



SPACE

How to be Ready For Anything

SCRIPTS

SCRIPTS ABOUT HEALTH AND WELLBEING 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

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Information for Teachers

SPACE How to be Ready For Anything

Dirliebane Theatre Company have created 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.

THE SHOPPING CHANNEL

Pages 3-9

A shopping channel is showcasing three products – a charger for apple products, a charger for android products and a charger for human products. Everything needs recharged.

Film Episode 1 – Top Up Your Charge

SUPERHEROES

Pages 10-14

Children in the classroom feel a bit sluggish, tired and can't concentrate. When this happens the Emergency Phone calls THE CHARGERS – a group of superheroes who come and help the children!

Film Episode 1 – Top Up Your Charge

THE FLASHMOB

Pages 15-17

This isn't a script but a set of simple instructions to make your own flashmob, by setting the goal, breaking it down and giving it a try.

Film Episode 2 – Set a Goal, Break it Down and Give It a Try

CLIMB THE MOUNTAIN

Pages 18-22

An explorer is climbing a mountain. They think they are doing it alone, but the journey reminds them that there is a pyramid of people who are helping them on their journey.

Film Episode 3 – Point of Populating Pyramids

WHEEL OF FEELINGS

Pages 23-27

Each team on the gameshow, Wheel of Feelings, must present an emotion as either a frozen picture, a composed song or by answering questions. The other teams must guess which emotion they have picked!

Film Episode 4 – Express Feelings To Help Everything Bounce Off You

THEATRE DESIGN WORKSHEETS

Pages 28-32

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

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THE SHOPPING CHANNEL

A play about selling charging devices.

Summary.

A shopping channel is showcasing three products – a charger for apple products, a charger for android products and a charger for human products. Everything needs recharged.

This is for confident children. This is in the style of a shopping channel. There are three groups selling their products online. Part of this script includes the paper fortune teller which is in 'SPACE Episode 1 – Top Up your Charge' on the Dirliebane Theatre Company YouTube channel.

Characters

Group A are selling the charger for apple products.

PRESENTERS There can be between 1+ presenters sharing the lines.
NAME1 The name will become whatever they choose
NAME2 The name will become whatever they choose

Group B are selling the charger for the android products.

PRESENTERS There can be between 1+ presenters sharing the lines.
NAME3 The name will become whatever they choose
NAME4 The name will become whatever they choose

Group C are selling the charger for the human products.

PRESENTERS There can be between 1+ presenters sharing the lines.
NAME5 The name will become whatever they choose
NAME6 The name will become whatever they choose

PREPARATION

Insert into the script the School name (or a different name) for the title of shopping channel.

Insert into the script the chosen character names in place of Name1-6. Children can use their own names, or a character name. Try to pick the place where they are from with the same letter as the name eg Rachel from Rutherglen, Fiona from Forfar – for literary fun.

Insert into the script the name of the favourite game that your children play on Android devices. (eg. Among Us)

PROPS/SET

You will need an apple charger and an android charger
The fortune teller – See Props Worksheet

MUSIC

Music or Jingle for between scenes

THE SCRIPT

Group A

PRESENTER Good day viewers.

PRESENTER And welcome to the *(school name)* Shopping Channel.

PRESENTER It's great to see you this morning and thank you for joining us.

PRESENTER Our first product this morning is the charging device for Apple products

PRESENTER Do you ever run out of charge on your Apple product?

PRESENTER Do you find your current charger ugly?

PRESENTER If your ipad, ipod or iphone have been purchased in the last few years, then they will all be using the same charging device.

PRESENTER But this, brand new, 20% off today only, charging device is just that little bit extra special.

(they hold up the apple charger)

PRESENTER As you can see, this apple charging device is very shiny and white, and who doesn't like a shiny white charger?

PRESENTER And, as you can also see, this apple charging device comes with a lovely, well-designed plug, with some beautiful edging that is very smooth and has a lovely feel.

PRESENTER Yes, *(touching the charger)* I can confirm that these edges are very smooth - this is a great, well-designed product.

PRESENTER But you don't need to just believe us, here's *(name1)* from *(place1)*, talking about what they love about this Apple charging device

NAME1 Well, I just love this Apple charging device. I love Apple you see. I love Apple and I also love to eat apples and I have an apple t-shirt – that's how much I love Apple. I already have lots of apple chargers, but this one was so beautiful and designed so well, and it was so shiny, and it's so white, and it's so smooth, I had to buy it. And, it was great value for money. It's amazing. Thank you *(school name)* Shopping Channel.

PRESENTER Thank you *(name1)* and thank you for your honest review.

PRESENTER And here's *(name2)* from *(place2)* to talk about why they love this Apple charging device.

NAME2 Hi there. My ipad was out of battery, so I just plugged it into the charging device and left it for a couple of hours while I watched Strictly Come Dancing, and then, when it was finished, I went back to my ipad and it was fully charged. And then it was good to go for the rest of the day. Amazing.

PRESENTER Thanks *(name2)* and thank you for your honest review.

PRESENTER But, let's not just believe these happy customers, allow us to demonstrate.

PRESENTER First, we plug the Apple product into the Charging Device *(they do this)*

PRESENTER Then, we plug the Charging device into the socket. *(they do this)*

PRESENTER And, finally, we leave the charging device with the Apple product for a short period of time to allow recharging to happen.

PRESENTER Oh, so simple, even a small child could do it!

PRESENTER Ladies and Gentlemen, this charging device for Apple products could be yours today for only £99.99. More exciting products coming up.

Jingle/Music

Group B

PRESENTER Well, hello there everyone.

PRESENTER And thank you for joining us on the *(school name)* Shopping Channel.

PRESENTER That was very interesting about the Charging Device for Apple Products. What a beautiful charger that was. Small problem for me though.

PRESENTER Let me guess, you don't own any Apple products?

PRESENTER Indeed I don't. And do you *(to the audience)* only own Android products?

PRESENTER Ah, of course, we all know that not every household has Apple products.

PRESENTER And are you sick of all the fancy Apple chargers and would like a well-designed Android charger?

PRESENTER Which let us introduce you to our next product – this beautiful, fabulous to look at, charging device for Android products.

PRESENTER It's true, I love my Android products, and although they can last quite a long time once charged, like everything else, they need recharging every few days.

PRESENTER Your Samsung, kindles, Huawei, Google Pixels, Nokia – the list is endless, so you definitely can't be without this beautiful product.

PRESENTER Let's have a look at this gorgeous product.

(they hold up the android charger)

PRESENTER As you can see, this android charging device is quite different. It's dark and mysterious, all black, and who doesn't like a dark, mysterious, black charger?

PRESENTER And, as you can also see, this android charging device comes with a beautiful plug. The plug has a matt feel to it, which means that the light doesn't reflect off it and it blends in well with all the surroundings in the home. And it's designed to fit perfectly into your hand.

