



SPACE

How to be Ready For Anything or HRFA

A Health and Wellbeing Activity Pack to complement the films For Primary 6 and 7

“I liked that the first episode gave the pupils some examples of how they can recharge.
The fortune teller is something that can be created and used in class too.”
(Teacher, Perth & Kinross)

“I think the films would be a great starting point for introducing health and wellbeing.
The pupils could create their own drama.”
(Teacher, Perth & Kinross)

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 produced five short films for children aged 9-12. These are health and wellbeing comedy films centred around two characters – Stella and Dorothy. (They previously appeared in our theatre production SPACE which focussed on the transition from P7 to S1.) Stella and Dorothy are Modern Experts in Transition and they have to create an online presentation entitled ‘**SPACE - How to be Ready For Anything**’ with each film focusing on a different area of Health & Wellbeing.

The films are designed to promote discussion on health and wellbeing within the classroom (and at home) and the activities in this pack 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 links are also on our website www.dirliebane.org.uk

Contents

- About Dirliebane Theatre Company and the ‘**How to be Ready For Anything**’ Films
- Film Summaries Page 4
- Episode 1 Activities Page 5
- Episode 2 Activities Page 7
- Episode 3 Activities Page 9
- Episode 4 Activities Page 10
- Episode 5 Activities Page 13
- How to be Ready For Anything Drama Activities Page 14
- Make your own films! Page 17
- Paper Fortune Teller / Origami Robot instructions Page 18

We suggest one episode a week with the associated activities. The final two 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. And we’d love to see your work! Tag us on twitter @DirlbaneTheatre

These films were inspired by the video on this NHS website

<https://www.healthforteens.co.uk/feelings/resilience/video-5-ways-to-build-resilience/>

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 understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available. (HWB 1-06a / HWB 2-06a)

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 SPACE Films

Dirliebane Theatre Company (Dirliebane is Scots for ‘funny bone’) was created in 2017. The company is run by 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 2020. BOUNCE (the theatre show) is focused on emotional resilience and involves two characters facing a challenge, exploring 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.

The films’ two characters, Stella and Dorothy, are Modern Experts in Transition, and in each of their presentation films they demonstrate what is needed to be Ready For Anything. The films show five different areas of Health and Wellbeing that are important for children and young people, presented in a funny and accessible way.

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 and St.Marks Primary School.

Clare Gilfillan

Paula Woods.

Dirliebane Theatre Company board.

Platform, Glasgow

North Edinburgh Arts Centre

Film Summaries

- **Episode 1 – Top Up your Charge**

Stella and Dorothy get a call from their Boss asking them to make an online presentation ‘How to be Ready For Anything’. This begins with ‘Top Up your Charge’. When Dorothy is tired and sluggish she realises she hasn’t been looking after herself. Stella gives her a surprising ‘charging device’ to help her top herself up. This film is looking at the **need to charge oneself** – eat healthily, get enough sleep, go into nature, drink water, listen to birds, look at clouds, stretch and dance.

LINK; <https://youtu.be/qk9E1tOT-l>

BSL LINK; <https://youtu.be/HKAekRN2tTo>

- **Episode 2 – Set A Goal, Break It Down (and Give It a Try)**

Dorothy and Stella assume that if you set a goal and break it down you will always be successful and they decide to demonstrate this with dance moves. But Dorothy is unable to do the moonwalk, and Stella is unable to do the Carlton – even though they broke the moves down. They realise you don’t need to always be successful, just successful at trying. 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.

LINK; https://youtu.be/fo_9mMIZb58

BSL LINK; <https://youtu.be/vHfHIZyV8QA>

- **Episode 3 – The Point of Populating Pyramids**

Stella and Dorothy are presenting their Pyramids of People who get the Point of them. Dorothy suddenly realises she can’t think of anyone who supports or understands her. Stella reminds her of all the people who called her the day before and Dorothy realised there are plenty of people to put in her pyramid. This film is looking at **staying connected. Everyone need supportive relationships and often it can be hard to remember who is there for you.** The people in your pyramid help keep you healthy and socially well.

LINK; <https://youtu.be/nWpM9tdC8L4>

BSL LINK; <https://youtu.be/v65wAZ9Hr4U>

- **Episode 4 – (Express Feeling to Help) Let Everything Bounce off You**

Stella and Dorothy use their famous Chicken of Steel to demonstrate that you have to the power to let things bounce off you. But Stella isn’t feeling up for being a chicken of steel. Dorothy reminds her that all feelings are valid – you don’t have to bottle up your feelings to let things bounce off you. **Expressing emotions** is good for emotional wellbeing and trying to let things that get you down bounce off you.

LINK; <https://youtu.be/9a7vRDV31Zo>

BSL LINK; <https://youtu.be/Sbu9pPOR5bl>

- **Episode 5 – You are now Ready For Anything**

Stella and Dorothy recap on their successful presentation. They have everyone repeat ‘I am now Ready for Anything’. Their Boss is so pleased with their presentation that she sends them an unusual gift each. Dorothy receives an origami horse and Stella an origami motorbike. Using their origami, they ride off into the distance. This film recaps on a successful presentation and the present Stella and Dorothy receive from their Boss means they can **take time out** – which is also important for Mental Health.

