell someone.
Father He was my brother / man
I didn't know. I didn't know. I'm blind, naive, stupid even. I may pay for this in my soul for the rest of my life but I. Didn't. Know!
Pause

You knew. You knew. What leaflets? Taregh?

What leaflets?

Taregh I don't

Father (*shouting*) The leaflets! You said they were handing out leaflets. Getting in a van. What leaflets Taregh? What was on the leaflets?

Taregh Mate listen...

Father You're not my 'mate'. My son! You've ruined my son.

Taregh No!

Father You knew. You knew. And you said nothing.

Taregh I spoke to them! I spoke / to them!

Father Fat lot of good that did any of us. Do you know what you've done? By doing nothing what you've actually done?

Taregh This isn't my fault. I didn't buy them a plane ticket to Turkey.

Father All that time. All those meetings, and only now you say these things?

Pause

What did they say? These messages. These online messages? COME ON!
What. Did. They. / Say?

Taregh I. I don't remember ...

father They were enough to concern you. Enough to raise this with Mohammed and Fazhil.

Taregh I thought that was the best way to deal with this.

Father Do you have any idea what could happen to those boys out there? Boys. They're boys. Just boys. My sister's son. My son. He could be. Anything. Against his will. Or killed. Dead. Dead. Do you see? DEAD! My son. Oh my son. My son.

Taregh moves away, Father (almost) composes himself.

You had the opportunity to do something / that could have

Taregh You don't understand. You don't snake your brothers. I'm not a snake. Not

Father You're all boys. You think you're so quick to grow. You think you're the man, so soon. Racing time, always ahead. You want tomorrow and tomorrow and tomorrow, but you want it today. But when it counts, when you could have really been the man? You can't step up. You can't step up!

Pause.

My son might be dead. But at least you're not a snake.

Pause.

You're not even close.