PRESENTER Yes, *(touching the charger)* I can confirm that this charging device for Android products fits perfectly in my hand and is easy to push into a socket.

PRESENTER We're going to talk to *(name3)* from *(place3)*. They are going to demonstrate how easy it is to use this charging device.

NAME3 Hello. Em. Yes. I find using charging devices quite tricky and the *(School)* Shopping Channel sent me this one and it's so good. Right. Yes. Let me show you. Here's my phone. I'll just attach the charger to it. Yes. Look at that – so easy. And now, I'll just go and find a socket. Here we are. Yes. I'll plug it in. Switch it on. Oh, look. Isn't that

amazing? Now the wee charging light is going. Yes, it'll be all charged up and ready for when I go to the supermarket later.

PRESENTER Thank you (*name3*), that was a brilliant demonstration.

PRESENTER And here's (*name4*) from (*place4*) to talk about why they love this Android charging device.

NAME4 Hey. What's up? Just been checking out the charging device. I charged up my phone, it's a Huawei, while I was in the shower, and now it's all ready for me to play (*latest game that kids play on android*) Yesterday I managed to play for 8 hours before it ran out of charge! Brilliant charger. Thanks (*school*) shopping channel!

PRESENTER Thanks (*name4*) and thank you for your honest review. We love that this charger keeps you doing your favourite things.

PRESENTER Now, let us demonstrate.

PRESENTER First, we plug the Android product into the Charging Device (*they do this*)

PRESENTER Now, we plug the Charging device into the socket. (*they do this*)

PRESENTER And, finally, we leave the charging device with the Android product for a short period of time to allow recharging to happen.

PRESENTER Oh, so simple, even a small child could do it!

PRESENTER Ladies and Gentlemen, this charging device for Apple products could be yours today for only £98.99. More exciting products coming up after the break.

Jingle/Music

Group C

PRESENTER Thanks for joining us again!

PRESENTER On the (*school name*) Shopping Channel.

PRESENTER I don't know about you, but I feel lucky that I have both an Apple product and Android product, so I need both those fantastic charging devices.

PRESENTER But, what charging device can be up next?

PRESENTER Well, let us ask you, our audience and viewers, a few questions first.

PRESENTER Do you ever feel sluggish in the middle of the day?

PRESENTER Do you ever feel like your brain just melted?

PRESENTER Do you ever feel like you can't do anything right?

PRESENTER Our next product might just help you out!

PRESENTER It's the charging device for human products.

PRESENTER A charging device for humans has finally been invented. It's here because sometimes, we all need charged.

PRESENTER All kinds of humans – small, big, wide, long, tall, young, old, somewhere in the middle of all these, all humans need some recharging.

PRESENTER And, if all 6 billion people on the planet need recharging, then this device is definitely something you can't afford to miss out on.

PRESENTER Let's have a look at this amazing product.

(they hold up the paper fortune teller)

PRESENTER Its design is so simple, and the colours on this charger are quite delightful and, very exciting - they suit the colour scheme in my home perfectly.

PRESENTER The joy of the charging device for human products is that they can come in any colour you desire. There are no limits.

PRESENTER We would like to demonstrate.

PRESENTER When you are feeling sluggish, or tired,

PRESENTER Or a bit under the weather,

PRESENTER Or you've been doing a bit too much recently,

PRESENTER Then you hold your human charging device and say a number.

PRESENTER I pick number three

PRESENTER Then, we breathe deeply while moving the device backwards and forward. *(they move the paper fortune teller three times with deep breaths)* It can be little bit tricky, but with the deep breathing, and the slow moving of the fingers, it feels very calming. Then we pick another number.

PRESENTER Number two

PRESENTER And we open up number 2 to find the recharging advice for the human product. Number 2 is – have a stretch!

PRESENTER And, while I'm having my recharging stretch, let's go over to *(name5)* who can tell us about their experience of the Human charging device.

NAME5 Hi there. Thanks for having me on the *(school)* Shopping Channel. I was really tired out, my batteries were running down, I hadn't been sleeping well. I'd had some crisps right before bedtime, and I watched a late movie, and I had a lot of work to do, and I felt rubbish, so I got this device. I breathed for 5, then breathed for 3, opened the device and the advice said 'look at the clouds'. I went outside, lay on the grass and looked at the clouds. And it was amazing.

PRESENTER Thank you *(name5)*, you did such a great job there I need to be careful you're not after my job! *(cheesy laughter)*

PRESENTER And here's *(name6)* from *(place4)* to demonstrate for us how the charging device for human products works.

NAME6 *(yawn)* Sorry. I've been so busy this morning as I wanted my batteries to be low for me to try out this charging device. Right. I've been to the shops, I walked the dog, I made phone calls, I went to the chemist and I can't stop thinking about what I'm going to do on the weekend. I'm ready to recharge. Right. Here I go. I pick number 4. *(takes four breaths)* And now, I pick number 7. *(she opens number 7)* And it says have a drink of water. Right. Ooo, that's good, I've been so busy I forgot to drink.

Hang on *(they stop to have a slow drink of water)* Oh, right, that tastes super nice. Just a minute. *(they take another slow drink of water)*. Oh. I feel great. Oh. Just lovely. Just right. Thank you *(school)* Shopping Channel for showing me the charging device *(takes another slow drink of water and sits)* I feel amazing.

PRESENTER Thanks *(name6)* and thank you for your perfect demonstration. We love that this charger makes you stop and refuel!

PRESENTER Now, our final demonstration for today.

PRESENTER It's *(whatever the time of day is)* and we're all feeling a little sluggish. It's just that time of day. Let's see if we can get ourselves recharging!

PRESENTER First, I'm going to pick number six. Do six breaths with me everyone *(everyone takes six slow breaths)*

PRESENTER Now, we pick another number. I'm going to go for Number 3. Three big breaths everyone! *(everyone takes three breaths as they unfold the fortune teller at 3)*

PRESENTER And, it says – dance to the music that you love to recharge!

PRESENTER Oh yeah!

PRESENTER But before we go, ladies and gentlemen, the most exciting thing that has ever happened on the shopping channel - this human charging device is free!

PRESENTER Yes, that's right, free. All you have to do is make it and fill it up with things that make you feel good.

PRESENTER Let's dance!

