

Learning Resource Pack to accompany
Independent Arts Projects' production of:

ONE OF TWO

by Jack Hunter

*These resources support Scotland's Curriculum for Excellence and are
designed for pupils aged 10 and over.*



Prepared by Tanya McLaughlin for Independent Arts Projects

**INDEPENDENT
ARTS PROJECTS**

<https://www.independentartsprojects.com/one-of-two/>

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CURRICULUM LINKS FOR ONE OF TWO

LIT 2-02a

When I engage with others, I can respond in ways appropriate to my role, show that I value other's contributions and use these to build on thinking.

LIT 3-02a

When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion. I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking.

SOC 2-16a

I can explain how the needs of a group in my local community are supported.

SOC 3-16a

I can explain why a group I have identified might experience inequality and can suggest ways in which this inequality might be addressed.

EXA 2-02a

I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks.

EXA 2-06a

I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.

EXA 3-03a

I can use and combine the visual elements and concept to convey ideas, thoughts and feelings in expressive and design work.

EXA 2-02a

I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks.

EXA 3-03a

I can use and combine the visual elements and concept to convey ideas, thoughts and feelings in expressive and design work.

EXA 2-13a

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama

EXA 2-14a

I have created and presented scripted or improvised drama, beginning to take account of audience and atmosphere.

HWB 2-02a/3-03a

I am aware of and able to express my feelings and am developing the ability to talk about them.

TCH 2-01a/3-01a

I can extend and enhance my knowledge of digital technologies to collect, analyse ideas, relevant information and organise these in an appropriate way.

ABOUT THE PRODUCTION

One of Two was written by Jack Hunter during his enrolment in the Birds of Paradise & Playwright Studio Scotland Disabled Playwright Award in 2021.

The following year, Hunter won Summerhall's Mary Dick Award, and **One of Two** was staged at the Edinburgh Festival Fringe in association with Birds of Paradise Theatre.

The play was nominated for Best Theatre Production at the Scottish Theatre Awards on Fringe.

In Autumn 2023, the play was presented at the Traverse Theatre in Edinburgh, STET: the English Theatre in The Hague, Netherlands, and the Grenzenlos Kultur Festival in Mainz, Germany.

In 2024, **One of Two** has toured to Katowice, Poland and Berlin in Germany alongside touring Scotland as part of TISS: Theatre in Schools Scotland.

Supported by Creative Scotland has been redeveloped and restaged.

WHY JACK WROTE ONE OF TWO

“One of Two is an autobiographical one-man comedy drama that focuses on the significance of human connection, and the integral effect it can have on our lives. The play is centred around the unique relationship I have with my twin sister Bec. We both have differing manifestations of Cerebral Palsy (She is a wheelchair user, unlike myself), Bec and I's experience within secondary and further education was vastly different.

“This primarily came down to contrasting attitudes of how educational professionals and fellow students perceived us. Consequently, we both faced vast societal barriers. However, Bec's struggle was much greater than mine. The fate of Bec and I as dual protagonists are inexplicably linked, which makes for an exciting and thought-provoking show.”

Jack Hunter

ACTIVITIES TO DO BEFORE THE SHOW

These activities aim to prepare students for the upcoming performance by familiarising them with its content, encouraging critical thinking through guided discussions, and exploring visual elements that enhance understanding and engagement.

1. View the Show Trailer or Promotional Picture:

- Watch the trailer for the show [\[here\]](https://vimeo.com/manage/videos/896828196) (<https://vimeo.com/manage/videos/896828196>), or examine the promotional picture below to get a glimpse into the themes and visuals of the performance.

2. Engage in Classroom Discussion:

- Use the discussion prompts designed to stimulate thoughtful conversations about the show's themes, characters, and how it might change their thoughts or ideas.

3. Explore the Promotional Poster:

- Examine this photograph from the promotional poster to delve deeper into the visual representation and messaging of the production.



ACTIVITIES TO DO AFTER YOU'VE SEEN THE SHOW

Activity 1.

Discussion and Debate (Literacy and Social Studies)

LIT 2-02a , LIT 3-02a, SOC 2-16a, SOC 3-16a

Learning Intention

I can contribute to group and class discussions, offering relevant ideas, knowledge or opinions with supporting evidence

Linked UNCRC Article:

Article 23: Children with disabilities

Children who have any kind of disability should have special care and support, so that they can lead full and independent lives.

