



Bend It Like Beckham

THE MUSICAL

**Secondary School
Education Pack**

Dear Teacher,

**Welcome to the Secondary School Teaching Resource for
*Bend It Like Beckham The Musical***

Initially I resisted the suggestion to give *Bend It Like Beckham* a musical treatment, but as time went on I realised how significant I thought the film had been in terms of race relations in this country, the presence of the Asian community and how very little came after it that celebrated who we are as a nation in the same way. I had been deeply moved by *Billy Elliot The Musical* and loved how it had crystallised a particular moment in history, so I began to reconsider.

Developing *Bend It Like Beckham The Musical* for the stage has been an incredibly creative process. What you will see is the result of 4 years worth of collaboration: multiple workshops with musicians, actors, dancers and of course footballers.

Our ambition is to create a totally new British musical, with ground breaking musical language, that speaks to us of today, and of where we are as a nation. The Asian influences are those that I grew up with – Punjabi West London – fused with West End musical influences.

As well as offering your students a fun night out at the theatre we are trying to make a stakehold for those of us who believe we live in a brilliant nation that is all the better for being as culturally diverse and as interesting as it is.

Gurinder Chadha

Writer and Director



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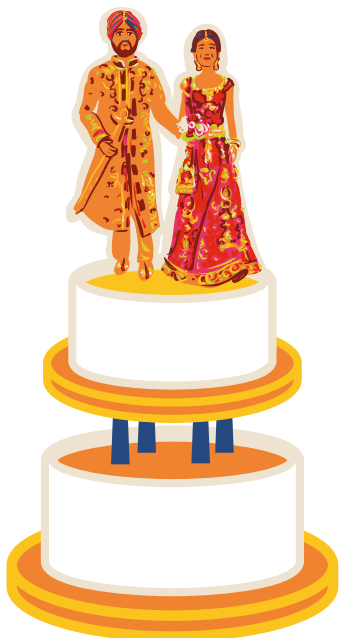
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KEY INFORMATION

There are six key themes relevant to *Bend It Like Beckham The Musical*.

- 1: Cultural diversity**
- 2: Performing Arts**
- 3: Finding your place in the world**
- 4: Women's sport**
- 5: Challenging stereotypes**
- 6: Rights, respect and responsibility**

In this educational resource, each of the six themes has one lesson that can be used before a visit to *Bend It Like Beckham The Musical* and lessons that can be used after a visit. Each lesson has teachers' notes and lesson plans with curriculum links.

These lessons are designed to be flexible in delivery. Some lessons overlap and teachers may mix and match to taste and relevance. Some lessons can be used individually or may extend into multi-lesson projects, as suits the teacher, with extension tasks for extra assignments and homework.

Included in this pack are references to online resources, such as video content, as well as a brief synopsis of the show.



SYNOPSIS

18-year-old Jesminder, Jess, is a British Indian girl living in the western suburbs of London. Her love of football, and the famous football star David Beckham, play a huge role in her life. Jess' parents have big dreams for her. They want her to become successful and 'a proper Indian girl'. They want her to go to university, get a good job and then marry an Indian man.

Jess, however, wants to become a professional football player.

Her older sister, Pinky, on the other hand, is more interested in shopping and her future wedding. She is making their parents proud by planning to marry an Indian man.

As far as Jess' parents are concerned she should not be playing football. She should be helping prepare for her sister's wedding.

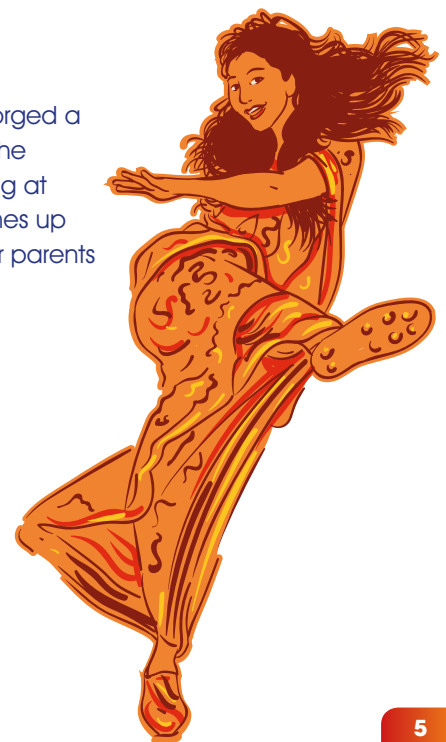
One day, playing football with her friend Tony, Jess is spotted by Jules, who plays for a local women's football team, the Hounslow Harriers. Jules invites Jess for a try out. Like Jess' mother, Jules' mother does not understand her daughter's love for football and wants her to be more feminine.

Knowing her parents would not approve, Jess decides to try out in secret. She is successful and invited to join the club. Sadly, the try out makes Jess late for her sister's engagement party. Trying to sneak into the party, she is caught. Her mother is very embarrassed by the state Jess arrives in.

One day in the park, Jess is caught playing football with Tony and his friends. She has an argument with her parents and admits to playing football for a girl's team. Her parents stop her from playing. They demand that she grows up and starts to act like a woman.

Jess stops going to practice.

Being one of the best players on the team, Jess has forged a friendship with Jules, who sees her a few days later in the local high street and is really angry at Jess for not being at practice. When Jess explains her difficulties, Jules comes up with a plan that lets her come to training, by telling her parents she has a summer job.



Jess is persuaded to start playing football again.

Jess returns to training and becomes very close to the team coach, Joe. Joe had to quit playing football when he became injured so he became a coach. Although both Jules and Jess are secretly in love with him, Joe cannot date them because as their coach he isn't allowed to date anyone on the team.

During an argument at home, Pinky reveals Jess is secretly playing football – again - to save the family's reputation. When Joe hears about this, he goes to try to persuade Jess' parents to let her play, explaining how good she is. Jess' father will not listen, recalling how disappointed he was when he came to the UK and was not accepted by British cricket clubs. He doesn't want Jess to have a similar experience.