PROP WORKSHEET – THE SHOPPING CHANNEL

Paper Fortune Teller

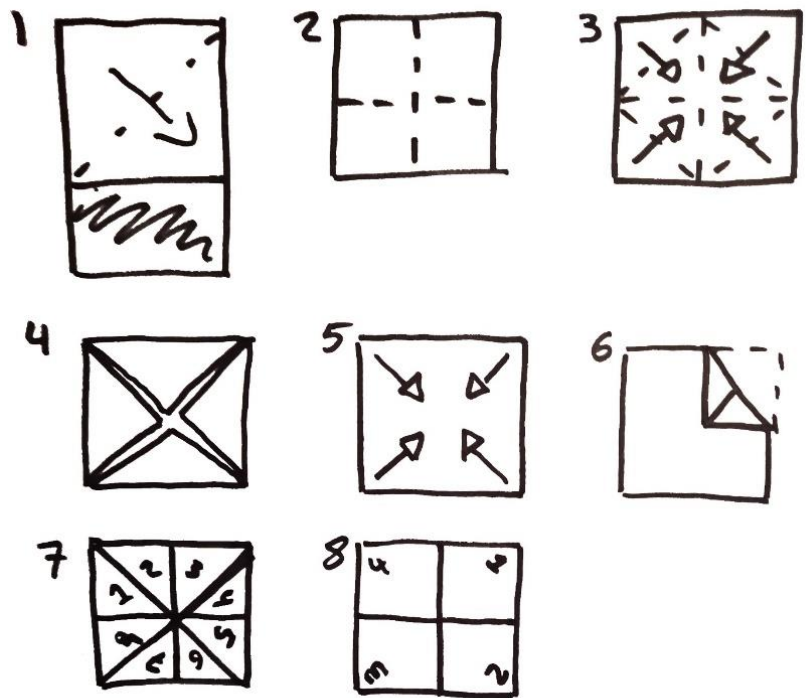
You will need:

- A4 sheet paper
- Colouring in pencils/pens, or paint and brushes

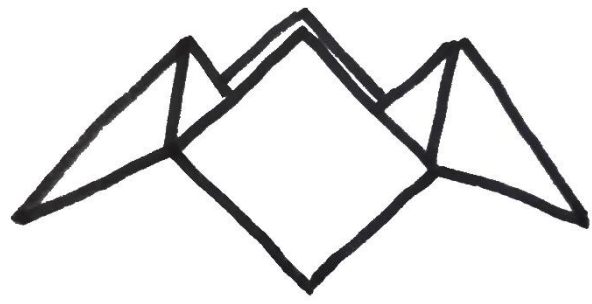
How:

- 1. Fold your A4 piece of paper diagonally so as to make a square, then cut off the excess.
- 2. Fold the square in half one way, open then fold in half the other way. Open.
- 3/4. Fold all four corners into the centre point of the square.

- 5/6. Flip over and repeat by folding the new four corners into the centre point.
- 7. Number each section on this side from 1 – 8. Beneath each of these numbers write your advice.



- 8. Turn over and number the four corners from 1 – 4. The square should fold in half easily and pop up as the fortune teller in your thumb and forefingers.



SUPERHEROES

A short show about the secret power of recharging

SUMMARY

Children in the classroom feel a bit sluggish, tired and can't concentrate. When this happens the Emergency Phone calls THE CHARGERS – a group of superheroes who come and help the children!

This script relates to 'SPACE Episode 1 – Top Up your Charge'.

CAST/CHARACTERS

NARRATOR	This can be a child or the teacher
THE STRETCHER	A superhero who knows the power of stretching
TASTETASTIC	A superhero who knows the power of healthy snacks
NATURE NUT	A superhero who knows the power of being out in nature
FUNKY POWER	A superhero who knows the power of dancing to music
EMERGENCY PHONE	They call the superheroes in an emergency. They have CCTV around the world watching for when people need recharging
CHILDREN	The children are playing pupils in a classroom. CHILD 1, CHILD 2, CHILD 3 and CHILD 4 have specific actions.

PROPS/SET

Superhero masks and cuffs – see Props Worksheet

MUSIC

Superhero music for when the superhero is 'recharging' the child.

PREPARATION

Think about your favourite superheroes

If you had a superhero power, what would it be

Design a superhero costume

Think about the reasons why you might sometimes feel tired, listless or low energy

SCRIPT

All the CHILDREN are sitting at their desks. The superheroes (in one corner of the classroom) are hanging out in their lair. They are warming up, checking their capes (other ideas?)

NARRATOR In the superhero lair, our superheroes are warming up, making sure they are ready for anything. It's morning at school and everyone was working hard. But, wait, someone was feeling sleepy and doing some ginormous yawns! (*CHILD 1 does a huge, sleepy yawn*). The yawning child has been spotted! (*EMERGENCY PHONE sees them yawning and rings the superheroes – THE STRETCHER answers it.*) The emergency phone rings at the superhero lair.

THE STRETCHER Good morning!

EMERGENCY PHONE We have a situation, someone is yawning and feeling sleepy.

THE STRETCHER A-ha.....this is a job for....The Stretcher.....have no fear, The Stretcher is here.....

THE STRETCHER flies around the classroom until they find the yawning CHILD 1. They use their superhero powers to make the child stand up and stretch and then gets the rest of the class to stretch too. The pupils all go back to their work and the superhero flies back to the lair.

THE STRETCHER Job done! A good stretch helps you recharge!

NARRATOR Job done for The Stretcher. Everything goes back to normal. Everyone is working hard but, oh no, someone is finding it hard to concentrate. (*CHILD 2 begins to fidget*) They just can't settle. In the superhero lair, the emergency phone rings again.

TASTETASTIC Yo!

EMERGENCY PHONE There is a problem.....someone had three bowls of Cocopops for breakfast and they have run out of energy and can't sit still.

TASTETASTIC Oh yes....this is a job for.....Tastetastic.....don't panic, Tastetastic is on it.....

TASTETASTIC flies around the classroom until they find CHILD 2 who is feeling fidgety. They ask the child what their favourite fruit is. They produce this from their pocket (can be mimed). They then fly around and ask other children the same question and producing fruit and healthy snacks. All the pupils pretend to eat their fruit and go back to work. The superhero flies back to their lair.

TASTETASTIC Job done! A good, healthy snack helps you recharge!

NARRATOR Job done for Tastetastic. Everything goes back to normal. Everyone is working hard but someone else is finding it hard to concentrate. (*CHILD 3 keeps putting their pencil down and then staring out the window*) They keep starting their work, then putting it down and staring out the window. In the superhero lair, the emergency phone rings again.

NATURE NUT Hi hiddely ho!

EMERGENCY PHONE Help is needed.....someone can't focus. They keep trying but it's not working...

NATURE NUT Hooray....this is a job for Nature Nut.....don't be afraid....Nature Nut is on their way.....

NATURE NUT flies around the classroom. They find the pupil who is finding it hard to concentrate. They use their magic powers to take them on a journey outside. The other pupils could turn into the woods, the river, the birds and the pupil spend time with Nature Nut listening to the sounds. Alternatively, they could open the window and stick their head out into nature. The pupil is whisked back to the classroom where they pick up their pencil and get down to work. The superhero flies back to their lair.

NATURE NUT Job done! Time spent in nature helps you recharge!

NARRATOR Job done for Nature Nut. Everything goes back to normal. It has been a long morning though and now all the pupils are starting to yawn, feel sleepy and get restless. In the superhero lair, the emergency phone rings again.

