



BOUNCE

CHALLENGE ENTHUSIASTS

SCRIPTS

**SCRIPTS ABOUT EMOTIONS TO PRACTISE OR PERFORM
IN SCHOOL OR AT HOME**

PROP WORKSHEETS

**THEATRE DESIGN WORKSHEETS
(to accompany the films and activity pack)**

Created with funding from



The Arthur & Margaret Thompson Charitable Trust

www.dirliebane.org.uk

rachel@dirliebane.org.uk

[Dirliebane Theatre Company is a Scottish Charitable Incorporated Organisation SCIO SC047455](#)

Information for Teachers

Dirliebane Theatre Company have created these scripts for children to read in the classroom (or at home), and potentially perform for an audience. The scripts were all created using our research and development material for the films and complement the films and activity pack, with the theme of emotional literacy. We've suggested age ranges for each script, but you are, of course, able to make your own choices to suit your learners. Most scripts have speaking and non-speaking parts to suit confidence levels, and after each script are worksheets for making props.

LEAVING THE NEST

Page 3-7

EMOTION – Sadness. AGE – P2/P3

It's time for The Baby Birds to leave the nest. Half are ready and willing, but the rest are feeling very sad about leaving Big Bird.

THE ANGRY FLY AND THE CHILLOUT CAT

Page 8-12

EMOTION – Anger. AGE – P2/P3

The children are bothered by angry flies. Anger can be catching and so the children end up angry too! Lucky they can learn from the chilled-out cat how to take their time to think about their emotions.

A PIGEON ATE MY SNACK – A musical performance about sadness.

Page 13 -18-

EMOTION – Sadness. AGE – P4/P5

The morning has been fun, everyone at school has worked hard and are excited to be having their snack soon! Unfortunately, a pigeon eats one of the children's snacks! The other children are sad too, but by sharing they all feel better.

DRAGON ASSEMBLY – A story to be read in class with actions.

Page 19-23

EMOTION – Anxious/Nervous AGE – P2/P3

This story is read by the teacher with the children answering questions through the story.

A young girl is nervous about doing a presentation at school. In her dream, her soft toys also have worries and everyone can give each other advice.

ON THE PITCH – A football performance

Page 24 - 27

EMOTION – Embarrassed. AGE – P4/P5

The Scotland football team are playing a big, important match! The crowds, TV presenters and commentators are all ready and excited! Unfortunately, one of the players scores an own goal and the team loses. The crowd, however, are very forgiving as they know everyone can do embarrassing things.

THE OFFICE PARTY

Page 28 - 32

EMOTION – Excited/Happy AGE – P4/P5

The office workers are very excited because it's the boss's birthday and they are going to have cake. But they get too excited! They have to call their kids to work out how to calm down so that they can enjoy the party.

THEATRE DESIGN WORKSHEETS

Pages 33-37

Want to know more about Theatre Design? Our Designer, Katie, has prepared worksheets to use in school looking at all aspects of design.

LEAVING THE NEST

A performance about sadness.

This script is written with P2s and P3s in mind.

SUMMARY

It's time for The Baby Birds to leave the nest. Half are ready and willing, but the rest are feeling very sad about leaving Big Bird. Big Bird gives them all a feather, so they know that they are not alone.

This script is connected to our film 'BOUNCE Episode 4 The Yoga Challenge'.

CAST

NARRATOR The narrator will most likely be played by the teacher. It could also be played by children and the part split between them, depending on the age and confidence of the children

BIRDS the children in the class will play the birds and will be acting in response to questions from BIG BIRD. The BIRDS will be split into two groups BIRDS A and BIRDS B

BIG BIRD this part could be played by the teacher, or one individual pupil. It could also be played by an older child in the school. It's a large, individual part.

Notes; In this performance the children can play the parts of the birds or they can make bird puppets and use those to play the birds.

SET/PROPS

A giant nest

Wings

See Props Worksheet.

PREPARATION

Watch videos and look at photos of baby birds in a nest.

SCRIPT

NARRATOR Birds in a Nest
Lots of birds in a nest
Baby birds in a nest
Getting ready to leave.

THE BIRDS *(All the baby birds are in the nest. They are cheeping)*

NARRATOR The Baby birds have been eating worms for a few weeks and are spreading their wings, preparing to fly.

THE BIRDS *(they are all flapping their wings and moving around as if they are preparing to fly)*

NARRATOR Even though their wings are ready, not all the baby birds feel it is time to go.
Big Bird appears with a worm for the baby birds

(BIG BIRD flies in and settles just higher than the baby birds. They are all cheeping and looking at BIG BIRD)

BIG BIRD My baby birds. It's time for you to leave the nest. You've hatched from your eggs, you've grown feathers, you've learnt to flap and now it's time to make your way to the edge and go, go into the world and love the endless sky.

(BIRDS A begin to hop about excitedly, BIRDS B begin to shrink in fear)

BIG BIRD Come along, who wants to be first?

BIRDS A Cheep, cheep, cheep! *(they bounce up and down)*

NARRATOR Half the baby birds were ready to leave the nest.
They were excited about flying.
They were excited about stamping on the ground for worms
They were excited about looking for bird feeders
They were excited about playing with their friends' way up in the sky.

BIG BIRD Fly, little birds, fly!

(BIRDS A leave the nest, they fly around the room, excited and cheeping and then settle down around the room – as if they have landed on the ground somewhere far from the nest)

NARRATOR The other half of the baby birds were not ready.
They didn't want to leave the nest
They didn't want to fly free
They didn't want to leave the warmth of home
They didn't want to say goodbye

BIG BIRD Fly, children, fly!

(BIRDS B don't leave the nest. They look around and they begin to softly cry)

NARRATOR Big Bird doesn't know what to do. The birds are sad.

(BIRDS B cheep louder, and with tearfulness)

BIG BIRD Darling baby birds. It's okay and it's safe. I am always with you.

(BIRDS B cheep louder, and with tearfulness)

NARRATOR Big bird must think about how to help the birds. They are sad about leaving the nest. Big bird gives them each one of their feathers.

BIG BIRD Children, put one of my feathers into your beautiful wings. Keep it with you, and I will help you fly and I will help you soar, and I will help you grow into a beautiful bird.

(BIRDS B take a feather each and nestle them into their wings)

NARRATOR The sad birds begin to feel better now that they know Big Bird will always be with them. They begin to shake their tails. They begin to fluff their wings. They begin to puff out their chests. They are feeling braver. They know that wherever they are, Big Bird will be with them.

BIG BIRD Fly, children, fly – enjoy the world, the sky, the worms, the wind and the breeze.

(BIRDS fly the nest, with trepidation they near the edge of the nest, flap their wings and begin their journey out of the nest.

MUSIC begins and THE BIRDS fly around the room. They meet with the other birds and they fly free, before settling down in a new place.

NARRATOR The little birds were sad to leave but realised that Big Bird was always with them in their new adventures and as they grew up.

PROP WORKSHEET – LEAVING THE NEST

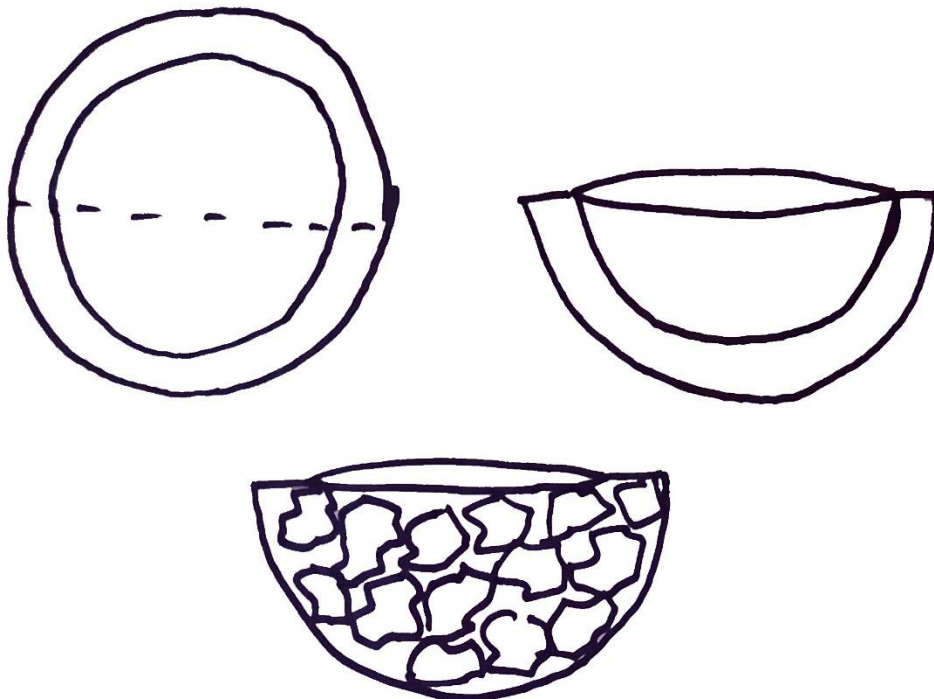
Nest

You will need:

- Paper Plate
- Tissue Paper
- Glue or Tape
- Scissors
- Colouring in pencils/pens, or paint and brushes

How:

- Cut a paper plate in half.
- Glue or tape it together, face to face, so that there is a little pocket in the middle.
- Scrunch up some small bits of tissue paper and glue onto one side of the plate.
- Colour in or paint your nest.



