

# HOLLY BOURNE

## THE PLACES I'VE CRIED IN PUBLIC

KS4 RSE PACK  
WITH EXTRACTS AND NOTES



# INTRODUCTION



Suitable for: Ages 14+

Includes: Extracts from the text + corresponding discussion questions and activities

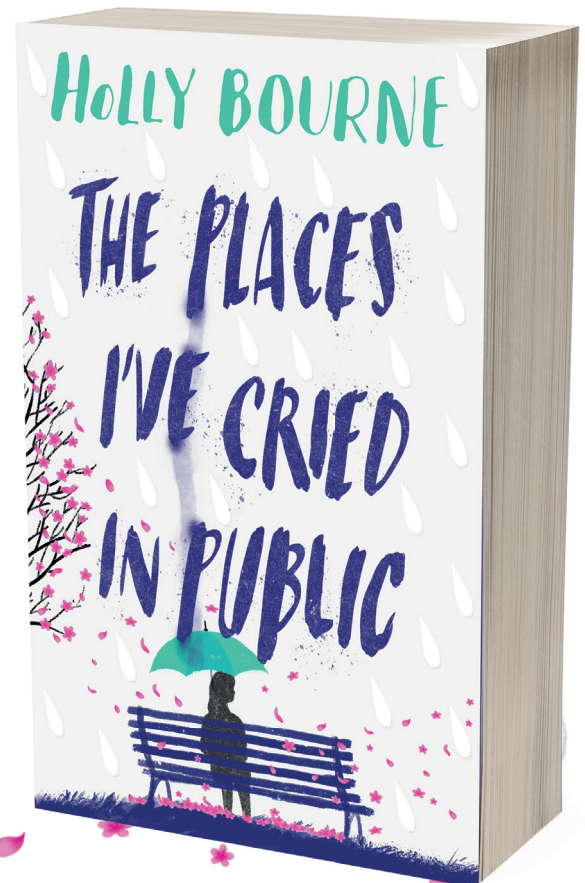
RSE Themes: Gaslighting; Sexual Relationships; Love; Friendship

## CONTENTS

- EXTRACT 1: Gaslighting (taken from Chapter Seven)
- Objectives: Roleplay an important scene from the text discussing each characters' different perspectives; write a Vlog entitled 'Crazy in Love' exploring the issue of Gaslighting.
- EXTRACT 2: Sexual Relationships (taken from Chapter Eight)
- Objectives: Discuss how to recognise an unhealthy sexual relationship; compare and contrast key descriptions of characters' relationships in the text.
- EXTRACT 3: Love (taken from Chapter Nine)
- Objectives: Explore the notion of 'love' and what characterises it; create a poem entitled 'What is Love?' challenging misconceptions about love.
- EXTRACT 4: Friendship (taken from Chapter Nine)
- Objectives: Reflect on what makes a good friend and the importance of friendship in life; sketch a Memory Map detailing significant places and memories in a friendship.

## ABOUT THE BOOK

Amelie loved Reese. And she thought he loved her. But she's starting to realise love isn't supposed to hurt like this. So now she's retracing their story and untangling what happened by revisiting all the places he made her cry. Because if she works out what went wrong, perhaps she can finally learn to get over him.



# EXTRACT ONE: GASLIGHTING

## TAKEN FROM CHAPTER SEVEN



How do you know if your reactions are crazy or not? Who's in charge of deciding that? In our relationship, it was you, Reese. And, after that day in London, you started calling me crazy a lot. And the not-hilarious consequence of that was that I did start to go a little crazy. It became selffulfilling.

Amelie: Where are you? I've been waiting at the corner for half an hour now.

Reese: Didn't I tell you? I've got band practice tonight.

Amelie: No, you didn't tell me...thus why I've been waiting

Reese: I did tell you! God, you're not going to get all crazy now, are you?

Or...

"I feel like we never see each other any more."

"We see each other loads. We're seeing each other right now."

"This is the first time we've been alone together all week. And you're about to head off to rehearsal."

"So you want my band to fail, is that it?"

"That's not what I said."

"I never thought you'd be like this"

"Like what?"

"Like this! All crazy and needy and insecure..."

...