FUNKY POWER What's up?

EMERGENCY PHONE It's an emergency.....everyone is yawning and getting restless.....quickly please...

FUNKY POWER Finally.....the time is right for Funky Power.....get out of your seat....Funky Power is coming with the beat.....

FUNKY POWER flies into the classroom. They use their magic powers to get all the pupils to stand up. They put on loud funky music and everyone dances wildly for 2 minutes. They all sit down ready to start again. The superhero flies back to their lair.

FUNKY POWER Job done! A good dance helps you recharge!

THE STRETCHER Great work! Time for a charging nap.

TASTETASTIC Even superheroes need to recharge!

NATURE NUT Nature Nut needs a Nature nap!

The superheroes are all now tired and in need of a recharge. They all settle down for a superhero power nap.

NARRATOR The whole class enjoyed their dance. The bell rang and they all headed out for break, full of beans, while the superheroes had a wee snooze in their lair, just recharging themselves for the next time someone needs a bit of charging up.

PROP WORKSHEET – SUPERHEROES

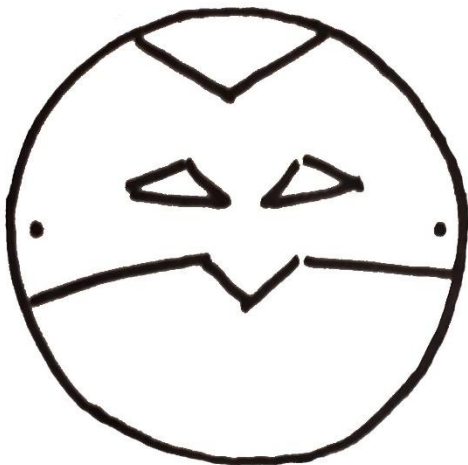
Paper Plate Mask

You will need:

- Paper Plate
- Hole Punch
- Scissors
- Elastic
- Colouring in pencils/pens, or paint and brushes

How:

- Draw out the design for your superhero mask onto a paper plate and cut it out.
- Punch a hole into either side of the mask and thread elastic through, tying a knot in the ends to hold in place. Then decorate.



PROP WORKSHEET – SUPERHEROES

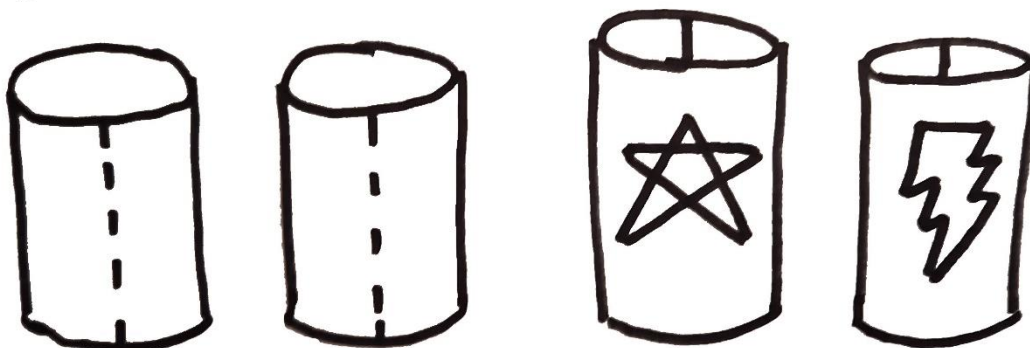
Loo Roll Cuffs

You will need:

- 2 toilet roll tubes
- Card
- Scissors
- Colouring in pencils/pens, or paint and brushes

How:

- Take two toilet roll tubes and cut them along one edge, so it can fit over your wrist.
- Cut out your superhero shapes/designs and glue onto the toilet roll tube.
- Colour in or paint to decorate your cuffs.



THE FLASH MOB

SET A GOAL – Flashmob

BREAK IT DOWN – Everyone contributes a move

GIVE IT A TRY – perform it

SUMMARY

This isn't a script but a set of instructions to make your own flashmob, by breaking it down.

This film is looking at **setting goals to keep mentally active** and that you don't need to always be successful at these goals, it's the trying and setting of the goals that keeps you healthy and mentally active.

This flash mob relates to 'SPACE Episode 2 – Set A Goal, Break It Down, Give It a Try'.

PROPS/SET

Hat to make and wear – see Props Worksheet

HOW TO CREATE A FLASH MOB –

Set A Goal

- 1) Identify a time and a place that you would like to do a flash mob. Is it for a specific person? Is it for the school? Will it be outdoors or indoors? Who will be there? How long do you have to prepare it? Can you keep it a secret?
- 2) Research other flash mobs. Go onto the internet and google flash mobs. There are lots and lots. Start with 'World Record flash mobs'.

Break it down

- 1) The flash mob is simply movements to music.
- 2) Music – create a simple beat or find a piece of music that has a continuous beat so that the movements can be repeated over and over with no need to think about verses, choruses or breaks.

Here are some options of songs, but you can also find your own.

- a. Uptown Funk - KidzBop
 - b. Happy – Pharrell Williams
 - c. Best Day Of My Life – American Authors
 - d. Ho Hey – The Lumineers
 - e. Roar – Katy Perry
 - f. Stronger – Kelly Clarkson
 - g. Stereo Hearts – Gym Class Heroes/Adam Levine
 - h. Good Feeling – Flo Rida
 - i. Can't Stop The Feeling – Justin Timberlake
 - j. Believer – Imagine Dragons
 - k. I'm Still Standing – Sing soundtrack
- 3) We're going to collect movements! For the following instructions the music should be playing continuously in the background, so the children always have the beat.

- 4) Listen to the music with the class and count the beats. Try to find a count of four beats. (this also depends on the speed of the piece of music). Have the children count together the beats – 1,2,3,4,1,2,3,4,1,2,3,4 etc.
- 5) Each child, individually, should create a movement that fits four beats. THESE DO NOT NEED TO BE COMPLICATED MOVES. It might be just lifting their arm, or jazz hands, or waving both arms, or a jump. Simple is best, as is staying on the spot – they can think about staying on the spot but being high or low, side to side, wide and narrow, arms move or legs move. Although, they shouldn't spend too long thinking about this – the first idea is often the best idea!
- 6) Each child then finds a partner and teaches their partner the move. They join their two moves together and practise to the beat. From now, that becomes just one move.
- 7) Each pair finds another pair to create a group of 4. They teach each other their moves and join them together to create a new, longer move. Practise to the beat.
- 8) Each four finds another four (or whatever is required to suit the numbers in the class). They teach each other their moves and join them together to create a new, longer move. Practise the move so it becomes easy to do. Practise to the beat. Film these moves for the forgetful.
- 9) Eventually all the moves should be learnt by everyone so there is one long continuous move which can be repeated. Now practise. Practise. Practise. Your movements should fit the beat!
- 10) Film the class doing the movements together.
When they watch the film, is there anything they would like to change? Any movements that can be built upon?
- 11) Have the music playing at random times during the day so that they have to get up and practise, and, because all the moves are from staying on the spot, they can do wherever they are.
- 12) Other pre-planning - How is your music going to play and at what point are the class going to perform their flashmob? Will your intended audience be able to hear the music? Will your intended audience be able to see the class?