When the chance arises to play in a match in Germany, the two footballers hatch another plan – this time to get Jess to Germany to play whilst telling her parents she is seeing her cousin in Croydon. In Germany, the team wins the match when Jess scores the winning penalty. At the post-match celebrations, Joe kisses Jess, even though he knows he shouldn't. They are caught by Jules.

Jules is so angry she stops talking to Jess.

Joe informs Jess that an American scout is coming to the final match, having been told all about her and Jules. The timing is unfortunate. It's the same day as her sister's wedding so she can't be there. After an argument with her father, Jess decides to do what her family wish and miss the match.

At the wedding Jess cannot hide that she is upset. Her friend Tony suggests if they leave they could get to the second half of the match and be back before anyone notices. Jess' father overhears and lets her go to stop her from being so sad. Jess makes it to the match in time and helps her team win, which helps repair the friendship between her and Jules.

They are both offered scholarships in America.

Jess can't lie to her parents anymore. She tells them about the wonderful offer. Her mum says 'No' but her father realises how much this means to Jess. He agrees and convinces Jess' Mum.

At the airport, as Jess and Jules' families gather to say goodbye, they are interrupted by the unexpected appearance of Jess' hero, David Beckham.

Theme: CULTURAL DIVERSITY

Pre-visit: Lesson 1 Exploring Cultural Diversity

Introduction

Introduce *Bend It Like Beckham The Musical* and explain that, before going to see the show, the class are going to explore some of the main themes that run through the production.

Curriculum Links

Citizenship, Drama, English, Geography, History, PSHE

Preparation

Photocopy the synopsis of *Bend It Like Beckham The Musical* for each student.

Lesson Outline

Establish if any students know the *Bend It Like Beckham The Musical* story. Explain that a continuous feature of the *Bend It Like Beckham The Musical* story is the struggle that Jess has between the traditions embedded in her family, through their origins and religion, and her own desire to play football. Discuss why they think a girl playing football would not be acceptable to a Sikh family. This discussion should lead to discussions around expectations of different cultures, the influence of adopted countries on first generation immigrants and female inequality.

In order to understand the struggle Jess faces between parental expectation and her own dreams, it is key to explore where these traditions come from.

In 1947 immigrants from The Punjab, meaning land of five rivers, arrived in the UK following partition. Many Punjabis moved to Britain to start a new life and found themselves in London. Many settled in Southall where there were jobs in the light industries available to them.

Divide students into groups and set them a research task to find out about immigration from The Punjab. They will have to look at the culture that the immigrants came from then look at how they were treated when they arrived in the UK. Guide students to examine the reasons why immigrants in general may leave their country, where they settled in the UK and the treatment they received when they arrived.

Ask students to create two diary entries. One for a Punjabi who has just arrived in Southall in 1947, exploring how different the environment is, the people they encounter, the weather, food and so on. The second entry is to be written from the perspective of a UK citizen and their first encounter with someone from The Punjab.

Using the research and diary entries, students work in pairs to create a duologue between two people from different cultures, one from the UK and the other from The Punjab. Encourage students to think of the staging and movement during the duologue.

Plenary

Look at present day UK culture and find the influences that result directly from immigration from The Punjab. Give short explanations against each assertion as to their positive or negative effect on local culture and how each of the characters in *Bend It Like Beckham The Musical* is affected.

Extension KS5

Immigration is a subject explored by the arts throughout modern history so higher level students can undertake more analysis. Research another production, book, play or poem that explores the issue looking at the composition and how the subject is tackled. This could be a set text. Look at how the text compares in voice, tone and structure etc. to *Bend It Like Beckham The Musical* on the subject of immigration.



Learning Objectives

Citizenship

KS3 Pupils should use and apply their knowledge and understanding whilst developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action.

KS4 Pupils should develop their skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions. They should experience and evaluate different ways that citizens can act together to solve problems and contribute to society. Learn about diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.

PSHE

As Citizenship

English

KS3 Write accurately, fluently, effectively and at length for pleasure and information through: summarising and organising material, and supporting ideas and arguments with any necessary factual detail.

KS4 As KS3 through: selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis.

Drama

Responding Evaluating and applying knowledge and understanding.

Level 1 Reflect on the situation or character both in and out of role.

Level 5 Relate, compare and contrast their work with drama from other times and cultures.

Level 7 Show initiative in seeking information about their drama work from a range of sources, e.g. the internet.

Geography: Human and physical

KS3 Understand how human and physical processes interact to influence, and change landscapes, environments and the climate.

History

KS3 Know and understand how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.





Exploring Cultural Diversity Worksheet

Name _____

Use the space below to create your diary entry for 1947.

Think about the style of language that would have been used. Think what arriving in London from The Punjabi would be like for families with no previous experience of living in the UK.

Date ____ / ____ / ____

Dear Diary,



Exploring Cultural Diversity Worksheet

Name _____

Use the space below to create your diary entry for 1947.

Think about the style of language that would have been used. Think what it would have been like for a UK citizen who has their first encounter with someone arriving from The Punjab.

Date ___ / ___ / ___

Dear Diary,

Post-visit: Lesson 2

Looking Back at 2001

Introduction

This lesson can follow a visit to *Bend It Like Beckham The Musical* and continues to focus on the theme of cultural diversity that is explored in the show, specifically looking at the impact and effect of prejudice.

Curriculum Links

Citizenship, English, PSHE, Drama

Lesson Outline

Discuss how *Bend It Like Beckham The Musical* reflected British culture in 2001, especially that of youth.

Ask students to research key events and trends to make a mood board to display anything that they believe is relevant to culture in 2001. This can range from fashion, music, food, politics and major events. For students requiring support, examples can include the fashion for denim, tracksuits and bright colours. Major events can include the Foot and Mouth crisis, the General Election or the 9/11 attacks. Students should then present their mood boards to the class and discuss the range of different things they found out.

Remind students of the pre-visit lesson and what they discovered about immigration from The Punjab. Jess, and her sister Pinky, were born in the UK and are first generation immigrants. Children of immigrants face choices between the ways of their parents and the ways of their adopted country. How was this portrayed in the production? Discuss, as a class, the behaviours of Jess and Pinky with how they integrated their punjabi traditions into modern life in Britain in 2001.

