

TEMPTED

by

Mared Llywelyn Williams

A RESOURCE PACK FOR TEACHERS
to accompany Cwmni Theatr Arad Goch's
Child Sexual Exploitation programme.



Aim of the Pack:

- To provide information on sexual exploitation in order to assist teachers when leading discussions on the subject;
- To signpost teachers to useful websites in order to gain more background knowledge on associated subjects;
- To provide some discussion activities based on the performance of TEMPTED at the school.



A definition of sexual exploitation by young people for Barnardo's

“ Sexual exploitation basically means that somebody may be tricking you to have sexual contact with them or other people. This could include doing sexual things in return for money, drugs, somewhere to stay, gifts or favours. It can be hard to recognise because you often believe you are in a good relationship with the person/people who are abusing you.”

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❖ Background ❖

Due to the increase in the number of sexual exploitation cases against children being reported to the authorities, Cwmni Theatr Arad Goch, with the Support of education officers in Ceredigion and Carmarthenshire, decided to create a new theatre production to draw attention to the subject.

In 2018, with Financial Support from the Dyfed-Powys Police Commissioner's Community Fund, and following a consultation with Dyfed Powys Police's Education Officers, Mared Llywelyn Williams was commissioned by the company to create a script depicting various aspects of the subject that would form the basis of a discussion with young people.

Following the success and impact of the tour in 2018 further funding has been offered by the Dyfed-Powys Police Commissioner's Community Fund as well as funding from the North Wales Crime and Police Commissioner and the Ceredigion, Carmarthenshire, Powys and Torfaen County Councils; this will enable us to visit more schools in order help protect more young people.

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The aim of the performance



The aim of TEMPTED is to afford KS3 pupils the opportunity to:

- Become aware of the threats associated with Sexual Exploitation;
- Consider means of protecting themselves from the dangers, online or otherwise;

Five scenes will be performed and four aspects of sexual exploitation will be depicted. It becomes apparent that there is no typical victim profile – girls and boys from all backgrounds are equally vulnerable. There is no typical perpetrator profile either.

By adopting the Forum Theatre method, the audience is afforded an opportunity to contribute to the performance objectively by contributing ideas, comments and suggestions to the characters.

The work will give prominence to the voice of pupils; however, objectivity is vital. Pupils will never be asked to discuss their own experiences publicly: we will only discuss the experiences and actions of the characters.

Guided by a facilitator, there will be an opportunity during the visit to:

- Discuss the implications of the characters' various decisions;
- Discuss how individuals can keep themselves safe – online or otherwise;

Consider some sources of help, e.g. a designated adult, websites, charities.

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Fact

Between August 2010 and October 2011, over 2,400 children were victims of child sexual exploitation within gangs or groups.

Source: Berelowitz, S. et al (2012)

“I thought I was the only one.
The only one in the world.”

The Office of the Children's Commissioner

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The National Curriculum.

Relevant sections of the PSE Framework for KS3 highlighted in the TEMPTED presentation

Active citizenship

Learners should be given opportunities to:

- develop respect for themselves and others
- be moved by injustice, exploitation and denial of human rights and to understand:
- their rights, e.g. the UN Convention on the Rights of the Child, and entitlements, e.g. Extending Entitlement
- their responsibilities as young citizens in Wales
- how young people can have their views listened to and influence decision-making
- how to recognise and challenge effectively expressions of prejudice, racism and stereotyping
- the key aspects of the criminal justice system and how they relate to young people

Health and emotional well-being

Learners should be given opportunities to:

- display a responsible attitude towards keeping the mind and body safe and healthy
- develop positive attitudes towards themselves and others and to understand:
- understand the effects of and risks from the use of a range of legal and illegal substances and the laws governing their use
- how to use alcohol responsibly and the risks of binge drinking
- the law relating to aspects of sexual behaviour
- about contraception, sexually transmitted infections and HIV within the context of relationships
- the features of safe and potentially abusive relationships
- the benefits of accessing different sources of information, support and advice.

Moral and spiritual development

Learners should be given opportunities to:

- develop an insight into their values
- show sensitivity to the values of others and to understand:
- what they believe to be right and wrong actions and the moral dilemmas involved in life situations

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What is Child Sexual Exploitation?

Child sexual exploitation is synonymous with child abuse.

Victims are used, or forced to, take part in sexual activity often in exchange for attention, affection, money, drugs, mobile phones, alcohol or accommodation.