LINK; <https://youtu.be/5KhkbaAPCNc>

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

Episode 1 – Top Up your Charge

1. WATCH THE FILM

LINK; <https://youtu.be/qk9E1iTOt-I>

BSL LINK; <https://youtu.be/HKAekRN2tTo>

2. CLASS DISCUSSION

(HWB - The questions should provoke discussion about keeping charged and what this means to our health.)

- How was Dorothy feeling at the start of the Top Up Your Charge film?
- How was Stella feeling?
- What happened to Dorothy?
- What signals did Dorothy's body give her when she wasn't feeling her best?
- What was Dorothy doing that wasn't keeping her charged?
- What advice would you have given Dorothy?
- Together, list what other things you could do to keep charged?

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)

Would you like Stella's recharging device? Please put your hands up...

Hands for YES _____ Hands for NO _____

Did the film make you think about how you look after yourself?

1 – not at all 2 – maybe a little 3 – yes 4 – quite a bit 5 – absolutely!

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

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. ORIGAMI CHARGING DEVICE

(ART – learning about origami. HWB – filling the paper fortune teller with advice)

Using the template at the back of the pack or a YouTube video, create your own paper fortune teller/charging device. You can fill the template in using the 'charging' suggestions from the film or create ones that suit you.

5. SLEEP QUIZ

(HWB – what is healthy sleep?)

How much do you know about sleep? The teacher will ask you some questions. Write down your answers. The teacher will then give you the answers. How did you do? Are you getting enough sleep? (Answers in bold)

1. **True** or false: Schoolwork can be harder for students who don't get enough sleep each night
2. True or **false**: A dark, quiet bedroom at a comfortable temperature can make it difficult to fall asleep.
3. Which of these is **not** a benefit of sleep?
 - a) better concentration
 - b) feel happier
 - c) **tiredness**
4. What might happen when you don't get enough sleep?
 - a) might be forgetful
 - b) might feel more angry or sad
 - c) might be tricky to pay attention to things
 - d) **all of these**
5. About how many hours a night sleep should age 9-12 children get?
 - a) 18-20
 - b) **11-12**
 - c) 7-8
 - d) 4-5
6. Sleep is essential for
 - a) our body to fight sickness
 - b) our brains to work well
 - c) our muscles and bones to grow
 - d) **all of the above**
7. What is one thing we could do to help our nightmares go away?
 - a) act them out
 - b) stay up really late
 - c) don't talk to anyone about it
 - d) **write a story about your scary dream with a happy ending?**
8. What's the best bedtime routine?
 - a) **drink some water and read a book.**
 - b) have a huge snack, watch TV, read a book
 - c) listen to quiet music, read a book and then play video games
 - d) play video games, run around the house, watch TV in bed.
9. Which of the following can bother you when you're trying to sleep?
 - A) bright lights at the window
 - b) a dog barking
 - c) drinking fizzy juice
 - d) **all of the above**
10. How much sleep did you get last night? Think about what time you went to sleep and what time you woke up. Was it enough sleep?

6. THE QUICK CHARGE

(HWB – physical movement, increasing mood)

Write down how you are feeling out of ten right now - ten being feeling great, one is not great.

Then everyone up! We are going to do some of the suggestions from the charging device. *(Note – follow the advice that suits you and the school environment.)*

First - **Eat healthily** – everyone eat a piece of fruit.

Then **Get outside**. Everyone goes outside. Firstly, **Listen to the Birds**. Then, if there is one nearby, **Hug a Tree**, then **Look at the Clouds**.

Come back inside and **Stretch** – reach up as high as you can and take 5 deep breaths. Now, stretch your legs apart and take another 5 deep breaths. Members of the class can suggest another three stretches.

Have a drink of water while the teacher puts on some music. The music will play for a few minutes so you can **dance**.

Write down how you are feeling now out of ten.

Has your mood changed? Why?

Right down which of the suggestions you liked the best and can you write out a pledge to do more of that one when you are feeling low in mood?

Eg. I pledge to go outside and listen to the birds every day (second day? What is manageable?) for 5 minutes (10? 15?)

7. CHARGING CARTOON

(ART – Staying charged)

When Stella and Dorothy created their presentation 'Top Up your Charge' they were inspired by an Australian cartoonist called Michael Leunig.

You can find the cartoon they liked on the internet googling “Michael Leunig recharge cartoon”
Or at this link; <http://levekunst.com/digital-dilemmas-part-5-how-we-are-affected-spiritually/>
Can you create a cartoon where a character is doing one of the charging activities?

8. WRITE A STORY

(LITERACY – Pulling together the advice to create a story)

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

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

Expand on the story or continue with what happens when they get to the place where they are going.

Perhaps there are two versions – version 1 is when A doesn’t take the advice of their friend, and version 2 is when A does take the advice of their friend. What’s different?