Jess' father explains in the song *People Like Us* how he tried, when he first arrived in the UK, to play cricket but was rejected then because of perceptions of the cultural differences. Although this happened a long time ago, his experience influences his view, and so he doesn't want his daughter playing football. Do students believe that such influences have an impact today?

Ask students to write a two-minute argument from the point of view of Jess, using her Dad's story as the argument for the negative impact that trying to play football will have on her life. Promoting understanding of race, religion and ethnic identities to create a stable varied culture should be key to their argument. Choose a few students to perform to the class.

Plenary

Look at the media, local and national, online and offline, to see if there are still issues with immigration and inclusion. Using the examples found, write a response to the media featuring the story of the show.

Extension KS5

Students should research the time period that the *Bend It Like Beckham The Musical* story is set in with the objective of producing a compare and contrast project that analyses differences between 2001, present day and the setting in one of their set texts.

Learning Objectives**Citizenship**

As Pre-visit lesson 1: Exploring Cultural Diversity

PSHE

As Citizenship

Drama

Making Exploring, devising, shaping and interpreting.

Level 2 Explore problems in an imagined world and make up plays from stories or other stimuli.

Level 3 Choose vocabulary and movement to match the person, place and time required by their story or situation.

Presenting and producing

Level 2 Use their voices and bodies to create characters and atmospheres, employing language appropriate to the role or character.

English

As Pre-visit lesson 1: Exploring Cultural Diversity



Post-visit: Lesson 3

Fusion of Cultures in the Show

Introduction

This lesson can follow a visit to *Bend It Like Beckham The Musical* and continues to focus on the theme of cultural diversity by exploring the fusion of cultures and the influence of a multi-cultural society on the arts.

Curriculum Links

Citizenship, English, Music, PSHE

Lesson Outline

Display the word 'Fusion' on the board. Ask your class to mind-map what this means. Fusion is the coming-together of different cultures, beliefs and ideas which underpins cultural development. Explain how fusion can take place in almost every aspect of life; music, food, dance, art, language and so on.

Can they see any influences of cultural fusion in their everyday lives?

Kuljit Bhamra co-created the orchestrations for *Bend It Like Beckham The Musical* and has been highly influential the rise of the UK Bhangra scene. Explain that Bhangra, the lively form of music and dance from South East Asia, is a speciality of The Punjab. Bhangra is thought to have existed since 300 BC, becoming more and more popular over the last half century, being very popular in the 1970s, and introduced more into clubs in the 1980s. Today it is fused with a range of different music forms such as hip-hop, house and reggae.

Explain how *Bend It Like Beckham The Musical* is a British fusion musical. It takes two completely different forms of music - Bhangra and musical theatre - and fuses them together in one production.

Ask students where fusion took place in the show. How well did they feel it worked? They can select specific elements of the show, the music or the language or the dance, as the focus for the discussion.

Ask students to create a profile for Kuljit Bhamra, specifically on how his experiences in the UK have influenced his music. Although he is traditionally trained in Bhangra, what has happened during his career development shows a fusion between traditional and modern music.

Plenary

Find other musical or dance artists that have been influenced through their family migration to the UK and how this is shown in their work.

Extension KS5

Challenge students to think about their set texts and how they could transpose content to a 2001 *Bend It Like Beckham The Musical* setting. Think about Indian and British cultures, the differences in growing up etc. Are there similarities?

Learning Objectives**Citizenship**

As Pre-visit lesson 1: Exploring Cultural Diversity

PSHE

As Citizenship

English

As Pre-visit lesson 1: Exploring Cultural Diversity

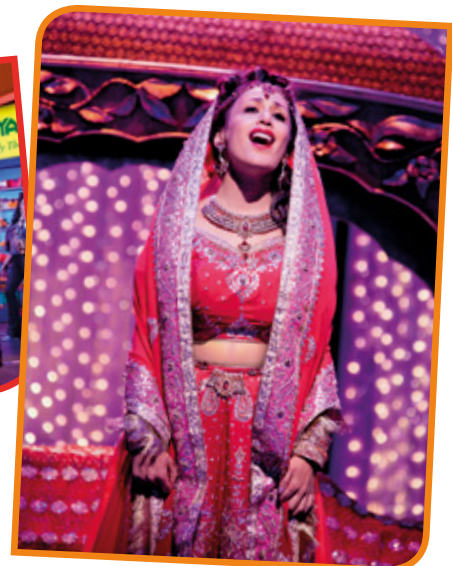
Drama

Responding Evaluating and applying knowledge and understanding

Level 2 Talk about why they made certain decisions in their play and discuss how their work, and that of others, could be improved by more practice or better staging; Make simple connections between the dramas they experience and their own lives.



Photography by Ellie Kurtz



Theme: PERFORMING ARTS

Pre-visit: Lesson 1 Creating a Musical

Introduction

Introduce *Bend It Like Beckham The Musical* and explain that before going to see the show the class will be looking at how musicals are developed from a variety of sources, such as films or books.

Curriculum Links

Drama, English

Preparation

Prepare the video, from www.BendItLikeBeckhamTheMusical.co.uk/video-gallery where Gurinder Chadha and Howard Goodall talk to theatre critic Mark Shenton about bringing the show to life, to play to the class. Photocopy the synopsis worksheet for each student.

Lesson Outline

Explain how a good musical must begin with a strong story line. It can be an original story, or be an adaptation of a novel or a film, like *The Lion King*. Sometimes it can be both, *Mary Poppins*, for example, developed from a film based upon a series of stories. Ask if students know any other examples of shows created from a book or film. They may come up with *Billy Elliot*, *The Phantom of the Opera* and so on.

Show the class the video, as mentioned in preparation.

Talk through the story line from the show synopsis they have. Explain that musicals based upon films must adapt the performance by adding music and dance appropriate for a stage setting. For the stage version of *Mary Poppins*, songs and dances were created to fit the setting effectively.

