

# RAISING ANTIBIOTIC AWARENESS THROUGH DRAMA IN CHILDREN AND YOUNG PEOPLE (RAPSONDY PROJECT)

## *Overview report*

UNIVERSITY OF LIVERPOOL

**WE NEED YOU**

Explore the world of Antibiotics  
Come and join us on Saturday 18 May 2019 at the Institute in the Park (@ Alder Hey Children's Hospital) from 12-3pm.  
Fun, games, information and a play performed by young people.  
Email: [Jennifer.preston@liverpool.ac.uk](mailto:Jennifer.preston@liverpool.ac.uk) to reserve your place.

Generation 2  
attitudo  
BSMC  
BATCH

# STRUCTURE OF THE REPORT

- Section 1:** Introduction
- Section 2:** Provides an overview of the activities undertaken to fulfill the aims of the project
- Section 3:** What did children and young people learn?
- Section 4:** Evaluation
- Section 5:** Dissemination and communication
- Section 6:** Conclusion.

# 1. INTRODUCTION

This report presents findings from a co-produced project with young people to raise awareness of antibiotic resistance. The report was written by the Senior Patient and Public Involvement Manager at the University of Liverpool, (Jenny Preston); Professor Enitan Carrol (Chief Investigator of the BATCH trial); Managing Director of Attitude Performing Arts School, (Kimberley Preston), and contributions from the four actresses who performed the play (Rachael Rooney, Laura Rooney, Anna Rooney, Lydia Prescott).

## 1.1 Why do we need to raise awareness of antibiotic resistance?

Increased resistance to antibiotics poses one of the greatest global public health threats of our time. Drugs that were once lifesavers are becoming worthless, with common infections and minor injuries potentially returning as a major public health concern. Antibiotic resistance is a term that many people are aware of, but what it means is more elusive, indicating that there is still a need to communicate the issue, for example from a survey undertaken by the World Health Organisation<sup>1</sup>:

- 64% of 10,000 people believed that antibiotics can be used to treat colds and flu
- 32% believe they should stop taking antibiotics when they feel better, rather than completing the prescribed full course of treatment
- Majority of respondents believed that the body, rather than the bacteria becomes resistant to the antibiotic

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<sup>1</sup> <https://www.who.int/news-room/detail/16-11-2015-who-multi-country-survey-reveals-widespread-public-misunderstanding-about-antibiotic-resistance>

- Almost half thought that antibiotic resistance was only a problem for people who take antibiotics regularly

These misconceptions, however, are based on what adult members of the public think. In this young person-led project, we aimed to improve antibiotic awareness in primary and secondary school-aged children through drama, in a co-production between the GenerationR Liverpool Young People's Advisory Group (YPAG)<sup>2</sup>, Attitude Performing Arts School<sup>3</sup> (a community-based organization aimed at 6-16-year-olds), the National Institute for Health Research (NIHR) funded study BATCH (Biomarker-guided duration of antibiotic treatment in children hospitalised with confirmed or suspected bacterial infection) study team<sup>4</sup>, and the British Society of Antimicrobial Resistance (BSAC) Antibiotic Action<sup>5</sup>. The project received funding from the University of Liverpool Knowledge exchange program.

### **The key aims of the project were to:**

- co-produce and perform a play with young people to teach other young people about antibiotic resistance.
- co-create child-friendly education resources for children, young people, families, and teachers about antibiotic resistance.
- assess children and young people's understanding of antibiotic resistance using the fora of drama

## **1.1 Audience**

The target audience for the project was primary and secondary school age children. Two live performances took place reaching 260 children and young people. A recording of the performance was produced and shown to children

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<sup>2</sup> <https://generationr.org.uk/liverpool/>

<sup>3</sup> <https://twitter.com/AttitudePAS>

<sup>4</sup> <http://www.batch-trial.co.uk>

<sup>5</sup> <http://www.bsac.org.uk>

and young people in local youth centres, and a Girl Guides session. In total, the project engaged with 400 young people (average age 11 years old) over the course of 9 months.