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 2 – Set A Goal, Break It Down (and Give It a Try)

1. WATCH THE FILM

LINK; https://youtu.be/fo_9mMIZb58

BSL LINK; <https://youtu.be/vHfHIZyV8QA>

2. CLASS DISCUSSION

(HWB - The questions should provoke discussion about what it means to set goals and that you shouldn’t be afraid of failing at those goals.)

- How were Dorothy and Stella feeling at the start of the film?
- What happened to Dorothy? What was her new feelings and why?
- How did Stella react to Dorothy’s frustration?
- At what point did Stella realise that maybe everyone can’t do everything?
- What advice would you have given Stella and Dorothy?
- What would you try if you weren’t worried about getting it wrong?

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)

Can you do the moonwalk? Please put your hands up....

Hands for YES _____ Hands for NO _____

Do you think it’s important to always be successful?

Hands for YES _____ Hands for NO _____

Are you afraid of trying new things as you might not be successful?
 1 – not at all 2 – maybe a little 3 – yes 4 – quite a bit 5 – absolutely!
 Hands for 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

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. ORIGAMI ROBOT

(ART – learning about origami)

Using the instructions at the back of the Activity Pack, create an origami robot.
 You can also follow the instructions here.

<http://www.pinkstripeysocks.com/2018/06/how-to-make-origami-robots.html>

5. DANCE MOVES

(HWB – physical activity, and mental wellbeing)

Together watch a video of iconic dance moves. *(Although we’ve watched all the videos, we would thoroughly recommend the teacher watches all the linked videos first to check appropriateness for your own class – thinking about Beyonce’s ‘Single Ladies’ video particularly).* You can go to this link or google ‘iconic dance moves’

<https://www.starquestdance.com/8-iconic-dance-moves-everyone-should-know/>

The videos you find will break the dance moves into steps.

Give them a try – set a goal, break it down and give it a try.

Once you have tried some (try the moonwalk, robot and Carlton) ask yourself these questions?

Was I successful?

Does it matter if I was successful?

Did I have fun?

What other things could you set a goal for, break it down and give it a try? Art? Sports? Maths?

6. ACRONYMS

(LITERACY – Learning about acronyms and creating new ones)

Stella and Dorothy were inspired when they found this on the Internet.

‘If you fail, never give up because F.A.I.L means ‘First Attempt In Learning’.

‘End is not the end. In fact E.N.D. means ‘Effort Never Dies’.

‘If you get NO as an answer, remember N.O. means ‘Next Opportunity’.

These are called acronyms and, as you can see from the films, Stella and Dorothy love acronyms.
 (SADBIDGIT!)

Can you think of inspiring Acronyms for G.O.A.L? or T.R.Y? or S.U.C.C.E.S.S?

Any other words that you could create acronyms for?

7. WRITE A STORY

(LITERACY – Pulling together the advice to create a story)

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

“(Character A) wanted to (the goal). They set a goal and broke it down into these steps. (Step 1) (Step 2) (Step 3). Their friend (Character B) came along, declaring “I want to do (the goal) too!” “Here are the steps” (Character A) said. (Character B) followed the steps but couldn’t do it. (Character A) said “(advice and empathy)”.

Again, perhaps there are two versions.

Version 1 is when Character A doesn't give advice to B and gets cross that they can't do it.

Version 2 is when A gives advice and write what happens next. What's different?

Episode 3 – The Point of Populating Pyramids

1. WATCH THE FILM

LINK; <https://youtu.be/nWpM9tdC8L4>

BSL LINK; <https://youtu.be/v65wAZ9Hr4U>

2. CLASS DISCUSSION

(HWB - The questions should provoke discussion about who supports us. Who are the people we are connected to, who we can share and talk with, and who will help look after us?)

- Who was in Stella's pyramid?
- Why couldn't Dorothy think of anyone to be in her pyramid?
- Stella was the only person in Dorothy's pyramid. What advice did Stella give Dorothy?
- What advice would you have given Dorothy?
- List the people who populate your pyramid

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 – or is there another way to compare the results?)

Do you like the idea of having a pyramid of people who support you?"

Hands for YES _____ Hands for NO _____

Can you think of people who would be in your pyramid?

1 – not really 2 – maybe 3 or 4 people 3 – yes, quite a few people 4 – lots of people 5 – millions!

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

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. ORIGAMI PYRAMID

(ART – learning about origami. HWB – thinking about who is in your pyramid)

Create an origami pyramid, like the one at the end of the film

Follow the instructions here.

<https://www.wikihow.com/Make-a-Paper-Pyramid>

Write the following words on your pyramid

Side 1 - 'Populate'

Side 2 – 'Your Pyramid'

Side 3 – 'with People'

Bottom – 'Who get you'

5. POPULATE YOUR PYRAMID

(ART – creating your pyramid. HWB – emotional wellbeing)

Take a piece of paper and draw a big triangle that fills the page. Write your name at the top.

Think about all the people who make you feel good. Think about all the things that you do and the places you go. Think about who lives with you and the relatives that you visit, call, zoom or video message. Of course, it doesn't have to be just people – Stella and Dorothy also had pets and soft toys that make them feel good!