PROP WORKSHEET – LEAVING THE NEST

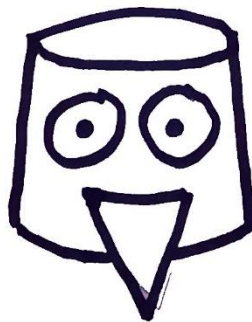
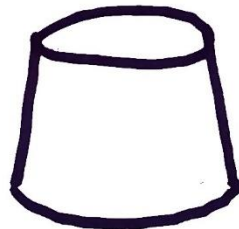
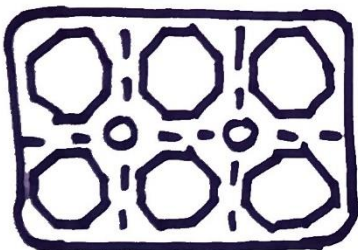
Birds

You will need:

- Egg Carton
- Paper
- Glue or tape
- Scissors
- Colouring in pencils/pens, or paint and brushes.

How:

- Take the bottom section of an egg carton.
- Cut out the individual egg cups and turn upside down.
- Out of paper, cut out a small beak and glue onto the 'face' of your bird.
- Draw on some eyes and colour in your bird.



THE ANGRY FLY AND THE CHILL OUT CAT

A show about learning to be as cool as a cat when you're as angry as a fly.
This script is written with P2s and P3s in mind.

SUMMARY

The children are bothered by angry flies. Anger can be catching and so the children end up angry too! Lucky they can learn from the chillout cat how to take their time to think about their emotions.

CAST/CHARACTERS

NARRATOR This can be the teacher, split between children or be older children in the school.

CHILDREN This is all the children in the class. Each child will need to make an 'angry fly' puppet and a 'chillout' cat puppet.

CHILD A, B, C etc Individual children would have these lines.

PROPS/SET

Make an angry fly and chillout cat. See Prop Worksheets.

PREPARATION

Research about flies – what would make a fly angry?

Research about cats – what are they doing when they are so relaxed?

SCRIPT

(the CHILDREN are all standing in a row smiling)

NARRATOR This is our show all about angry flies and chillout cats. Here are the children. They are feeling good. But there are always ups and downs in life, and today, there will be some really angry flies coming!

CHILD A My fly is angry because they crashed into a window.

CHILD B My fly is angry because it's cold outside

CHILD C My fly is angry because they nearly got hit by a newspaper

CHILD D My fly is angry because they've discovered flies only live for 30 days.

CHILD E My fly is angry because his fly friends are being mean.

(etc. etc. Children can say interesting facts about flies that they might be angry about or things that they might feel angry about and can project onto the fly)

NARRATOR Here come the flies!

(CHILDREN lift up their angry fly puppet on the end of the stick and, slowly at first, they make the fly begin to buzz about their heads, with very quiet buzzing. Then the buzzing gets louder and THE CHILDREN try to swat away the fly with their other hand as it buzzes about their head. The buzzing

gets louder and louder and the flying gets faster until the fly finally lands on THE CHILDREN. Could be on their nose or ear or head.)

NARRATOR The angry fly has a bad habit of making other people feel angry too.

CHILD 1 I'm angry now because the fly won't go away

CHILD 2 I'm angry now because I feel really hot.

CHILD 3 I'm angry now because my arm is sore

CHILD 4 I'm angry now because I nearly swallowed the fly.

CHILD 5 I'm angry now because I'm hungry.

(etc. etc. Children saying why they now feel angry – could be related to fly or not.)

FINAL CHILD I'm angry just because I am!

NARRATOR Sometimes anger is catching. Sometimes we don't know why we are angry. Sometimes we blame others for being angry. Then the flies all flew away.

CHILDREN Shoo! *(they remove the flies from their faces/heads and put them behind them. But they don't feel any better. THE CHILDREN are still angry)*

CHILDREN Humph!

NARRATOR Even though the angry fly has gone, the children are still angry! That's what happens when you catch anger. But let me tell you something amazing - whatever has made us angry, there is way to help us feel better and work out what to do.

CHILDREN There is?

NARRATOR The chillout cat. The chillout cat is always calm and just watches the world very carefully while deciding on their next move. The chillout cat is soft to stroke. The chillout cat moves slowly and carefully. Here come the chillout cats!

(CHILDREN reach behind them for their chill-out cat. CHILDREN stroke their cat, and make purring noises)

CHILD A My chillout cat is calm because they are getting a hug

CHILD B My chillout cat is calm because they are staying still

CHILD C My chillout cat is calm because they are breathing slowly

CHILD D My chillout cat is calm because they are being stroked.

(etc. etc. CHILDREN say why the cat is so chilled)

NARRATOR Sometimes being calm is catching. Sometimes all we need is a chill-out cat to calm us down and make us think about why we were so angry. So, next time you are feeling like an angry fly.....

CHILDREN *(This time the children are the flies and they begin to buzz and flap their wings and make angry faces)*

NARRATOR Try being a chill-out cat to help you think about why you're angry and what you can do next.

(CHILDREN become chill-out cats)

CHILD A I was angry because the fly was in my face, but now that I feel chilled, I realise maybe the fly was just saying hello to me.

CHILD B I was angry because my arms were getting sore, but now that I feel chilled, I realise that I could have just walked away from the angry fly instead of flapping my arms.

CHILD C I was angry because I felt really hot from the fly buzzing about, but now that I feel chilled, I realise that I could have just said hello to the fly.

CHILD D I was angry because I thought the fly was going to go in my mouth, but now that I feel chilled, I realise I could have just covered my mouth.

(etc. etc. CHILDREN say why they were angry and now that they are chilled, they can work out what they could have done different or just being chilled)

NARRATOR Now everyone is a chillout cat. Remember, lots of emotions can be catching, so being the chillout cat lets you work out how you're feeling and what to do.

PROP WORKSHEET – THE ANGRY FLY & CHILLOUT CAT

Fly Puppet

You will need:

- A wooden stick or lolly stick.
- Paper
- Scissors
- Glue or tape
- Colouring in pencil/pens, or paint and brush.

How:

- Draw out an angry fly on paper, colour it in and cut it out.
- Using glue or tape stick the lolly or wooden stick to the back of the fly.
- Move it around like it is flying around angrily.



