



BOUNCE

CHALLENGE ENTHUSIASTS

An Emotional Literacy Activity Pack to complement the films For Primary 2 to Primary 5

"It was set perfectly at the children's level. Good to see strategies shown at the end of the clip"
(Teacher, Portmoak PS, Perth & Kinross)

"I liked how each emotion was portrayed. The films were funny and engaging"
(Teacher, Portmoak PS, Perth & Kinross)

"I liked the messages that the videos were representing. I feel that the videos could be used to generate further conversations. The sections at the end with the adjectives could also be used for literacy starters and support other areas of the curriculum". (Teacher, Milnathort PS, Perth & Kinross)

"It was all enjoyable and the children were very engaged whilst watching them."
(Teacher, Milnathort PS, Perth & Kinross)

"I think the messages were good and presented in a very accessible way. I think the project is great and the songs are very catchy". (St.Marks PS, Edinburgh)

Created with funding from



The Arthur & Margaret Thompson Charitable Trust

www.dirliebane.org.uk

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Dirliebane Theatre Company is a Scottish Charitable Incorporated Organisation SCIO SC047455

Information for Teachers

Dirliebane Theatre Company have produced five short films for children in Primary 2 to Primary 5. These comedy films explore emotional literacy and centre around two characters – Sally and Destiny.

Sally and Destiny are Challenge Enthusiasts and undertake a different challenge in each film. The films are designed to promote discussion on emotional literacy within the classroom (and at home) and this pack is full of activities that can be undertaken alongside watching the films.

The links to the films (and the BSL films) are detailed on Page 4 with the film summaries. You can also go to our YouTube channel (Dirliebane Theatre Company) to find them, and the links are also on our website www.dirliebane.org.uk

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We suggest one episode a week with the associated activities. The final three sections would be best undertaken once all the films have been watched. Of course, you can also choose your own order and what suits your class and their needs.

WE WOULD LOVE TO SEE YOUR WORK: Tag us on twitter @DirlbaneTheatre

Key Outcomes: *'Learning in, through and about the expressive arts is enhanced and enriched through partnerships with professional arts companies, creative adults and cultural organisations.'*

Curriculum for Excellence Health and Wellbeing Outcomes:

I am aware of and able to express my feelings and am developing the ability to talk about them. (HWB 1-01a / HWB 2-01a)

I know that we all experience a variety of thoughts and emotions that affect how we feel and behave, and I am learning ways of managing them. (HWB 1-02a / HWB 2-02a)

I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. (HWB 1-04a / HWB 2-04a)

I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. (HWB 1-05a / HWB 2-05a)

I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. (HWB 1-07a / HWB 2-07a)

About Dirliebane Theatre and the Challenge Enthusiast Films

Dirliebane Theatre Company (Dirliebane is Scots for ‘funny bone’) was created in 2017. We have two artistic directors – Fiona Ferrier (based in Kinross) and Rachel Colles (based in Edinburgh). Our aim is to create and perform high quality theatre clown performances to engage, empower and entertain children, young people and their families.

Dirliebane has so far created two theatre productions - BIG for nursery to P1 transition (toured 2016 and 2019), and SPACE for P7 to S1 transition (toured 2018 and 2019). Our third production, BOUNCE, was in development when Covid-19 began in March. BOUNCE involved two characters facing a challenge and it explored their emotional journey.

After Covid-19 arrived, Dirliebane received funding to create films based on the characters from BOUNCE and SPACE. The films and this pack are funded by Creative Scotland, The Edinburgh Council Culture Fund in partnership with The Royal Edinburgh Tattoo, The Arthur and Margaret Thompson Trust and The Foyle Foundation.

Four Schools were involved in the research and development of BOUNCE the theatre production and BOUNCE the Challenge Enthusiasts films — Portmoak PS and Milnathort PS (Perth & Kinross), St.Marks PS (Edinburgh) and Kirkcaldy West PS (Fife). The schools were very generous in their time and their feedback. Much of the advice in the films is inspired by these school children.

The films’ two characters, Sally and Destiny, are Challenge Enthusiasts and in each film, they try a new challenge. The films explore skills such as being able to name your emotions and what advice you can give yourself and your friends.

Our style is comedy – think Laurel and Hardy more than Ronald McDonald. We are both performers with extensive clown experience and have performed as clowndoctors for the Arts-In Health Charity ‘Hearts & Minds’ for over 14 years.

Performers /Artistic Directors	Fiona Ferrier and Rachel Colles
Filmmaker	Kelman Greig-Kicks
Designer	Katie Innes
Musician	Susan Appelbe
Producer	Robyn Jancovich-Brown
BSL Artist	Amy Helena
Website	Ben Winger

Special thanks to

All the children and teachers who watched the films and gave honest feedback at Milnathort Primary School, Portmoak Primary School, Kirkcaldy West Primary School and St.Marks Primary School.

Clare Gilfillan

Paula Woods.

Dirliebane Theatre Company board.

Platform, Glasgow

North Edinburgh Arts Centre

Film Summaries, Emotions and Style

- Episode 1 – The Flour Challenge

Sally and Destiny are playing Rock, Paper, Scissors. Whoever loses must dunk their head into the pillow of flour. The film is looking at **excited**. Destiny is too excited about the challenge and unable to concentrate. They come up with some strategies to help her calm down.