On another piece of paper, you can write the names, or draw pictures of all the people you have thought of. You could also bring in photos and stick them on. Now, cut out all the people who make you feel good. Now stick all these people, animals and soft toys onto your pyramid.

You don't need to have lots of people in your pyramid, but you do need to know that these are the people that make you feel good and get the point of YOU!

6. ALLITERATION

(LITERACY – Learning about alliteration)

Stella and Dorothy loved this film because they love saying words beginning with the letter 'P'.

"In conclusion, there are Plenty of People in your Pyramid who Pump you up which is the Point of Populating your Pyramid!"

Can you think of any more words beginning with 'P' that they could add to their presentation?

Can you create some new phrases with alliterations for Stella and Dorothy that is about people who support you?

Perhaps with the Letter 'T' – eg Try To Top up your Triangle with a Tremendous Tribe.

Or pick a random letter from the alphabet.

7. WRITE A STORY

(LITERACY – Pulling together the advice to create a story)

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

"(Character A) wanted to go to the (place). They couldn't think of anyone to go with. Their friend (Character B) came along. "I want to go to (place)!" they said. "But I can't think of anyone to go with." (Character B) was surprised and told them "What about (person) who you (activity) with? Or (person) who you (activity) with? Or even (person)? (Character A) realised they had a lot of friends and gave them all a call.

Again, perhaps there are two versions. Version 1 is when B doesn't remind them of any of their friends and A goes to the place alone - what happens next?

Version 2 is when B tells A and they go to the place with everyone - what happens next?

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 4 – (Express Feelings to Help) Let Everything Bounce off You

1. WATCH THE FILM

LINK; <https://youtu.be/9a7vRDV31Zo>

BSL LINK; <https://youtu.be/Sbu9pPOR5bl>

2. CLASS DISCUSSION

(HWB - The questions should provoke discussion about expressing emotions and emotional resilience – being able to let things bounce off you)

- How was Stella feeling at the start of the film?
- What is a chicken of steel?
- Why didn't Stella feel like being a chicken of steel?
- What was Dorothy's advice in the rap?
- What did Stella learn from Dorothy's advice and put into her rap?
- What do you think the message is? (we're hoping it's that all your feelings are valid – you can feel them and still be resilient).

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 rap?

Hands for YES _____ Hands for NO _____

Did you like the idea of being a Chicken of Steel to let things bounce off you?

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. ORIGAMI BOX OF FEELINGS

(ART – learning about origami. HWB – having a box of feelings that can help you when trying to work out how you feel)

Create an origami box full of feelings, like the one at the end of the film

Follow the instructions here.

<https://www.youtube.com/watch?v=WtM6jA0TYoc>

Once you have made a box, think of how many different emotions there are. Write them on a piece of paper, cut them out.

On the back of each emotion write down one piece of advice to yourself that might help you when you are feeling that way. Put all the emotions in your box.

Next time you are feeling one of those emotions, take it out the box and follow your own advice.

5. POWER POSES – CHICKEN OF STEEL

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

The Chickens of Steel was inspired by a TED talk by Amy Cuddy, an American social scientist who specialises in body language. Scientifically she has researched that holding a 'power pose' for two minutes lowers stress hormones, increases risk taking and allows you to be more likely to do well in stressful situations. Essentially, being a Chicken of Steel gives you power. You have all your feelings, but the power pose can help you have confidence – whatever feelings you are feeling.

Google 'Amy Cuddy Power Poses' then you can watch some of the TED talk and the highlights of her research.

The full TED talk is here.

https://www.ted.com/talks/amy_cuddy_your_body_language_may_shape_who_you_are?language=en

The abbreviated TED talk is here:

<https://www.youtube.com/watch?v=r7dWsj-mEyl>

Now can you find a ‘Power Pose’? It could be a superhero pose, or just standing up tall and straight. Or like Usain Bolt. Draw a picture of your power pose and keep it somewhere special to remind you to do it when you’re not feeling confident.

For the teacher – anytime any of the children are to do a presentation in class, encourage them to spend a minute holding their power pose before coming to the front to speak. Have them reflect if it made a difference.

6. WRITE A STORY

(LITERACY – Pulling together to create a story)

Using the following statement as inspiration for creative writing.

“(Character A) was going to (place). They were feeling really anxious. They were (action) and (action) as they walked there. Their friend (Character B) came along. “What’s wrong?” they said. “You look anxious” they said. “I am” said (Character A). “I’m going to the (place) and I don’t feel like it.” “That’s okay to feel anxious” said (Character B), “all feelings are okay but if you do really need to go to the (place) then why don’t you (advice) or (advice) or (advice holding a power pose)?” (Character A) took their advice and went to (place) feeling much better.

Again, perhaps there are two versions. Version 1 is when B doesn’t give them any advice and A goes to the place – what happens next? Version 2 is when B gives the advice and A goes to the place – what happens next.

7. CREATE A RAP

(LITERACY – Write a rap about emotions, MUSIC – put your rap to a beat)

These are the words to Stella and Dorothy’s rap.