PROP WORKSHEET – THE ANGRY FLY & CHILLOUT CAT

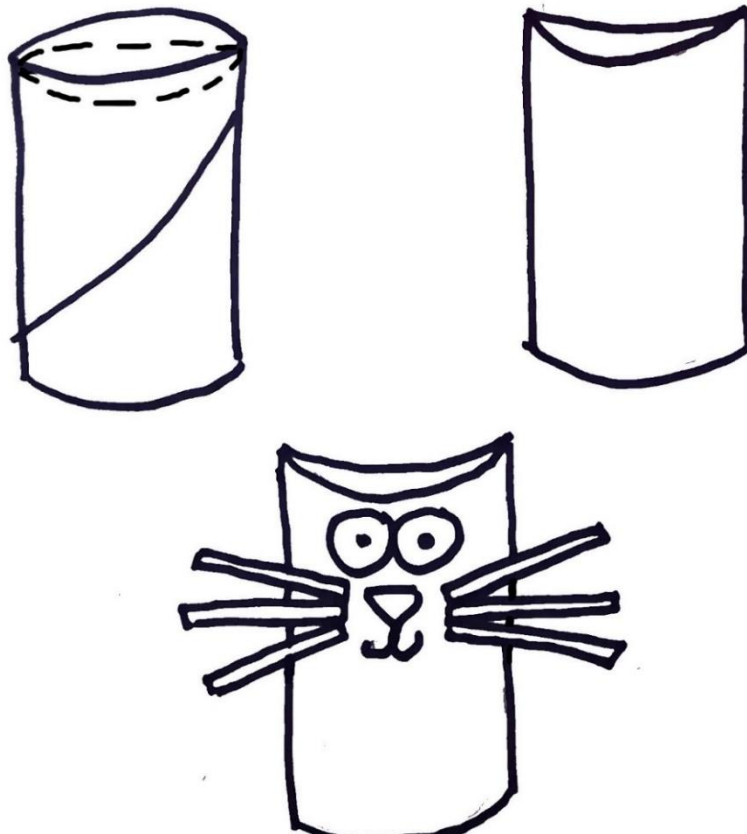
Cat Puppet

You will need:

- Toilet Paper Roll
- Pipe Cleaner
- Scissors
- Glue or tape
- Colouring in pencil/pens, or paint and brush.

How:

- Take an old toilet roll tube and fold down the top on two corners so that they overlap and make 'cat ear' shapes.
- Paint or colour in the tube whatever colour your cat is.
- Draw or paint on eyes, nose, and a mouth.
- Cut the pipe cleaners to the size of the cats' whiskers, and glue them onto the tube.
- You can use the cat as a big finger puppet, move it around like a chilled-out cat.



WHEN A PIGEON EATS MY SNACK

A musical performance about sadness

This script is written with P4s and P5s in mind.

SUMMARY

The morning has been fun, everyone at school has worked hard and are excited to be having their snack soon! Unfortunately, a pigeon eats one of the children's snacks! The other children are sad too, but by sharing they all feel better.

CAST/CHARACTERS

NARRATOR This can be split between children or played by the teacher. Split the lines as necessary.

THE CHILD One child has a snack of birthday cake (it was their birthday the day before). The pigeon steals this snack.

PIGEON One child is the pigeon that steals the snack. They can be dressed up as a pigeon or they can have a pigeon puppet. Non-speaking.

CHILD A One line, speaking part.

THE CLASS All other children are the classmates.

PROPS/SET

Musical instruments. See Props Worksheet

PREPARATION

Make sure all the children know the tunes to the songs.

SCRIPT

(There are children sitting at desks in a classroom. They are all doing work.)

NARRATOR I want to tell you a story. *(pause)* A story about sadness. *(pause)*

Once upon a time there was a class full of children who were all working hard.

THE CLASS *(THE CLASS and THE CHILD all sing the following – to the tune of Heads, Shoulders, Knees and Toes. They are all very focussed)*

We've been working really hard, really hard

We've been working really hard, really hard

We've done our maths and reading and art

We've been working really hard, really hard.

We're all feeling really hungry, really hungry

We're all feeling really hungry, really hungry,

We've still to do all of our spelling,

We're all feeling really hungry, really hungry.

(THE CLASS go straight back to doing work)

NARRATOR The children were very good at working on their spelling. They wanted to get it finished so that they could enjoy break time. One of the children noticed the time!

CHILD A Look at the time! It's *(insert 5 minutes from when the school break is)*! It's nearly time for snack!

THE CLASS *(THE CLASS and THE CHILD all sing the following – to the tune of Old McDonald had a Farm. It should be sung slower than normal, dreamlike, as they are all dreaming about the best snack ever possible)*

Oh, I'm dreaming about my snack

It is going to be yum

Oh, I'm hungry, that's a fact,

It is going to be yum

With a bite bite here and a chomp chomp there,

here a bite, there a chomp, everywhere a bite chomp

Oh, I'm dreaming about my snack

It is going to be yum

Oh, I'm dreaming about my snack

I'm going to run out the door.

Oh, I'll put on my coat that's black

I won't be hungry anymore!

With a bite bite here and a chomp chomp there,

here a bite, there a chomp, everywhere a bite chomp

Oh, I'm dreaming about my snack

I'm going to run out the door.

NARRATOR And the bell rings! The children all run to their trays/bags/lockers *(choose what is appropriate for your school)* to grab the delicious snack they were dreaming about.

THE CLASS *(THE CLASS and THE CHILD all sing the following – to the tune of Here we go. They are putting away their work things and putting on their coat/shoes etc as they sing)*

Here we go, here we go, here we go,

Here we go outside for our break – time

Here we go, here we go, here we go

We're going to eat our yummy snack!

Here we go, here we go, here we go,

Here we go outside for our break – time

Here we go, here we go, here we go

We're going to eat our yummy snack!

NARRATOR And the children all went outside. It was a beautiful day – blue skies, birds singing, trees blowing in a bright breeze. The children stood in the playground

THE CLASS *(THE CLASS and THE CHILD all sing the following – to the tune of Baby Shark. You don't have to sing the do do do do do bits if you don't want to, just the main line where they would sing about the shark. These lines can either be individual lines or everyone singing them. If it's individuals, then the words can be changed to*

whatever snack they have in their hand and the song can be extended so everyone says a line)

*I've got crisps
I've got biscuits
I've got banana
I've got cheese*

*I've got apples
I've got haribo
I've got oatcakes
I've got sweets*

*I've got grapes
I've got waffles
I've got croissants*

THE CHILD *(this must be the final line of the song) I've got cake!*

NARRATOR FREEZE! *(everyone freezes in funny positions holding their snack or beginning to eat it)* I need to stop the action. I need to explain to you that this isn't any kind of cake, this is birthday cake. This child had their birthday yesterday and this is the last piece.

THE CHILD *(THE CHILD unfreezes. As THE CHILD is talking a pigeon is flying around the back of the children)* Oh yum, yum, my last piece of birthday cake

(everything now goes into slow motion. As the child brings the cake towards their mouth the pigeon comes along and steals the cake and flies off with it!)

THE CHILD A pigeon ate my snack!!!!!!
(Everyone else is still frozen while THE CHILD sings the following or recites as a poem. If there are no solo singers, then THE CLASS can sing, substituting my/I for their/they/he/she/her/him etc. To the tune of 'Twinkle, Twinkle Little Star'. Performed with great sadness)

*Naughty pigeon stole my snack,
Naughty pigeon I want it back
It was mine, it's my cake
You are making a big mistake
Naughty pigeon you are bad,
You have made me feel so sad.*

(The other children unfreeze slowly and turn to face the sad child. They too become sad. Then there is a moment of pause as they all sit in sadness, looking at THE CHILD. This should be at least 5 seconds, the pause and silence are important for the audience to take in the sadness)

THE CHILD My snack. It's gone.

NARRATOR The child was very, very sad. This last piece of birthday cake was gone. The Class was also sad to see their friend sad. They sat together in sadness. *(pause)* Until.....

THE CLASS *(these lines can be done individually or as a class. Change pronouns as appropriate. To the tune of 'My Bonnie Lies over the Ocean'. The children share their snack with THE CHILD.)*

*I'll share with you part of my waffle
I'll share with you part of my cheese
I'll share with you part of my banana
And so, you won't go hungry*

*Sadness, oh sadness, oh sadness is sad can't you see, you see
Sadness, oh sadness, oh sadness, we'll share you and me*

*I'll share with you part of my biscuit
I'll share with you part of my grapes
I'll share with you part of my oatcake
And so, you won't go hungry*

*Sadness, oh sadness, oh sadness is sad can't you see, you see
Sadness, oh sadness, oh sadness, we'll share you and me.*

NARRATOR All the children felt the sadness, that one of them would not have a snack. So, everyone shared, and everyone felt better. Sometimes things happen that we can do nothing about, and some of those things make us sad. And that's okay. It's okay to feel sad with your friends. And it's okay to try and make your sad friends feel better.