This film is in the style of **'bloopers'**

LINK; <https://www.youtube.com/watch?v=OZryDrNYAms>

BSL LINK; <https://youtu.be/nn7WM6AfHT4>

- Episode 2 – The Slidey-Slide Challenge

To get to the top of the hill Sally and Destiny must run up a tarpaulin full of running soapy water. This film is looking at feeling **anxious**. Sally is afraid to run to the top as she might hurt herself. A voice in her head gives her advice. This film is in the style of a **silent movie**.

LINK; https://www.youtube.com/watch?v=gCRMVvc_Rm4

BSL LINK; <https://youtu.be/vd8ldqQmJqU>

- Episode 3 – The Words Challenge

Sally and Destiny play a word association game. Whoever hesitates or repeats a word must put a dot sticker on their face.

This film is looking at **anger**. Destiny is no good at this game and ends up with lots of stickers on her face. By accident they begin a word association of words that help Destiny to take a deep breath and feel calm. This film is in the style of a **gameshow**.

LINK; <https://www.youtube.com/watch?v=HH3fvuxQUWo>

BSL LINK; <https://www.youtube.com/watch?v=U5BfOad6jZY>

- Episode 4 – The Yoga Challenge

Sally and Destiny are doing a yoga challenge. However, it is only for one person and Sally doesn't let Destiny do the challenge, which makes Destiny very sad. Her feelings become so big she has to sing them.

This film is looking at **sadness**. Destiny is sad not to take part in the yoga challenge, and Sally becomes sad realising she has upset her friend. This film allows them to be sad and sit with their sadness. This film is in the style of a **musical**.

LINK; https://www.youtube.com/watch?v=06zjW0_gOlk

BSL LINK; <https://www.youtube.com/watch?v=sIWX1xIDASc>

- Episode 5 – Who Can Sing the Longest Challenge

Sally and Destiny are seeing who can sing the longest note. Sally farts in the middle of the note and is really embarrassed. It happens again and Sally finds it very difficult to admit it was her. Destiny changes the challenge to 'Who has the most embarrassing story?'

This film is about **embarrassment**. Sally is really embarrassed, and she learns that everyone gets embarrassed sometimes and everyone has an embarrassing story.

This film is in the style of warming up for **1970s Olympics**.

LINK; <https://www.youtube.com/watch?v=EIA2jquWGFE>

BSL LINK; <https://www.youtube.com/watch?v=2-csn5VAvw0>

Episode 1 – The Flour Challenge

Emotion – Excited

Film style - Bloopers

1. WATCH THE FILM

LINK; <https://www.youtube.com/watch?v=OZryDrNYAms>

BSL LINK; <https://youtu.be/nn7WM6AfHT4>

2. CLASS DISCUSSION

(HWB - The questions should provoke discussion about what excited looks like on ourselves and others, what it does to our bodies and what advice we can give ourselves and others)

- How was Destiny feeling at the start of the film? How was Sally feeling?
- What happened to Destiny?
- What signals did Destiny's body make when she became too over-excited?
- What words did Sally use to help Destiny feel better?
- What did they do with their bodies to feel better?
- What advice would you have given Destiny?
- Together, list what excited looks like in the body and face.
- What other words are there for excited?

3. THE VOTE – have a vote and then create bar graphs.

(NUMERACY - Take a vote and then the class can create bar graphs to compare the answers)

Did you feel excited watching the film? Please put your hands up...

Hands for YES _____ Hands for NO _____

Would you like to dunk your head in flour? Please put your hands up....

Hands for YES _____ Hands for NO _____

How funny was the film on a scale of 1 – 5?

1 – not funny at all 2- a bit funny 3 – funny 4 – really funny 5 super funny

Hands for 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

4. EMOTIONS WHEEL

(ART – Creating the Wheel of Feelings)

Using the template at the end of the pack, fill in one section of the Wheel of Feelings with the word EXCITED. Now, in smaller writing add any words that you associate with the word excited in the same segment. Colour in the EXCITED section in a colour you think matches excited. Keep your Wheel of Feelings for the next film.

5. HOW BIG ARE MY FEELINGS?

(HWB – Pulling together the activities on being excited)

Using the template 'Big Feelings' at the end of the pack. Think about when you feel excited. Fill in the first box - 'I feel excited' - and then complete all the sections.

6. WRITE A STORY

(LITERACY – Pulling together body awareness and language to create a story)

Using the following statement as inspiration for creative writing. Fill in the blanks.

“(Character name) was going to (place). They were really excited! They were (action) and (action) as they walked there. Their friend (name) came along. “You look too excited!” they said. “Why don’t you (advice) or (advice) or (advice)?” (Character name) took their advice and went to (place) feeling much better.

Perhaps the story can continue with what happens when they get to the place where they are going.

Don’t forget, we’d love to see any of your activities!

You can send photos or films to rachel@dirliebane.org.uk or tag us on twitter

@DirlbaneTheatre

Episode 2 – The Slidey-Slide Challenge

Emotion – Anxious

Film style – Silent Movie

1. WATCH THE FILM

LINK; https://www.youtube.com/watch?v=gCRMYVc_Rm4

BSL LINK: <https://youtu.be/vd8ldqQmJqU>

2. CLASS DISCUSSION

(HWB - The questions should provoke discussion about what anxious looks like on ourselves and others, what it does to our bodies and what advice we can give ourselves and others)

- How was Destiny feeling at the start of the film? How was Sally feeling?
- What happened to Sally? What were her new feelings?
- What signals did Sally’s body make when she became anxious (or whatever emotion they decide is the dominant emotion – could be worried or nervous)?

Here is the script for Sally’s voiceover of her worries for reference;

What if I hurt myself?