## **1.2 Acknowledgements**

The authors would like to acknowledge the support of the University of Liverpool, Institute of Translational Medicine communications team (John Woodward), and Public Engagement officer (Jenna Kenyani), the British Society of Antimicrobial Chemotherapy (Michael Corley), University of Liverpool School of Engineering department (Dr Raechelle D'Sa and team), and Liverpool Schools Parliament lead, (Jeffrey Dunn). They would also like to thank all the young people, teachers, parents and health care professionals who took part in the project.

# **2. OVERVIEW OF ACTIVITIES**

## **2.1 First writing workshop**

The first activity involved a half-day writing workshop involving young people from the GenerationR Liverpool Young People's Advisory Group (YPAG) <https://generationr.org.uk/liverpool/>, and young people from Attitude Performing Arts School. The first workshop took place in the Institute in the Park based at Alder Hey Children's Foundation Trust. Eight young people from the ages of 8-18 years (7 females, 1 male) attended the session.



The workshop was developed and facilitated by the Theatre Director/Creative Writer from Attitude Performing Arts School with input and support from the Principal Investigator of this project (Jenny Preston), Academic Lead (Professor Enitan Carrol), and Alder Hey Clinical Research Facility (CRF) Youth and Family Participation Officer (Sammy Ainsworth). The workshop also invited a member of the National Institute for Health Research (NIHR) funded study BATCH (Biomarker-guided duration of antibiotic treatment in children hospitalised with confirmed or

suspected bacterial infection) as a scientific advisor. The aim of BATCH is to reduce antibiotic exposure in hospitalised children with infection.

The workshop began with a description of antibiotics, followed by an activity to assess if any of the young people had taken antibiotics before and for what reason. The majority of young people had taken antibiotics before or at least had heard of them. The most common reasons for antibiotic use was predominantly for throat, chest, ear and water infections.

The group then discussed what was meant by antibiotic resistance, followed by the group watching a video called CATCH<sup>6</sup>. This generated some discussion within the group about their understandings of antibiotic resistance, and what might happen as a result. The group had a really good understanding of the implications of antibiotic resistance to individuals (more people becoming sick;

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<sup>6</sup> <http://www.catchshortfilm.com>

lots of people dying; prolonged periods of illness etc.) and society as a whole (more pressure to create more antibiotics and the impact on hospitals).

The group then discussed techniques to prevent antibiotic resistance, which included:

- When you are prescribed antibiotics, take the full prescription, even if you start to feel better.
- Always take the right dose of antibiotics
- Never take antibiotics that have not been prescribed to you by your Doctor
- Never share antibiotics with others or use leftover prescriptions.
- Wash your hands regularly
- Remember, each time you take an antibiotic when it is not necessary, the effectiveness of the antibiotic decreases and it might not work the next time you really need it.

Conversations then turned to the theme for the play which had to keep within the topic of antibiotic resistance and includes some or all of the key messages highlighted above (see appendix 1 for the detailed workshop plan).

## **2.2 Second writing workshop**

The second workshop took place on the premises of Attitude Performing Arts School (based at Speke Community Centre). Twelve young people attended the workshop aged from 8-18 years, (11 female, 1 male). A draft version of the script based on the ideas highlighted in the first workshop was presented to the group. Four young people were chosen as the main characters of the play, each given a character role and one was chosen as the narrator.

The draft script was performed to the group by the young actors who were going to perform the play. This was to ensure that the young people could get a true representation of what the play would be like once performed. It was also an opportunity for the writer to receive constructive criticism and to ask questions to the group as to the development of the script before it was finalized, such as

where the messages clear? How did the story flow? Had the young people's ideas been truly represented in the script? The overall feedback from the group was that the script was clear, there were funny parts in the script and the characters were strong. The young people said that the play was very educational and that they learnt new things such as the roles of good and bad bacteria, how antibiotics and bacteria work and ways in which people are helping antibiotic resistance as well as ways they can help prevent it from happening.

However, the main feedback from the group was that they felt the script needed to include more 'funnier' moments to keep younger audiences engaged, particularly because a lot of the play was Granddad Penicillin talking, which included factual information and they found these parts to be slightly slow and boring. They also emphasised the need to show more of 'the bad bacteria' as they found those scenes funny, educational and entertaining. The young people thought it was important to keep the tone light throughout the script and to try to keep the audience engaged with these funny scenes. It was also highlighted from the script that 'they didn't know the body had good bacteria'. This was important feedback for the writer who then went away and devised more scenes involving the bad bacteria and created another scene involving the good bacteria which gave the opportunity to explain to the audience their role and importance in the body.