Give it a Try

- 1) Flashmob day. Enjoy it!
- 2) After the event, how did it feel to surprise your intended audience?
- 3) Would you like to do it again?

PROP WORKSHEET – THE FLASH MOB

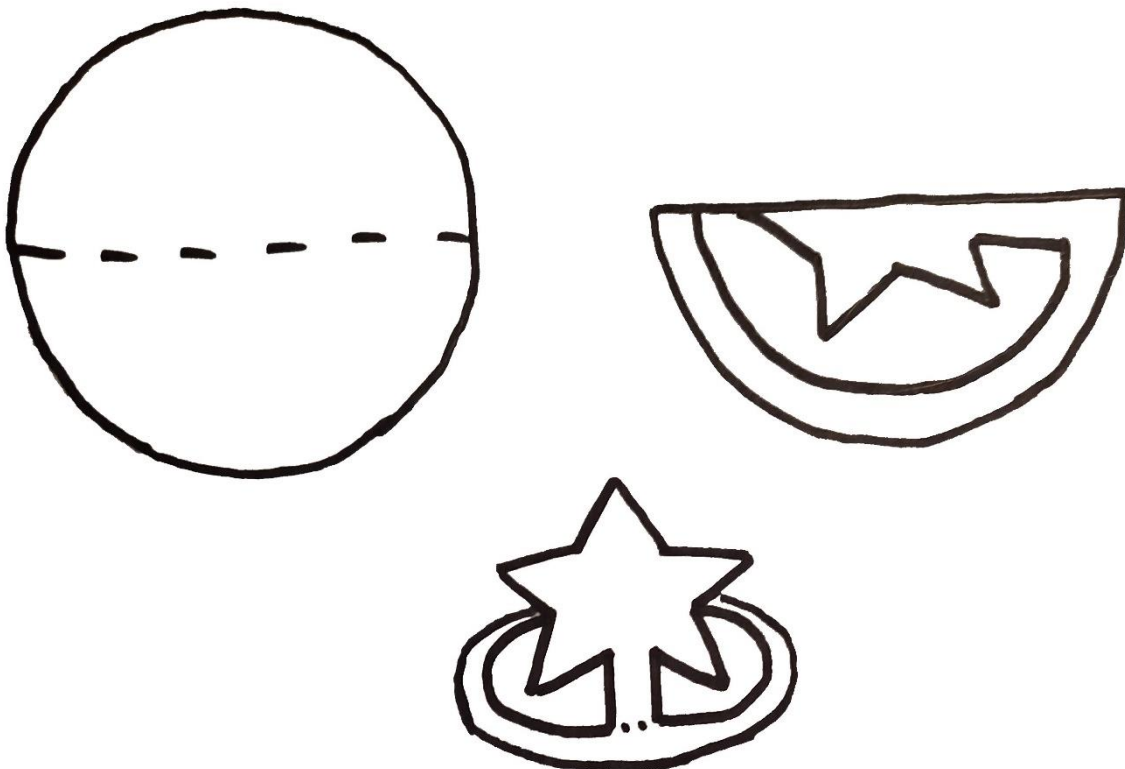
Paper Plate Hat

You will need:

- Paper plate
- Scissors
- Colouring in pencils/pens, or paint and brushes

How:

- Fold a paper plate in half then draw your design/symbol in the centre, leaving the semicircle of the plate attached as this will go around your head.
- Unfold the plate and fold your design up so it stands upright from the remaining ring of the plate. Decorate and place on your head.



CLIMB THE MOUNTAIN

This is a show about all the people who hold you up.

SUMMARY

An explorer is climbing a mountain. They think they are doing it alone, but the journey reminds them that there is a pyramid of people who are helping them on their journey.

This script relates to Episode 3 – The Point of Populating Pyramids.

CAST/CHARACTERS

NARRATOR	This can be a child or the teacher
TV PRESENTERS	For 1+ children. Split the lines as required.
CAMERA CREW	For 1+ children (non-speaking)
MOUNTAIN	For 1+ children – to physically create the mountain (non-speaking) .
EXPLORER	1 child
DAD	1 child
GRANDAD	1 child
SISTER	1 child
FRIENDS	There are three lines for three children in the script to add their own jokes. More joke lines can be added for more children.
EAGLE	1 child
WIND	For 1+ children (non-speaking)
SNOW	For 1+ children (non-speaking)

PROPS/SET

Cardboard Rucksacks – see Props Worksheet

PREPARATION

Read stories about explorers

Look at pictures and find out facts about mountains

Think about all the people who help you in your life

Think about the people that you help

SCRIPT

Make a space in the classroom or hall for a performance space. Use chairs as markers and decide where the bottom, middle and top of the mountain should be. The TV PRESENTERS, SISTER, DAD and FRIENDS can write their lines down on a sheet of paper or learn them for a performance. Any child who doesn't want to speak can be the mountain, wind or snow.

Children make a frozen picture of a mountain.

NARRATOR	Today is a very special day. At the bottom of the highest mountain in the world stands a famous explorer. They look up the mountain. Its peak is covered in white clouds and it seems to go up forever. A TV crew are following their progress from the bottom of the mountain.
TV PRESENTER	Standing at the bottom of the mountain, our intrepid explorer looks excited and nervous

TV PRESENTER Never before has this mountain been climbed by one person on their own.

TV PRESENTER The explorer lifts their heavy bag and starts the climb.

EXPLORER I am an intrepid Explorer and will survive on my wit and guts alone! Jings, this bag is heavy! I told Grandad I didn't need anything.

(the explorer begins climbing)

NARRATOR The explorer starts up the mountain, carrying their heavy bag. The way is long, the way is hard, the way is high. Soon the explorer is thirsty. They look in their bag and take out a bottle of water. Attached to it is a note from their sister.

SISTER *(child playing the sister speaks the note out loud as the EXPLORER is reading it)* Hi, I thought you might need this on your adventure. It was made in the springs of the mountain, bottled in the factory, sold in the shop and put in your bag by me, your sister, to help you on your way.

TV PRESENTER Our explorer has gone far but still has a long way to go.

NARRATOR The explorer keeps going higher and higher. The sky is turning grey and the wind is rising. Soon they are surrounded by high gusts and flurries of snow

WIND/SNOW *(Surround the explorer and whoosh around, with sound effects)*

EXPLORER Brrrr, this is so cold, my body is turning into ice, I'm freezing...

NARRATOR The explorer looks in their bag and takes out a big cosy coat

(the explorer climbs some more)

Meanwhile, at the bottom of the mountain

TV PRESENTER The explorer is bravely fighting through the weather. Let's talk to his Dad down here at the bottom of the mountain.