What if I can’t do it?

What if the whole world sees me getting it wrong?

What if I don’t like it?

What if I get soap in my eyes?

What if I lose?

What if I’ve changed my mind?

- What advice did Sally hear to make her feel better? Who do you think was telling her that advice?
- What advice do you think Destiny gave Sally, using her body?
- What advice would you have given Sally?
- Together, list what anxious looks like in the body and face.
- What other words are there for anxious?

3. THE VOTE – have a vote and then create bar graphs.

(NUMERACY - Take a vote and then the class can create bar graphs to compare the answers)

Did you think Sally was mostly Worried, Nervous or Anxious?

Hands for WORRIED _____ Hands for NERVOUS _____ Hands for ANXIOUS _____

Would you like to do the Slidey-slide challenge?

Hands for YES _____ Hands for NO _____

How funny was the film on a scale of 1 – 5?

1 – not funny at all 2- a bit funny 3 – funny 4 – really funny 5 super funny

Hands for 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

4. EMOTIONS WHEEL

(ART – Creating the Wheel of Feelings)

In your wheel of feelings add the word ANXIOUS. Now, in smaller writing add any words that you associate with the word anxious in the same segment. Colour in the anxious section in a colour you think matches the emotion. Keep your Wheel of Feelings for next film.

5. HOW BIG ARE MY FEELINGS?

(HWB – Pulling together the previous activities on being anxious)

Using the template ‘Big Feelings’ at the end of the pack. Think about when you feel anxious.

Fill in the first box - ‘I feel anxious’ - and then complete all the sections.

6. WRITE A STORY

(LITERACY – Pulling together to create a story)

Using the following statement as inspiration for creative writing. Fill in the blanks.

“(Character name) was going to (place). They were really anxious! They were (action) and (action) as they walked there. Their friend (name) came along. “You look (emotion)” they said. Why don’t you (advice) or (advice) or (advice)?” (Character name) took their advice and went to (place) feeling much better.

Don’t forget, we’d love to see any of your activities!

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Episode 3 – The Word Association Challenge

Emotion – Angry

Film style – Gameshow

1. WATCH THE FILM

LINK; <https://www.youtube.com/watch?v=HH3fvuxQUWo>

BSL LINK; <https://www.youtube.com/watch?v=U5BfOad6jZY>

2. CLASS DISCUSSION

(HWB - The questions should provoke discussion about what anger looks like on ourselves and others, what it does to our bodies and what advice we can give ourselves and others)

- How was Destiny feeling at the start of the film? How was Sally feeling?
- What happened to Destiny? What was her new feeling?
- What signals did Destiny's body make when she became angry?
- How did Sally give Destiny advice?
- What advice would you have given Destiny?
- Together, list what anger looks like in a body.
- What other words are there for angry?

3. THE VOTE – have a vote and then create bar graphs.

(NUMERACY - Take a vote and then the class can create bar graphs to compare the answers)

Do you sometimes get cross when you can't do something?

Hands for YES _____ Hands for NO _____

Do you ever want to punch something when you are angry?

Hands for YES _____ Hands for NO _____

How funny was the film on a scale of 1 – 5?

1 – not funny at all 2- a bit funny 3 – funny 4 – really funny 5 super funny

Hands for 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

4. EMOTIONS WHEEL

(ART – Creating the Wheel of Feelings)

In your wheel of feeling add the word ANGRY. Now, in smaller writing add any words that you associate with the word angry in that segment. Colour the angry section in a colour you think matches the emotion. Keep your Wheel of Feelings for the next film.

5. HOW BIG ARE MY FEELINGS?

(HWB – Pulling together the previous activities on being angry)

Using the template 'Big Feelings' at the end of the pack. Think about when you feel angry.

Fill in the first box - 'I feel angry' - and then complete all the sections.

6. WRITE A STORY

(LITERACY – Pulling together to create a story)

Using the following statement as inspiration for creative writing. Fill in the blanks.

“(Character name) was going to (place). They were really angry! They were (action) and (action) as they walked there. Their friend (name) came along. “You look (emotion)” they said. Why don’t you (advice) or (advice) or (advice)?” (Character name) took their advice and went to (place) feeling much better.

7. PLAY THE GAME

(LITERACY – quick thinking word association)

With a partner, play the word association game. Here are a list of categories. Think about how you are feeling when you play the game – whether you lose or win.

ANIMALS	FRUIT	NAMES BEGINNING WITH ?
FLAVOURS OF CRISPS	TRANSPORT	BODY PARTS
HOW TO RELAX	WORDS FOR ANGRY	WORDS FOR CALM

Don’t forget, we’d love to see any of your activities!

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Episode 4 – The Yoga Challenge

Emotion – Sad

Film style – Musicals

1. WATCH THE FILM

LINK; https://www.youtube.com/watch?v=0GzjW0_gOIk

BSL LINK; <https://www.youtube.com/watch?v=sIWX1xIDASc>

2. CLASS DISCUSSION

(HWB - The questions should provoke discussion about what sadness looks like on ourselves and others, what it does to our bodies and what advice we can give ourselves and others)

- How was Destiny feeling at the start of the film? How was Sally feeling?
- What happened to Destiny? What was her new feeling?
- What signals did Destiny’s body make when she became sad?
- How big were Sally’s feelings?
- What happened to make Destiny feel better?
- Together, list what sadness looks like in a body.
- What other words are there for sad?

3. THE VOTE – have a vote and then create bar graphs.

(NUMERACY - Take a vote and then the class can create bar graphs to compare the answers)

Did you like the song?