The young people also enjoyed the re-enactment of scenes such as 'a patient demanding antibiotics off a Doctor even though they only had a viral infection, a mother sharing leftover antibiotics prescribed for tonsillitis with her daughter complaining of toothache, and a scene from the future showing a family living in a world where antibiotics no longer work.'

After the script was edited by the writer to include the young people's new suggestions, the script was finalised after feedback from Professor Enitan Carrol and rehearsals began.

The writer went away from the writing workshops with all the young people's ideas and notes. Here is what the writer had to say about that process:

*“The writing process seemed daunting at first as there had to be a play written about antibiotic resistance, something that I did not have much knowledge about myself. So, my first task was to read up and do some research on antibiotic resistance. I made a note of the key messages such as how people were overusing antibiotics and the ways in which they could help stop resistance. The writing workshops was a great opportunity for all those involved and particularly helpful for me as it was the moment that characters and storylines started to be developed. Without the young people’s input, I personally would have struggled to devise a script so creative and powerful. The young people had clear ideas and there was a recurring theme where the young people wanted to bring the ‘antibiotics’ and ‘bacteria’ to life, and to show that there was battle between the two sets of characters. We went with the notion of characterising an antibiotic and devised a story about a retired antibiotic war veteran called Granddad Penicillin. Granddad Penicillin had grandchildren who he would often tell his antibiotic war stories to and so throughout the story he explains how resistance was about to happen, how the bacteria were getting stronger and how the people were helping antibiotics become resistant. The key messages that the young people came up with in the writing workshops were incorporated into the script and the final message of the play was **‘We Need You!’ - With the help of the people, antibiotics will win this fight**”.*

### **2.3 Rehearsals**

Rehearsals took place over six weeks on the premises of Attitude Performing Arts School, including two dress rehearsals.

The rehearsals were broken down into stages. The aim of the first few rehearsals was for the cast to learn their lines as well as develop traits and personalities of the characters. The next few rehearsals looked at the play in more detail, the play was staggered during this process and this gave us a rough overview of the play and identified any problems so that they could be fixed. It was also important during these stages to check that the information in the play was clear and strong. The final rehearsals were about making sure that the young actors were confident with their performance as well as their lines. At this point the overall

feelings from the young people were of excitement but mostly nervousness, the young people put a lot of pressure on themselves mainly due to being passionate about making sure that the key messages were delivered throughout the performance.

The final dress rehearsal took place at the Eleanor Rathbone Theatre at the University of Liverpool and was recorded by the members of the Institute of Translational Medicine communications team. The link to the video is here:

<https://stream.liv.ac.uk/s/7h68tnak>

## 2.4 Creation of artwork and educational materials

On receipt of funding for this project, the project manager was contacted by the University of Liverpool, School of Engineering team, who had also received funding from the University of Liverpool Knowledge Exchange Fund to explore a project about antimicrobial biomaterials. They had funded an artist in residence to develop a graphic medicine approach to explain concepts around Antimicrobial

Microbial Resistance (AMR). As both projects, were linked it was an ideal opportunity to collaborate, which led to the School of Engineering team joining one of the young person's drama sessions to deliver a workshop about AMR, and with support from the artist in residence produced

artwork to publicise both projects and produce information as educational resources with and for young people, (see appendices 2 and 3). The full lesson plan can be found in appendix 4.





## 2.5 Launch of the play

The first live performance was organised and took place on the 18th of May 2019 at the Institute in the Park to coincide with International Clinical Trials Day (which takes place each year on the 20th of May). Over sixty children, young people, families and healthcare professionals attended the event. The performance was followed by a series of interactive child-friendly activities focused on the theme of infection and inflammation, delivered by researchers from the Institute of Translational Medicine (Women's and Children's Health), School of Engineering and the British Society of Antimicrobial Chemotherapy. The feedback from the event was excellent, see section 4 below.