Any young person of any background can be sexually exploited. It happens to young boys and men in addition young girls and women.

Children and young people do not take part in exploitation voluntarily - they are forced into it by abusive adults or acquaintances who introduce themselves as 'friends' or 'lovers'.

Young people can be targeted by their abusers over the phone, online or in person.

As the young person is vulnerable, and the grooming process is cunningly managed, he/she does not recognise the exploitative nature of the relationship and is unable to give informed consent.

Source: [www.dyfed-https://safeandsoundgroup.org.uk](https://www.dyfed-safeandsoundgroup.org.uk)





❖ Fact ❖

The research data,
“Child Sexual Exploitation in Gangs
and Groups (CSEGG)” suggest that,
from April 2010 to March 2011,
16,500 children displayed three or
more of the signs that suggest that
they were at risk of being
sexually exploited.

Source: Berelowitz, S. et al (2012)
“I thought I was the only one. The only one in the world.”
The Office of the Children's Commissioner

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Some Methods used to Sexually Exploit a Child

Anyone who intends to sexually exploit a child has a number of strategies at their disposal to lure that child. They include:

Isolation

Isolating somebody from their friends – to separate them so that they are weaker and easier to deceive;
The young person is often lead to believe that the exploiter is the only person who truly understands them.

Exchange

The exploiter will give gifts to the young person, insisting that the young person carries out sex acts in exchange for them. These gifts can often be mobile phones, money, alcohol, technical equipment, friendship, attention, a false friendship or drugs.

Grooming

Grooming can happen online or otherwise, and to children of all ages. There are the four steps associated with grooming a child or preparing a young person for sexual exploitation:

- Targeting a person and contacting them;
- Fostering a relationship – shared activities;
- Maintaining a false relationship or friendship;
- Exploitation – an abusive relationship.



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Some Methods used to Sexually Exploit a Child

Anyone who intends to sexually exploit a child has a number of strategies at their disposal to lure that child. They include:

Blackmail

By duping a young person into sending indecent images of themselves (sexting), an exploiter can control the young person and force them to take part in other sexual activities against their will. By threatening to share the images or to tell others, the exploiter has control over the young person's life.

Peer Pressure

An exploiter can use peers to lure a young person into taking part in sexual activities - by making it appear acceptable and normal. Peers themselves may be forced into luring somebody new in order to protect themselves or members of their family.

Consent

An exploiter can make the victim believe they have consented to the sexual act.

However, a child cannot consent to being abused.

Exploitation can affect any young person - male or female - under the age of 18, including 16-17-year olds who are able to legally consent to having sex. Even if the sexual act appears to be consensual, it can still be abuse.

Important:

Sexual abuse may occur even if the sexual act appears to be consensual.

Source:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf

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Signs of Child Sexual Exploitation

Children and young people who are sexually exploited are often unaware that this is happening to them. However, there are a number of signs that a child may be being groomed for sexual exploitation.

They include:

- Going missing for periods of time or regularly returning home late
- Regularly missing school or not engaging in education
- Being given expensive gifts, such as mobile phones, jewellery – even drugs – and being unable to explain how they came into their possession
- Being in a relationship with an older partner
- Bruises and marks on their bodies, sexually transmitted diseases, drug and alcohol misuse, self-harm
- Socialising with other young people who are being exploited
- Mood swings or changes in their emotional wellbeing, acting secretively, defensively or aggressively when asked about their personal lives
- Inappropriate sexual behaviour

Something seemingly harmless can be a sign that somebody is being sexually exploited. Take a look at the interactive graphics by following this link:

NWG Network Tackling Child Sexual Exploitation

Source:

[www.dyfed-https://safeandsoundgroup.org.uk](https://safeandsoundgroup.org.uk)

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Who is at risk of being sexually exploited?

Any child in any community: child sexual exploitation happens throughout the country to children of all backgrounds.

Age: Children between 12 and 15 years are at greatest risk of being sexually exploited; however there have been victims as young as 8, especially within the context of online activity. Youngsters who are 16 or older can also be victims of sexual exploitation, and it is vital that the abuse of these individuals is not ignored simply because they have reached the age of consent. The risk to young people of this age is considerable, especially if they have no systemic or financial support.

Gender/Sex: though the sexual exploitation of girls is more prevalent, boys can also be victims. Boys are far less likely to admit to being exploited, and others are less likely to identify the signs.