Hands for YES _____ Hands for NO _____

Does singing and dancing make you feel better when you are sad?

Hands for YES _____ Hands for NO _____

How funny was the film on a scale of 1 – 5?

1 – not funny at all 2- a bit funny 3 – funny 4 – really funny 5 super funny

Hands for 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

4. EMOTIONS WHEEL

(ART – Creating the Wheel of Feelings)

In your wheel of feelings add the word SAD. Now, in smaller writing add any words that you associate with the word sad in the same segment. Colour in the sad section in a colour you think matches the emotion. Keep your Wheel of Feelings for next film.

5. HOW BIG ARE MY FEELINGS?

(HWB – Pulling together the previous activities on being sad)

Using the template ‘Big Feelings’ at the end of the pack. Think about when you feel sad.

Fill in the first box - ‘I feel sad’ - and then complete all the sections.

6. WRITE A STORY

(LITERACY – Pulling together to create a story)

Using the following statement as inspiration for creative writing.

“(Character name) was going to (place). They were really sad! They were (action) and (action) as they walked there. Their friend (name) came along. “You look (emotion)” they said. Why don’t you (advice) or (advice) or (advice)?” (Character name) took their advice and went to (place) feeling much better.

7. SAD SONG

(LITERACY – Write a sad song or poem)

Think about times when you have felt sad. What made you sad?

This is Destiny’s verse from the song:

*Falling out with friends, people not being nice,
When I fall over, or I don’t get something right
When a pigeon eats my snack, or I lose my precious thing
My sadness is so big, I really want to sing!*

Can you write Destiny another verse?

Here is the chorus:

*Don’t wipe my tears away cause I, wanna feel them on my face,
I feel sad, I feel unhappy, I feel all over the place, so,
Don’t wipe my tears away cause I’m enjoying feeling sad,
I know I’m not alone and sometimes everyone feels bad.*

Don’t forget, we’d love to see any of your activities!

You can send photos or films to rachel@dirliebane.org.uk or tag us on twitter @DirIbaneTheatre

Episode 5 – Who can sing the longest Challenge

Emotion – Embarrassed Film style – Olympics

1. WATCH THE FILM

LINK; <https://www.youtube.com/watch?v=EIA2iquWGFE>

BSL LINK; <https://www.youtube.com/watch?v=2-csn5VAvw0>

2. CLASS DISCUSSION

(HWB - The questions should provoke discussion about what embarrassment looks like on ourselves and others, what it does to our bodies and what advice we can give ourselves and others)

- How was Destiny feeling at the start of the film? How was Sally feeling?
- What happened to Sally? What was her new feeling?
- What signals did Sally’s body make when she became embarrassed?
- What happened to make Sally feel better?
- Together, list what embarrassment looks like in a body.
- What other words are there for embarrassed?

3. THE VOTE – have a vote and then create bar graphs.

(NUMERACY - Take a vote and then the class can create bar graphs to compare the answers)

Do you ever get embarrassed?

Hands for YES _____ Hands for NO _____

Have you ever done something embarrassing in school?

Hands for YES _____ Hands for NO _____

How funny was the film on a scale of 1 – 5?

1 – not funny at all 2- a bit funny 3 – funny 4 – really funny 5 super funny

Hands for 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

4. EMOTIONS WHEEL

(ART – Creating the Wheel of Feelings)

In your wheel of feeling add the word EMBARRASSED. Now, in smaller writing add any words that you associate with the word embarrassed in the same segment. Colour in the embarrassed section in a colour you think matches the emotion. Keep your Wheel of Feelings for the next activity.

5. HOW BIG ARE MY FEELINGS?

(HWB – Pulling together the previous activities on being excited)

Using the template ‘Big Feelings’ at the end of the pack. Think about when you feel embarrassed.

Fill in the first box - ‘I felt embarrassed’ - and then complete all the sections.

6. WRITE A STORY

(LITERACY – Pulling together to create a story)

Using the following statement as inspiration for creative writing.

“(Character name) was going to (place). They were really embarrassed! They were (action) and (action) as they walked there. Their friend (name) came along. “You look (emotion)” they said. Why don’t you (advice) or (advice) or (advice)?” (Character name) took their advice and went to (place) feeling much better.

7. Embarrassing Story challenge

(LITERACY/DRAMA – Acting out embarrassing stories and writing them down)

With a partner, play the Embarrassing Story Challenge. Tell each other two embarrassing stories. Try to think of something that’s true (but may not have necessarily happened to you).

Together (or in a group) can you act out your favourite embarrassing story? Make sure to include how the body moves and looks when someone is feeling embarrassing.

You could also write down an embarrassing story (yours or a story belonging to someone else) and draw a picture to go with your story.

Don’t forget, we’d love to see any of your activities!

You can send photos or films to rachel@dirliebane.org.uk or tag us on twitter

@DirlbaneTheatre

Other Emotional Literacy Activities

We would love to see any of the following activities! You can send photos of the Wheel of Feelings or the Abstract Art, or films of the emotional music to rachel@dirliebane.org.uk or tag us on twitter @DirlbaneTheatre

1. EMOTIONS WHEEL

(ART – Creating the Wheel of Feelings)

Your Wheel of Feelings should now have five completed sections – Excited, Anxious, Angry, Sad and Embarrassed. There are three blank sections remaining.

What feelings would you like to put in to complete your wheel of feeling?

Do the same as before – add other words and colour the segments in.

