



FLICK BY GERALDINE MEADE

About the book

Sexuality, drink, drugs, teen pregnancy, bullying, depression and suicide are all found in *Flick*. *Flick* tells the story of a young lesbian girl who will do whatever it takes to keep her true identity hidden from family and friends. All of these crucial issues for young people are dealt with in a non-sensational and extremely thought-provoking way.

About the author

Geraldine Meade is married with six children. She is a primary school teacher in St. Patrick's School in Drumcondra and completed an M.A. in Children's Literature before joining the Primary Curriculum Support Programme and becoming an English and Visual Arts Cuiditheoir (2001-2006). She joined Children's Books Ireland (CBI) in 2001 and edited their Chalk Talk magazine in 2002. She was Chairperson of CBI from 2003-2006. *Flick* is her first novel.

USING FLICK IN THE CLASSROOM SOCIAL, PERSONAL, HEALTH EDUCATION

THE AIMS OF SPHE

- To enable the students to develop personal and social skills
- To promote self-esteem and self-confidence
- To enable the students to develop a framework for responsible decision making
- To provide opportunities for reflection and discussion
- To promote physical, mental and emotional health and well being

Before beginning the lesson the classroom rules/contract is referred to (pg 23 of SPHE Guidelines for Teachers). It's helpful to have a copy of these on the classroom wall or in the pupil's SPHE journal.

CHAPTER 1

Read / Role-play

This chapter deals with Felicity, aka Flick, waking up with a hangover. Flick's mother has come in to see how her night went. Choose two pupils to read out the different dialogue while acting out the parts and a third pupil or the teacher as the narrator.



The most obvious response to date when teenagers read this first chapter is for them to laugh and think it is highly entertaining. Most will have had experiences of being hung-over themselves; all will have had experiences (whether from real-life or TV) of seeing someone hung-over. It is important having read this first chapter to look at why she may have needed to get so drunk and what the consequences of that are.

Group-Work

Divide the students into working groups consisting of a:

Manager/Chairperson: Responsible for directing and managing the group

Recorder: Responsible for taking notes

Reporter: Responsible for reporting back to the class.

Observer: Responsible for observing how well the group is working together.

Timekeeper: Responsible for managing the time for each task.

(These roles can be rotated for subsequent lessons. See Teacher Guidelines. Methodologies pg 24)

Allow the students time to discuss the consequences of drinking. This could be further divided into consequences to the person who has drunk and then to those around her. The teacher has the opportunity to move from group to group discussing, probing and questioning the students.

Reflection

Following on from the group work each reporter will be given the opportunity to report back to the class. This will allow the students to compare results and as a class and reflect on these consequences.

Future Lessons

Debating: To drink or not to drink? Or The Effects of Alcohol on Irish Society

Class project: Research the effects of drinking on individuals and on society

This approach may also be taken when discussing the use and abuse of drugs on society



OTHER METHODOLOGIES THAT MAY BE USED IN THE TEACHING OF ISSUES FROM FLICK

Think, Pair, Share:

The Students consider a question or topic (think), then turn to their partner (pair) and share their thoughts. When called on a student may be asked what s/he thought or what their partner thought on a given subject. This develops listening and communication skills and gives the student the opportunity to speak freely without feeling embarrassed or concerned of what others will think of them. If the teacher wants the topic further discussed the pair can join another pair to compare/contrast results. Such topics can include depression, drugs, drink and relationships etc.

Active Learning

Experiencing through role-play, dramatisation, simulation or engaging with a text

Processing through reflecting and sharing views. Analysis then occurs by exploring and evaluating both the initial experience and the different reactions to it through different mediums.

Generalising Generalisations are extracted from the sharing of views and principles are then developed. Consideration is given to how these might influence attitudes and behaviours from religious, moral and cultural points of view.

Applying The application of the learning is transferred to new situations. Students should be encouraged to set themselves a short or long term action plan written on their SPHE journal

Topics from the novel that can be dealt with using active learning are:

- What it is like being gay or lesbian and the difficulties someone who is gay/lesbian face.
- Bullying – Who bullies and why?
- Depression – Who it effects and how we can help people who are affected by depression/suicide.

Reporter/ Interviewee

One student takes on the role of a character in the novel and is questioned by reporter. For example interview Flick at different stages throughout the novel, for example before people know she's a lesbian. Interview Flick as to why she doesn't like going out, if she's trying to hide something, why she drinks so much etc. After everyone knows she is a lesbian, for example how she feels now people know she is a lesbian. How she is getting on with her mother/friends etc. Interview the bullies from school on their reasons for disliking Flick. Interview Fee/Kar/Mother/Father/Kevin and Joey on their reaction to Flick being a lesbian.



Soapbox

Students get one minute to speak on a particular topic that arises in the novel: bullying, drink, drugs, gays, lesbians, depression, the power of the internet, social networks etc.

Question Box

Questions on a particular topic can be put into a box and they can be answered in class or through research for example questions regarding the morning after pill, sexual topics, depression, how we can help people who bully to change their attitudes etc.

Case-Studies

Taking the book *Flick*

Discuss if there are other ways she could have dealt with her situation

Discuss why she is so afraid to tell others she is a lesbian

Discuss reactions to her being a lesbian

Discuss how society can help people that feel afraid to accept their sexuality.

Discuss what groups/support are out there for people who are lesbian/gay

Discuss how we can support people who feel that they are targeted for being different

Discuss how we can make people more accepting of others.

Discuss how we can help bullies

Multimedia

GCN (www.gcn.ie) have short movies on combating the bullying of gays and lesbians, these would be an excellent introduction to a lesson on accepting others.

You tube has lots of short programmes discussions on all of the above.

Project work and further research can be undertaken on the internet (under supervision) on all the topics already mentioned.