### 3. WHAT DID CHILDREN AND YOUNG PEOPLE LEARN?

#### 3.1 Pre and post-performance surveys

In order to assess young people's understanding of antibiotic resistance, a survey was produced (see appendix 5) to be completed pre and post-performance (see appendix 6 for answer sheet). The surveys were adapted from

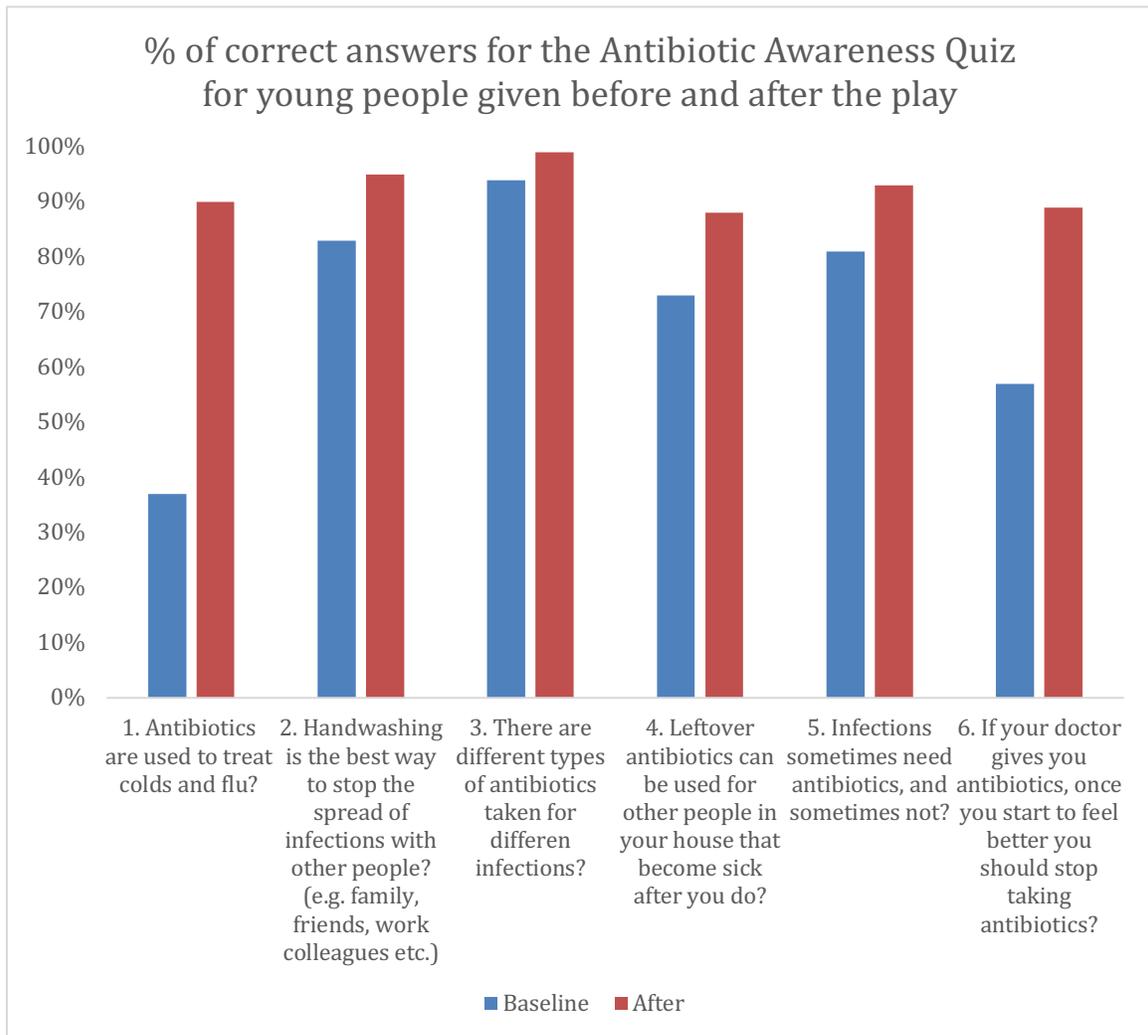
the World Health Authority (WHO) survey aimed at the public (see above) and amended by members of GenerationR Liverpool YPAG and Attitude Performing Arts School.