2. A-Z of emotions.

(HWB – naming emotions)

As a class, or in groups, can you list an emotion that begins with each letter of the alphabet?

Some classes may then want to group these emotions – for example under the heading happy could come joy, excited, surprise, delighted, amused etc. Can the list be reduced to 8 headings? Do these match your Wheel of Feelings?

3. Emotional Art

(ART – using emotions to create abstract art)

Either individually or as a group/class, pick an emotion (use the A-Z for inspiration).

Using art materials, create a picture of an emotion. We are creating Abstract Art. Try not to draw anything specific, but just how the feeling makes you feel. What colours? What shapes? Do they have jaggy lines or smooth lines? How big is the picture?

Compare your drawings to others who used the same emotion as inspiration.

Now, create a piece of art that is how you have felt so far today. Think about when you got up this morning, having lunch, coming to school.

Finally, create a piece of art that is how you feel right now.

4. Emotional Music

(MUSIC – using emotions to create music)

Pick an emotion (use the A-Z for inspiration).

Pick a musical instrument. Now think about the emotion that has been picked and play the instrument to reflect that emotion. Try this with a couple of emotions.

Get into a group. In your group pick an emotion. Create a short piece of music/percussion that reflects that emotion. You can do a few different emotions but don't tell the rest of the class as they are going to guess!

All the groups should 'perform' for the rest of the class. The rest of the class must then try and decide which emotion is being performed.

5. Roll with the Emotion

(ART and HWB – creating dice and talking about emotions)

Using the template for the dice at the end of the pack, everyone should cut out the diagram and create their dice. These can be coloured in.

In a group, roll the dice and then answer the question or do the activity.

6. THE FINAL VOTE – have a vote and then create bar graphs.

(NUMERACY - Take a vote and then the class can create bar graphs to compare the answers)

Please put your hands up to vote for your favourite Episode.

The Flour Challenge gets _____ votes

The Slidey Slide Challenge gets _____ votes

The Word Challenge gets _____ votes

The Yoga Challenge gets _____ votes

The Most Embarrassing Story gets _____ votes

Would you like to see more films with Sally and Destiny?

Hands for YES _____ Hands for NO _____

Would you watch the films again?

Hands for YES _____ Hands for NO _____

Emotional Literacy Drama Activities

1. WARM UP – EMOTIONAL TIG

Someone is it. They run around and tug people. If you are tug, you must sit on the floor and be either sad, angry or scared. To free the person sitting on the floor you must sit beside them and give them a quick piece of advice to make them feel better. Try with other emotions too.

2. EMOTIONAL STATUES

Use the Emotions A-Z (from previous section). Everyone is walking around the room. The teacher shouts out an emotion then counts down 3...2....1....Freeze. On Freeze everyone must make a statue that represents that emotion. Teacher says Unfreeze and they walk around the room again until the next emotion is declared followed by 3...2....1... Freeze!

3. EMOTIONAL LEVELS

Use the emotions from the films – excited, anxious, angry, sad, embarrassed.

Explain that we can feel all emotions to different degrees. Have them walk around the room at level 1 sad (for example). This should only be a little bit sad, in fact, people might not even realise that they are sad. Level 2 is a little bit more sad, Level 3 is sad, Level 4 is very sad and Level 5 is the saddest you can possibly be. You can also jump around the levels once they have practised going from 1 to 5. “Level 1 sad, now, level 5 sad!”

Try with different emotions from the films. Try other emotions.

If the activity gets a little bit noisy, you can place time limits on level 5 (“only 10 seconds at level 5 and then freeze”) or you can have all the levels as statues.

4. STATUE ADVICE

Everyone has a partner, A and B. A must sit at the side and watch their partner B. All the Bs will have an emotion given to them by the teacher and must act it out. The Bs can decide which level they would like to be. On the teachers signal, all the Bs freeze and must stay frozen. The As approach their partner and give them advice based on what they were watching and what they assumed was happening to their partner (they will have created a story in their head as to why their partner is feeling that way). The Bs stay frozen to accept the advice. There can then be a class discussion on what advice was given. Swop over. Try different emotions.

5. NON-VERBAL EMOTIONS AND ADVICE (SILENT MOVIE STYLE)

Everyone has a partner, A and B. All the As will be given an emotion by the teacher. For example, ‘anxious’. A must then act out this feeling with no speech or vocal noises – in complete silence. B is then to give advice to A, again in complete silence.

Repeat, but this time the advice giver doesn’t know what emotion their partner is acting.

Class discussion on being able to read people’s emotions without speech, and was it easy to work out the advice?

6. RELAXATION – Take 5

This is the Take 5 Breathing Exercise. (Google it for more information). Sally and Destiny do this in Episode 1 – The Flour Challenge. It’s simple and designed to slow you down a little bit if you feel rushed, or anxious or a little bit out of your depth. Deep breathing has huge benefits to slowing heart rate and panic down, so please try it and keep this exercise in your mind.

“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”. Ask yourself, how do you feel now?

Don't forget, we'd love to see any of your activities!

You can send photos or films to rachel@dirliebane.org.uk or tag us on twitter

@DirIbaneTheatre

Make Your Own Challenge Enthusiasts Films

1. PICK A CHALLENGE

You could try out one of our challenges or find a new one. Here are some other challenges we liked but didn't make films of:

- Write with the wrong hand challenge
- Mirror writing challenge
- Draw blindfolded challenge
- M&Ms and chopsticks challenge
- Try not to laugh challenge

2. THINK ABOUT YOUR FILM STYLE

Sally and Destiny did their films in different styles. They had Bloopers, Silent Movie, Gameshow, Musicals and Olympics. Think about what you watch on TV or Youtube. Is there a 'style' you would like to try out?