Below are some examples of the experiences that may make children more vulnerable to sexual exploitation:

- Previous experience of being neglected or abused, both physically and/or sexually;
- Lack of a safe home environment, presently or in the past (e.g. due to domestic violence or parental substance misuse, criminal activity or incidences of mental ill-health);
- Grief or recent loss;
- Social isolation;
- A lack of a safe environment in which to explore sexuality;
- Fragile financial situation;
- Homelessness or uncertain status with regards to accommodation;
- Links to other children or young people who are also victims of sexual exploitation;
- Family members or associates who work in the sex industry;
- Having additional learning or physical needs;
- Being in care;
- Sexual identity.

Not all children who experience any of the above will be victims of sexual exploitation. Sexual exploitation can also happen without the child experiencing any of the above situations.

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❖ Grooming ❖

These are typically the four stages of grooming that lead to sexual exploitation:

- Targeting a person and contacting them;
- Fostering a relationship – shared activities;
- Maintaining a false relationship or friendship;
- Exploitation – an abusive relationship.



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❖ Grooming ❖

Questions for discussion

QUESTION:

At the end of Scene 1, as Catrin leaves the phone shop with Ed, how far has the relationship progressed in terms of grooming?

What is your opinion of Catrin's behaviour?

What would you do differently?

What's Cêt's response to Ed?

Why is her reaction so different from that of Catrin?

Why is Cêt so suspicious of Ed?

Why does Ed not wish to have Cêt around when completing the forms at the counter?

Is he trying to isolate Catrin from her friend? Why?

Is the attention Ed gives Catrin good?

Why does Ed arrange to buy a phone for Catrin?

Will he expect anything in exchange for buying her a phone? What?

In Catrin's situation, would you go to Ed's flat? Explain your answer.

REMEMBER!

Exchange is an important part of grooming.

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❖ Grooming ❖

Questions for discussion



QUESTION::

In Scene 3, when Harri and Ela contact Dani online, is it at all possible that somebody may be grooming one of them for sexual exploitation?

At which stage of grooming could they be?

How can they keep themselves safe?

What will be the next step in the story?

Will one of them arrange to meet Dani?

If a character arranges to meet somebody, how can they keep themselves safe?

e.g. take a responsible adult with them;
arrange to meet at a public place;

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❖ Grooming ❖

Questions for discussion

When Ela put her phone down her shirt, how was that dangerous?

Why was she taking a photo?

What would she do with the photo?

How would this image put Ela at risk?

Possible answer:

Dani could threaten to share the image with Ela's friends and family, granting Dani power over her. Dani may insist that Ela engages in some sexual activity against her will, threatening to share the image of her if she doesn't oblige.



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✘ Grooming ✘

Questions for discussion

What kind of person is Dani?

How can you be sure?

What kind of person does Ela imagine Dani to be?

Remember: it's very difficult to be certain who is communicating with you on-line - or to know their intentions

Could Ela to end this situation, although things seem to have gone too far?

Answer:

She could put an end to things immediately.
It's never too late.

How could she stop Dani's behaviour?

By telling somebody - a parent, friend, teacher, school nurse, the police:

Contacting a charity

Childline

0800 11 11

(www.childline.org.uk)

NSPCC

08 08 800 5000

(www.nspcc.org.uk)

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❖ Dangers ❖ Grooming a Child

Here are the 4 stages of grooming:

1. Targeting / contacting;
2. Fostering a relationship - shared activities;
3. Maintaining a false relationship / friendship;
4. Sexual exploitation / an abusive relationship.

The period in which grooming takes place is vital - because this is the opportunity for the child or young person to prevent themselves from being deceived.

Create a profile of the type of person most likely to be targeted.

Would they be:

Girl / boy,

Lives in a house / flat / homeless

Diligent at school / good at sports

Likes online games / sociable

New to the area / know the place well

Answer: The fact is that anybody can be targeted. Everybody needs to be vigilant. Perpetrators will try to take advantage of any opportunity - e.g. loneliness, recent bereavement, lack of money - in order to establish a relationship where they have power over the young person.

Question:

Which character is / characters are victims of grooming? Is it the character's fault?

Answer:

Catrin (scene 1); Hanna (Scene 2); Ela (Scene 3); Alun (Scene 4) - each one of them is a victim of grooming. It is not their fault. It is the perpetrator who is responsible for fostering a relationship in each situation.

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Scene 4

Anyway, months passed. And we were talking, gaming every night. And I really wanted to see her. Properly, you know? As if we were telepathic or something, she asked me if I wanted to come over. To her house. I'd have to get a train there, but it didn't matter 'cause I would've done anything to see her. She said she would pay for the train ticket. But I said it was OK.