Ask students to break into groups and mind-map the types of music, dance, song and set they might expect to see in *Bend It Like Beckham The Musical*. What do they think the challenges might be? If students need support, begin by thinking about how two genres of music can come together – musical and Bhangra - or how you could incorporate games of football into the show, for example in dance numbers.

Plenary

Students are required to write a review of *Bend It Like Beckham The Musical* after they have seen the show. Explain what a theatre critic does, making decisions during the show about what will be covered, for example the quality of individual performers, the direction, the setting and so on.

Collect different newspaper reviews of other shows as examples and hand these out to the class as a guide.

Reviews should not spoil the show for future audiences by giving away the plot, but should critique different elements of the show such as the music, the story telling, staging, costumes etc. Explain that the review needs to include personal opinion as well.

Extension – KS5

Ask students to research current musicals playing in the West End and ask them to create a comparison, highlighting a number of different perspectives such as that of the script, the director, the style of show etc. Students should look at jukebox musicals that use existing music such as *Jersey Boys*, *Beautiful: The Carol King Musical* etc. and those with original music like *Bend It Like Beckham The Musical*. Before seeing the show, students should discuss where they think *Bend It Like Beckham The Musical* might fit into their analysis, followed by a similar discussion after seeing the show to see if their analysis changes.

Learning Objectives

Drama

Making Level 3 Select appropriate lighting or simple symbolic props, sets or costumes, and understand their effect; choose vocabulary and movement to match the person, place and time required by their story or situation.

English

KS3 write accurately, fluently, effectively and at length for pleasure and information through writing for a wide range of purposes and audiences.

KS4 Summarising and organising material, and supporting ideas and arguments with any necessary factual detail.



Post-visit: Lesson 2

Creating a Character Map

Introduction

Following a visit to *Bend It Like Beckham The Musical*, this lesson looks at the production and characters in detail and the dramatic techniques used in the piece.

Curriculum Links

Drama, English

Lesson Outline

Find out which characters were the students' favourites and discuss the range of different opinions they have. As a class, build a character map. This is like a family tree that starts with the main protagonists and develops out into how all the characters are linked in the narrative.

Explain that characters in a show have to be credible for the audience. Performers learn to understand why characters react to, and say, certain things. They do this through the creation of a backstory for the characters that leads to happenings in a show. You may want to introduce the approaches of specific practitioners.

Display the character map again to students. Ask them to choose one or two characters and write short character studies of them. Remind them to think about the physical presence of a character as well as their personality traits.

Once the character studies are complete, explain that you are going to do a hot seat improvisation using the characters from the show. Give students some time to come up with questions they would like to ask the characters. This can be from something that happened during the show or part of their backstory. For example, what was Jules and Joe's relationship like before Jess came along? Give different students a chance to be in the hot seat. Encourage volunteers to choose some of the smaller characters, such as members of the Hounslow Harriers or Jess' aunts.

Plenary

Ask students to choose one of the characters from the map and write an in-depth character study of that character. This should include a summary of their character traits, their opinions and a backstory. Use Jess as the example role to build a character profile as a class, then challenge students to do one of their own.

Extension KS5

Using the character profile template, ask students to select one character and devise a monologue that looks at how that character feels directly after *Bend It Like Beckham The Musical* story has finished. They should look at the development of that character and look at how the narrative has affected that them directly, what they are feeling and how they could intend to move on in the future.

Learning Objectives**Drama**

Responding Level 3 Reflect on the situation or character both in and out of role; explain in simple terms why they liked a performance they saw or heard, or paint a picture of their favourite character in the drama.

English

KS4 Selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis.



Photography by Ellie Kurtz

Post-visit: Lesson 3

Making Indian Music and Dance

Introduction

Following a visit to *Bend It Like Beckham The Musical*, this lesson takes a look at the use of Indian music and dance throughout the production.

Curriculum Links

Dance, Music

Preparation

Source a copy of the cast recording.

Lesson Outline

Explain how the language of music and dance conveys meaning, adds to a plot and enhances characterisation. To demonstrate how music can change the impact of a scene you can show videos from Youtube:

- How Music can Change a Film
- Jaws: The Importance of John Williams

These are a useful starting point to show how different music changes the feeling of a scene.

Remind students of the music style in *Bend It Like Beckham The Musical*. Think of scenes where the music enhanced the feelings in the show. An example to start them off is the music during the preparations for Pinky's wedding with the traditional folk songs being sung while Jess is clearly unhappy. Other useful examples are during *People Like Us* sung by Jess' father and how the style and tempo convey his feelings. Compare and contrast these with the music in the scene where the team wins the football game.

Students can explore their own approach with instruments available, possibly writing their own versions of songs, or parodies of songs in the show. Choose a few iconic moments in the show and ask students to explore how they would compose for these scenes.

Explain about Bhangra instruments. Most important is the dhol drum, a large high-bass drum, usually about 38 centimetres in diameter, held with a strap around the neck, and beaten with two sticks. There are many other types of drum, and various string instruments, like the tumbi, with its high-tone single string, and the sarangi, a multi-stringed instrument, a bit like a violin.

While we normally think of singing being accompanied by instrumental music, unaccompanied singing has a long tradition, from the Gregorian chant of monks to barber shop quartets. There is also a great tradition in Indian singing. Punjabi folk songs were originally the day-to-day songs of village folk, primarily accompanied by instruments such as the dholak drum.

Explain how voices are instruments in their own right. They range from tenor, the highest male voice, to baritone, which is lower and the most common, usually used for the main character in opera and bass and the lowest male voice. Most common in female voices is the highest, the soprano.

Ask students, in pairs, to research other instruments used in Bhangra and in the show. Then using instruments to hand, or improvised, especially drums, or keyboards, create exciting Asian rhythms. They can find examples on the *Bend It Like Beckham The Musical* website www.BendItLikeBeckhamTheMusical.co.uk.

