

AIM: To explore perceptions of guilt and innocence

OBJECTIVES: To explore the use of space
To develop appropriate use of body language
To develop awareness of facial expression

RESOURCES: A small decorative box, i.e. Jewellery

STIMULUS: T.i.R, the box, volunteer; Volunteer finds box, T.i.R enters the improvisation assuming that the volunteer is up to mischief e.g. " What are *you* doing with that."

TASK/ACTIVITY:

- In pairs recreate the above scene adding an ending.
- Select work to show and discuss the following; why T.i.R assumed they were guilty, who is guilty and who is innocent? What do we read into a situation?
- In pairs: A- Finds the box
B- To persuade A to give them it. E.g. "Its my box." Or " I'll take it to lost Property for you."- Who do we not/believe?
- In groups form freeze frames 1) Guilt 2) Innocence. Mark the contrast between the two.
- T.i.R informs the whole group that a box has been stolen and somebody has been arrested for the crime. T.i.R to give background on the case. E.g. there is a witness to the fact that the accused was at the scene of the crime.
- Groups of 5; short court scene- Judge, Defence, Prosecution, 2 witnesses (for and against).
- Share work. Audience as Jury to decide whether accused is guilty (only the teacher has this information)

SUMMARY: Discussion on the lesson. Consider: Factors that influence our decisions
Consequences of our assumptions
E.g. Labelling, Stereotyping etc.

EXTENSION/HOMEWORK: Miscarriages of justice; Derek Bentley.