Pause.

That's how I ended up here now. In a bedroom. I don't think it's Kelly's. It's too plain. Just a bed. A lamp. Small cupboard.

Pause.

I didn't expect Kelly to look the way she did when she opened the door. She doesn't look like she's in school, like she said. She told me to go upstairs, saying she wouldn't be long. She'd be back in two minutes. She came back, and gave me a can of cider. She asked if I wanted a cigarette. She said some of the boys downstairs had some joints. I said I was OK. Why did she lie to me? I don't know what I'm doing here. What's happening? Why am I here on my own? Where did I go wrong? I was speaking to a friend. . . girlfriend, maybe, on XBOX. How did I mess up? I didn't do anything wrong. I could leave now. Run out, out of that door. But I'm frozen. This isn't a game, it's real life. I don't know what to do.

QUESTIONS:

What do you imagine will happen next to Alun?

When playing Xbox, how would you have acted differently from Alun?

What should Alun do next?

Has he been deceived? How?

How dangerous is the situation?

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Part of Scene 5

Catrin: Why are we doing this?
Teacher: Sorry?
Catrin: Why are we doing this?
Cêt: [To Catrin] What's wrong?
Teacher: What's the problem, Catrin? Don't you understand the work?
Catrin: I understand it, just think it's a bit pointless.
Teacher: Pointless?
Catrin: Yeah, pointless. Do you need to clean your ears?
Teacher: That's enough!
Cêt: What's wrong with you?
Teacher: If I hear another word from you today Catrin I'll be sending you straight to the Head. Understand? I will not tolerate your back talk and bad attitude.
Catrin: Whatever.
Teacher: I don't know what's got into you lately. You should concentrate on your schoolwork. Now go sit down, both of you.
Cêt: If she doesn't want to work with me, I'll do it myself Sir.
Teacher: Not now, Cêt.
Catrin: Don't worry Sir, I don't actually want to work with her either. She's too uptight.
Cêt: Who the hell you think you are? Please, Sir!
Catrin: Oo, you big baby, running to Sir.
Teacher: Girls, please.
Cêt: But sir!

Catrin laughs at Cêt.

Cêt: Why are you laughing?
Catrin: 'Cause you're so pathetic.
Cêt: Well you're too blind to notice that everybody else in school is laughing at you.
Catrin: Why's that then?
Cêt: You and that guy. Saying you're a slag!

QUESTION: What are the signs of sexual exploitation in the second scene at the school?



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USEFUL WEBSITES Information and Activities

Advice by South Wales Police -

defining child sexual exploitation and signs of sexual exploitation:

www.south-wales.police.uk/en/advice/child-sexual-exploitation-cse/

Dyfed-Powys Police - Behaviour patterns associated with,
and signs of, child sexual exploitation:

Patrymau ymddygiad ac arwyddion camfanteisio'n rhywiol ar blant;

[www.dyfed-powys.police.uk/en/advice-support/
spotting-signs-of-child-sexual-exploitation-cse/](http://www.dyfed-powys.police.uk/en/advice-support/spotting-signs-of-child-sexual-exploitation-cse/)

North Wales Police -

Information about signs and risks with case studies:

[https://www.north-wales.police.uk/advice-and-support/
stay-safe/child-sexual-exploitation?lang=en-gb](https://www.north-wales.police.uk/advice-and-support/stay-safe/child-sexual-exploitation?lang=en-gb)

A colourful website full of advice for pupils of all ages by
Gwent Police - All-Wales School Liaison Core Programme

www.schoolbeat.org/en

A website full of information in the form of short articles
on a number of relevant topics for young people; an information advice
line, advice and advocacy for children and young people:

www.meiccymru.org/

CEOP: information for young people between 11 and 13 years of age:

You, Your friends, The Internet;

Keeping yourselves safe, keeping the internet fun.

https://www.thinkuknow.co.uk/11_13/

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USEFUL WEBSITES Information and activities

CEOP: Q&A's on a number of topics, from sexting to underage sex:
www.thinkuknow.co.uk/14_plus/Got-a-question/

Spotting the signs of child sexual exploitation:
<http://knowaboutcse.co.uk/spot-the-signs>

In the section, "Help and Support", there are two case studies on victims of Sexual Exploitation: Ellie's Story + Olivia's Story:

<https://safeandsoundgroup.org.uk/help-support/professionals/cse-and-the-law/>

A quick quiz - how healthy is your relationship?
<http://faceup2it.org/its-your-life/loves-me-loves-me-not/>

Advice for those wanting to curb their online gaming:
www.telegraph.co.uk/technology/video-games/10451600/Five-tips-on-beating-video-game-addiction.html

Barnado's resources on HWB. Select a language. "Hidden" and associated lesson plans. Watch the video in full to ensure you're happy to share it:
<https://hwb.gov.wales/Resources/resource/9a96a74b-c215-402d-b314-3e5accf2d0f0/en>

A definition and guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation.