Indian Dance

Explain about dress traditionally worn for Indian dance. Men wear a lungi for dancing, a colourful piece of cloth wrapped round the waist, a kurta, a long Punjabi-style shirt, and turbans to cover their heads. Women traditionally wear Punjabi dress, a salwar kameez, a long colourful skirt, vivid baggy trousers, and dupattas, colourful cloth round the neck. Discuss what visual effect students think these traditional costumes have on the dance. Students should use the costume from the engagement scene as inspiration.

Challenge students to look at creating a fusion dance piece. Bhangra has some basic steps that are easy to learn and can be used with multiple rhythms. Students can work in pairs or groups. They need to research three or four basic Bhangra steps. If they have some experience with Bhangra already they can look for more complicated amalgamations of steps. As a group, show what steps have been discovered.

Ask the pairs or groups to devise a 30 second to one minute piece that uses the Bhangra steps fused with another style of dance. Think back to the show and how different styles of dance were used to portray different narrative moments for example the traditional dance performed at the wedding or the post-match 'tap' dance in the song *Result*.

Plenary

For both music and dance lessons, you can bring together music and dance students and challenge them to use the composed music they have created to devise a dance piece using Bhangra influences. After rehearsals, perform recitals and dances, to the rest of the class. Groups can compete against each other in dance-offs and sing-offs with the rest of the class as judges.

Extension KS5

Research into the influence of Bhangra in other performances, music or dance. Evaluate the impact the Bhangra has on these pieces and the reasons why, with particular reference to the UK arts scene.

Learning Objectives

Dance

Arts KS3

Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.

Music

Arts KS3

They should develop their vocal and/or instrumental fluency, accuracy and expressiveness; and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. Use a range of techniques to record observations in sketchbooks, journals and other media as a basis for exploring their ideas; use a range of techniques and media.



Photography by Ellie Kurtz

Theme: FINDING YOUR PLACE IN THE WORLD

Pre-visit: Lesson 1 Generation Gaps

Introduction

Introduce *Bend It Like Beckham The Musical* and explain that before going to see the show the class are looking at the dilemma faced by the protagonist, Jess, and how she makes her decisions.

Curriculum Links

Drama, Citizenship

Lesson Outline

Discuss with students what they think the differences are in people's situations that could confine or restrict their life choices. They can be encouraged with suggestions about restrictions on religion, financial status, tradition, society and so on. Write down what students think these differences are and how they can shape life choices.

Jess faces a number of dilemmas in the narrative. The main one is to choose between her parents' wish that she goes to university to study law and her own dreams of playing football. The choice is between a potentially more secure future or a risky, uncertain career path.

Create a list of potential scenarios where a young person may need to talk to an adult, carer or parent, about something that they may not approve of. For example, not going to university or not wanting to go into the family business, their love for an "unsuitable" partner or their sexual orientation and so on. In pairs, students should create two characters, one an adult carer or parent and the other a young person. Agree between them the type of person each character will be. Then look at how this impacts their reactions to different categories of news.

Begin by creating impromptu dramatic confrontations with the young person explaining to the adult a decision they have made that they think the adult may find difficult to accept. Use a couple of the different scenarios discussed at the beginning of the lesson. Ask students to then play with the status of each character, what happens in their scenario if the young person has more power than the parent or if they are the same status and, therefore, one doesn't have the upper hand straight away.

Ask your student pairs to pick the strongest one they have created and begin to script it, thinking carefully of how the adult might react to the news. Do they shout and lay down authority? Do they try to persuade the young person

otherwise? Do they trick the young person out of the decision? Is the adult understanding and reasonable? Remind student pairs that it does not have to be an argument or a fight between the two.

Plenary

Ask students to determine which of the different scenarios that the class has created are the most difficult from their perspective. Have the groups create their own lists of the most troublesome topics to raise for discussions with adults. Then ask them to take the lists home to see what their parents or carers think. Share the outcomes.

Extension KS5

In careers sessions raise the subject of different routes to employment that are available to students today. Using performing arts as an example, explore routes into the industry including vocational and academic training, funding options and talent spotting.

Students should undertake an analysis of the pros and cons of each particular route in relation to their chosen career.

Learning Objectives

Drama

Making Exploring, devising, shaping and interpreting.

Level 1 Take part in a wide range of 'pretend' activities when they explore situations and stories through imaginative play; respond to other characters in role; pretend to be a character, demonstrating emotion through actions and language.

Performing Presenting and producing.

Level 1 Take turns speaking their parts and, in small groups, act out familiar stories, which they can communicate to friends.

Responding Evaluating and applying knowledge and understanding.

Level 1 Reflect on the situation or character both in and out of role.

Citizenship

KS3 Use and apply their knowledge and understanding whilst developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action.

KS4 Research diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding; the different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity.

Post-visit: Lesson 2

Hopes and Dreams

Following a visit to *Bend It Like Beckham The Musical*, this lesson looks at the difficulties faced by characters and how this is reflected in real life.

Curriculum Links

English, PSHE

Lesson Outline

As a class discuss how, in the show, Jess had to reconcile her dream of playing football with her parents' wishes. How did her character deal with this problem? What were the effects of her actions?

Repeat the exercise by looking at other characters, such as Joe or Jess' parents. What were their dilemmas? How did this affect the story?

Ask students to write of their own hopes and expectations for their lives on a piece of paper, fold them up and place them in a hat or bowl. Students will draw one out at random and present to the class what the dream is and discuss what might stop someone achieving that dream, as if it were their own. These should be anonymous. Alternatively, if students feel it is too personal, have a selection of 'dreams' in a box ready to use.

When everyone has drawn a dream out of the box, ask students to work in groups to look at ways to overcome the problems they might face to achieve the 'dream'. Ask a few volunteers to share their ideas.

Discuss how different the outcomes would be if, say, different decisions had been made. For example, if Jess' father had not let her go to the final during her sister's wedding what could the outcome have been?

Plenary

Here, challenge students to plot what would happen if Jess chose going to university and studying Law over football and the US. In groups, write or improvise a new last scene, where Jess explains to Joe and Jules her decision to abandon her football career. Plot the scene using storyboards before writing the new scene.