PROP WORKSHEET – WHEN A PIGEON EATS MY SNACK

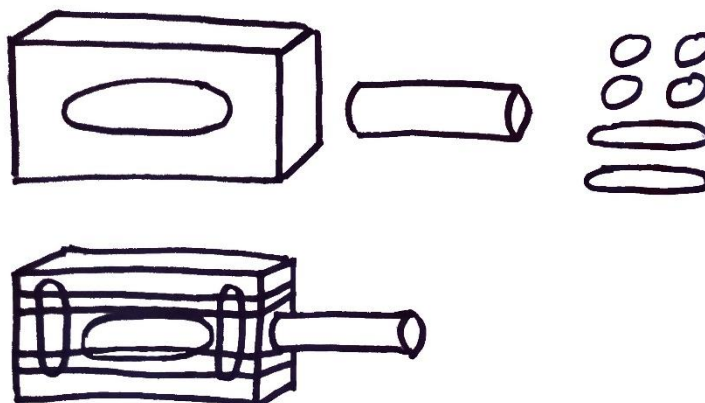
Elastic Band Guitar

You will need:

- Tissue box, or small cereal box with an oval hole cut in the front
- 2 lolly sticks
- Long cardboard tube (for example from a roll of foil or baking paper)
- Elastic bands of different sizes and thicknesses
- Glue and Tape
- Scissors
- Colouring in pencils/pens, or paint and brushes

How:

- Place the end of the cardboard tube up against the end of the tissue box and draw around it. Carefully cut out to create a hole. Paint the cardboard tube and lolly sticks and allow to dry.
- Paint your box with the hole in it, then insert the cardboard tube into the hole you cut at the top and secure in place with sticky tape.
- Glue the lolly sticks in place at either end of hole in the front of the box, as shown. Allow to dry, then stretch the elastic bands around the whole box.
- Finish with decorations of your choice. Try experimenting with different elastic bands and see if you can make a song!



PROP WORKSHEET – WHEN A PIGEON EATS MY SNACK

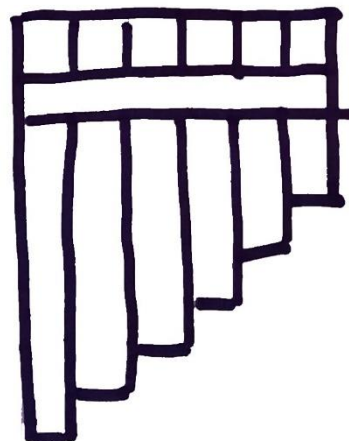
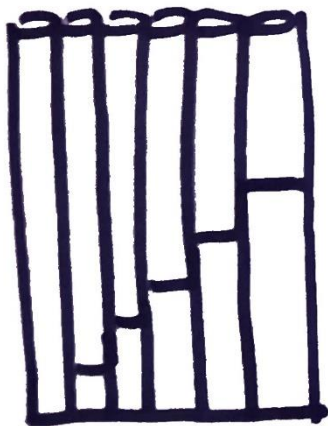
Paper Straw Panpipes

You will need:

- Lolly stick
- Paper straws (as many as needed to match the length of your lolly stick)
- Ribbon or washi tape, to decorate
- Glue
- Scissors
- Pencil

How:

- Lay the straws flat on a table and decide on the lengths you'd like them to be – the larger the steps between the straws, the bigger the difference in pitch.
- Mark with a pencil, then cut the straws to different lengths. Lay them out next to each other, with the top edges lined up.
- Apply glue to the back of the lolly stick and carefully place on top the straws, making sure it touches every straw. Allow to dry.
- Finish by covering the lolly stick with ribbon or washi tape, to decorate. To play, simply blow across the top of the straws.



THE DRAGON ASSEMBLY

This script is a story for the teacher to read aloud, encouraging the children to role play and answering the questions. It could be developed into a performance if required. The lines by the children don't need to be learnt beforehand, the children learn them as part of the Narrators lines. A story about feeling anxious and nervous.

This script is written with P2s and P3s in mind.

SUMMARY

A young child is nervous about doing a presentation at school. In her dream, her soft toys also have worries and everyone can give each other advice.

CAST/CHARACTERS

NARRATOR	This should be played by the teacher/other adult.
MUM	One line
DAD	One line
GRANDPA	One line
SISTER	One line
SOFT TOY DOG	One line
SOFT TOY MEERKAT	One line
SOFT TOY RABBIT	One line
SOFT TOY DRAGON	One line
CHILDREN	Role playing and answering questions.

PROPS/SET

See Props Worksheet

The children can bring their own favourite soft toys into school

PREPARATION

Read books that have dragons in them

Draw pictures of dragons

Think about things that make you nervous

SCRIPT

Teacher at the front with the children sat around them. The teacher reads out the Narrator parts and supports the children to take turns becoming the other characters.

NARRATOR Once upon a time there was a young child who loved dragons. They read books about dragons, watched films about dragons, slept under a dragon duvet cover, had a dragon pencil case filled with dragon pencils and dragon rubbers and most importantly of all, they had a dragon soft toy called Fireball. They also had a dog soft toy, a meerkat soft toy, and a rabbit soft toy, which they liked very much, but Fireball was the chief of all the soft toys and every night the child would go to sleep holding tight to Fireball.

NARRATOR questions and CHILDREN participation.

If you had a dragon soft toy...what would you call it? What would it sound like? What can dragons do? Let's all make a dragon noise. Can we fly like a dragon? Can we blow fire like a dragon? Can your soft toy act like the dragon?

NARRATOR This child loved dragons so much that their teacher asked them to do a talk about dragons for school assembly. They were very excited about this – how amazing to be able to tell the whole school how brilliant dragons are. The child spent many hours practicing what they were going to say. Soon, it was the day before the talk and the child, and their family were sitting down to tea.

NARRATOR questions and CHILDREN participation.

Who would like to be Mum, Dad, Grandpa and Sister? – Hands up.

NARRATOR So, the whole family was eating their tea when Mum said (*to child playing Mum*) Repeat after me – Are you excited about doing your talk?

MUM Are you excited about doing your talk?

NARRATOR And the child said “yes of course” and carried on eating their chips. Then Dad said (*to child playing Dad*) Repeat after me – Are you feeling nervous about doing your talk?

DAD Are you feeling nervous about doing your talk?

NARRATOR And the child said “yes I am” and carried on eating their yoghurt though their tummy was feeling a little bit funny. While they were watching TV Grandpa said (*to child playing Grandpa*) Repeat after me – Are you finished preparing for your talk?

GRANDPA Are you finished preparing for your talk?

NARRATOR And the child said “Yes, I think so” and wondered why their tummy felt like it was wobbling and shaky. Just before bed while they were cleaning their teeth their sister said (*to child playing sister*) Repeat after me – Are you looking forward to your talk?

SISTER Are you looking forward to your talk?

NARRATOR And the child shouted “No..I’m not” and ran to their bedroom, jumped into bed, grabbed Fireball and hid under the duvet.

NARRATOR questions and CHILDREN participation.

What do you think the child is feeling right now? Why do you think they are feeling that? Have you ever felt like that about something?

NARRATOR The child lay in bed, holding tight to Fireball and thought about the school assembly. They thought about talking in front of the whole school. They thought about standing up and walking to the stage. What if they forgot their speech? What if everyone laughed? What if everyone hated dragons? What if they thought it was stupid? They thought and thought, all the time holding onto Fireball, the soft toy dragon. They whisper into Fireball's big dragon ears and tell the dragon everything they are feeling.....

NARRATOR questions and CHILDREN participation.

What do you think they say to Fireball? Can you whisper it to your soft toys? Can everyone pretend to be asleep? Can all your soft toys fall asleep too?

NARRATOR Soon the child was in a deep, deep sleep and they began to dream. In the dream their soft toys were all sitting in a circle and it looked like an important meeting. Something was up! Something was wrong! They all looked worried. All the soft toys were anxious and worried too. In the dream, the child sat in the circle next to Fireball and listened.

NARRATOR questions and CHILDREN participation.

Now, who would like to be soft toy dog? What would you like to be called? What kind of voice do you have? Everyone, can you think of something that a dog might be nervous or worried about? Perhaps they have lost their favourite squeaky toy and they think the child will be cross. Perhaps there is new dog moved in across the road who looks bigger and louder than them. *(to child)* Repeat after me "I am...*(name they suggested)*....the dog and I am feeling worried about...*(worries suggested)*....."

SOFT DOG I am the dog and I am feeling worried about.....

NARRATOR questions and CHILDREN participation.

Now what advice would you give the soft toy dog?

NARRATOR When the child hears the dogs worries they say "Perhaps you could.....*(insert piece of advice from list of children's advice)*" The soft toy dog smiles and yaps and snuggles back under the duvet to sleep.