Out of the 400 young people, 203 young people completed the baseline survey and 196 completed the questionnaire after the performance.

### **3.2 Lessons learnt**

As you can see from Figure 1, the results show an improvement in understanding for each question asked, although not a significant difference in all responses. However, results do indicate that the play improved understanding and addressed the most common misconceptions about antibiotic resistance. For example, prior to the performance only 75 out of 203 (37%) children ticked false when asked if antibiotics can be used to treat colds and flu, compared to 177 out of 196 (90%) after the performance.

Figure 1: Results from the pre and post surveys given to children and young people.



We also asked children and young people to either write or draw what they had learned from the performance about antibiotic resistance. The following series of quotes are just a few examples of what children and young people took from the play.



## 4. EVALUATION

An evaluation was carried out on both the children young people who were directly involved as co-creators of the project and performers, and on the actual audience themselves.

### ***4.1 Feedback from the young co-creators and performers.***

The project was the first time many of the young people involved had taken part in any type of research-based activities. Therefore, it was important to keep the process fun and light to keep the young people engaged throughout as this project relied heavily on the young people's input and ideas. Below is feedback from the young co-creators and the performers.

*"I enjoyed the fun activities. We got to draw and make our own bacteria and antibiotics"* Phoebe (Co-Creator)

*"I really liked the writing workshop at Alder Hey, we got to meet other people from different groups and I felt really important sitting with the Professional Doctors."* Rosie (Co-Creator)

*"I learnt a lot doing the antibiotic resistance work and everything that I have learnt has helped me in my Science classes at school"* Paul (Co-Creator)

*"I felt like I was important and that all of our ideas were taken on board and helped write the script. I felt proud to be a part of it all"* Kerris (Co-Creator)

*"I really enjoyed watching the play come to life and gave suggestions to change bits which were included in the final play"* Tamzyn (Co-Creator)

*"When I first got involved in it (the project) I thought it was going to be boring as it's not something (antibiotic resistance) that I have heard of before, but I learnt new things and the sessions were fun, plus we got to do art too which is my favorite"* Charlie (Co-Creator)

*"I liked being a part of the project with Attitude. I felt this project was different from everything else that we do and that I helped make a difference to raise awareness of Antibiotic resistance".* Lauren (Co-Creator)

*"I liked learning about the good and bad bacteria and how we can help them in our bodies. I also liked making my own bacteria out of plasticine in one of the sessions"* Ava (Co-Creator)

*"I did face challenges during the rehearsal process of the play because I struggled with remembering the correct terminology and making sure that the lines were perfect so that we delivered the right message. Acting is a career I want to pursue so it has been a real learning curve for me and an amazing opportunity to work in front of the camera and perform to important individuals. This project gave me an immense amount of motivation to not only do well for myself but to ensure that the play was done well and for the play to receive well deserved recognition"* Lydia Prescott (Played the main part of Granddad Penicillin).

*“I felt it was an amazing opportunity to be involved in and covering an interesting current issue which I felt was important to raise awareness for. The project allowed me to develop my knowledge by the informative workshops and it gave me the opportunity to meet many different professionals in the field in a fun and creative way. I felt it was challenging knowing that the professionals were watching due to the play being heavily based on scientific facts, so there was an emphasis to get the correct information shared to the audience. However, we had many rehearsals and a lot of support during the process which led to a great performance.”* Laura Rooney (Played one of the Antibiotic Grandchildren)

*“I’ve never done anything like this before in my time doing drama. I found the whole project enlightening and interesting. We talked with many professionals and were given the opportunity to ask questions in order to get things ‘right’ for the script. We learnt a lot about Antibiotic resistance as well as what researchers are currently doing to stay one step ahead of antibiotic resistance. I enjoyed the workshops at Alder Hey, I felt it gave us as young people a sense of importance and our ideas were truly listened to and included in the development of the script. My confidence is sometimes not 100% but I feel this project gave me new opportunities to develop that. I found the whole project enjoyable and my best part was being involved in a play that helped the fight with raising awareness of antibiotic resistance”.* Rachael Rooney (Played one of the Antibiotic Grandchildren)

