

EVERYBODY'S TALKING ABOUT  
**JAMIE**  
THE HIT MUSICAL FOR TODAY



**PSHE PACK**

**Pre and post-show lessons**

# CONTENTS

<b>Introduction and curriculum links</b>	<b>3</b>
<b>Context of play</b>	<b>4</b>
<b>Introduction from the producer</b>	<b>4</b>
<b>Overview - Scheme of Work</b>	<b>5</b>
<b>Pre-show lessons - Introduction to PowerPoint</b>	
• <b>Post-show lesson 1: Relationships</b>	<b>6</b>
• <b>Post-show lesson 2: Identity</b>	<b>8</b>
• <b>Post-show lesson 3: Self-esteem</b>	<b>11</b>

# INTRODUCTION AND CURRICULUM LINKS

This resource pack is aimed at teachers and students studying PSHE from Year 9 upwards.

The themes cover core areas of study in the PSHE Government Guidance as well as the PSHE Association Programme of Study. All activities are linked to learning outcomes stated in the PSHE Association Programme of Study which covers three main areas: **Health and Wellbeing, Relationships, Living in the Wider World.**

## The main themes covered are:

- Identity
- Relationships
- Self-esteem

Activities presented in this resource have also been designed to assist schools in building supportive school environments and as such, may also be used in peer support, or pastoral care settings, taught through whole-school enrichment and SMSC initiatives.

## This pack includes:

- An overview scheme of work
- 3 x pre-lessons using the PowerPoint resource
- 3 x post-show lessons using the lesson plans in this pack
- [Links to video interview with Jamie and Margaret Campbell](#)
- [Links to video interview with Jonathan Butterell, Director](#)

These activities have been built through conversations and consultations with secondary school PSHE and Citizenship teachers. We would like to thank, Anna Moody; Head of PSHE Laura Nichols; Lynne Sasson; Elvan Faik; Natalie Corriette; Priya Sood and Helen Greenham who have all fed into this resource.

## Video Links:

Please click through to specially filmed interviews with Jamie and Margaret Campbell about their real-life experiences and an interview with director Jonathan Butterell, about the themes of the production.



### Jamie and Margaret:

- [School experiences](#)
- [Identity](#)
- [Relationships](#)



### Jonathan Butterell, Director

- [Why Jamie?](#)
- [Careers and ambition](#)
- [Language and identity](#)
- [Relationships and characters](#)

## CONTEXT OF THE PLAY



*Everybody's Talking About Jamie* is based on the story of Jamie Campbell and his mother, Margaret Campbell. When Jamie was 15 he wrote to a TV documentary company asking them to make a programme on him. He wanted to wear a dress to his end of year prom. He didn't know what reaction he would get, from his fellow class mates, or even the school and teachers, but he wanted to do it to be true to himself. The documentary aired on BBC Three in 2011, telling his story and how he found the courage to do this.

This musical is based on Jamie Campbell's story, but set in Sheffield. We see the build-up to the school prom, the challenges him and his family face, and how his true friendships are the rock behind his ambitions to become a drag queen.

## INTRODUCTION FROM THE PRODUCER, NICA BURNS



*Everybody's Talking About Jamie* came to be written and then produced by Sheffield Theatres before arriving here at the Apollo is an almost unbelievable story of chance moments, good will and the community that is the British theatre. Underpinning the journey of this show has been vision, talent, hard work and a lot of risk taking.

It all started when a 15-year-old boy sent a well-written pitch to a documentary company, asking them to tell his story. Firecracker did, director Jonathan Butterell saw it and was inspired to create this musical, carefully choosing his new team of collaborators. The Sheffield production had only four weeks' rehearsal – which is no time at all for a new musical – and only 19 performances. The audiences loved it, then the critics embraced it and together they sold it out on word of mouth. An additional rehearsal period for the Apollo Theatre production has given the creative team the chance to refine, tighten and implement all they learned from their lovely Sheffield audiences. We have lost one song, gained three new ones, added little touches and enhanced the designs.

I loved the show in Sheffield. It is fresh and contemporary and, with an extraordinary mother and son relationship at its centre, has enormous heart. It catches so much about life today: the ups and the downs, the celebration of acceptance and belonging and how good life is when everybody is the best they can be.

*Everybody's Talking About Jamie* opened in London on 22 November, 2017. We all breathed a huge sigh of relief when, once again, the critics embraced it with fantastic reviews, many of them five star. Our audiences are a nightly delight and we hope we will be here to entertain London for a long time. But it's up to you. So, if you enjoy the show tonight, please spread the word so that everybody is talking about Jamie!