Begin by asking these questions to the class/group

What do we mean by the term disabled?

- *This is a good opportunity to introduce the pupils to the idea of the social model of disability: disabled people are disabled by physical and or attitudinal barriers, not by their own physical/ and or cognitive/ neurological impairment.*
- *Ask the pupils to identify disabling barriers in society. They could identify some barriers in the story that apply to Bec and Jack.*

Another question could be:

What disabled characters do you know in film and or TV?

- *This could allow the pupils to reflect on disability representation in the arts. How are disabled people represented – positively or negatively? Heroes or villains?*

Here are some topics to choose from. This could either be communicated by a debate or a presentation to support the statements.

It is better for disabled students to learn in the same classroom as other students.

- This could help students understand different learning needs and the pros and cons of inclusive versus specialised education settings.

Schools should have mandatory lessons about disabilities.

- Discussing this topic can highlight the importance of awareness and education in fostering an inclusive environment.

Schools should provide more resources and training for teachers to support disabled pupils.

- This debate can focus on the role of educators and the need for adequate resources to ensure all students receive a quality education.

It is important for schools to recognise and celebrate Disability Awareness Month.

- Students can discuss the significance of dedicated awareness initiatives and their impact on school culture.

Drama and performance are a good way for young people to explore issues around human connection, empathy and inclusion.

- This topic allows students to explore the importance of expression through a range of artistic approaches and how this is used in schools.

**** Word bank provided on Page 16****

Activity 2.

How's the weather in your head?

(Expressive Arts, Health and Wellbeing)

EXA 2-02a, EXA 2-06a , EXA 3-03a , HWB 2-02a/3-03a

Linked UNCRC Article:

Article 13: Freedom of expression

Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Art and Visual Project:

1. Introduction:
 - Watch the video [Emotional Weather](#) to understand the concept of expressing emotions through art.
 - Discuss how emotions can be represented visually.
2. Activity:
 - Give pupils the opportunity to draw, paint, move, or create a collage to express their feelings on that day.
 - Prompt them with the question: "What does your weather look like, sound like, and move like today?"
 - Encourage them to reflect on any changes in their emotional weather throughout the day and express these changes in their artwork.
3. Follow-on Activity:
 - Discuss the performance of *One of Two* and identify different points where the characters experience changes in their emotional weather.
 - Ask pupils to create visual representations of these emotional changes using their chosen medium (drawing, painting, collage, etc.).
4. Reflection:

- Have a group discussion where pupils share their artwork and explain their emotional weather and how it relates to the themes and experiences in *One of Two*.
- Encourage pupils to reflect on how the visual arts helped them express their emotions and understand the characters' journeys.

Example:

1. Initial Activity:

- Pupils watch the Emotional Weather video and discuss how different types of weather can represent different emotions.
- Each pupil creates an artwork that represents their current emotional state as weather.

2. Character Emotional Weather:

- Identify a moment in *One of Two* where Jack feels hopeful and then a moment where he feels disappointed.
- Pupils create two pieces of artwork: one representing Jack's hopeful emotional weather and one representing his disappointment.

By participating in this activity, pupils will learn to express their emotions visually, enhancing their understanding of the characters' emotional journeys in *One of Two*.

Activity 3

Technology and Video Project – video diary, podcast episode

(Expressive Arts and Technologies)

EXA 2-02a, EXA 3-03a, TCH 2-01a/3-01a

Learning Intention

I can use a range of audio concepts to communicate my feelings and perspectives in response to the themes and experiences presented in the performance of One of Two.

Linked UNCRC Article:

Article 12: Respect for the views of the child

Every child has the right to express their views, feelings, and wishes in all matters affecting them, and to have their views considered and taken seriously.

Audio Project:

1. Introduction:

- Explore the concepts of using audio to communicate feelings and perspectives by reviewing the BBC Bitesize article on [audio storytelling](#).

2. Activity:

- Podcast Episode: Have students create a podcast episode discussing the themes of the performance *One of Two*. They can include interviews with classmates or family members about their views on disability and inclusion.
- Use statements and questions from Activity 1 (related to disability and inclusion) to guide and stimulate discussions in the podcast.