*“I enjoyed being involved in the antibiotic resistance play because I felt it was really influential to be involved in something that helped raise awareness of something so important. I was worried about the play being boring at first to the audience because of how factual it was but the play was funny, and the reactions of the audience suggested that they enjoyed it. I’m grateful for the opportunities given to me during this project, we got to film in a University theatre space with professional filmographers, perform at Alder Hey Children’s Hospital and in the Liverpool Town Hall. We performed to many children and this project has been*

so far one of my greatest achievements". Anna Rooney (Played one of the Antibiotic Grandchildren).

A message from the writer of the play and Director of Attitude Performing Arts School:

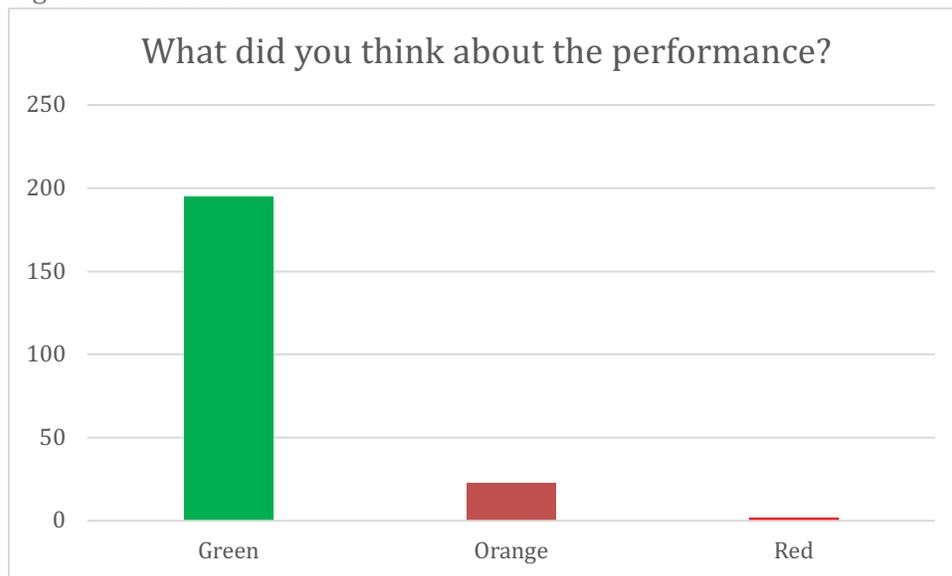
*"This project has been an amazing thing to be a part of. We have been working with children and young people throughout this project and their input has been the key to its success. It has been empowering to give young people the opportunity to be involved in a project that's aim has been to educate and raise awareness of such an important cause and that it has given young people the driving seat of influencing the script for a performance that will go on to educate many young people and hopefully make a difference. I have been extremely inspired by these young people who have not only written the play, edited the script but filmed and performed the play. I am extremely proud of the young actors who dedicated their time to this project and I know only too well the challenges that they had to face during this process. I could not be prouder of what they achieved. The rehearsals are always a very important process and a lot of hard work goes into them which only those involved can see. There is so much more learning and development that happens during the rehearsal stages and the final product is just a small proportion of the work that has been achieved by these young people. The rehearsals were a vital part of the process for this project because there were many fears the young actors faced, particularly about not getting the terminology correct or one of the young people was worried about messing up their lines and missing out important antibiotic resistance information. The performances that they young people gave to audiences were of a high standard and thoroughly enjoyed by all. My highlight of the project was working with such talented young people who gave 110% commitment to this project".*

## **4.2 Feedback from the audience**

After the performance we collected feedback from participants (see appendix 5: evaluation form). We received a total of 220 completed evaluation forms out of

400. Overall the feedback from children and young people was extremely positive. Only two comments out of the 220 were negative (both said the play was boring), the remaining 218 seemed to enjoy the play. Figure. 2, highlights how much the audience liked the performance. Green meaning really liked; orange meaning okay and red indicating they didn't enjoy the performance.

Figure 2: Evaluation



We then asked the audience to describe the performance in one word, and the following word cloud captures the majority of responses.