# OVERVIEW - SCHEME OF WORK

LESSONS	TOPIC	LEARNING OBJECTIVE	RESOURCES	HOMEWORK
Pre show Lessons 1-3	Gender	<p>To define gender, sex and sexual orientation.</p> <p>To identify a range of different types of sexual orientation and gender identities.</p> <p>To recognise the effects of homophobia and suggest how we can combat it.</p>	<p>PowerPoint</p> <p>Please download separate powerpoint for these lessons</p>	<p>Write up some of your thought and notes form the show relating to the following three themes:</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Identity</li> <li>• Self Esteem</li> </ul>
Post show Lesson 1	Relationships	To be able to identify between a healthy relationship and an unhealthy relationship	<p>PowerPoint</p> <p>Video interviews</p>	<p>Jamie has to overcome difficulties with certain characters in the show. Your task is to write a letter as JAMIE to either DEAN/ JAMIE'S DAD. The aim of the letter is to try to fix the unhealthy relationship to gain a positive outcome.</p>
Post show Lesson 2	Identity	What are the pros and cons of having an identity?	<p>PowerPoint</p> <p>Video interviews</p> <p>Character Photos</p> <p>2x A3 Print outs of Role on the Wall + large flip chart paper</p> <p>Marker pens</p>	<p>Who are you? Create your own role of the wall of yourself.</p>
Post show Lesson 3	Self Esteem	What does Everybody's Talking about Jamie teach us about self-esteem?	<p>PowerPoint</p> <p>Video interviews</p> <p>Lyrics to 'It Means Beautiful' printed out for each student</p>	<p>Write a letter to yourself as if you were an adult. Tell yourself where you are in your life and how you got there. What challenges did you experience along the way and how did you overcome them?</p>

# POST SHOW LESSON 1: RELATIONSHIPS

## OBJECTIVES:

- To be able to identify between a healthy relationship and an unhealthy relationship

## STARTER:

- Each of these characters have a relationship with Jamie. Rank the characters in order (1-7) of who has the healthiest relationship with Jamie to who has the unhealthiest relationship with Jamie. Explain why you have made these choices:



Dad



Mum



Dean



Pritti



Hugo



Ray



Miss Hedge

**EXTENSION:** Discuss your findings with a partner and see how your answers compare or contrast.

**ACTIVATE:** Play the '[Relationships](#)' videos with Jamie and Margaret and director, Jonathan Butterall

**DISCUSSION POINT:** Can you describe how Jamie and Margaret maintain a healthy relationship?

# POST SHOW LESSON 1: RELATIONSHIPS continued

## MAIN TASK:

- Teacher to halve the class. Students to get into pairs within their half. Using their starter as guidance, one side of the class to role-play Jamie's healthy relationships. The other half of the class to role play Jamie's unhealthy relationships.  
Partner A = Jamie  
Partner B = Character
- After 2 minutes of role playing, teacher to tell the students to freeze in an image that represents their relationship.
- Each pair takes it in turn to perform their characters to a pair on the other side of the room.  
The unhealthy relationship records what the healthy relationship did to demonstrate their relationship  
The healthy relationship pair then gives the unhealthy relationship pair advice on how to change the scenario into a more positive one. They then run the roleplay again. Spotlight (choose) a few pairs to show the class the progression, identifying what makes a positive relationship

## PLENARY:

- What is the difference between a positive relationship and a negative relationship?  
Make two lists using the instructions below.

### POSITIVE RELATIONSHIP

Think of someone that you think you have a positive relationship with.

What traits do they have which make the relationship positive?

How do you maintain your positive relationship with them?

### NEGATIVE RELATIONSHIP

Think of someone that you don't get on with very well.

What traits do they have which make the relationship negative or difficult?

What could be the reasons why you don't get on well?

**EXTENSION DISCUSSION POINT:** Is there any difference between a negative relationship and an unhealthy relationship?

**HOMEWORK:** Jamie has to overcome difficulties with certain characters in the show. Your task is to write a letter as JAMIE to either DEAN/JAMIE'S DAD. The aim of the letter is to try to fix the unhealthy relationship to gain a positive outcome.

# POST SHOW LESSON 2: IDENTITY

**OBJECTIVE:** What are the pros and cons of having an identity?

**STARTER:**

1. Brainstorm what you think identity is:

E.G. Sexuality

E.G. Hobbies



What do you think  
Identity means?

(Teachers to guide students towards: Values, Beliefs, Ethnicity, Appearance, Friends/Family, Work, Interests etc.)