Stella	<i>Well, I’m a chicken of a steel, but I still feel sad</i>
Dorothy	<i>sad might be telling you that you need to cry</i>
Stella	<i>I’m a chicken of steel but I still feel embarrassed</i>
Dorothy	<i>Embarrassed might be telling you that you need to have a laugh</i>
Stella	<i>I’m a chicken of steel but I still feel anxious</i>
Dorothy	<i>anxious might be telling you that you need to breathe (Stella breathes)</i>
Dorothy	<i>You’ve got the power to feel what you feel and still be a chicken of steel.</i>
Stella	Really?
Dorothy	<i>You’ve got the power to feel what you feel and still be a chicken of steel.</i>
Stella	<i>I’ve got the power to feel sad because I’m a chicken of steel.</i>
	<i>I’ve got the power to feel embarrassed because I’m a chicken of steel.</i>
	<i>I’ve got the power to feel anxious because I’m a chicken of steel.</i>
	<i>I’ve got the power to feel what I feel and still be a chicken of steel</i>
Dorothy	<i>You can feel what you feel and be a chicken of steel. (repeat)</i>

Make a beat and write a rap that is about emotions, that it’s okay to feel those emotions and that everything will be okay.

Episode 5 – You are now Ready For Anything

1. WATCH THE FILM

LINK; <https://youtu.be/5KhkbaAPCNc>

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

2. CLASS DISCUSSION

(HWB - The questions should provoke discussion and reflection on the films as a whole)

- Do you think that Stella and Dorothy covered everything that you need to be Ready For Anything?
- Where have Stella and Dorothy gone on their motorbike and horse?
- Stella and Dorothy open their presents at very different speeds, do you think this reflects their personalities?
- Stella and Dorothy worked hard on their presentations. Do you think it's important to take time out to relax after working hard?
- What do you do to relax and take time out?
- What makes you feel stressed or anxious?

3. 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.

'Top Up your Charge' gets _____ votes

'Set A Goal, Break It Down and Give It a Try' gets _____ votes

'The Point Of Populating Pyramids' gets _____ votes

'Express Feeling to Help Everything Bounce Of You' gets _____ votes

'You are now Ready for Anything' gets _____ votes

Would you like to see more films with Stella and Dorothy?

Hands for YES _____ Hands for NO _____

Would you watch the films again?

Hands for YES _____ Hands for NO _____

4. INSPIRATION FOR 'TAKE TIME OUT' ORIGAMI

(ART – making origami, HWB)

Stella and Dorothy go off on their motorbike and horse to take some time out after making their presentations. 'Taking Time Out' is also important for Mental Health and Wellbeing.

Think about how you would take time out? Is there something you can make out of origami that would represent that?

Perhaps it's cuddling a pet – you could make an origami dog.

Or perhaps it's playing Xbox - you could make an origami Xbox controller.

Once you've decided, google for your object. If you find it, or something similar, set a goal to try and make it!

5. TAKE TIME OUT – BREATHING EXERCISE

(HWB – emotional wellbeing)

This is an exercise to practice if you ever need to take a few minutes time out.

This is the Take 5 Breathing Exercise. (google it for more information)

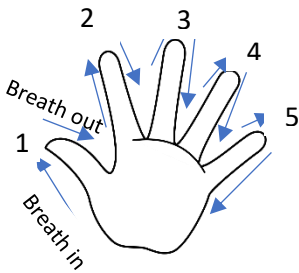
It's really simple and designed to slow you down a little bit if you feel rushed, or anxious or a little bit out of your depth. Deep breathing has huge benefits to slowing heart rate and panic down, and, of course, you don't have to do it in front of anyone!

“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 to work.”

Ask yourself, how do you feel now?



6. WRITE A STORY

(LITERACY – Pulling all the films together to create a story)

Here is some inspiration for story writing.....

A day in the life of Stella.

A day in the life of Dorothy.

A day in the life of their boss.

A day in your life when you are Ready for Anything even when disaster strikes!

7. THE INSPIRATION FOR THE SPACE FILMS

Fiona and Rachel (the Artistic Directors) used this video as inspiration for Stella and Dorothy's presentations. Watch it and discuss if you think the Artistic Directors of Dirliebane Theatre Company did a good job of using that video to make comedy films that had you thinking about mental health.

<https://www.healthforteens.co.uk/feelings/resilience/video-5-ways-to-build-resilience/>

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

Health and Wellbeing Drama Activities

1. WARM UP – FIVE FINGERS TIG

Someone is it. They run around and tig people. If you are tug, you must sit on the floor and do the five finger exercise (in previous section) to 'top up your charge'. Try to breathe slowly and deeply, and once you have done the five fingers you can get up and go again.

2. IT'S OKAY TO MAKE MISTAKES

Stand with a partner, call yourselves A and B. A will say 1, B will say 2, A will say 3, then B '1', A '2' B '3' and repeat. (Counting to 3 between the two of you.) How fast can you do this? If you make a mistake you must celebrate it! Shout hooray or cheer, or hi-5. It's good to make mistakes. Then try again. Once the pairs have

done this a few times, replace the 1 with a clap. Try again, celebrating the mistakes. Now, replace the 2 with a foot stamp. Play again. And finally replace the 3 with a punch into the air. Discuss – how did it feel to make mistakes? How did it feel to celebrate your mistakes? Why should we celebrate mistakes?