**Top media Tweet** earned 1,436 impressions

Find out about how children & young people in Liverpool have been learning about [#AntibioticResistance](https://bit.ly/2BjyKFC) [bit.ly/2BjyKFC](#)  
[@AttitudePAS](#) [@LiverpoolGenR1](#)  
[@BATCH\\_Trial](#) [#WAAW2019](#)  
[#involveyoungpeople](#)  
[#KeepAntibioticsWorking](#) [#EAAD2019](#)  
[@BSACandJAC](#) [#EAAD](#)  
[pic.twitter.com/kSGBTf8IVL](https://pic.twitter.com/kSGBTf8IVL)



**Top Tweet** earned 1,680 impressions

Fantastic performance today by [@AttitudePAS](#) in front of 180+ primary school children tackling [#AntibioticResistance](#) watch this space for the report! [@livuniITM](#) [@BATCH\\_trial](#) [@GenrYPAGs](#) [@TheUrgentNeed](#) [@jen\\_preston1](#) [#AntimicrobialStewardship](#) [#involveyoungpeople](#)  
[pic.twitter.com/17oUnPfgsy](https://pic.twitter.com/17oUnPfgsy)



↻ 6   ♥ 20

Fig. 3 – NIHR UKCRFN Annual Conference Poster

**NIHR** | Alder Hey Clinical Research Facility

**Acting up! Raising antibiotic awareness with children & young people through drama**

PrestonJ; Attitude Performing Arts School; GenerationR Liverpool YPAG; Ainsworth, S.

**Background**

Increased resistance to antibiotics poses one of the greatest global public health threats of our time. Antibiotic resistance is a term that many people are aware of, but do not fully understand so awareness and education around what this actually means is required. Following funding from the University of Liverpool, Knowledge, Exchange and Impact (Public Engagement Voucher Scheme) a co-production between the GenerationR Liverpool Young Person's Advisory Group, Attitude Performing Arts School (a community based organisation aimed at 6-16 year olds) and Antibiotic Action, the public awareness arm of the British Society for Antimicrobial Chemotherapy (BSAC) was created.

**Methodology**

- 2 screen writing workshops took place with young people from GenerationR Liverpool YPAG and Attitude Performing Arts School (15 young people took part)
- 1 art workshop (20 young people took part)
- 1 education material writing workshop (20 young people took part)
- A live performance to launch the project took place for #ICTD2019 in front of an audience of children, families and healthcare professionals
- Other live performances to schools will be performed
- A recording of the play and education resources will be shared with schools, youth centres and other YPAGs across the country with the aim of reaching a diverse population

**Results & Conclusion**

This unique young person led engagement project aims to improve young people and families understanding through education and drama about the urgent and timely need to discover and develop antibiotics, and highlight the importance of using antibiotics appropriately.

To find out more about the project and to access the resources please contact: [jenifer.preston@liverpool.ac.uk](mailto:jenifer.preston@liverpool.ac.uk)

**Logos:** GenerationR, BATCH, attitudo, UNIVERSITY OF LIVERPOOL, ANTIBIOTIC ACTION, NIHR, BSAC.

**Text:** "NEED YOU" sign, "When you are prescribed antibiotics, use the full prescription, exactly as you are told to do. Never stop taking them early as this can make you sick again and the bacteria will not be killed. If you are prescribed to eat them with food, eat them with food." "The authors are supported by the National Institute for Health Research (NIHR). The views expressed are those of the authors and not necessarily those of the NIHR or the Department of Health and Social Care."

## 6. CONCLUSION

This young-person led project illustrates that using drama as a means of increasing knowledge and sharing information about health issues with children and young people has many advantages, including: making the topic more relevant to children's lives; it generated a conversation and made children consider their own self-management of healthcare for maybe the first time, and despite the serious nature of the issue the performance included take-home messages that was delivered in a fun and informative manner.

As noted the original idea was to perform more live shows in schools but this was not possible due to practical reasons. The live performances that did take place were large events and much more productive, especially when accompanied by

the interactive workshops as the team could really engage with the audience to get their feedback. Producing and sharing a video of the production as a resource was helpful but feedback has suggested that the video could be turned into an animation narrated by young people to be used in schools and other events, such as Edinburgh Fringe Festival, or Big Bang Science Fairs.

