



In Harm's Way

Further work

We hope you enjoyed UpFront Theatre Company's recent visit to your school and our performance of "In Harm's Way."

This pack includes ideas for further work exploring the issues we covered in the Play + Lecture. Choose from a variety of written, debate and drama-based exercises.

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Feel free to share any content with us

Reminder of our Characters:



Tash

Tash starts year 9 as a 'normal' girl, but as the year progresses, she begins to struggle with low self-esteem and begins cutting herself.

She confides in her friend Sophie, who in turn, tells Tash's Mum. As a result, Tash begins a course of talking therapy, but loses her trust in Sophie & vows their friendship is over.

By the end of the play, she's getting her mental health back on track & reconciles with Sophie.

Callum

Callum began year 9 as a straight A student and a promising footballer. After a nasty accident leaves him unable to play, Callum begins to feel anger, frustration and sadness.

Rather than talk to anyone about this, Callum bottles up his feelings. He hides behind anger and an 'I don't care' attitude.

These bottled feelings build up and at the end of the play, after failing his mock exams, Callum has a nervous breakdown.



Sophie

Sophie seems to start and end the play in much the same place.

She continues to put her social life before her studies and her exam results reflect her lack of work. She feels that she has lost Tash forever and has a new set of friends, with whom she is experimenting with drugs.

In her opinion, she hasn't struggled with her mental health and - unlike the other 2 - has never self-harmed.



Mental Health Essay/Debate Questions

Tash

1. *Tash struggles with being 'too normal' and 'nothing special.'*
What does it mean to 'be normal'?
2. During the play, Tash says that she cuts herself to try and feel a "relief" or "release;" however, she also states that "the feeling passes, and she feels the urge to cut again." Discuss why self-harm is not an effective outlet for expressing yourself and explore more constructive options she could try to get the sense of 'release' without harming herself or others.
3. What do you think the main contributing factor is to Tash self-harming: her friends, her family, her psychological make-up (i.e. just a naturally 'down' person) or something else?

Callum

1. *In the play, we witness Callum's father being unsupportive and demeaning of 'feelings' and 'emotions.'*
Write a letter from Callum to his father about how he is feeling.
2. After his accident, Callum struggles with feelings of sadness, frustration, lack of motivation and anger. Research mental health conditions that could be linked to these feelings.
3. 75% of suicides in the UK are by men – referring to Callum and how he dealt with grief in the play, explore why you think it's so much higher in men than women?

Sophie

1. Sophie tells Tash's mum that Tash is self-harming. As a result, Tash vows never to speak to Sophie again. Write a letter from Sophie to Tash explaining your reasons for telling her Mum.
2. In the play, Sophie experiments with cannabis; do some research & outline the dangers of this drug.



3. At the end of the play, Sophie states: 'I've never had a self-harm issue.' In your opinion, what defines 'self-harm' & do you agree with her statement?

Drama Exercises in relation to the Characters

1. In the play, Tash's character is feeling down, but doesn't understand why because there's 'nothing wrong in her life.'
 - a. Hot-seat her to see how she feels
 - b. Give her advice of the options available and what help/support is available
2. In the play, none of the characters address Callum's change in behaviour. Use characters from the play or create new ones, to stage an intervention to try and help Callum.
3. Sophie is talking to someone online called Ty. Although we find out that Ty was not lying about his identity, improvise a short scene that explores the worst-case scenario of her agreeing to meet someone online.