"Why are you crying? Oh my god. I can't handle this, Amelie. What's going on with you? I swear you're mental sometimes."





# DISCUSSION QUESTIONS



- What does the word 'gaslighting' mean? How does it connect to themes of jealousy, control, and coercion?
- What is Reese trying to do in this extract? Is he successful?
- Can you think of other similar instances in the text? Give examples.
- How does Amelie's personality change over time? How does this link to the book's title?
- Why does it take Amelie so long to realise what is happening?

## ACTIVITY: CRAZY IN LOVE

- Get into pairs with one of you being Amelie and the other being Reese. Roleplay the extract, thinking carefully about tone of voice and body language and how they are powerful tools when communicating.
- Then, swap roles with your partner so that you get a chance to be both characters. Roleplay the same extract again.
- Feedback as a class; how did it feel playing the characters? How might Reese try to justify his words and actions? How did the two performances of the roleplay differ? Did anything change when the gender of the character changed? For example, how did it feel for the boys to be Amelie and vice versa?
- Use the text and the discussions you have had to write the script for a Vlog about gaslighting called 'Crazy in Love'. In it, point out warning signs and give advice so that young people like Amelie recognise that they are in an abusive relationship sooner and know what to do to get help.
- In your Vlog, try to make sure you also consider why Reese also needs help in order to change. Think about what his friends and family could do to challenge his outlook and behaviour as well as the subject of masculinity in society today



# EXTRACT TWO: SEXUAL RELATIONSHIPS

## TAKEN FROM CHAPTER EIGHT

"It's not even a thing. Other girls do it all the time. Why are you being so frigid?"

"But..."

"I'll go slow. We'll take it really slow. Please..." "Please, Amelie."

I didn't want to. I really didn't want to. I'd said "no" so many times. "Never" even more times. There was not one part of me that wanted to do it.

...

"I love you, Amelie."

"I'm not sure."

"Just try. For me, try. I thought you loved me."

...

...

"Look, I'll take it slow. Really slow. I promise I'll stop the second it hurts, but it won't."

"I really don't want to, Reese. Can't we just...?"

...

The way he looked at me. I would lose him if I said no. I really wanted to say no. My arms were crossed over myself, my head down. He kissed my neck. Started to take off my top.

"We love each other. It's not a big deal. Stop making it a big deal. Don't you love me?"

"Of course I love you."

"Then show me. Try."

....

No

.....

No no no no no

.....

"OK. I guess I'll try."



# DISCUSSION QUESTIONS

- How does Reese manipulate Amelie to get what he wants in this extract?
- If you could freeze-frame this scene, what would you say to both characters?
- How does Amelie's understanding of what happened evolve over time? How does her counsellor help with this?
- How does this extract link to themes including: Boundaries; Consent; Pressure; Respect?
- Why is Amelie's previous relationship with Alfie so significant? What does it give her?

## ACTIVITY: REESE VERSUS ALFIE

- In small groups, you have ten minutes to mind-map ideas for the question: 'How do we recognise an unhealthy sexual relationship?' Try to make your notes as detailed as possible.
- Then, feedback your ideas as a class, adding any additional useful notes to your mind-map along the way. These notes will help you in the next stage of the activity.
- Look through the text again to find examples of how the author portrays the contrast between healthy and unhealthy sexual relationships through the characters of Alfie and Reese. Note down key words or descriptions used and summarise what they suggest or imply about the characters and their relationships.



## REESE

An unhealthy sexual relationship

### EXAMPLES FROM THE TEXT:

*Including an interpretation of what it suggests or implies.*

## ALFIE

An healthy sexual relationship

### EXAMPLES FROM THE TEXT:

*Including an interpretation of what it suggests or implies.*



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# EXTRACT THREE: LOVE

## TAKEN FROM CHAPTER NINE



What is love?