3. WHAT EMOTIONS WOULD THERE BE?

Work with a partner and think about what emotions someone might feel when playing this game. How would they feel if they are winning? How would they feel if they are losing?

4. PLAN THE STORYLINE

Plan who is going to win and who is going to lose. Plan what advice will be given.

5. WRITE A SCRIPT

Together practice the challenge and write down anything that you like. Now do it again and keep improving it until you have a script you really like. The point of the movie is for two people to have a challenge and one of them has a big emotion, and the other gives advice. Does your script have this?

6. FILM THE FIRST DRAFT

This is a simple, first version of your film to get feedback from an audience. You also need to think about who is going to film it and whether you can film it all in one take. Keep it simple but make sure all your ideas are included so you can see what people think of it.

7. FEEDBACK

When you are finished the first draft, show your film to some of the class for feedback. Look carefully at their reactions and ask what they liked and didn't like. We showed our films to several schools and got their feedback which helped to improve our final movies!

8. MAKE THE FINAL MOVIE!

It's time to do the final version! Make sure you are happy with the characters, your challenge, the emotion and the advice!

Now, do you need any costume? Or props? When we created our films we had to film some parts many times to get it right, so it's good to make mistakes in order to get it perfect. Record your film and get it ready to show people.

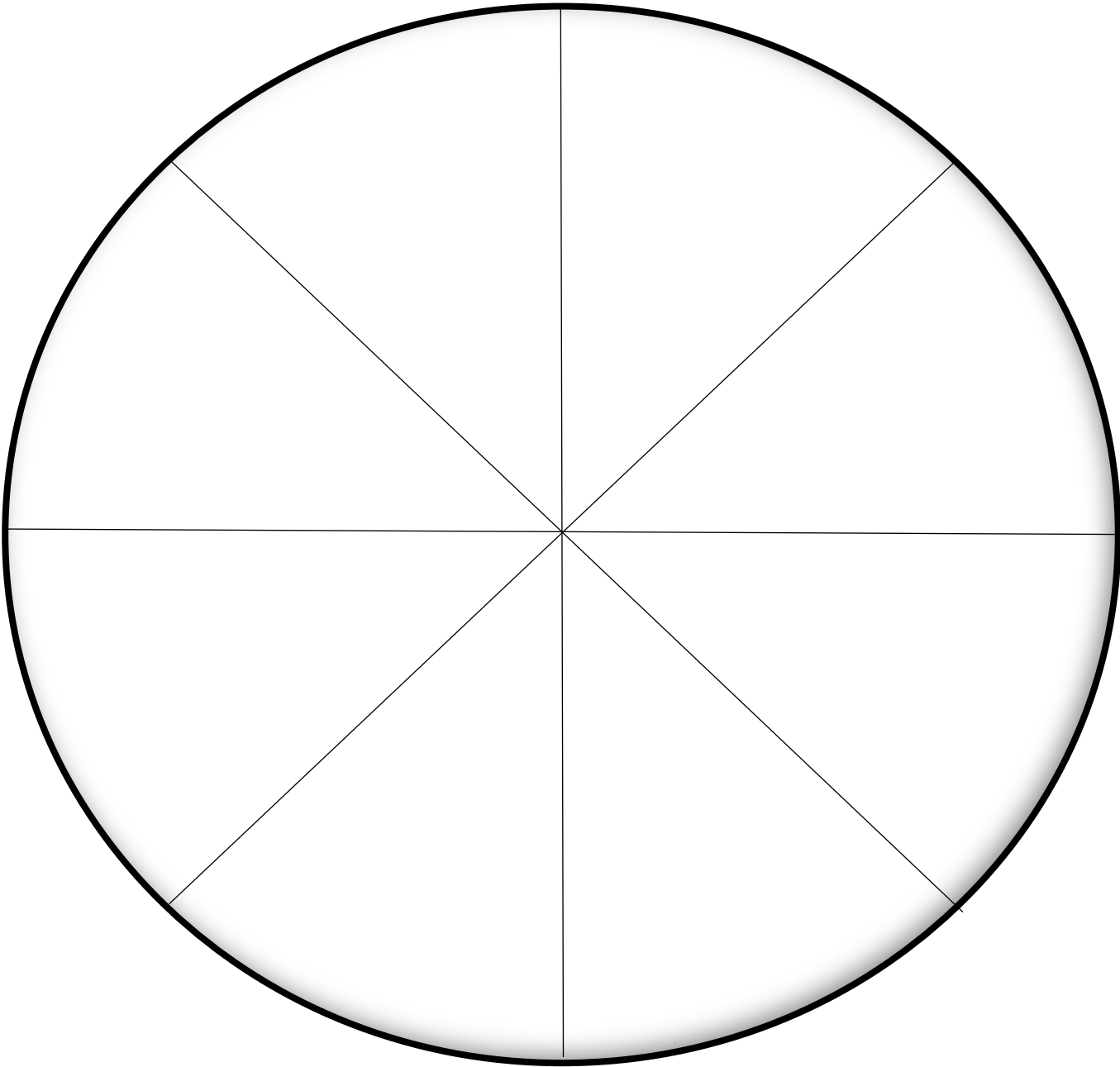
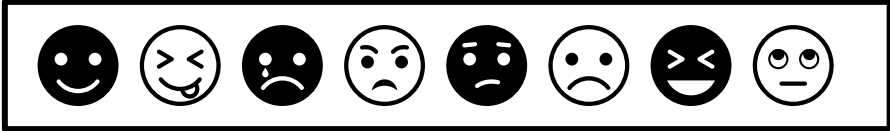
9. HAVE A PREMIERE

A premiere is the first time people will see your final film. You can invite people to watch it, create tickets and show them to their seats. Or invite people to watch it online, perhaps through zoom by sharing a screen. Good luck!