3. CLAP AND CHEER FOR CHARM

This can be quite a challenging game for some people. It's only about making people feel good and appreciated. Sit in a circle (can also be done in two circles, depending on class size). One at a time someone should stand in the middle of the circle. Once they are in the centre of the circle everyone else will clap them for about five seconds. When the clapping stops the person in the centre should do something – anything (a bow, an eyebrow dance, a jump, be a dog) – and then everyone claps and cheers even louder until that person returns to their seat. It's not about what they do in the centre, it's about being able to accept applause and noticing how that makes you feel.

4. SET A GOAL, BREAK IT DOWN, GIVE IT A TRY – THE GIFT CIRCLE

Sit alone in the room. Imagine there is a present in front of you. Now, without doing anything, imagine what is in the present. Shortly you will be opening this 'present' in front of some of your class, and they will be trying to guess what it is. Before that though, you need to prepare. Your goal is to have everyone easily guess what's in your present. (We want them to get it right!). Now break it down into steps - how would you open this invisible present. How will you unwrap it? What size is it? When you take it out of the box what will your reaction be? How will you touch it? How will you hold it? How will you play with it? How will you make it clear to your class what it is? Now, give it a try. Everyone is doing it at the same time and practicing, going through all the steps in their head as they open this present. Once you have 'rehearsed' this, everyone should get into groups of 4 or 5. In your group, one a time open your present and see if your group can guess what it is! If they guess correct, great, if they don't, the important thing is you gave it a try.

5. NITTY GRITTY – LETTING EVERYTHING BOUNCE OFF YOU.

This exercise lets everyone answer questions silently (much less confrontational) and we find out more about each other and who we are. We also (hopefully) discover that lots of people feel the same way about making mistakes and feeling embarrassed, and that sometimes we all need to let these things bounce off us.

Stand in a circle. The teacher will call out the following questions. If your answer to the question is yes, then you move to a different place in the circle. We're learning more about you and what makes you you. The teacher can also add any of her/his own questions which are relevant to the class and the topic of health and wellbeing.

- Do you have a dog?
- Do you have a brother or a sister?
- Do you like cake?
- Do you wish you lived in another country?
- Do you ever make mistakes?
- Do you hate porridge?
- Do you wish you never made mistakes?
- Have you ever done something embarrassing?
- Does your face go red?
- Do you like Xbox?
- Have you ever been proud of yourself?
- Do you ever want to stay in bed all day?
- Do you often get up in the morning ready for the day?

6. POWER POSES – LETTING EVERYTHING BOUNCE OFF YOU.

The chicken of steel is a power pose. Sometimes if we create a position of power with our bodies, we trick our minds into also feeling powerful! (See section on Episode 4 for activity on power poses).

You will need 10 small pieces of paper and a pencil.

Stand in a circle. First everybody does a chicken of steel pose. (you can watch the film again to see Stella doing her Chicken of Steel). Now you need to come up with your own power pose – this would most likely be standing like a superhero but could be something else.

Pick up your pieces of paper. Now, on each of them, write something that has perhaps upset you in the past, or made you embarrassed. You don't have to explain them all, you could just write one word (eg brother or shoe). Only you need to know what it means, but it should be something that once knocked your confidence a little. Once you have 10, screw up all the pieces of paper, so everyone has 10 little balls of paper. Here's the fun (and slightly chaotic) bit.

Get into a group of 3 or 4. One person gives their pieces of paper to the others in the group and stands back a couple of metres and then hold their power pose. On the teachers count, the other children will throw the paper balls at them and they will bounce off this powerful pose! Then swop over.

Yes, this exercise will be total chaos, but is a good visual representation of taking our worries and really, physically, letting them bounce off us.

7. POPULATING PYRAMIDS – Pyramid Portraits.

In a group of 4 or 5 the teacher will call out the following titles and the group should make a tableau (a frozen picture). Call out the title, give them 10 seconds to create their tableau and shout freeze.

Each title is a character/animal/person. In each group one person should assume the role of the main character and everyone else should be the people who support that character. Every person in the tableau should know what their role is. (eg – a 3 year old child, we might have the child, a mum, a dad and a granny)

- A 3 year old child
- A baby monkey
- A lion that has hurt its paw
- Someone in hospital
- A lost child
- Someone playing at the park
- Playing football
- The Queen
- A mum
- A granny
- One of you (try to have every child in the group be the central person, and tell the other people who they should be in their pyramid portrait)

8. YOU ARE NOW READY FOR ANYTHING – Yes, Let's

This is a great game for helping with saying yes to things that might be a little bit scary.

Each child takes turns to make a suggestion to the class beginning with 'Let's...' For example 'Let's do a swimming race', 'Let's parachute from a plane', 'Let's jump up and down' and everyone says 'Yes, Let's' before acting it out. They should try to think of something that is a little bit scary to them (eg a walk in the woods) or something they would like to do to take time out (eg ride a motorbike like Stella).