3. Put it into action:
 - Planning: Students plan their podcast episode, considering the main themes and messages from *One of Two* that they want to discuss.
 - Recording: Students record their podcast, incorporating their own reflections and interviews with others to provide diverse perspectives on disability and inclusion.
 - Editing and Publishing: After recording, students edit their podcast to ensure clarity and coherence. They can then publish it for others to listen to.
4. Reflection:
 - After publishing the podcast episode, facilitate a discussion where students reflect on the process and the impact of using audio to convey their thoughts and feelings about the themes in *One of Two*.
 - Discuss how the podcast medium allowed them to express their views effectively and consider the views of others in accordance with Article 12 of the UNCRC.

Example:

- Podcast Episode: Students create a podcast episode titled "Exploring Disability and Inclusion in *One of Two*".
 - They discuss key themes such as barriers faced by disabled people, the importance of inclusive education, and societal attitudes towards disability.
 - Interviews with classmates and family members provide diverse perspectives and enrich the discussion.

Activity 4

Thought Tracking

Role Playing/Drama Activity

HWB 2-02a/3-03a, EXA 2-13a, EXA 2-14a

Learning Intention:

I can use thought tracking to explore and understand a character's inner thoughts at a particular moment in the performance.

Linked UNCRC Article:

Article 12: Respect for the views of the child

Every child has the right to express their views, feelings, and wishes in all matters affecting them, and to have their views considered and taken seriously.

Thought tracking is a strategy that enables us to listen together to a character's inner thoughts at a particular moment in the drama.

Pupil chooses either Bec or Jack as a character.

Choose a scenario to focus on – here are some suggestions:

⇒ Being taken out of class as part of the 'Super Readers'

- ⇒ Being referred to as 'special', 'brave' or 'different'
- ⇒ First Day at 'big school'
- ⇒ Speaking at assembly
- ⇒ When Jack sits at the end of Bec's bed after they receive the news that Bec's funding hasn't been approved by the council

1. Ask pupils to recreate the scene they have chosen
2. At a pivotal moment, say 'Freeze'
3. **Express Thoughts:** Ask the student to share their character's thoughts aloud. Encourage them to use "I" statements....I feel, I wish, I think
Example: "I feel nervous because I don't know if my friends will agree with me."
4. **Reflect:** Discuss with the class how this insight changes their understanding of the character.

Follow on: Thought Collage Activity

1. **Preparation:** Gather the thoughts from your thought tracking exercise.
2. **Formation:** Pupils stand close together with their eyes closed.
3. **Improvisation:**
 - Pupils use the gathered thoughts to improvise, keeping their eyes closed.
 - They can vary the volume, repeat words or phrases, and use full sentences.
4. **Performance:**
 - The thought collage should build momentum, reach a peak, and then gradually slow down to end in silence.

SYNOPSIS (INCLUDES SPOILERS)

The pupils sit on benches and/or chairs to watch the performance. There are some moments when Jack talks to the audience. He doesn't expect a response.

Jack reads from his diary, sharing with the audience how he is feeling. He asks how they are feeling. Jack tells the audience that he has always been aware about what people as a view him differently as he is a disabled person. However, Jack quickly dismisses the stereotypical idea that he is inspiring.

Jack tells the audience that the first disabled character he saw as a child was Darth Vader from Star Wars. This proved to young Jack that disabled people were bad and different from other non-disabled people. The inner ableist voice of Darth Vader criticises Jack for the first time.

Jack introduces the audience to his twin sister Bec. A picture of Jack and Bec as toddlers riding a bike appears on the screen. Jack speaks to Bec's pre-recorded voice. They bicker.

Jack goes back to the year of their birth, 1995. 9 weeks premature, Jack and Bec suffer from severe birthing complications. The twins are diagnosed with Cerebral Palsy.

Prompted by Bec, Jack introduces the audience to their mum and dad and brothers. Family life was fun filled and 'normal'. A photo of the family on Splash Mountain is shown.

Jumping forward to, the year 2000, primary one, Jack and Bec are picked up by the school bus, along with other disabled children. The twins recall the joys that were had on the bus, singing Queen, going on swimming and horse-riding trips.

Moving through the years; Jack & Bec both realise that they are not only different from the non-disabled kids; but treated differently from the teachers at school. Jack is picked for the football team, despite his poor ability' and he is in the lowest reading group, ironically named the "super readers".

Jack's inner Darth Vader keeps chipping away at his confidence. With no friends visiting them at the weekends; the twins are forced to play with each other and their brothers. They both are looking forward to starting secondary school.

2007, First day of secondary school. Jack & Bec are keen to meet new friends. Instantly, the twins are teased about their differences by a bully. Jack stands up for himself and Bec, narrowly avoiding a fight.