Maybe it's something else. Maybe it's not what we've been told it is. Maybe it's boring words like *security* and *safety*, *warmth* and *growth*. Maybe it's the comfort of knowing someone really well and them knowing you back. Maybe it's kisses where you sometimes bump noses but you can laugh it off? Maybe it's never getting butterflies because you always know where you stand? Maybe it's not passion but caution? Shouldn't you be cautious? If you're going to go through the emotional stripping necessary to give your heart to another? To let them hold it beating in the palm of their hands, both of you knowing they can close their fingers at any time and squash it to mush? Shouldn't you feel *safe* with that person, rather than delirious with passion or insecurity or...a trauma bond? Maybe love - real love - is mellow. A slow cooking stew only just simmering on the hob, but if you leave it long enough the flavour deepens and deepens. Maybe it's your favourite song being played on a really low volume but it doesn't matter because you know the words and melody so well you can sing it in your head.

I've had one love and I've had another type of love. I've experienced both and one made me warm and safe, and the other has led me to therapy and isolation....





# DISCUSSION QUESTIONS



- Do you believe there are different forms of love? Can you love more than one person at the same time? Explain your ideas.
- Why does Amelie use the phrase 'real' love in the extract? What does this imply?
- How can we tell the difference between real love and obsession? Why is it easy to confuse them at times?
- Summarise into three bullet points what Amelie has learned about real love over the course of the text.
- As well as romantic love, what other forms of love are explored in the story? Who shows this love towards Amelie?

## ACTIVITY: WHAT IS LOVE?

- Spend a few minutes thinking about the portrayal of love in the text, in other books and films and in real-life relationships.
- In small groups, discuss both positive and negative depictions of what love is. Use these discussions to write a list of at least five sentences beginning with the phrase: 'Love is ...'. Then, do the same again, but this time with sentences starting with: 'Love is not ...'. Feedback the points you have come up with to the class.
- Now, individually write a poem entitled 'What is Love?' On the back of your whole-class discussion you should have lots of ideas to incorporate into your poem.
- When completed, leave your poems out on your desks and spend a few minutes wandering round and reading each other's work.



# EXTRACT FOUR: FRIENDSHIP

## TAKEN FROM CHAPTER NINE



I blink and gasp and start crying harder. I must look crazy. People try to get past on the pavement and tut and grumble but Hannah doesn't care. She's not taking her hand off my shoulder. She's not repulsed by my crying. If anything, she looks deeply upset that I'm crying at all. Even though I was such a twat to her.

"Amelie. You're scaring me. Please? Come on. We can get a coffee in the park. My treat."

I don't want to lose you, Reese. I don't want to walk away from us. But I can't pretend none of it happened. That none of the bad stuff and the awful stuff and the truly horrifying stuff didn't happen.

That's not love, Amelie.

And, I

I...

I let go of you.

I sigh and release the toxic idea of us into the bright blue sky.

The grief hits harder than I ever thought possible. I disintegrate into such spectacular hysterics that Hannah leads me to a bench, sits me down and tells me to breathe, but I cannot I cannot I cannot. It's over. It has to be over. And even though you've hurt me so much - in ways I'm not sure I'll ever recover from - it hurts so much to let you go. Hannah's hand doesn't stop rubbing my back, she doesn't stop whispering reassurances. She stays with me until the tears reach their natural stopping point, as they're always able to do, no matter how hard you're crying.



# DISCUSSION QUESTIONS



- Why is this such a significant point for Hannah to intervene in the story? Discuss how this alters the plot.
- Is Hannah a good friend to Amelie in this extract? Give examples of what she does and says to help.
- What other positive examples of friendship are there in the story? Explain your ideas.
- Is Amelie always a good friend? Why/why not? Who does she let down?
- Why is friendship so important? What does it give us

## ACTIVITY: FRIENDSHIP MEMORY MAP

- In the text, Amelie uses a 'memory map' to note down and re-live all the places that Reese made her cry. We are going to use this same idea, instead thinking about positive memories we have with friends.
- Think about some of the happiest or most important memories you have with a friend or friends, and the places that you associate with these memories. Think about what makes your chosen person such a good friend to you. What makes this memory or place particularly meaningful? When have you been a good friend to them in the past?
- Create your own Memory Map including at least five different places that you associate with happy or significant memories of friendship. Include sketches of the places you have included, as well as brief descriptions of the memory/memories you have and why they have made it onto your map.
- Take this Memory Map home and keep it somewhere safe. When you're feeling low you can look at it to remind you that you're not alone and that you have friends around to help and support you.