Extension KS5

To extend the task, challenge students to continue the storyline. Does Jess make it in football? Have students plot a final scene for *Bend It Like Beckham The Musical* that is three years on, showing the development of the characters and the outcome of their decisions.

Learning Objectives**PSHE**

As Citizenship pre-visit lesson 1

English

KS3 Speak confidently and effectively, through giving short speeches and presentations, expressing their own ideas and keeping to the point; participating in formal debates and structured discussions, summarising and/or building on what has been said.

KS4 Working effectively in groups of different sizes and taking on required roles, including leading and managing discussions, involving others productively, reviewing and summarising, and contributing to meeting goals/deadlines; listening and responding in a variety of different contexts, both formal and informal, and evaluating content, viewpoints, evidence and aspects of presentation.



Theme: WOMEN'S SPORT

Pre-visit: Lesson 1 Talking About Women in Sport

Introduce *Bend It Like Beckham The Musical* and explain that before going to see the show the class will explore some of the main themes running through the production.

Curriculum Links

Media, Politics, Sports

Lesson Outline

Discuss women in sport. Highlight key women sports personalities such as Jessica Ennis-Hill, Steph Houghton and Rebecca Adlington. Ask students what they think about women's sport and write main notes on the board.

The 2012 London Olympics highlighted female sports personalities, sometimes in sports where they have not been well known. This happened, for example, with Nicola Adams in boxing. However, there are few women coaches, and most sports governing bodies are dominated by men. In some sports, notably athletics and tennis, men and women have received equal prize money in competitions since 2004, but a BBC Sports study found that 30% of sports reward men more highly than women. The biggest disparities in prize money were to be found in football, cricket, golf, darts, snooker and squash.

In *Bend It Like Beckham The Musical*, Jess feels she must go to America to fulfil her football dream.

Women in sport, and their acceptance, is an underlying theme of the show. Does the class believe there should be equal terms for sportsmen and women in recognition, popularity and pay? The outcome will be a formal debate with one side for female equality in sports the other against.

Each group will be given a set amount of time to go away and research their argument. Also, ask the groups to research features about Gurinder Chadha, the director of *Bend It Like Beckham The Musical*, who addresses these issues in many media interviews.

You must begin with a Motion, which begins *This House believes* you need a Proposer, who puts the case for the Motion, and an Opposer, who puts the case against the Motion.

The Chairman then allows views and arguments to be expressed by anyone else who wishes to speak, before two Seconders, one for the Motion, one against, sum up their views, after which everyone, by a show of hands, votes on the Motion. Explain that for the purpose of debate, sometimes people give speeches which do not reflect their real views.

The Chairman can announce the winning side with *Motion: This House believes in equality in all things.*

Plenary

Careers in sports tend to start when young and finish in a short time, relative to careers in other sectors. For example, Jess' parents want her to study law at university, which would give her a profession for life. She wants to play football, a career with a limited timespan as a player. Students should research to create career case studies in football compared to law, compared to a third option that they select. Direct each student towards a different career for their third choice. Agree the criteria for comparative features.

Extension KS5

Women in sport raises issues about equality which are important for school-leavers to be aware of. Sport is not the only sector where there are pay disparity or differences in achievements by males and females – business, engineering, politics, to name a few. Sport, however, is an area where youth is important, as in Jess' case. Her opportunities lay overseas because they were not as available on home soil. Research and report back on whether this has changed today in the UK and whether opportunities are improving. Are more girls taking up football now that England's female football team is getting wider recognition?

Learning Objectives

Sports

KS3 Understand what makes a performance effective and how to apply these principles to their own and others' work; take part in competitive sports and activities outside school through community links or sports clubs.

KS4 Take part in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building trust and developing problem-solving skills, either individually or as a group.

Politics

As Section 3: *Finding your place in the world - Pre-visit lesson 1: Generation Gaps*

Post-visit: Lesson 2

Football

Introduction

Following a visit to *Bend It Like Beckham The Musical*, this lesson looks at the difficulties faced by characters and how this is reflected in real life, particularly in football, the UK's most popular sport.

Curriculum Links

Drama, English, Media, Sports

Lesson Outline

Discuss sport in general. Which are the students' favourites, and why?

Challenge them to explore why they became enthusiastic about a particular sport. Discuss if they believe there are any differences between perceptions in the sports chosen by women in football, rugby, cricket, netball, tennis, motor racing etc. If so, what is the basis of those differences?

Present to the class the idea of the universal popularity of football. Why do they believe it is enjoyed across the world? Look at the cost of the sport, the fact that it can be played in any situation, on any patch of ground, by any number, with skills practised when alone. In particular, look at the influences that drew Jules and Jess to play football.

Explore how many UK national media have female sports reporters, and for which sports.

Display Jess' song (*It's A Game*) lyrics to the class. Can something like football can be a metaphor for life itself?

It's A Game

It's just a game,
I know.
It's just a game,
A game of elegance and skill.
But tears or triumph, life will still
Go on the same

© Charles Hart



Plenary

To extend this activity students can think about other sports in which women have less public recognition than men. Explore what these sports are and how barriers can be overcome.

Write an article on whether or not you believe the themes from *Bend It Like Beckham The Musical* would succeed if football was replaced by another sport for a show, with reasons for your arguments.

Extension KS5

Make a comparative analysis of male versus female football in the UK. Students develop and define the main criteria for their comparison before undertaking research into the similarities and differences, concluding in typical opportunities for a male footballer versus typical opportunities for a female footballer.

Learning Objectives**Drama****Making Level 2**

Take part in a range of drama activities and use simple theatre devices/ techniques; explore problems in an imagined world and make up plays from stories or other stimuli; use the dialogue in existing texts as well as create their own.

Sports

As Pre-visit lesson 1: Talking About Women in Sport

English

Listen and respond appropriately to adults and their peers; ask relevant questions to extend their understanding and knowledge; articulate and justify answers, arguments and opinions.