Make Your Own How to be Ready For Anything Film

1. DECIDE UPON A PIECE OF ADVICE YOU WOULD LIKE TO GIVE IN YOUR FILM

You could copy one of our titles or find a new one. Here is some other advice we found that is given for emotional resilience using the acronym BOUNCE:

- B – Bad times don't last, and things get better.
- O – Other people can only help if you share with them.
- U – Unhelpful thinking only makes you feel worse.
- N – Nobody is perfect – not you, not your friends, not your family, not anybody!
- C – Concentrate on the good things in life, no matter how small.
- E – Everybody suffers, everybody feels pain and experiences setbacks; they are a normal part of life.

2. THINK ABOUT WHAT THE PROBLEM IS

In each of the films either Stella or Dorothy had a problem. Now that you have picked your piece of advice, what could go wrong? How can you visually demonstrate that one of them doesn't have it quite right?

3. PLAN THE STORYLINE

Plan what is going to happen to each character. Which one needs the extra advice or help? Now write a summary of the film, think about it being one of Stella and Dorothy's presentation films. How can it be in the same style? Think of acronyms for the title. Decide what kind of characters you are going to be.

4. WRITE A SCRIPT

Firstly, act out your summary. Once you have finished, write down any of the lines you said that you liked. Now do it again and keep improving it until you have a script you really like. Is it in the style of Dorothy and Stella? (Make sure you say "Well done" to each other a lot!) The point of the film is for two people to demonstrate the advice they have. Does your script have this?

5. 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 can you film it all in one take. Keep it simple but make sure all your ideas come across so you can see what people think of it.

6. FEEDBACK

When you have 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 films!

7. MAKE THE FINAL FILM

It's time to do the final version! Make sure you are happy with the characters, your chosen piece of advice and the script!

Now, do you need any costumes? 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.

8. 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. Good luck!

9. 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 @DirlbaneTheatre. You can also e-mail it to us rachel@dirliebane.org.uk

STEP-BY-STEP INSTRUCTIONS FOR FOLDING AN EASY ORIGAMI ROBOT

<http://www.pinkstripeysocks.com/2018/06/how-to-make-origami-robots.html>

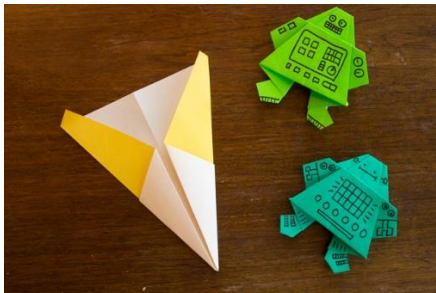
1. Place your sheet of paper color side up. Fold it in half. Open up the paper.

2. Fold up your two bottom corners like this.



3. Flip your paper over.

4. Then, fold up the corners like so:



5. Pull out the two bottom corners like so: (Now you have a white sideways square/ diamond shape on top.)



6. Fold down the top bit like so:



7. Flip it over.

8. Then, fold down the two top corners like so:



9. Flip it over like so:



10. Use both hands and lift up the white diamond (sideways square) and fold it upwards so you get this when you press down: (This seems tricky, but only fold up/flip up the top white square layer of your origami.)



11. Flip it over and it will look like this:



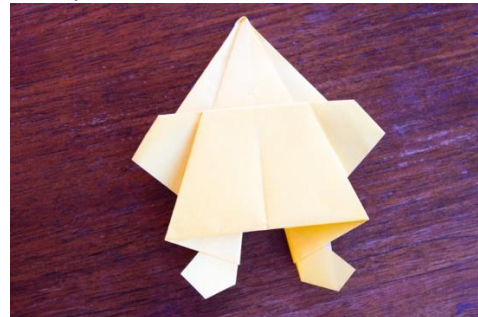
14. Flip it over so it looks like this:



12. Fold down the two top sides and fold up the two sides of the little legs.



15. Fold up the triangle that you folded down before. (Not on the same fold line as before. Fold slightly above to create a face.)



13. Fold down the top pointy corner.

16. Fold down the pointy top to create a head.



17. Grab your Sharpies and doodle all your robot details!

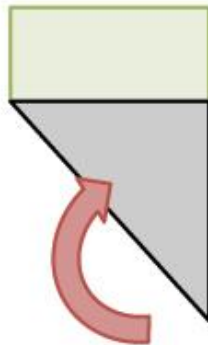
PAPER FORTUNE TELLER INSTRUCTIONS AND TEMPLATE

You can use these instructions and template on following page, or use a video instruction on YouTube.