NARRATOR questions and CHILDREN participation.

Now, who would like to be soft toy meerkat? What would you like to be called? What kind of voice do you have? Everyone, can you think of something that a meerkat might be nervous or worried about? Perhaps it is their turn to find dinner and they have left it too late. Perhaps it is the meerkat mum's birthday and they have to do a speech. *(to child)* Repeat after me "I am...*(name they suggested)*....the meerkat and I am feeling worried about...*(worries suggested)*....."

MEERKAT I am.....the meerkat and I am feeling worried about.....

NARRATOR questions and CHILDREN participation.

Now what advice would you give the soft toy rabbit?

NARRATOR When the child hears the meerkats worries they say "Perhaps you could.....*(insert piece of advice from list of children's advice)*" The soft toy meerkat smiles and moves its head around happily and snuggles back under the duvet to sleep.

NARRATOR questions and CHILDREN participation.

Now, who would like to be soft toy rabbit? What would you like to be called? What kind of voice do you have? Everyone, can you think of something that a rabbit might be nervous or worried about? Perhaps their favourite lettuce patch is empty. Perhaps they have to do show and tell at rabbit school and they don't know what to bring. *(to child)* Repeat after me "I am...*(name they suggested)*....the rabbit and I am feeling worried about...*(worries suggested)*....."

SOFT RABBIT I amrabbit and I am feeling worried about.....

NARRATOR questions and CHILDREN participation.

Now what advice would you give the soft toy rabbit?

NARRATOR When the child hears the rabbits worries they say "Perhaps you could.....(*insert piece of advice from list of children's advice*)" The soft toy rabbit smiles and bounces up and down then happily snuggles back under the duvet to sleep.

NARRATOR questions and CHILDREN participation.

Now, who would like to be Fireball the dragon soft toy? What do you sound like? Can you fly? Can you breathe fire? Everyone, what would you say to the child to make them feel better about doing their talk?

NARRATOR Fireball turns to the child and breathes a little fire to keep them warm. Fireball says (*to child*) Repeat after me. "*(insert some of the advice from the children)*"

FIREBALL (*says the advice*)

NARRATOR Everyone gets worried about something, but I think we all know exactly what to do. The child smiles, cuddles Fireball, and stays fast asleep. The next day their talk is an amazing success.

PROP WORKSHEET – DRAGON ASSEMBLY

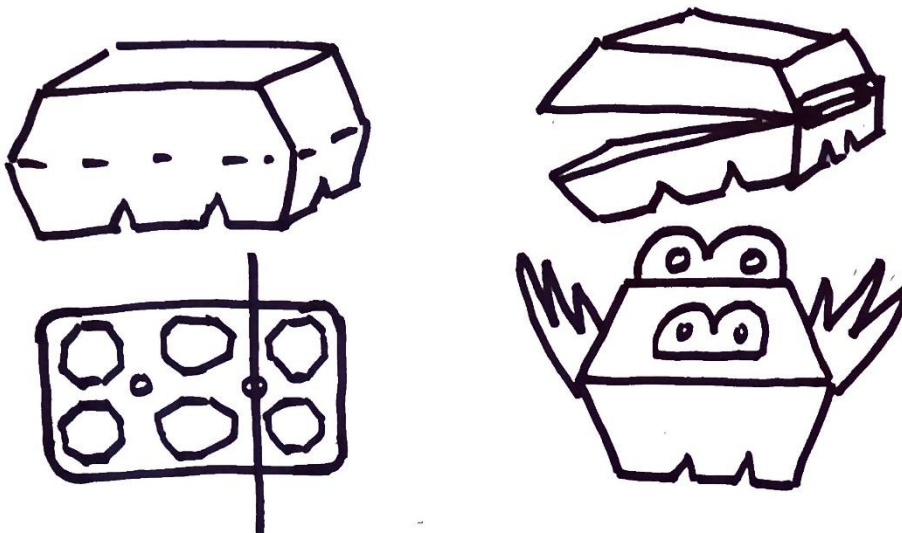
Egg Box Dragon

You will need:

- 2 Egg boxes
- Coloured paper
- Glue
- Tissue paper
- Colouring in pencils/pens, or paint and brushes

How:

- Paint your egg boxes whichever colour you want your dragon to be.
- When the paint is dry, cut along the connected edge of one egg box. Then tape along the shorter edge so that you have a 'mouth' that opens and closes.
- Cut out two of the egg compartments from the other box and glue these to the lid of the other egg box to form the eyes.
- Cut a mane, eyes, nose, mouth and other decorations from coloured paper. Glue these on to your dragon's head.
- Cut two strips of paper and tape to the top and bottom of the dragon's head, at the back, to allow you to use it like a puppet.



ON THE PITCH

A performance about feeling embarrassed.
This script is written with P4s and P5s in mind.

SUMMARY

The Scotland football team are playing a big, important match! The crowds, TV presenters and commentators are all ready and excited! Unfortunately, one of the players scores an own goal and the team loses. The crowd, however, are very forgiving as they know everyone can do embarrassing things.

CAST/CHARACTERS

ANNOUNCER	can be the teacher or a pupil
FOOTBALLERS	four have speaking parts
FOOTBALL FANS	four have speaking parts
COMMENTATORS	four have speaking parts
TV PRESENTERS	four have speaking parts
CROWD	No individual lines

PROPS/SET

Cardboard microphones – see Props Worksheet
Chairs can be set up like a dressing room or a COMMENTATOR'S box

PREPARATION

Designing flags or kit for the football teams
Watching YouTube videos of world's worst football mistakes
Talking about times when you were embarrassed

SCRIPT

Divide the class up into groups. One group to be the FOOTBALLERS (Scotland team and opposition). One group to be the CROWD (no individual lines). One group to be the COMMENTATORS. One group to be the TV PRESENTERS. Each group has their own space in the hall/classroom. While each group(s) does their section, the other groups FREEZE (or sit and watch). Children who don't want to speak can be extras in the crowd or on the football team. This script can be done in the classroom, presented as a performance, or created into a film. It could also be performed outside.

SCENE 1 – FOOTBALL GROUP & COMMENTATOR GROUP

The Football Group are doing warmups and stretches.

ANNOUNCER	On the pitch the Scotland football team are warming up.
FOOTBALLER 1	I want to score 3 goals today
FOOTBALLER 2	I want to save every goal
FOOTBALLER 3	Come on team, we can do this
FOOTBALLER 4	We are going to smash it
<i>FOOTBALLERS Freeze.</i>	

COMMENTATOR Group

Sitting at a table

ANNOUNCER In the COMMENTATORS' box. The COMMENTATORS are excited about the match speaking into their microphones.

COMMENTATOR 1 Here we all are at Scotland's biggest football stadium.

COMMENTATOR 2 To watch what promises to be the most exciting game of the year

COMMENTATOR 3 Can Scotland finally win a final?

COMMENTATOR 4 All they have to do is get the ball in the back of the net more times than the other team (*class can pick a team*)! Simple!

COMMENTATORS FREEZE

SCENE 2 – TV PRESENTERS & CROWD

Both groups are outside the stadium. The TV Presenters have microphones.

ANNOUNCER Outside the stadium the fans are gathering for the game.

PRESENTER 1 Are you looking forward to the match?

FOOTBALL FAN 1 Definitely, we are so going to win.

PRESENTER 2 Are you feeling confident about a win today?

FOOTBALL FAN 2 I'm very nervous but I think they can do it.

PRESENTER 3 What do you think will be the final score?

FOOTBALL FAN 3 It will be close, but I think we will win by 3 goals to 2.

PRESENTER 4 How will you feel if Scotland lose?

FOOTBALL FAN 4 That is not going to happen...as long as we don't do anything stupid

Everyone moves into position for the football match. The footballers prepare to start a slow motion game of football, the commentators get ready to commentate, the crowd come together to cheers and the presenters are in amongst the crowd.

SCENE 3 – FOOTBALLERS, CROWD (including FANS and PRESENTERS) AND COMMENTATORS

FOOTBALLERS

The FOOTBALLERS are playing a slow motion game of football

ANNOUNCER The game gets underway, the crowd is loud and excited.

Begin the action of the footballers moving around the space in slow motions – tackling, passing etc. Both teams score so it is 1-1 to establish which end is the Scotland team end.. This section can last a few minutes. The Commentators can improvise lines here.