Photography by Ellie Kurtz



Theme: CHALLENGING STEREOTYPES

Pre-visit: Lesson 1 Labels That Stick

Introduction

Introduce *Bend It Like Beckham The Musical* and explain that, before going to see the show, the class will explore the idea of stereotypes and the effect they have in society.

Curriculum Links

Citizenship, Drama, Media, PSHE

Lesson Outline

Explain to students that *Bend It Like Beckham The Musical* is a musical about a girl who wants to play football but whose parents oppose the idea. Hand out the synopsis of the show and go through it together.

As a class, discuss what a stereotype is, creating a definition together. A stereotype is a generalisation or simplification of an individual or actions. There are positive and negative effects of stereotyping. Discuss what these are with your students. Stereotyping assists us to respond rapidly to familiar situations. The negative is that it makes us ignore differences between individuals and we make assumptions about a person or group that may not be true. Think about the stereotypes of youth.

Hand out the *Labels That Stick* worksheet to the students. Students will see a list of words or phrases. Ask them to write down briefly what they think the stereotype is. Then ask them to add to the list with ideas of stereotypes that they know about.

Ask students to sit in a circle. Starting with two students, ask them to each select and play out a different stereotype from the list such as a female school teacher and a middle-aged wealthy man. The rest of the students can pick a random scenario and setting that they are in. Let a short scene play out between the two stereotypes. Ask the students to now redo the scene but with new knowledge about a contradictory context of that character. For example, the schoolteacher also DJs in Ibiza in the summer and the middle-aged wealthy man is part of a very successful heavy metal band. Swap in different students, playing around with a range of stereotypes and contradictory contexts.

This allows students to explore how stereotypes can be broken down and that it's the context of a person that's important. Prince Charles and Ozzy Osborne are both white males born in 1948. They both, however, have completely different people because of their contexts.

Review what assumptions were made about these stereotypes and their actions. How does it differ from what happens in real life?

Explain that stereotypes are created all the time. Sometimes it is harmless to think like that, but at other times, it can have an impact. Look at women's football. What stereotypes are there? Remind students of the synopsis from the show and discuss what stereotyping they think they will see in the production.

Plenary

Students can take any TV or online drama series or sitcoms and analyse the stereotypes reflected in the characters. They then select one to write about that defines the show, the character name, style of stereotyping and whether the impact of the character is positive or negative.

Extension KS5

Explore the law in the UK on equal opportunities of employment and discuss why there is no such thing as a mixed football team league.

Learning Objectives

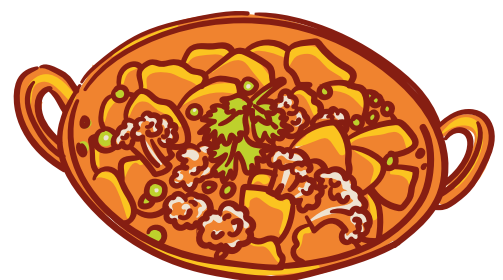
Drama

Performing Level 3

Act out improvised dramas and existing scripts, creating characters that are clearly different from themselves, and experiment with voice, gesture, costumes and staging.

Citizenship

KS4 How the law helps society deal with complex problems such as diverse, national, regional, religious and ethnic identities in the UK and the need for mutual respect and understanding.



Labels that stick worksheet

Describe what you think the stereotypes are for the following.

Homeless person	
Immigrant	
Footballer	
Stay-at-home parent	
Single parent	
Dad	
Female model	

Now write some stereotypes that you can think of.

Post-visit: Lesson 2

Challenging Stereotypes

Introduction

Following a visit to *Bend It Like Beckham The Musical*, this lesson takes a look at the range of characters in the cast and the extent to which they reflect positive and negative stereotypes of young females.

Curriculum Links

Citizenship, Drama

Lesson Outline

Explore the need to accept and celebrate cultural and gender differences, to fight stereotyping in sport and in all aspects of life, to find one's own place in life, to encourage and allow others to do the same, and to see the creative arts as effective channels for promoting these aims.

Look at the role of the females in the musical and decide, as a class or in groups, how they were portrayed and how they challenged stereotyping – if they did.

Extend this activity by explaining that Jess is challenging the stereotype put on her by her family, her sister's friends and even the female football team mates. Different viewpoints of the characters are shown throughout the show, two examples through the two mothers and Jess' father.

Tough Love

How do you deal with
A daughter?
All my advice is
In vain.
A mother has dreams,
But daughters have schemes
To send their poor mothers
Insane.

© Charles Hart

Both Jules and Jess' mum don't want their daughters to play football as, ultimately, their perception is that the girls won't be able to find a man if they do. And there's Jess' Dad's bitter memory of how he used to play cricket to a high level back 'home', but was not allowed to play for any team in England.

Students should write, in the first person, the viewpoint of one of the characters, other than Jess, eg. Pinky, Jules, Tony, or Joe, about Jess' situation and how they see it. Think about whether they would sympathise, be ashamed and how they would see the stereotype.

Plenary

Examine female roles in set texts and analyse the relevance of those roles to the times in which they were created. These should then be compared to female roles in *Bend It Like Beckham The Musical*.

Extension KS5

Analyse developments over the last ten+ years, since 2001, in the stereotypes of women, with a particular focus on the roles women can take and restrictions of race, culture or sport.

Learning Objectives

Citizenship

As 1: Cultural Diversity Pre-visit lesson 1: Exploring Cultural Diversity

Drama

Responding Level 4 Discuss the themes or issues in the drama and the way they were presented.



Post-visit: Lesson 3

Challenging Family Stereotypes

Introduction

Following a visit to *Bend It Like Beckham The Musical*, this lesson takes a look at the range of characters in the cast and the extent to which the roles reflect positive and negative stereotypes of different cultures.

Curriculum Links

Citizenship, Drama

Lesson Outline

Explore the need to accept and celebrate cultural and gender differences, to fight stereotyping in sport and in all aspects of life, to find one's own place in life, to encourage and allow others to do the same, and to see the creative arts as effective channels for promoting these aims.

Look at the roles of immigrant families versus UK families in the musical and decide, as a class or in groups, how they are portrayed and how they challenge stereotyping – if they do.