DAD It is going to be tough and it looks like the weather has taken a turn for the worse. I'm glad that I packed a warm furry coat in their bag.

NARRATOR The explorer keeps going through the wind and snow. They climb through the clouds but when the sky clears, they see how high the mountain is and how far they need to go. They are feeling tired and cold and their feet are sore. The explorer sits down on a rock. Suddenly they hear a ringing from their bag. They pull out a phone.

EXPLORER Grandad?

Grandad speaking into his phone from the bottom of the mountain.

GRANDAD Hey there. Just wanted to call and say you are doing brilliantly. I'm down at the bottom of the mountain and thinking of you up there in the clouds. Keep at it, don't give up, you can do it.

EXPLORER Thanks Grandad.

TV PRESENTER Grandad, is there anything you want to tell the world about this adventure?

GRANDAD I am so proud of them, I know they are trying their best.

(the explorer climbs some more)

NARRATOR Our explorer is nearly at the top. Just a few more rocks to climb. They can see the summit, but it doesn't feel like it is getting any closer. The explorer slips and drops their bag. Out falls lots of bits of paper. The explorer is sore, they have hurt their knee, they are cross and annoyed.

EXPLORER Why is all this rubbish in my bag? Hang on. These are from my friends. What? They have written me jokes!

The friends, at the bottom of the hill, read out the jokes as the EXPLORER looks at the pieces of paper and laughs at the punchlines.

FRIEND *(choose a favourite joke to say)*

FRIEND *(choose a favourite joke to say)*

FRIEND *(choose a favourite joke to say)*

NARRATOR The explorer reads all the jokes from their friends and has a big giggle to themselves. They fix their bag, put it on their back, and head to the top of the mountain.

(the explorer climbs some more to the top of the mountain)

NARRATOR After many hours of hard climbing the explorer makes it to the top of the mountain. They are delighted and jump about in glee. They take their camera and start recording a speech for the TV crew below. As they are speaking a wild eagle circles them high in the sky swooping down to land on a rock next to where they are standing.

The eagle flies around the Explorer through the first line and then lands at the top of the mountain beside them to speak.

EXPLORER *(recording themselves into a phone)* I am delighted to announce that I have made it to the top of the mountain. The first person ever to do it all by themselves, no support, no help from anyone...

EAGLE *(lands)* Really?

EXPLORER Sorry?

EAGLE I said really. Did you really do it all by yourself?

EXPLORER Of course, you silly eagle. Can you see anyone else here? Now excuse me...I am recording my speech.....

EAGLE Were you not thirsty on your way up? And your sister packed you a bottle of water...

EXPLORER Well...yes.....

EAGLE Were you not cold? And your Dad packed you a warm coat....

EXPLORER Yes....but....

EAGLE And were you not tired and struggling and your Grandad called you and said you could do it.....?

EXPLORER That's true...but

EAGLE And were you not close to giving up and your friends made you smile with their jokes...?

EXPLORER They did...

EAGLE So did you really climb this mountain all by yourself without help from anyone?

EXPLORER *(thinks for a minute)* No....you are right. Hang on a minute. I'm going to start my recording again. I would like to thank all my friends and family for helping me with this massive challenge. Without them I couldn't have done it. We climbed this mountain together.

NARRATOR And with that the Explorer could hear the cheers of his friends and family drifting on the wind from the bottom of the mountain. They had done it....together.

(Cheers from TV PRESENTERS and family at the bottom of the mountain.)

PROP WORKSHEET – CLIMB THE MOUNTAIN

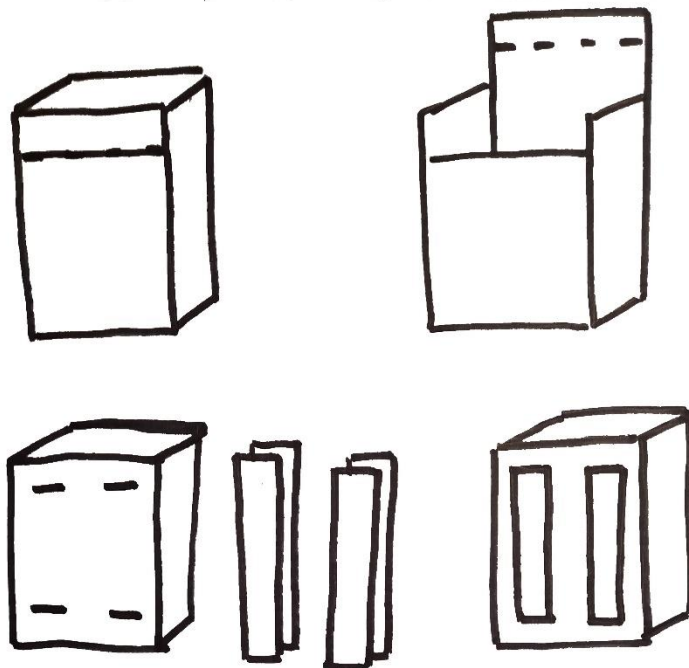
Cereal Box Rucksack

You will need:

- Cereal Box
- Scissors
- Duct Tape
- Colouring in pencils/pens, or paint and brushes

How:

- Tape (or glue) the opened end of the cereal box closed; then cut your cereal box as shown on the picture.
- Turn your cereal box on the back side and with your cutter make 4 slits for the straps : 2 on the top & 2 on the bottom.
- Make the straps by sticking together 2 long pieces of duct tape.
- Now pass a few cm of one strap through the slits on the left side, and tape or glue to the inside of the cereal box tape to secure. Repeat this for the right side then decorate.



WHEEL OF FEELINGS

This is a gameshow all about feelings and what they look and sound like

SUMMARY

Each team on the gameshow, Wheel of Feelings, must present an emotion as either a frozen picture, a composed song or by answering questions. The other teams must guess which emotion they have picked!

The Wheel of Feelings is about being able to demonstrate and describe emotions for better emotional literacy.

CAST/CHARACTERS

HOST The host of the gameshow.

TEAM A

TEAM B

TEAM C

TEAM D

TEAM E

AUDIENCE

PROPS/SET

A wheel of Feelings

PREPARATION

Think about all the feelings you have had in one morning

List all the words for feelings you can think of

Watch silly gameshows on Youtube

SCRIPT

There are five contestant teams. Each team should be given (or pick) an emotion and they then must come up with a way to show this emotion so that the AUDIENCE/other TEAMS can guess as part of the gameshow. They can show the emotion as a frozen picture, as a music composition/sound effects, or by answering one of the following questions – if the feeling was a vegetable, what vegetable would it be? What vehicle? What colour? What animal? The rest of the teams can play the audience, or you can have separate groups, or the audience can be the rest of the school in performance.

HOST Ladies and Gentlemen, welcome to the.....Wheel of Feelings!