CROWD (*Cheering – booing – waving flags*)

COMMENTATORS (*while the FOOTBALLERS act out scoring an own goal in slow motion*)

COMMENTATOR 1 Can Scotland's defenders keep them out.....

COMMENTATOR 2 It's looking pretty messy down there.....

COMMENTATOR 3 Nooooooooooooo! It's an own goal, in the last minute of the game...

COMMENTATOR 4 What a way to finish.....an own goal.....now that's an embarrassing end to the match!

Everyone moves. The FOOTBALLERS are in their 'dressing room' talking and watching the TV of the interviews outside the stadium. The commentators sit down. The FANS and PRESENTERS are together again outside the stadium.

SCENE 4 – CROWD, TV PRESENTERS AND FOOTBALLERS

FOOTBALLERS in their dressing room

ANNOUNCER The players are back in their dressing room. They are feeling very disappointed.

FOOTBALLER 1 I can't believe that just happened.

FOOTBALLER 2 I'm so embarrassed, I don't think I can show my face

FOOTBALLER 3 Everyone is going to be laughing at us.

FOOTBALLER 4 I just want to go home and get under my duvet and never come out again.

ANNOUNCER The FOOTBALLERS watch the TV in the dressing room while TV PRESENTERS are interviewing fans outside the stadium.

CROWD & TV PRESENTERS outside the stadium

TV PRESENTER 1 So, what did you think of what happened on the pitch today...wasn't it terrible and embarrassing?

FOOTBALL FAN 1 You know, it can happen to anyone, they still played well.

TV PRESENTER 2 What would you like to say to the players today? How disappointed you are?

FOOTBALL FAN 2 I'd say, don't worry, in a few weeks you can look back and laugh, it's not the end of the world.

TV PRESENTER 3 What do you think the players will be feeling right now? Despair?

FOOTBALL FAN 3 I think they might be feeling a bit embarrassed, but you know, everyone gets embarrassed sometimes.

TV PRESENTER 4 What lessons do you think the team could learn from today?

FOOTBALL FAN 4 I'd just say try and learn from what happened, so it hopefully won't happen again in the future.

ANNOUNCER The football players look at each other in surprise then get up to go outside and meet their fans.

FOOTBALLERS leave the dressing room and parade around the room shaking hands with the crowd cheering.

PROP WORKSHEET – ON THE PITCH

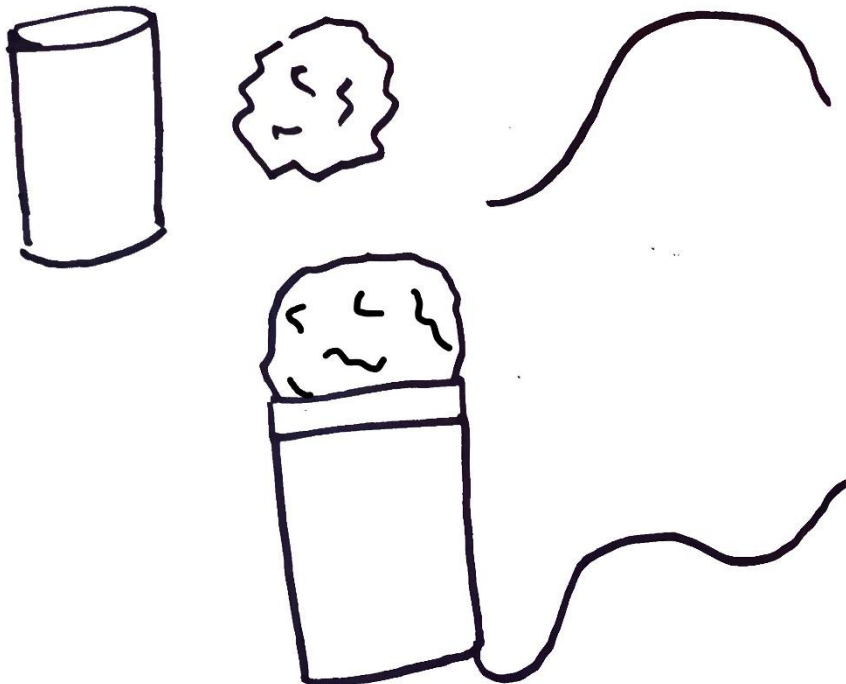
Loo Roll Microphone

You will need:

- Toilet paper roll
- Aluminium foil
- Anything small and round that you can wrap the foil around
- String
- Pencils/pens/paint and brush

How:

- Roll some aluminium foil into a ball slightly bigger than the size of the top of a toilet roll tube. Either on its own or around something small.
- Place the ball onto the tube and tape to secure.
- Tape the string to the inside of the opposite end of the tube to become the cable.
- Colour in and decorate with your pencils, pens, or paint.



THE OFFICE

A performance about feeling excited and happy.

This script is written with P4s and P5s in mind.

SUMMARY

The office workers are very excited because it's the boss's birthday and they are going to have cake. But they get too excited! They have to call their kids to work out how to calm down so that they can enjoy the party.

CAST/CHARACTERS

NARRATOR This could be played by the teacher or some of the children.

TABLE 1, TABLE 2, TABLE 3, TABLE 4, TABLE 5

These are the OFFICE WORKERS. There should be five groups of any number children at five different tables. They can choose names and jobs for themselves. When there is a line for that table, any of the children in the group can say it.

CHILDREN One group of five children playing children at home on their Xbox. Each child has one line.

PROPS/SET

Cardboard laptops and paper ties – see Props Worksheets

Classroom tables set up like an open plan office and the children can dress like 'office workers'.

They can decide what the office company is called and what they do.

PREPARATION

Make cardboard laptops and paper ties

Look at pictures of offices on the internet

Ask class if any of their parents work in offices and what they think it is like to work in an office

Think about a time when you were really excited about something

SCRIPT

All the pupils are sitting at their desks in their groups. This setting is a big open plan office. Prepare by practising the actions for each table. The children at home can be cosy in the corner of the classroom/performance space.

SCENE 1 – SETTING THE SCENE IN THE OFFICE

(you can use these suggestions or ask the pupils what things they think adults do in an office)

NARRATOR It is morning at the office, everyone is working hard answering the phone, typing emails, thinking hard, having meetings and doing presentations.

TABLE1 *(Act out answering the phone)*

TABLE2 *(Act out typing emails)*

TABLE3 *(Act out thinking hard)*

TABLE4 *(Act out having a meeting about something important)*

TABLE5 *(Act out doing a presentation)*

NARRATOR Suddenly the phone rings in the office. It is exciting news.

TABLE1 *(Acts out answering the phone call. They get the message that it's the boss's birthday today)*
Helloo.....yes.....Oh! It's the boss's birthday! I better tell everyone else. *(to the rest of their table)* It's the Boss's birthday!
(They are excited. Someone goes to TABLE2 to tell them)
It's the Boss's birthday!

TABLE2 It's the Boss's birthday?
(start to get excited)
(someone goes to TABLE3 to tell them)
It's the Boss's birthday!

TABLE3 It's the Boss's birthday?
(start to get excited)
(someone goes to TABLE4 to tell them)
It's the Boss's birthday!

TABLE4 It's the Boss's birthday?
(start to get excited)
(someone goes to TABLE5 to tell them)
It's the Boss's birthday!

TABLE5 It's the Boss's birthday?
It's the Boss's birthday!
Let's have a party at lunchtime!

The TABLE5 workers start to get more excited about having a party at lunchtime and want to pass the information on. As each group gets the news, they get more and more excited.

TABLE5 *(someone goes to TABLE4 to tell them)*
Let's have a party at lunchtime!

TABLE4 A party?
(they all get excited)
(someone goes to TABLE3 to tell them)
Let's have a party at lunchtime!

TABLE3 A party?
(they all get excited)
(someone goes to TABLE2 to tell them)
Let's have a party at lunchtime!

TABLE2 A party?
(they all get excited)
(someone goes to TABLE1 to tell them)
Let's have a party at lunchtime!

TABLE1 A party?
(they all get excited)

All the office workers are now so excited they begin making mistakes with their work. They can use the following and/or make up their own lines and/or add more lines.

TABLE1 Oh no, I'm so excited, I called my Granny by mistake.