## Appendix 1 – 1<sup>st</sup> Workshop

What is Antimicrobial Resistance? (AMR)

What are Antibiotics?

Antibiotics are types of medicines that will search out and destroy bacteria that make you sick. Antibiotics are chemicals which can help your body by killing the harmful bacteria cells or stopping them from growing. They can recognise the bacteria cells because they are different to the cells in your body. Penicillin was the first antibiotic to be discovered and was made from mold!

Infections can be caused by bacteria (germs), viruses, parasites or fungi. Antibiotics are used to treat bacterial infections, such as pneumonia or a urinary tract infection. Antibiotics do not help to treat viral infections such as the common cold, a viral cough or influenza (the flu).

 In your group, write down the times you have had antibiotics in your life and what they were for (if you feel comfortable enough to share).

So, what is Antibiotic Resistance?

Antibiotic resistance occurs when bacteria change in a way that causes antibiotics to become less effective or to not work at all. When bacteria come into contact with an antibiotic or antibacterial, the weaker bacteria die, but stronger ones survive. When the strong bacteria multiply, more and more strong bacteria are produced that are resistant to the antibiotic.

Bacteria become stronger when they change, which reduces the effectiveness of antibiotics. For example, some bacteria can break down antibiotics or prevent the antibiotic from attaching to the site it needs to work.

Bacteria can change more than once so that they are resistant to several antibiotics. This makes some bacteria very hard to kill.

 In your group, take five minutes to write down the things that could happen if our bodies become resistant to antibiotics?

Why is Antibiotic Resistance becoming a problem?

Antibiotic resistance is a growing public health concern. It is a problem because we need antibiotics to treat bacterial infections that our bodies need help to get rid of.

When bacteria are resistant to antibiotics, doctors have a hard time finding other antibiotics that will work to kill the bacteria. For example, this means that if a person gets an infection from antibiotic-resistant bacteria, they can become very sick and more difficult to treat.

How can we prevent Antibiotic Resistance?

There are a few small steps we can take to help the Antibiotic Resistance fight;

- When you are prescribed Antibiotics, take the full prescription, even if you start to feel better.
- Always take the right dose of Antibiotics
- Never take Antibiotics that have not been prescribed to you by your DR
- Never share Antibiotics with others or use leftover prescriptions.
- Wash your hands regularly

Remember, each time you take an antibiotic when it is not necessary, the effectiveness of the antibiotic decreases and it might not work the next time you really need it.



Now we have the background information about Antibiotic Resistance, it's time to start writing ideas down for our play.

In your groups, please work through Worksheet 2 and when finished move onto Worksheet 3.

## Worksheet 2

### TASK ONE

#### What is our theme?

Ok, so we know we have to devise a play on Antibiotic Resistance, but what will be our theme throughout the play?

A theme is a question or a statement that resonates deeply with a wide range of people.



In your groups, write down as many themes as you can think of (sticking to our Antibiotic Resistance topic).

This is all about exploring ideas, so **THERE IS NO RIGHT OR WRONG ANSWER**, just have a go.

To start you off...

- What can we do to be a part of the Antibiotic Resistance solution?

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## TASK TWO

### Who is our main character?



In your groups, write down ideas about a main character for our story. Start with the vital questions to help devise your character. Who, What, Where, Why, When and How?

Also think about how they are associated with Antibiotic Resistance? For example, do they use Antibiotics a lot?

## Worksheet 3

## TASK THREE

### Brainstorm Scene Ideas

This is where your imagination comes into action, using the information that we have looked at in the earlier part of our session.

In your group, use the flipchart paper to write down scene ideas that fit to some of your themes and the characters that you have created.



For example, you may have a character who is always going to the Dr's demanding Antibiotics for something which Antibiotics cannot treat such as a cold, or cough.

Here are a few tips to help:

- Be as imaginative and crazy as you like with your ideas
- Try and use your own experiences of antibiotics
- Think of where your scenes may be placed within our story? Is it at the beginning, middle or end?
- Look at the factual information, how can we bring them to life in a play?