AUDIENCE *(Cheer)*

HOST I can't hear you!

AUDIENCE *(Loud cheer)*

HOST Can we have our first team up to the stage please? This is *(name of team – it's TEAM A)*. Thank you. Now, can you tell me how you are going to represent your emotion. Will it be a frozen picture, sound or questions?

TEAM A *(Tells the host what they have decided.)*

HOST Thank you. Now, show your audience and see if they can guess your feeling!

TEAM A show the AUDIENCE what they have prepared, or, if it is questions, the host asks the team the question and they answer.

HOST So, ladies and gentlemen.....lets have your guesses for the emotion.....

The audience guesses and everyone cheers when they get it right.

HOST Well done (*name of team*). Can we have the next team to the stage please? This is (*name of team – it's TEAM B*) Thank you. Now, can you tell me how you are going to represent your emotion. Will it be frozen picture, sound or questions?

TEAM B (*Tells the host what they have decided.*)

HOST Thank you. Now, show your audience and see if they can guess your feeling!

TEAM B show the AUDIENCE what they have prepared, or, if it is questions, the host asks the team the question and they answer.

HOST So, ladies and gentlemen.....lets have your guesses for the emotion.....

The audience guesses and everyone cheers when they get it right.

HOST Well done (*name of team*). Can we have the next team to the stage please? This is (*name of team – it's TEAM C*) Thank you. Now, can you tell me how you are going to represent your emotion....will it be frozen picture, sound or questions?

TEAM C (*Tells the host what they have decided.*)

HOST Thank you. Now, show your audience and see if they can guess your feeling!

TEAM C show the AUDIENCE what they have prepared, or, if it is questions, the host asks the team the question and they answer.

HOST So, ladies and gentlemen.....lets have your guesses for the emotion.....

The audience guesses and everyone cheers when they get it right.

HOST Well done (*name of team*). Can we have the next team to the stage please? This is (*name of team – it's TEAM D*) Thank you. Now, can you tell me how you are going to represent your emotion....will it be frozen picture, sound or questions?

TEAM D (*Tells the host what they have decided.*)

HOST Thank you. Now, show your audience and see if they can guess your feeling!

TEAM D show the AUDIENCE what they have prepared, or, if it is questions, the host asks the team the question and they answer.

HOST So, ladies and gentlemen.....lets have your guesses for the emotion.....

The audience guesses and everyone cheers when they get it right.

HOST Well done (*name of team*). Can we have the final team to the stage please? This is (*name of team – it's TEAM E*) Thank you. Now, can you tell me how you are going to represent your emotion....will it be frozen picture, sound or questions?

TEAM E (*Tells the host what they have decided.*)

HOST Thank you. Now, show your audience and see if they can guess your feeling!

TEAM E show the AUDIENCE what they have prepared, or, if it is questions, the host asks the team the question and they answer.

HOST So, ladies and gentlemen.....lets have your guesses for the emotion.....

The audience guesses and everyone cheers when they get it right.

HOST Well done everyone.....and thank you for playing Wheel of Feelings. Now you know, there are lots of ways to tell people how you are feeling! See you next week for more feely feelings!

PROP WORKSHEET – WHEEL OF FEELINGS

Wheel of Feeling

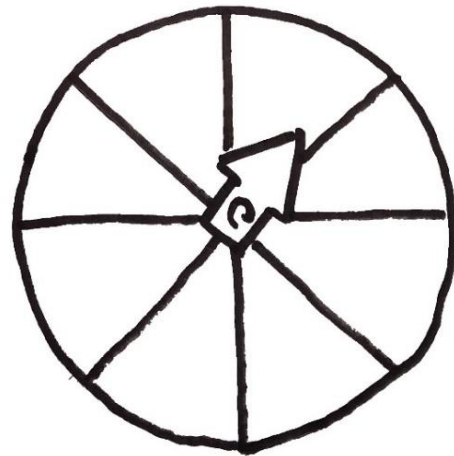
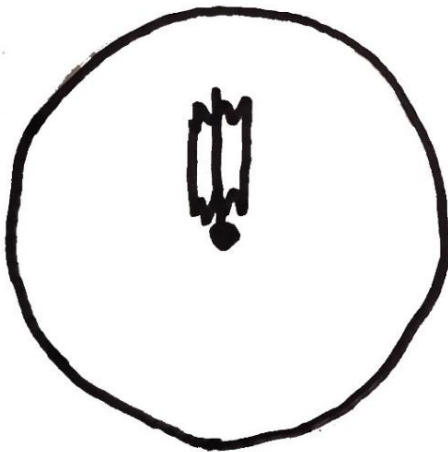
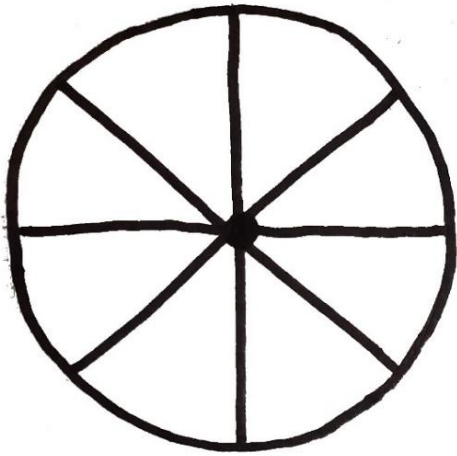
You will need:

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

How:

- Take your paper plate and find it's centre point. Draw straight lines through the centre to create equal sections. You can paint colours and write your emotions in each section.
- Straighten out the paper clip, then curl one end over to get rid of the sharp end. Then bend at a right angle as in the image.
- Pierce the clip through the arrow, then through the paper plate, attaching them together.
- Flip the plate over, and secure the paperclip in place with tape.
- The arrow should spin easily on the plate.

(diagram next page)



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

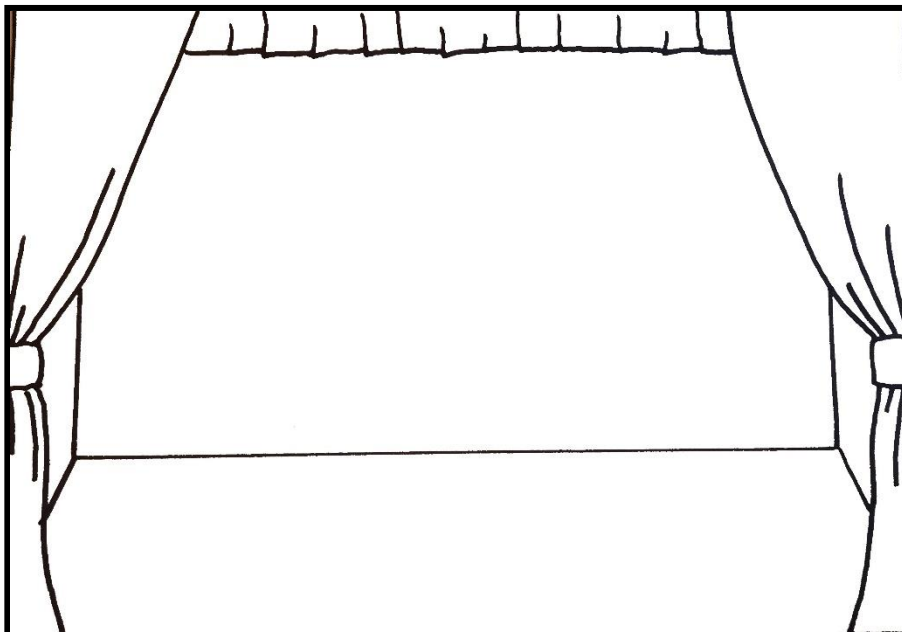
- With a big bit of paper or card, you are going to make a mood board for your scene.
- Think about what your scene might look like. Where might it be set? What might the colours be? What props and furniture are there?
- Find pictures from magazines, online, or draw them yourself on your mood board to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