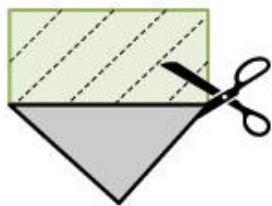
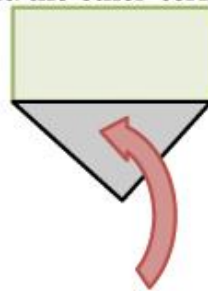
1 x sheet of A4 paper



Fold a corner



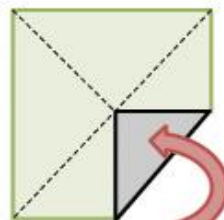
Fold the other corner



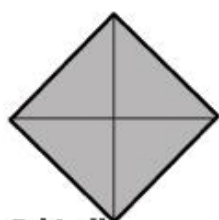
Cut along the top line



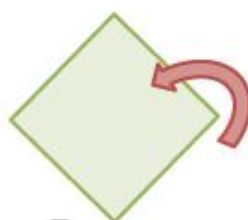
You are left with a square of paper



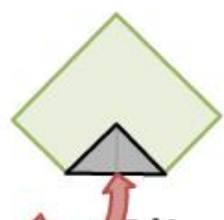
Fold a corner to the centre



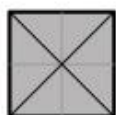
Fold all corners to the centre



Turn over



Fold a corner to the centre



Fold all corners to the centre

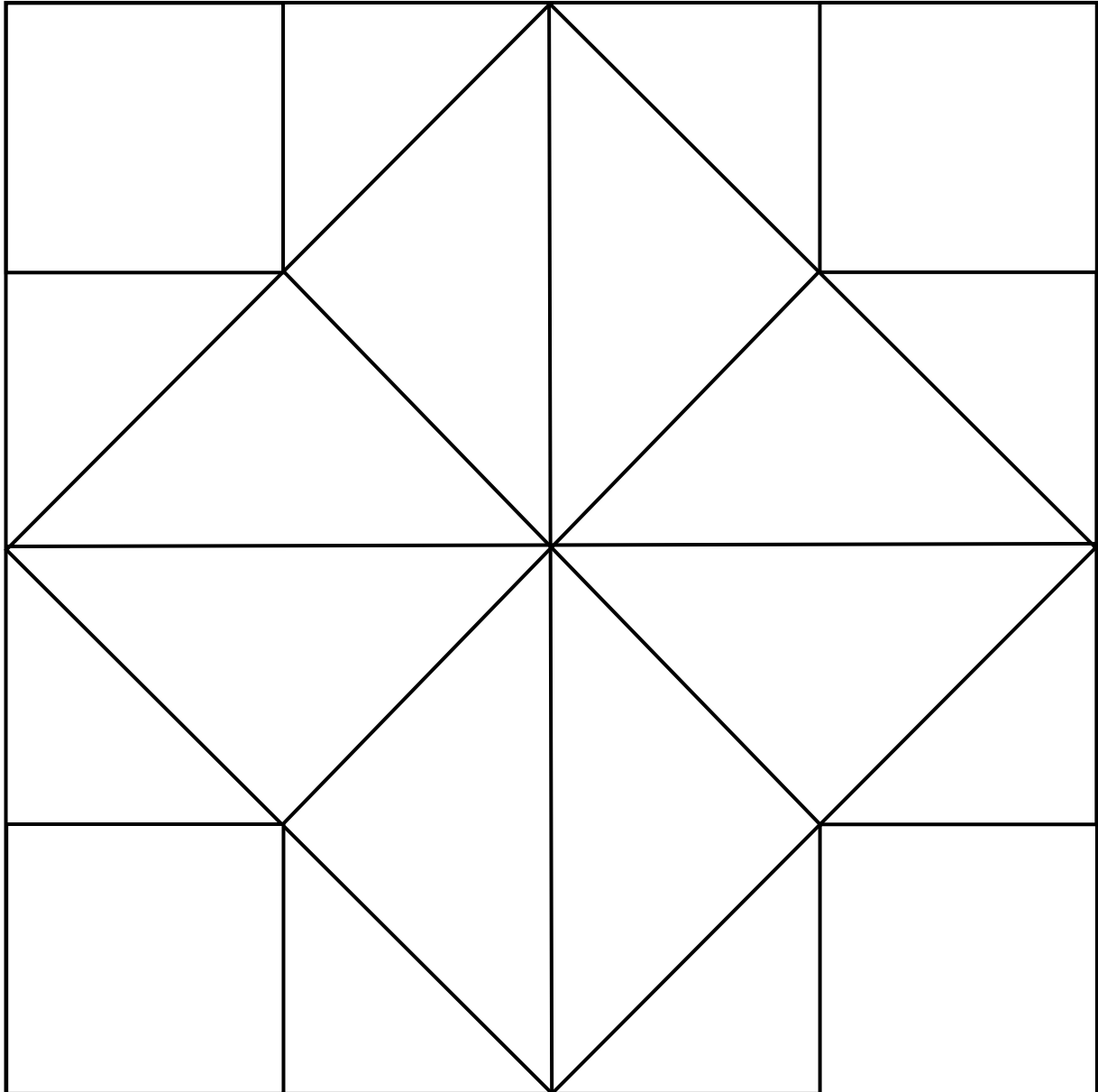


Turn over



Insert fingers and play!

PAPER FORTUNE TELLER TEMPLATE



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.