The Department for Education in England:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf

Group Activities



Activity A



Protecting yourself and your friends

Task 1.

In groups, select the five most important pieces of advice in boxes 1-18 below. Make a note of the numbers.

Compare your choice with that of other groups.

Explain your choice. Do you have any advice you'd like to add to the lists?

Task 2

Select one or more sentence as a starting point for a series of three still images depicting a situation that could lead to sexual exploitation.

Caption each image with one sentence.

What type of characters are required?

Task 3

Choose advice from one of the boxes (1-18) to create a poster to help others keep themselves safe.



Group Activity

Activity A

1. Tell somebody where you're going - and when you'll be back.
2. Make sure your phone is working and that you've got enough credit to use it.
3. Make sure you've got enough money to get home.
4. Only use a licensed taxi company and, if you're alone in a taxi, mention the driver's badge number to somebody.
5. Keep an eye on your drink - somebody could easily spike it with drugs.
6. Don't drink too much alcohol.
7. Follow your instinct. If you feel something's not quite right, tell somebody you can trust. If they're unwilling to listen, tell somebody else.
8. Be prepared to talk openly.
9. Don't do anything you're uncomfortable with.
10. Don't put pressure on anybody else to have sex.
11. It's OK to say "No" - it's your choice.

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Group Activity

Activity A

12. Whatever others might say, it's not your fault.
You don't deserve to be abused.
13. You can end things at any time - even when you think things have gone too far.
14. Be vigilant online and in the real world; don't share too much information about yourself.
15. Consider how you can be sure that the person you're communicating with online is actually who they claim to be.
16. Make sure you don't put yourself in a vulnerable/dangerous situation, where you have no choice;
 - consider how you'll be getting home before you go out
 - rather than having to rely on a stranger for a lift.
 - take an adult with you if you're meeting somebody you met online.
17. Make sure everybody can get home safely so that nobody is left behind. How would you feel if everybody left without you?
18. Understand what's being offered to you and what is expected in exchange. Remember that the whole notion of exchange is important: if you're given something, what are you expected to do in return?
 - If someone gives you a present, alcohol or drugs
Consider: "Why is this person giving me these things?"
 - If someone offers you a lift home or a place to stay:
Consider: "Why is this person doing this for me?"
 - If someone is trying to draw you away from your friends, claiming to be the only person who truly understands you;
Consider: "Why is this person speaking to me like this?"

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Group Activity

Activity B

If someone was absent during the performance of TEMPTED to your class, how would you explain to them what happened in one of the scenes?

In five sentences, explain what happened to one of the characters;

Demonstrate how the character could have kept themselves safe;
How could they resolve the situation?

Might they need help to resolve the situation? If so, who could help them?

Story 1: Catrin receives a phone from Ed - Cêr's response; the effect on Catrin (on her school work; drinking alcohol; drug taking; finding herself in an inappropriate sexual relationship);

Story 2: Hannah's discussion with Ian, Mam's new boyfriend, while Mam is washing up;

Story 3: Ela and Harri chatting to Dani on the computer;

Story 4: Alun visiting the home of a person with whom he played Xbox online.



Group Activity

Activity C

Text writing task

- Alun's message to one of his friends-explaining where he is, his concern and what he thinks will happen next to him.
A response from his friend trying to change the situation.
- A message from Catrin telling Cêt how things have changed since she started seeing Ed.
A response from Cêt offering ideas to help change the situation.
- A text from Hannah to a friend mentioning her relationship with Ian (her Mam's boyfriend).
A message from her friend offering ideas to help improve the situation.



Group Activity

Activity D

Choose the 5 most important things to remember.

What advice would you give somebody who may have missed the TEMPTED performance in order for them to keep themselves safe:

- Online
- When they're going out



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Group Activity



Activity E



Discuss the images from the performance of TEMPTED – what are the potential dangers?