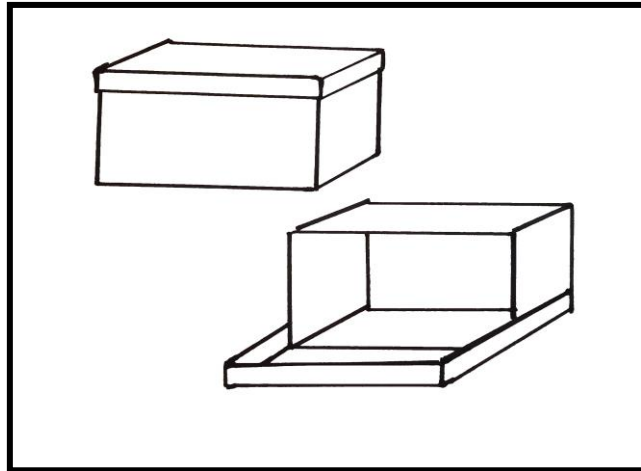
Activity

- 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?

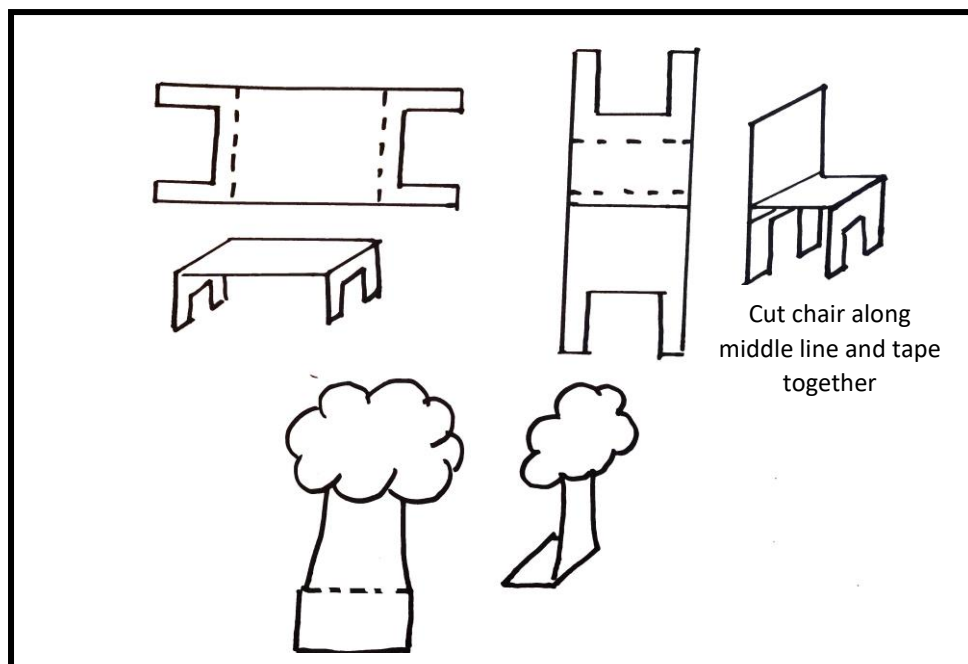


Activity

- 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.

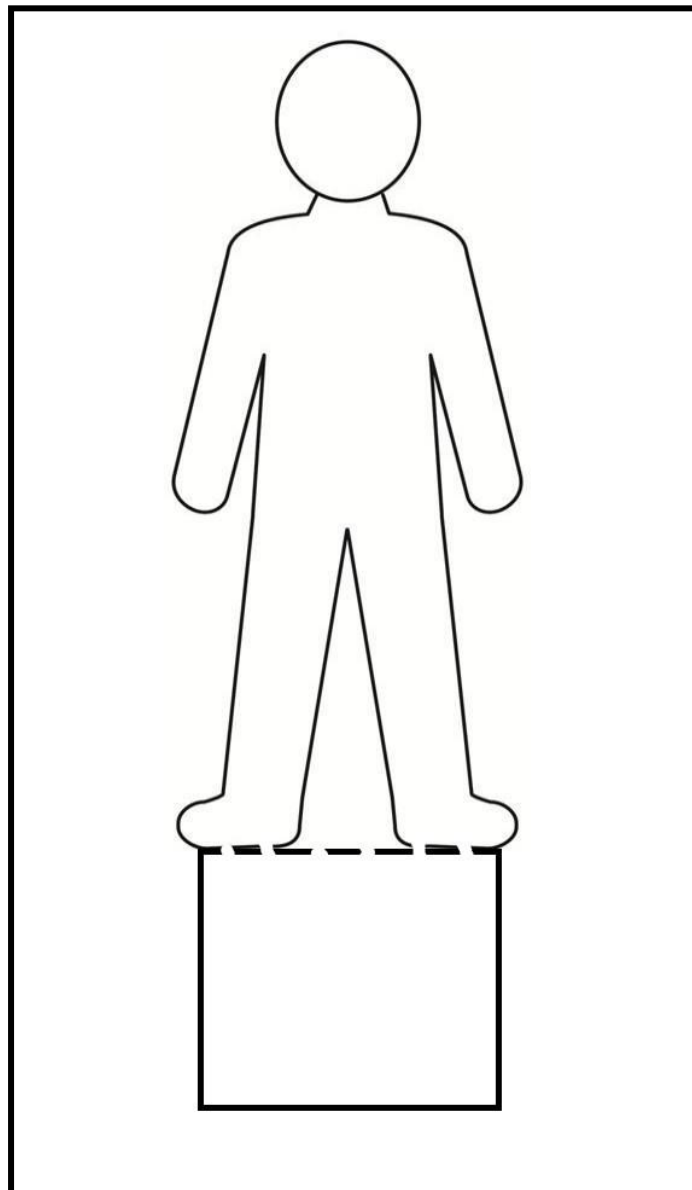


Costume

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?