TABLE2 Oh no, I'm so excited, I just wrote birthday cake in this really important email.

TABLE3 Oh no, I'm so excited, I forgot what I was supposed to be doing.

TABLE4 Oh no, I'm so excited, I knocked tea all over my notes.

TABLE5 Oh no, I'm so excited, I'm feeling a bit sick, I need to calm down. I know, I'll call my kids and get their help. They always know what to do.

ALL TABLEs Let's call the kids!

NARRATOR Everyone in the office is very excited. Too excited. So, they decide to call their kids for advice. Kids are very smart. The kids are at home playing on their Xbox.

TABLE5 *(they are huddled round one phone calling the CHILD 5)*
We're too excited!

CHILD 5 Hi, you're too excited? Don't worry, just think about something boring.

TABLE5 *(they think of something boring and calm down)*

TABLE4 *(they are huddled round one phone calling CHILD 4)*
There's going to be a party! We're going crazy!

CHILD 4 Hi, are you too excited? Don't worry, take 10 deep breaths

TABLE4 *(they take 10 deep breaths)*

TABLE3 *(they are huddled round one phone calling the CHILD 3)*
Aaaaahhhhhh!

CHILD 3 Hi, I can tell you are feeling too excited? Why don't you hug a teddy?

TABLE3 *(they pull out teddies from under the desk and hug them)*

TABLE2 *(they are huddled round one phone calling the CHILD 2)*
We're too excited!

CHILD 2 Oh no, too excited? Why don't you do an excited dance on the spot?

TABLE2 *(the do a little dance, which tires them out a little, so they calm down)*

TABLE1 *(they are huddled round one phone calling the child.)*
We're too excited! We feel sick!

CHILD 1 Wow, you are really excited. Let's do the five fingers.
Stretch your hand out so that you have space between your fingers. Hold up your pointer finger from your other hand. Start at the bottom of your thumb and using your pointer finger trace up your thumb and breath SLOWLY in through your nose. When you get to the top of your thumb, SLOWLY breath out through your mouth as

you trace down the other side. Repeat for all fingers until you have traced your whole hand. Taking five breaths will help us be calm and be ready for any emotion.

NARRATOR Everyone does the five fingers and calms down.

OFFICE Now - let's calmly party!

(everyone is still excited but are partying much more calmly in a very comedy fashion)

PROP WORKSHEET – THE OFFICE

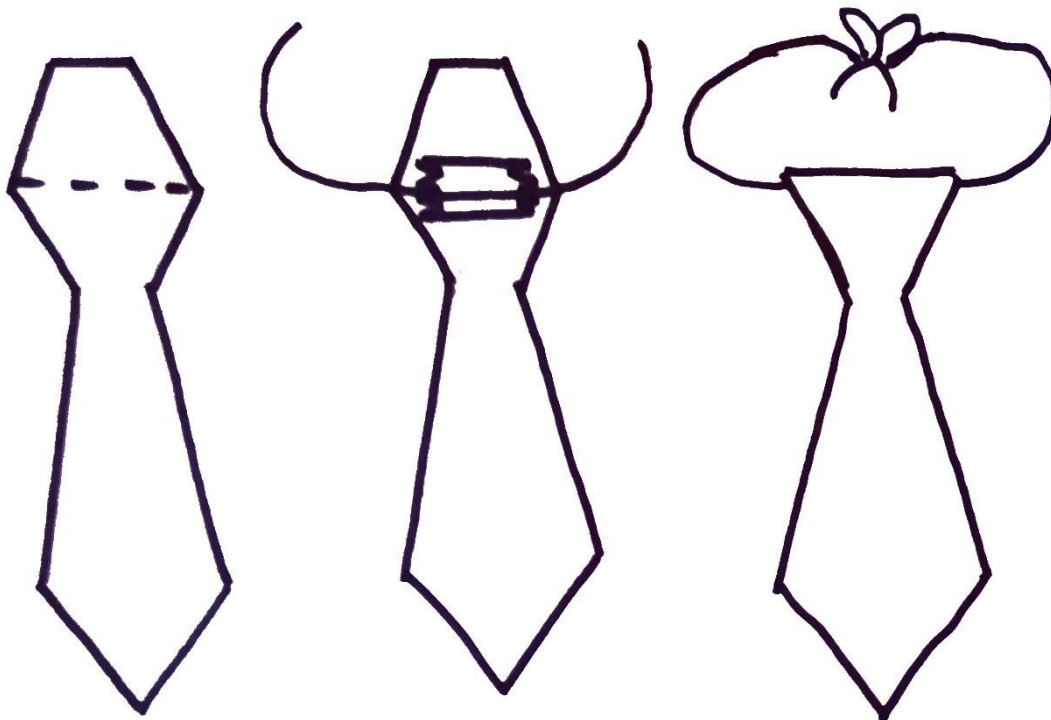
Paper Tie

You will need:

- Paper
- String
- Tape
- Colouring in pencils/pens, or paint and brushes

How:

- Cut out the shape of a tie like in the picture below. Fold along the dotted line.
- Tape the string to the back of the tie and fold the paper over. Securing with tape.
- Decorate your tie, then use the string to tie around your neck.



PROP WORKSHEET – THE OFFICE

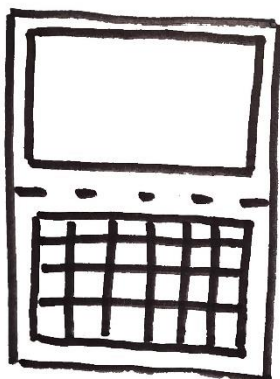
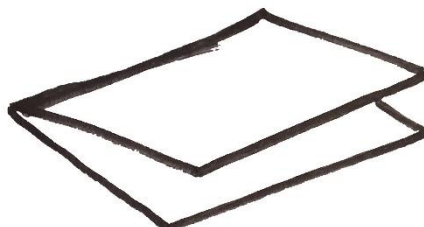
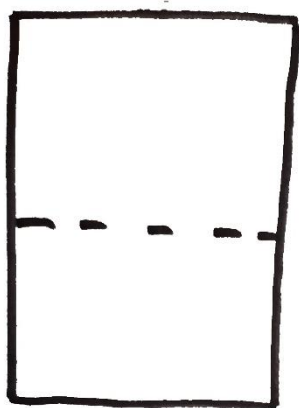
Laptop

You will need:

- Card/cardboard
- Scissors
- Colouring in pencils/pens, or paint and brushes
- Paper
- Tape

How:

- Take a rectangular piece of card or cardboard and fold it in half.
- On the inner side, draw or paint a screen and keyboard. Colour in or paint to decorate.



THEATRE DESIGN WORKSHEET

Set Design

A set designer is the person who imagines the backdrop, props and costumes in a play. For example, in a pantomime the characters are in a castle, the designer would have imagined the castle and worked hard at making it real on stage. This worksheet will help you to start thinking like a designer and create your very own set.

Mood Board

Firstly, a designer will make a mood board. This will be lots of pictures which the designer uses to show and explain their early research and ideas. The pictures are used from lots of sources like magazines, online and even drawings they do themselves. Below is what a mood board might look like if you were designing a castle.



Activity

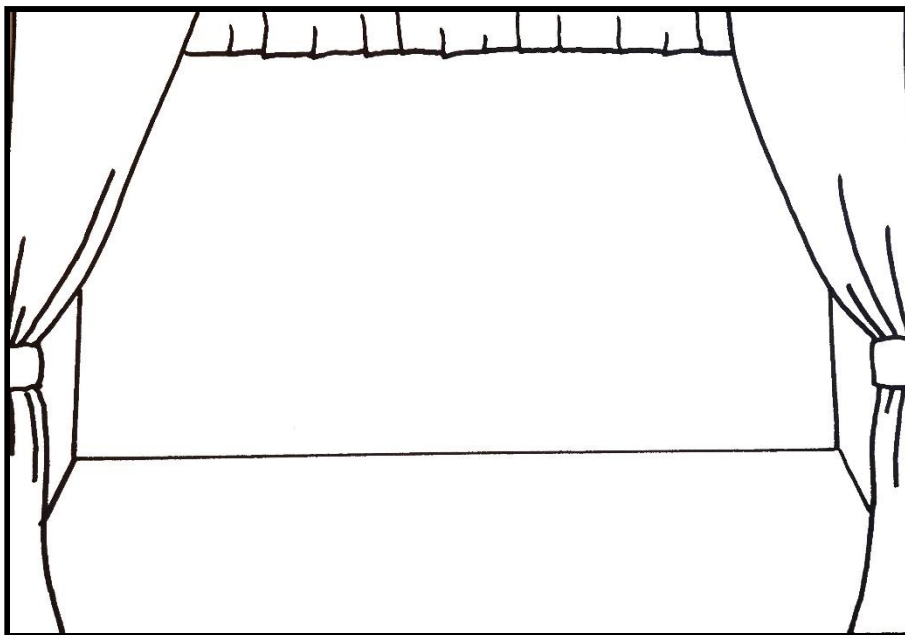
- With a big bit of paper or card, you are going to make a mood board for your scene.
- Think about what your scene might look like. Where might it be set? What might the colours be? What props and furniture are there?
- Find pictures from magazines, online, or draw them yourself on your mood board to show what your ideas for a design might be. Cut them out and stick them down on your mood board.