Jack and Bec are separated from the rest of the pupils and are taken to the Support for Learning (SFL) department. A teacher encourages them to drop a subject, so they can get extra study time.

The teacher then forces the twins into speaking at an assembly about their disabilities. Jack & Bec nervously do so. The teacher lauds them as "inspiring" and "brave."

In woodwork class, the tech teacher unintentionally, scolds Bec for being unable to neatly write her name on her work. Jack is enraged by the lack of an apology; but does nothing.

At the end of first year, Jack is struggling to make friends but is succeeding in drama class. Bec is being bullied and spends most of her time in the SFL department.

Jack reluctantly goes to see Bec at lunch. Goaded by Darth Vader, Jack admits that he doesn't want to be seen with Bec or any of the disabled children.

2008, end of second year. Jack has a meeting with the guidance teacher to pick his subjects. She tells him that his grade predictions are very low. Bec is told a similar fate. The SFL teacher tells her that the staff don't know how to support her and that she must move to another school.

2011, fifth year. Jack is manically studying for his higher exams. His' inner Darth Vader has become very strong. Despite, being at a new school, Bec is not being properly supported by her teachers. Jack overhears Bec and his mum arguing.

A video of a teenage Bec plays. She pleads for financial support from the local council to attend a specialist collage to complete her education.

As she awaits the council's decision; Jack is waiting on his higher results. Jack gets the results he needs to study drama at university.

The council rejects Bec's case. Bec is proud of Jack; but fears what the future has in store for her as she has no prospects. Jack comforts a crying Bec in her bedroom. However, he does not know what will happen.

Jack questions if the audience, view Bec as a 'problem child'; and criticises the failures of the school system. Jack proclaims that people are conditioned to believe that life will be hard for disabled people.

Jack battles with Darth Vader- who claims that Jack should settle for mediocrity and the low expectations set upon him by society. Before being consumed by his inner darkness, Jack reads positive affirmations from his diary. It is revealed that the diary was written for him by Bec. She tells Jack that nothing that happened to her was his fault.

A video of Bec, mid-twenties, plays. She has launched her own disability consultation business. She is happy and lives with her assistance dog Greg. Jack reveals that the local council did fund Bec's place at the specialist collage.

Jack celebrates his and Bec's achievements. He questions if their lives are an inspiring story; or if there's something wrong in how we view disabled people. Jack regrets not being there fully for Bec in her tough time. However, he states that he wrote this play as a "thank you" for all her support. Jack ends the show by asking the audience how they are feeling.

CHARACTERS

Jack

Curly, glasses. Wearing blue jeans & a Beck T-shirt, with a laughing Donkey on the front. He is a happy, bubbly, young man. But it wasn't always like that. As the play goes on, we see him change from a nervous, and shy boy, into a doubt filled teenager. Jack wants to make friends with audience and tell them his story, with laughter and sincerity. Jack morphs into many different characters throughout the story such as teachers & doctors.



Bec

Jack's twin sister. She is not physically onstage; however, she tells her story with us through pre-recorded audio and photographs. On two occasions she appears on Video. First as a teenager. Secondly, as an adult in her twenties. Bec often playfully questions Jack's versions of events. We too see Bec change from an innocent child to a confident woman.

Young Bec is pictured next to Young Jack in this photo (Kat Gollock)



Darth Vader

Is represented by Jack when he speaks into the microphone. Vader is Jack's inner demon that criticises him; and embodies his ablest thoughts.

Jack is pictured here performing as Darth Vader (Kat Gollock)



A NOTE FROM JACK ABOUT ABLEIST SLURS

There is a scene during the play where the character Bec is a victim of bullying. In a poem, I use a couple of ableist slurs that have been levelled at Bec and I, in the past.

When I was in primary school, I did not know such derogative language such as “cripple” and “spaz”. However, once I moved to secondary school, this language was widely used by older students to bully their peers. The purpose of using a small amount of insensitive language is to get ahead, in manner of speaking, of the bullies, tackling the language and explaining their origins. For instance, “spastic” and “cripple” are medical terms that have been weaponised for bullying purposes. I have ataxic Cerebral Palsy (CP) and Bec has Spastic Quadriplegia CP.

By depicting an honest portrayal of bullying, I hope it may encourage pupils to think twice before using such language. We need to be honest and challenge this bullying behaviour, to stop it from happening in school.