2. Who is Jamie? Choose 3 things from your brainstorm that best describe the character of Jamie

**ACTIVATE:** Play the '[Identity](#)' video with Jamie and Margaret – How would you define yourself?' 01:37

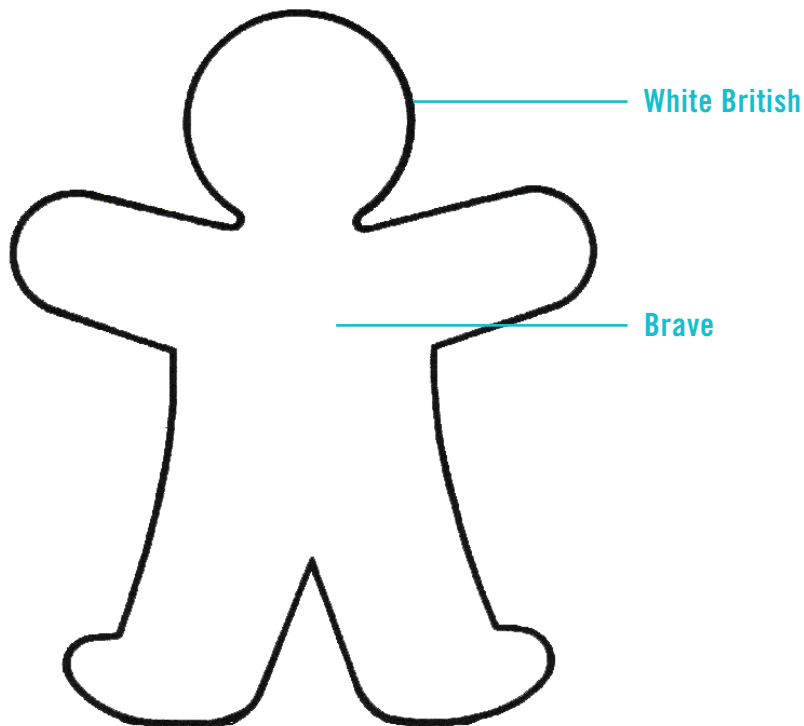
**CLASS DISCUSSION:** Do you think labels are a good or a bad thing?



## POST SHOW LESSON 2: IDENTITY continued

**MAIN TASK:** Role on the Wall: Print an A3 copy for each gingerbread man, stick on a large sheet of flip chart paper

Role on the Wall is a method to discovering who a person/character really is. A large outline of a gingerbread man is used to show the character. The outside of the gingerbread man represents physical characteristics whilst the inside represents the personality or feelings of the character. E.G: Jamie:



**TASK:** Teacher to provide two gingerbread men and halve the class. One side is to complete a role on the wall for Jamie and the other for Pritti.

Points for discussion:

- Have you got more things on the inside or the outside of your character? Can you explain why this is?
- What do you think is more important, the outside or the inside?
- Do you think the outside and the inside are just as relevant to discover who someone really is?
- What is given to you (born with) and what is a choice? Teacher to discuss religion and sexuality and ask the students where they would put this on the role on the wall

## POST SHOW LESSON 2: IDENTITY continued

**PLENARY:** What do Jamie and Margaret think? Play the video 'Identity' (play from the end of 'How do you define yourself?')

Jamie is labelled throughout his school life. In fact, in one of the opening lines he is called 'gay'. Pritti is also labelled due to her Ethnicity. Use what we have learnt in class today to make a list of pros and cons for having an identity:

**PROS**

**CONS**

**HOMEWORK:** Who are you? Create your own Role on the Wall of yourself.



# POST SHOW LESSON 3: SELF-ESTEEM

**OBJECTIVE:** What does *Everybody's Talking about Jamie* teach us about self-esteem?

**STARTER:** Students to answer this question in their books: What do you think makes somebody beautiful?

**ACTIVATE:** Play the '[Identity](#)' video from Jamie and Margaret 'What does beautiful mean?' 00:05  
Listen to 'Beautiful' from the show. Lyrics below for students.

**ACTIVATE:** Listen to 'Beautiful' from the show. Teachers to provide students with a print out of the lyrics.

*[PRITTI]*

*It means something that's only yours to give  
It means choosing the way you want to live  
It means wonderful  
And it means powerful  
And it means true*

*It means something as perfect as it's pure  
It means waiting until you know you're sure  
It means beautiful  
And it's beautiful like you*

*Beautiful, beautiful  
A little bit of glitter in the grey  
Beautiful, beautiful  
Something precious you don't simply give away*

*It means something that's always yours to keep  
It's the face you don't take off to go to sleep  
It means simple  
And it means magical like a kiss*

*It's a path that you choose to walk upon  
Not some fleeting thing you find one day is gone  
It means innocence  
And it means confidence like you*

*Beautiful, beautiful  
A little bit of glitter in the grey  
Beautiful, beautiful  
Something precious you don't rush to give away*

*Beautiful, beautiful  
A little bit of glitter in the grey  
Beautiful, beautiful  
Something precious you don't rush to give away  
Beautiful*

*Whilst the song is playing, teacher prepares students to discuss the following:*

*(Differentiation: Teacher can distribute these questions to different groups in the class)*

**Why does Pritti think Jamie is wonderful?**

**Why does Pritti think Jamie is powerful?**

**What makes Jamie powerful?**

**Do you think Pritti believes in herself?**

**Explain your answer**

*At the end of the song, ask the students to discuss their answers in their groups*

## LESSON 3: SELF-ESTEEM *continued*

**PLENARY:** What makes YOU beautiful? – List 3 things

Jamie knew that he wanted to be a drag queen when he left school. Do you have a dream? What do you think you will need to succeed?

**HOMEWORK:** Write a letter to yourself as if you were an adult. Tell yourself where you are in your life and how you got there. What challenges did you experience along the way and how did you overcome them?



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These resources are created by Rebecca Yeoh for **The ArtsLink**, and Anna Moody, secondary drama teacher.

Credits: All production images by Johan Persson and Alastair Muir.