Sketches and Model Box

After the designer has shown the director their mood board, and the director likes their ideas, they can start to develop them into what the final set might look like. They will do this by doing some drawings, and then making something called a model box. This is a much smaller version of the full set which will be on the stage in the theatre.

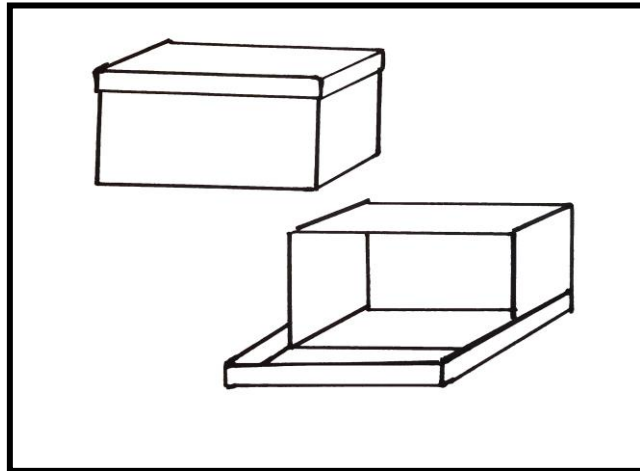
Activity

- Below is an empty stage. Draw what you think your set might look like. Do you have a big backdrop, like a sky and some hills? Or maybe there is a living room, with sofas, tables and rugs?

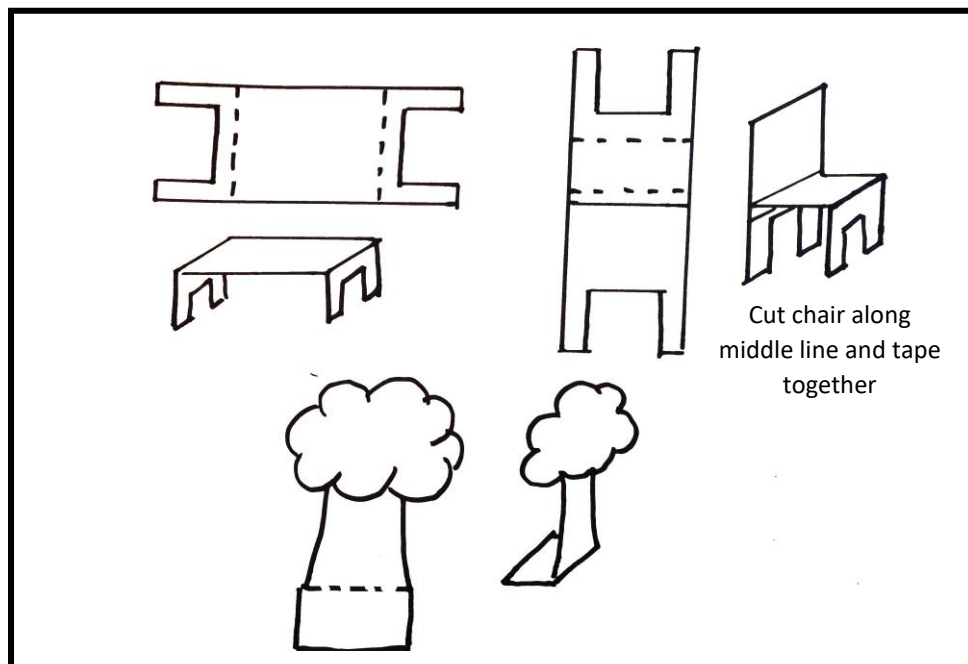


Activity

- Now that you have your drawing, make it into a model. Using an old shoe box, or small cardboard box create a space which could be your theatre. If you have a shoe box with a lid you could place the lid underneath to make your stage bigger, like in the picture below.



- Now, you can make models of your set and put them into your theatre. You can use, paper, card, cardboard etc. You can draw and colour in your backdrop and place it at the back of the box. Below is an idea of how to make a simple table, chair, and tree out of some card.

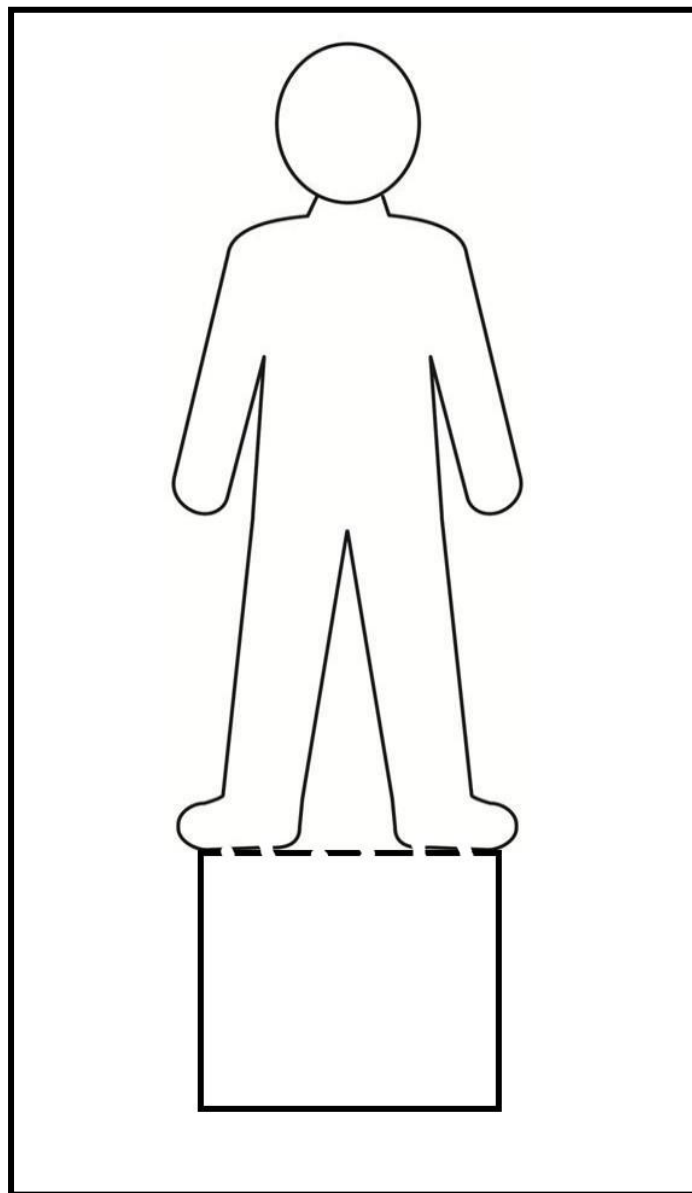


Costume

Now that you have your set design, you can design your costumes. You might want to think about who the character is? What kind of clothes might they wear? Do you need to make a person look like a cat? You can do a mood board to help you. Look through magazines and find some inspiration.

Activity

- Below is a simple drawing of a person, who will become your character. You can use it to draw your ideas for their costume. Cut them out and put them into your model box, folding along the dotted line to help them stand up.



Lighting

The set designer will work very closely with the lighting designer. They are the people who will make the set, props, costume, and actors even better in the theatre. The lighting designer uses different colours, brightness, and shapes to create moods and atmospheres in the play. A blue light could make the stage look very cold, and a red light could show that the character is in danger.

Activity

- Find a small lamp or torch. Use it to light your model box. Think about how bright you want it to be, if you maybe want a spotlight on your character, or what colour that light might be?