

## SCENE 15: THE WALKER'S FRONT ROOM / THE THIRY'S SALON (One month later - September)

- RUBY: *(Speaking on the telephone)* It's got nothing to do with that!...I thought it best, I did!... Well don't tell him then!... No you haven't!...
- LUCY: *(Enters carrying a bag)* Oh Mum!...
- RUBY: Look... Lucy's just come in... I'm sorry, but I've got to go now!... Something may be wrong!... Mum, you're being stupid, if you want to be like that fine, but your only hurting yourself, and anyway, we wouldn't have you round here if you're going to be like that! Well that solves that problem, doesn't it! *(She slams the phone down.)*  
*(To Lucy, angrily)* What on earth are you doing back here at this time, young lady!
- LUCY: What would you rather I do? Bunk off to the woods!
- RUBY: I'd rather you stayed put! You've hardly given it a chance!
- LUCY: I want to go back to school. It's humiliating! It's like everyone is pushing me to one side just because I'm pregnant, hiding me away.
- RUBY: It's not like that at all.
- LUCY: Yes it is.
- RUBY: Its not. You're going there, not only because your old school won't have you back... and make no mistake about it, they won't. You're going there because it's all geared up to deal with girls in your situation. You're going to Willow House to help you to cope.
- LUCY: What a crap name! Willow House!
- RUBY: Lucy you're being stupid!
- LUCY: Maybe I am.
- RUBY: Do something about it then!
- LUCY: Why should I?
- RUBY: You're not making this any easier for yourself.
- LUCY: I can't make it easier Mum! I've said I want to stay on at school. What power have I got over our stupid headmistress?  
I've tried being nice to Dad. I've been round to see him ... I mean after what he's done to both of us, I should be freezing him out, not the other way around. Me being with my mates, my Dad coming back here again and being loyal, trustworthy and reasonable... they're the things that'd make life easier for me, not Willow bloody House. All that does is make me feel more and more... I don't know... isolated!
- RUBY: So, where do we go from here?
- LUCY: I don't know.

## Chunnel of Love – Support Material for Teachers

The following Scheme of Work can be used in its entirety or as a 'pick and mix' approach. Most of the practical tasks have a portfolio task attached to it, which lends itself well to certain Drama GCSE syllabi. The tasks are numbered but some will take longer than others. It is up to the teacher's discretion about allocating time for each one.

<p><b>Intro: 1-2hr</b></p>	<p><b>Students to read text</b> - This can be done as a traditional play reading with everyone reading different parts from start to finish or, to speed up the process and also ensure participation from more people, the play could be read using the following method. The class is split into small groups of about 5 and each group is given a section of the play e.g. group A has pages 1-10, group B pages 11-21 and so on until the whole play is covered. The groups then all read the play at the same time (ample space is needed to ensure the minimum of distraction). When it is read, each student in the group reads alternate lines, they are not cast into specific roles. This ensures that each group feels they all have ownership of the section they have read and the onus is not on specific characters to lead the exercises that follow. After all have read (thus using much less time), each group reports back, chronologically, to the rest of the class about what happened in their section. A more imaginative way but more time consuming way of re-telling the story would be to use:</p> <p><b>Still Images</b> Use a series of Tableau's to re-tell the story...As with the opening exercise, this can be split into group work with possibly the same group re-telling the part of the story they read. Captions spoken out loud should be used to not only narrate, (<b>narrative theatre</b>), but also to show, how the characters are feeling (<b>inner thoughts</b>). Be sure to make use of <b>space/levels</b> to make the tableaus dramatic and interesting.</p> <p>When the exercise is complete, the teacher and/or the class could ask questions to the various groups in order to make sure they have a complete understanding not only of their section, but of the entire play.</p> <p><b>Portfolio/Written work</b> Write what you say in this discussion, to show your response to the stimulus of Chunnel of Love. <i>If you have photographs of the tableaux, annotate them with your thoughts as to why these moments were selected.</i></p> <p><b>These ideas could be presented as a storyboard...</b> Themes could be presented as a spider diagram. Make notes on the ideas you/your group had to develop. Note down any ideas that you (or other groups) used that were effective, explaining why they 'worked' (evaluation).</p>
--------------------------------	--

<p><b>1</b> <b>30min-1hr</b></p>	<p><b>Form... the way the story is told, characters portrayed, and themes depicted.</b></p> <p>Using the list below, groups should show briefly <b>prepared improvisations</b> (in randomly chosen groups) that highlight the themes/messages in the play. These short performances don't have to be based on the actual story of 'Chunnel of Love', but rather any situation that could be linked to one of the themes. They should last no longer than five minutes.</p> <p><b><i>Exploration of Themes</i></b>  Facing a life changing dilemma  Relationship with parents  Truth...  Personal and public morality  Trust  'I did it for you!'  Loyalty... and jealousy  Conforming to society  Character assassination  The importance of friendship  We speak different languages  We come from different cultures  We observe different traditions....don't we?  Living with the consequences  Alcohol affects your judgement  It's good to talk  In denial</p> <p>As an additional exercise, groups could look at the back-story of Lucy and Xaviers' families. This would show they existed before the play starts and give a sense of reality to the characters. They could, for example, act out a particular moment that was important to each family.</p> <p><b><i>Portfolio/Written task</i></b>  Themes could be presented as a spider diagram. Make notes on the ideas you/your group had to develop.  Note down any ideas that you (or other groups) used that were effective and also any script you could possibly build into something more substantial.</p>
--------------------------------------	--