Jack Hunter

ADDITIONAL RESOURCES

UNCRC: United Nations Convention on the Rights of the Child

- ⇒ Summary of UNCRC
https://www.unicef.org.uk/wp-content/uploads/2019/10/UNCRC_summary-1_1.pdf

Inclusion and Disability Rights Organizations:

- Scope: A UK charity focusing on disability equality. Provides resources and support for disabled people and their families.
 - Website: [Scope](#)
- Disability Rights UK: A national organization promoting equality and human rights for disabled people in the UK.
 - Website: [Disability Rights UK](#)

Education and Support Services:

- National Association of Special Educational Needs (nasen): Provides resources, support, and training for education professionals working with SEND students.
 - Website: [nasen](#)

Research and Reports:

- The Alliance for Inclusive Education (ALLFIE): Campaigns for inclusive education for disabled learners in mainstream schools and colleges.
 - Website: [ALLFIE](#)
- The Disabled Children's Partnership: A coalition of organisations campaigning for improved health and social care for disabled children and their families.
 - Website: [Disabled Children's Partnership](#)

Young Disabled People's Voices:

- Whizz-Kidz: Provides mobility equipment, opportunities, and support for young wheelchair users.
 - Website: [Whizz-Kidz](#)
- Action for Kids: Supports disabled children and young people with mobility equipment, learning, and employment opportunities.
 - Website: [Action for Kids](#)

Government and Policy:

- Department for Education (DfE): Provides information on policies and support for disabled learners in education.
 - Website: Department for Education

Articles and Publications:

- British Council - Disability and Special Needs in Education: Resources and articles on inclusive education practices globally.
 - Website: British Council - Disability and Special Needs

These resources cover a range of topics related to inclusion, education, and support for young disabled people in the UK. They provide valuable information, support services, advocacy, and opportunities for further research and understanding in these areas.

WORD BANK FOR DEBATE ON DISABILITIES, EDUCATION, AND INCLUSION

General Terms:

- **Disability:** A physical or mental condition that limits a person's movements, senses, or activities.
- **Inclusion:** The practice of providing equal access to opportunities and resources for people who might otherwise be excluded.
- **Empathy:** The ability to understand and share the feelings of another person.
- **Awareness:** Knowledge or perception of a situation or fact.
- **Representation:** The depiction or portrayal of someone or something in a particular way.

Education-Related Terms:

- **Inclusive Education:** An educational approach where students with and without disabilities learn together in the same classroom.
- **Specialised Education:** Education that is tailored to meet the needs of students with disabilities, often in separate classrooms or schools.
- **Accommodations:** Adjustments or modifications that help students with disabilities learn more effectively.
- **Resources:** Materials, staff, or support services provided to help students learn.
- **Training:** Teaching or developing skills and knowledge in oneself or others.

Disability-Specific Terms:

- **Accessibility:** The quality of being easy to approach, reach, enter, or use, particularly by people with disabilities.
- **Barriers:** Obstacles that prevent people with disabilities from fully participating in society.
- **Mobility:** The ability to move or be moved freely and easily.
- **Sensory Impairment:** A condition where one or more senses (sight, hearing, etc.) are not functioning normally.
- **Neurodiversity:** The idea that neurological differences, like Autism, ADHD, or Dyslexia are natural variations of the human brain.

Social Model of Disability Terms:

- **Social Model of Disability:** The concept that people are disabled by barriers in society, not by their impairment or difference.
- **Physical Barriers:** Structural obstacles in the environment that limit access for people with disabilities.
- **Attitudinal Barriers:** Prejudices, stereotypes, or discriminatory attitudes that limit the opportunities of people with disabilities.

Debate and Discussion Terms:

- **Argument:** A reason or set of reasons given to support or oppose an idea.
- **Counterargument:** An argument made to oppose another argument.
- **Rebuttal:** A response to a counterargument that challenges its validity.
- **Perspective:** A particular attitude toward or way of regarding something.

- **Evidence:** Information used to support an argument or claim.

Examples and Context Terms:

- **Role Model:** A person looked to by others as an example to be imitated.
- **Legislation:** Laws considered collectively, especially those affecting people with disabilities.
- **Advocacy:** Public support for or recommendation of a particular cause or policy.
- **Disability Awareness Month:** A time dedicated to increasing awareness and understanding of disabilities. In the UK, this happens in July.