10. SHARE IT WITH US

Now that you have a film, we'd love you to share it with us on Twitter or Facebook! Our facebook is Dirliebane Theatre and our twitter is @DirliebaneTheatre. You can also e-mail it to us rachel@dirliebane.org.uk

Wheel of Feelings!



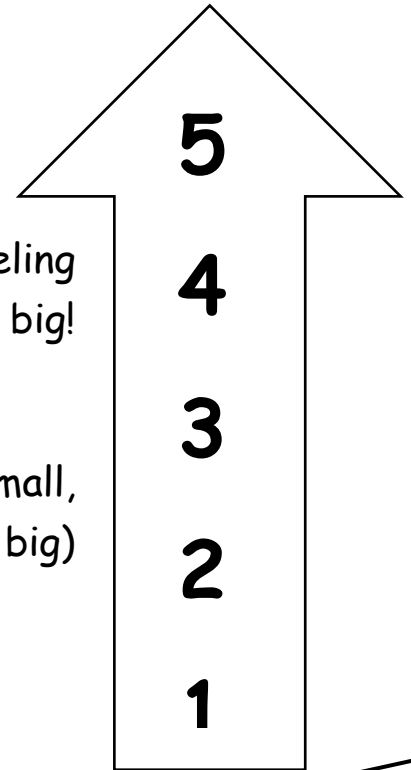
BIG FEELINGS?



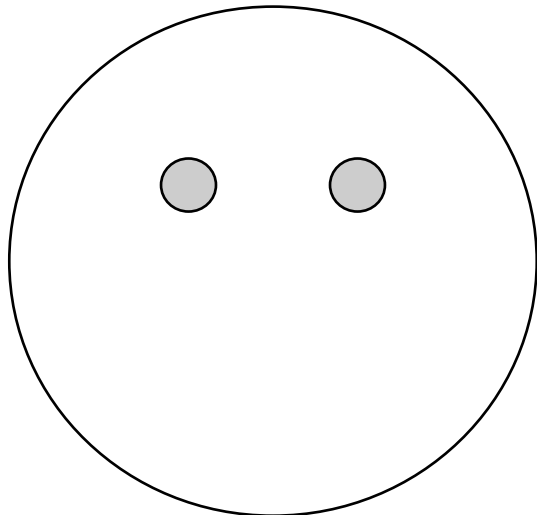
Because.....

My feeling
is this big!

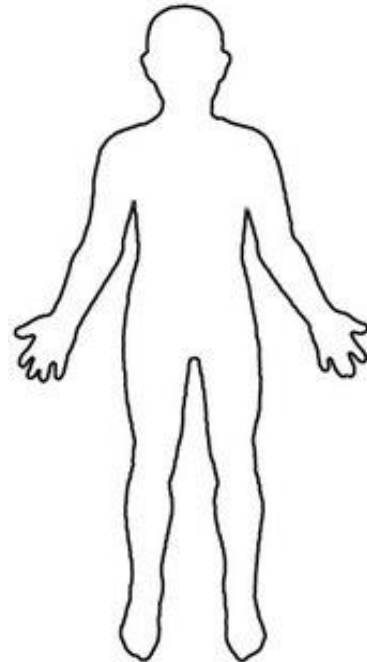
(1 is small,
5 is big)



My face looks like this...



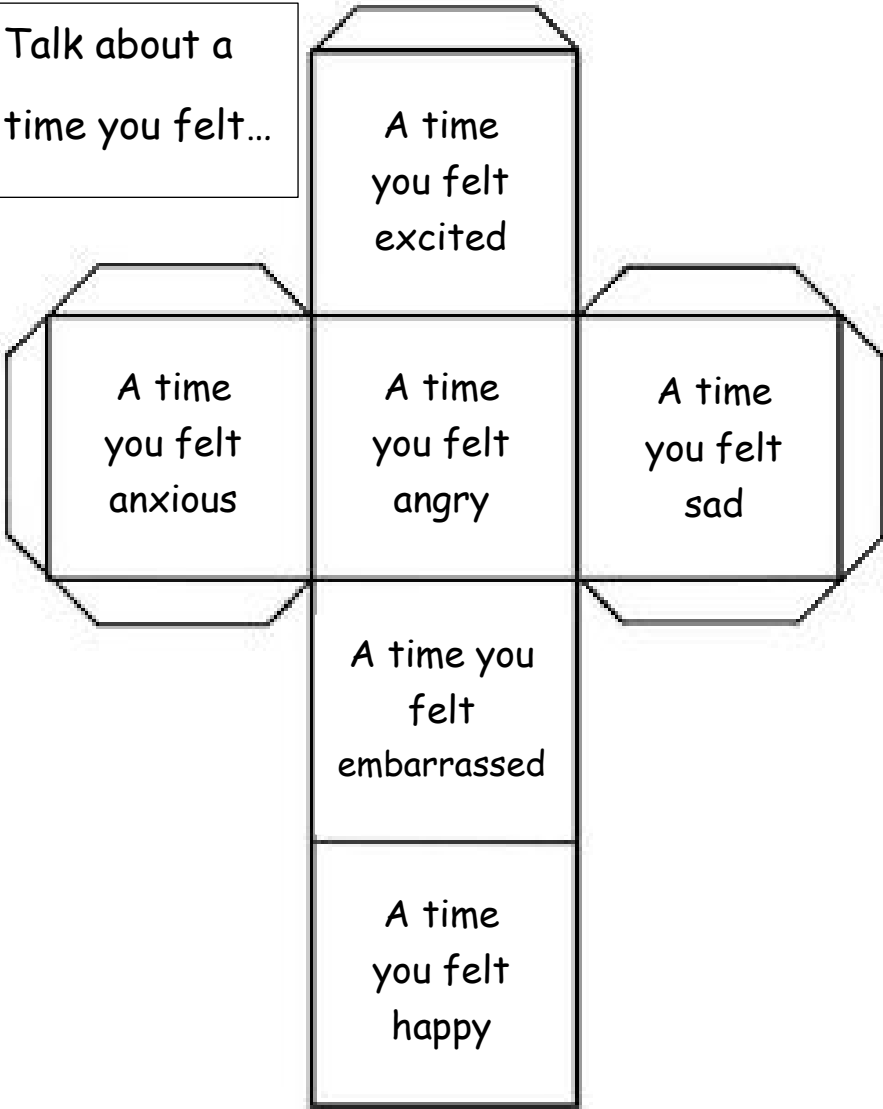
My body is doing this...