Plenary

Students discuss stereotypes about single parent families versus two parent families then they write, in the first person, the viewpoint of one of the characters, other than Jules, e.g. Pinky, Jess, Tony, or Joe, about Jules' single parent situation and how they see it. Think of whether the characters would sympathise, be ashamed and how they would see the stereotype.

Extension KS5

Today, in the UK, the single parent family is beginning to overtake the conventional, traditional two-parent family unit. For a number of reasons, reflected in the latest statistics, there are other generational changes emerging such as grown-up children returning to live at home after years away. Examine and analyse these changes to create a presentation on future family structures with potential impacts on young people's decisions about their futures.

Learning Objectives

Citizenship

As 1: Cultural Diversity Pre-visit lesson 1: Exploring Cultural Diversity

Drama

Responding Level 4 Discuss the themes or issues in the drama and the way they were presented;

Making Level 4 Work confidently in groups using a range of drama techniques to explore situations and devise dramas for different purposes.



Photography by Ellie Kuritz



Theme: RIGHTS, RESPECT AND RESPONSIBILITY

Pre-visit: Lesson 1 The Three Rs

Introduction

Introduce *Bend It Like Beckham The Musical* and explain that, before going to see the show, the class will explore first the three Rs – rights, respect and responsibility - as these themes are explored in the performance.

Curriculum Links

Drama, PSHE, Citizenship

Preparation

Photocopy the synopsis of the show.

Lesson Outline

Write *Rights, Respect and Responsibility* on the board. Ask the class what the difference is between the three words.

- Rights being something you are entitled to.
- Respect is something you choose to give.
- Responsibility is something that you should do.

Give students a copy of the synopsis to go through and discuss how rights, respect and responsibility might be relevant to content in the production.

Explain that post-visit lessons will focus on this topic.

Plenary

All the three Rs are relevant in the home environment. Have students work in teams to produce an analysis of how each – rights, respect and responsibility – applies to the relationship between students and parents.

Extension KS5

Research UK law in rights, respect and responsibilities since 2001, when the musical is set. Analyse what impact the major changes have had on, in particular, female actions.

Learning Objectives

Citizenship

KS3 Develop pupils' understanding of democracy, government and the rights and responsibilities of citizens.

KS4 Evaluate different ways that citizens can act together to solve problems and contribute to society.

Drama

As 1: Cultural Diversity Pre-visit lesson 1: Exploring Cultural Diversity



Theme: RIGHTS, RESPECT AND RESPONSIBILITY

Post-visit: Lesson 2

How Jess Deals With The Three Rs

Introduction

Following a visit to *Bend It Like Beckham The Musical*, this lesson takes a look at Jess' actions and how she faces conflicts between rights, respect and responsibility.

Curriculum Links

Drama, English, PSHE

Lesson Outline

Remind the class again about the difference between the three Rs.

Look at Jess' actions throughout the show. Where do they fit into these three categories? Hand out the worksheet and use the synopsis to remind students of key parts of the show. Students can do this for other characters in the show as well and then compare.

Review how students have divided Jess' actions discussing what makes an action a right, or done out of respect or done out of responsibility. Look at what they see happening when the rights, respect and responsibility of each character creates conflicting emotions.

Use the part of the show when Jess stops playing football to appease her parents as an example to stimulate discussion. Why do students think she did this? Can they think of any scenarios in their life, or that they have heard about, where someone has done something out of respect or responsibility to another person.

Plenary

Students should write summary of no more than 250 words of Jess' actions in the show to take home and discuss with their parents or carers what their perspective is. Write a summary of the adults' perspectives and share with the class.

Lesson Objectives

Citizenship

As Pre-visit lesson 1: *The Three Rs*

How Jess deals with the three Rs

Look at Jess' actions throughout the show and, using the columns below, list them in the most relevant group.

Rights	Respect	Responsibility

Theme: RIGHTS, RESPECT AND RESPONSIBILITY

Post-visit: Lesson 3 The Glass Ceiling Over Jess' Dream

Introduction

Following a visit to *Bend It Like Beckham The Musical*, this lesson takes a look at the show in order to examine the ranges of issues that emerge and impact on rights, respect and responsibility.

Curriculum Links

Drama, PSHE

Preparation

Photocopy the worksheet. Research visuals to support reflection of attitudes in hierarchies of class, race, gender and generations.

Lesson Outline

Write 'Rights, Respect and Responsibility' on the board. Remind the class what the difference is between the three words.

Discuss issues of race, gender, class and generations with the attitudes that go with them, from trivial to serious, snobbery to bigotry and discrimination.

Use examples from the musical to illustrate, and to stimulate discussion. See 'Glass Ceiling Over Jess' Dreams' worksheet.

Plenary

Students each examine their own current thinking on what they might or might not want to do after leaving school. See what glass ceilings they anticipate. Share them and how they think they can overcome them.

Extension KS5

Using the students' set texts, look at the topics of class, race, gender or generational differences and ask them to explore how this compares and contrasts to *Bend It Like Beckham The Musical*. Ask students to then focus on one of these and analyse in more detail, looking at structure, form and language, highlighting similarities and differences between the two.

Lesson Objectives**Citizenship**

As Pre-visit lesson 1: The Three Rs

Drama

Making Level 4 Work confidently in groups using a range of drama techniques to explore situations and devise dramas for different purposes; Actively interpret the work of playwrights.

Glass Ceiling Over Jess' Dreams

Snobbery:

Teetu's Dad: *An engagement party in a semi? At least they could have hired a hotel near the airport for the party!*

Teetu's Mum: *I hope they have outside caterers at least. It's all so... low class.*

What does this small section of script show of the characters? Discuss real life examples where this might happen.

How the hierarchy is not just a white/black issue:

Mum: *Hussain is a Muslim name. Their families are different.*

Look at the different way this comment can be made with different tones of voice and how it can be interpreted.

How ambitions can be thwarted by glass ceilings:

Jess: *So you're telling me I shouldn't have dreams? Because I'm Indian? Because I'm a girl?*

What does this say about race, gender and generations?