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Group Activity

Activity F

In the excerpt below from the TEMPTED script,
is there an example of:
Isolation; grooming (fostering an inappropriate relationship);
exchange; bribery or peer pressure?

In the mobile phone shop

Cêt: You're just going to leave me here?
Catrin: We're in town Cêt, not the desert.
Cêt: Why is he buying you a phone? You don't know him!
Catrin: I dunno. . . maybe he likes me?
Cêt: But you can't buy people Cats. A new iPhone. Really?
Catrin: What's wrong with you? Jealous, that he didn't speak to you. If you were more confident, less boring maybe a boy would've spoken to you today too!

This hurts Cêt, but she doesn't get upset.

Cêt: OK. I'll go shopping on my own.
I'm used to it, aren't I?
Cêt leaves the stage.
Cêt: See you around.

Catrin feels guilt for a second, then turns back to Ed.

Ed: Ready to go to the desk?
Catrin: Of course!
Ed: What you doing later?
Catrin: Erm, not sure yet.
Ed: [Ed sighs] I just remembered.
I'll have to pop back to the flat.
Catrin: Flat? Your own flat?
Ed: Yeah.
Catrin: That's really mature, and cool. . .
Ed: You're welcome to come have a look.
Nice place to have some space.
To do anything we want.

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Group Activity

Activity G

Draw a picture of your hand.

Think of 5 people you could talk to if you were worried about something.

Write their names, one on each finger, e.g. a friend, school nurse, teacher, aunt, social worker...

On the palm of your hand, name places where you feel safe.



Fact

In April 2017, a new offence came into being - Sexual Communication with a Child. Anyone found guilty of grooming a child faces up to two years in prison and being placed on the sex offenders' register. Anybody aged 18 or over who targets children under the age of 16 via mobile phones, social media, e-mail or text messaging faces up to two years in prison.

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Group Activity

Activity H

Consider how a relationship can change from being friendly into one of sexual exploitation?

How dangerous is peer pressure?
In what way?

Important:

If you know, or suspect, that a child is in direct danger, dial **999** immediately.

If you suspect a child may be in danger, or if you have any information regarding Child Sexual Exploitation, the police would prefer to discuss this with you over the phone (you can call them on **101**), or talk to them in person.

Talk to the police.

They'll listen to you, take you seriously and do everything within their power to help you.

Alternatively, should you wish to provide information anonymously, phone Crime Stoppers on **0800 555 111** or complete the online form.

If somebody has behaved inappropriately towards you, a child, a young person or someone you know, you can report it to the police by visiting the CEOP Safety Centre.

Source:

[www.dyfed-https://safeandsoundgroup.org.uk](https://safeandsoundgroup.org.uk)

RUDO

Cwmni Theatr Arad Goch's production of

TEMPTED

By Mared Llywelyn Williams

Performers: Elen-Hâf Taylor
Aaron William-Davies
Rebecca Wilson

Facilitator Endaf Eynon Davies

Director: Carwyn Blayney

Resource Pack: Mari Rhian Owen
Elin Crowley
Jeremy Turner

Company Artistic Director: Jeremy Turner

Administrative Manager: Nia Wyn Evans

Schools Liaison Officer: Angharad Lewis

Assistant Director: Mari Rhian Owen
(Education)

Marketing Manager: Carwyn Blayney

Technical Manager: Simon Lovatt

Funding Officer: Lowri Steffan

Clerk: Ann Penny

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Cwmni Theatr Arad Goch:

- Creates contemporary theatre for young audiences in Wales by Welsh artists;
- Presents specialist theatre productions for Schools.
- Takes new theatre productions for children, young people and adults to theatres and arts centres across Wales;
- Presents its work in Welsh and English;
- Presents work by overseas artists in Wales;
- Takes productions by Welsh theatre artists to other countries.

Cwmni Theatr Arad Goch also offers:

- Theatre/drama workshops for students and school pupils and also to young people outside the school setting;
- work experience opportunities;
- Training courses for teachers;
- a GCSE course outside school hours.

Cwmni Theatr Arad Goch's work is funded by:

- The Arts Council of Wales
- Ceredigion County Council
- Carmarthenshire County Council

To find out more about our work, contact us:

By post: Arad Goch, Stryd y Baddon, Aberystwyth, SY23 1NA
e-mail: post@aradgoch.org

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Copies of this resource pack
can be downloaded from:

Thanks to the following for their support and their help:



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