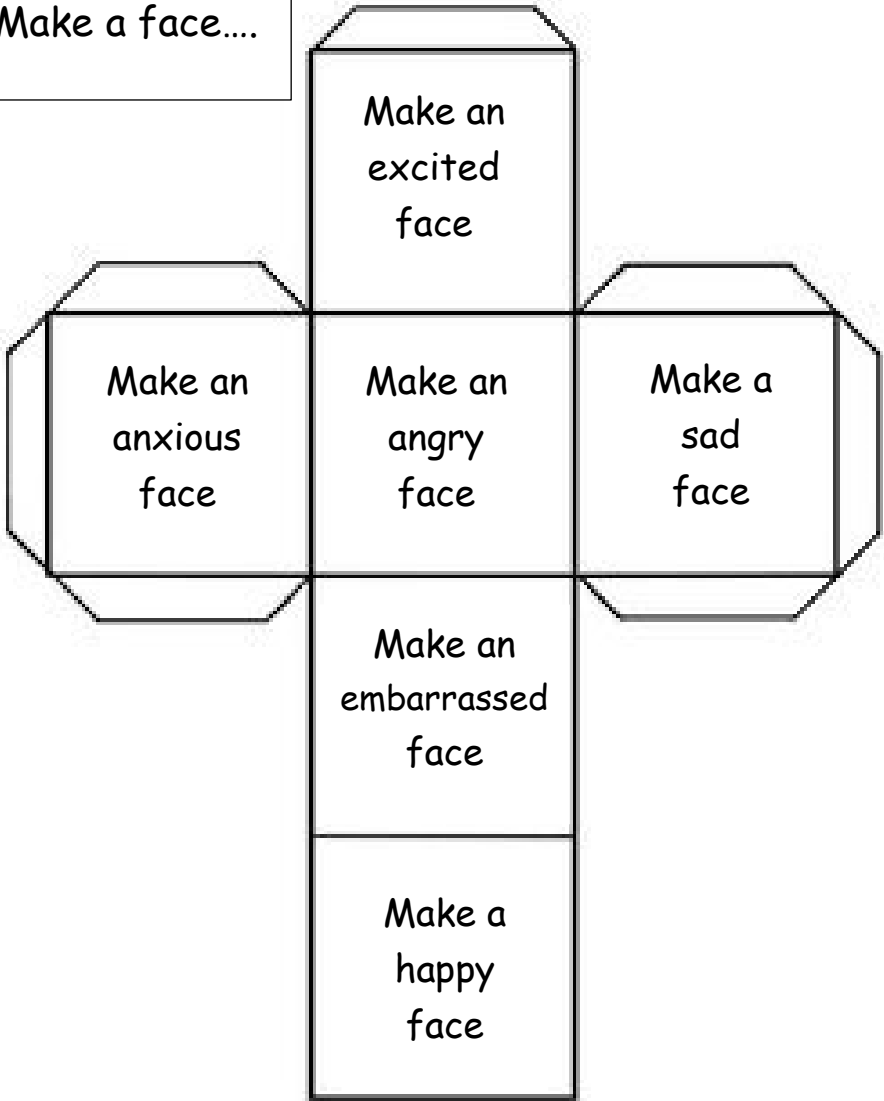
I will feel better by....

MAKE AND ROLL THE DICE

Talk about a time you felt...



Make a face....



WE WOULD REALLY APPRECIATE YOUR FEEDBACK!

You can post us this feedback form or e-mail the answers to rachel@dirliebane.org.uk

All feedback is really valuable to our work. Thank you!

Questionnaire for Teachers

Please write anything you particularly liked about the films.....

Was there anything you didn't like?

Did you use them as a starting point to talk about emotions/Health & Wellbeing?

Did you find the Activity Pack useful?

Please list the activities you felt worked the best.....

Would you like to see more Emotion/Health & Wellbeing films from Dirliebane Theatre Company?

Are there any other subjects you think would be useful for us to explore with films & activity packs?

Please put your email address below if you would like to receive our Newsletter with information about future work and live tours of all our shows.