

A Resource for Teachers

to accompany Arad Goch Theatre Company's
programme for Year 5 + 6 pupils

Introduction

In recent years Arad Goch has received many requests from teachers and education consultants for a production that would deal with issues that affect children's wellbeing and happiness.

Our response to those requests is this new play for primary schools, Inside Outside, which has taken over a year to develop. First we asked children for their comments and ideas.

Mari Rhian Owen ran expressive arts activities in four primary schools starting with art and drama; small groups of children were then given the opportunity to interview each other to discuss various topics:

What makes you sad?

What makes you happy?

What makes you angry?

What makes you laugh?

What makes you feel scared?

What makes you feel confused?

Is there something you would like to change?

The pupils' conversations were recorded anonymously and we had hours of entertaining, funny, intense, revealing and extremely useful comments; we have included many of them verbatim in the script. Thanks to the schools for their co-operation; we do not name them in this pack for reasons of security and confidentiality.

We were also asked to cover Adverse Childhood Experiences (ACEs); we are very grateful for the guidance we received from education officers in Ceredigion and Carmarthenshire on how to deal with this sensitive issue.

There are far too many of them to cover in one play so the script refers to three of them - neglect, a parent moving away and domestic violence. It is important to note that there are no violent scenes in the play itself.

All plays also have to be entertaining so, despite the sensitivity of these topics, the attention given to them is covered in conversations and play between three children as they go on a picnic.

Towards the end of the play the three of them share positive ideas about how to deal with emotions.

Music and dance are also used as core elements in the play. Many children are familiar with dance through programmes such as Strictly Come Dancing, and we want to encourage children and teachers to use dance as a way of discussing and expressing feelings.

Dance and music can often express emotions better than words - also dancing and movement are great ways to relax and promote mental well-being and health.

The music in the production is by Welsh bands and musicians; we're grateful for their cooperation. It is very important for children to hear contemporary music from Wales. This pack provides some references to useful websites for more background, performance-based activities and discussion material.

As with all works of art, there is no right or wrong response to this show. So we hope that each audience member will enjoy interpreting the work according to their unique personal response.

Music

Many thanks to the following musicians for allowing us to include their music in the performance.

‘Tywydd Hufen Iâ’ - JOIA - Carwyn Ellis & Rio18.
<https://carwynellisrio18.bandcamp.com/track/tywydd-hufen-i>

‘Parti’r Ysbrydion’ - GOREUON - Huw Chiswell
<https://open.spotify.com/track/3PJRx7u59KbZmzh0iXkBK>

‘Pedwar’ - Y NIWL - Y Niwl
<https://yniwl.com/track/pedwar>

‘Mae ‘na le’ - CODI/\CYSGU - Yws Gwynedd
<https://www.youtube.com/watch?v=A2Ntx4FqZsY>

‘Enfys yn y Glaw’ - Kissey Cawford
https://www.youtube.com/watch?v=PnUErgWxB_c

‘Cysgod’ - SUGNO GOLLA - Gwilym
<https://www.youtube.com/watch?v=LjpDiD0qrqg>

ACTIVITY 1



Health and
Wellbeing

What matters -

Developing physical health and
well-being has lifelong benefits.

- Consider the effect of the physical activity of dancing on the characters' emotional state and mood. What changes as the music begins and the characters move?
- Discuss the science behind the effect of the chemicals the body produces during movement (endorphins, serotonin, dopamine).
- How can this benefit them when they face challenges in their lives?

Homework task:

Create a schedule of physical activities to take home and keep a video diary of expressing feelings before and after the activities.

ACTIVITY 2

Listen to the music of Carwyn Ellis -
Tywydd Hufen Iâ

Link to the music -

<https://www.youtube.com/watch?v=carjAVUR5IM>

<https://carwynellisrio18.bandcamp.com/track/tywydd-hufen-i>

Expressive Arts

What Matters - Exploring: learners can develop an understanding of how the expressive arts communicate through visual, physical, verbal, musical and technological means.

What Matters - Responding:

Responding within the expressive arts engages the emotions and the intellect. Response may be a simple sensory reaction to artistic stimulus, or a critical analysis of creative work.

- What is the effect of the drums heard throughout the song?
- What effect does the change in drumming in the middle of the song have?
- What kind of place and what colours does the song make you think of?
- Would you like to be in a similar place? What would you do there?
- How does the music make you feel?

Try to create movements to accompany the music. One group could move to the first part of the music, another group to the middle and another group to create movements for the end of the song.

ACTIVITY 3

Positive and Negative Messages



Health and
Wellbeing

What Matters - How we engage with social influences shapes who we are and affects our health and well-being.

- What do you think was the message that came by phone in the picture?
- What kind of things would have had such an effect on Casey?
- Write ideas on a spider chart of some positive and some negative messages
- Please indicate in a different colour what effect the different messages would have on a person. (why would this message have had an impact on Casey?)

ACTIVITY 4

Consider how life is different when you have a phone or not.

Life with a phone	Life without a phone

ACTIVITY 5

Read and respond to a Script

Health and
Wellbeing

What Matters - How we process and respond to our experiences affects our mental health and emotional well-being.

Expressive
Arts

What Matters -Exploring - learners can develop an understanding of how the expressive arts communicate through visual, physical, verbal, musical and technological means.

Read the script extract

- Think how Casey feels about his parents falling out?
- What do you think Casey's situation is?
- What is he trying to tell his friends?
- Does he need to talk to someone else?

Casey: Dad. He didn't want me to come out to play then mam said I could come out cos it's fine and I need some fresh air instead of playing on the pad and dad said no again and mam said yes you can go out then they started quarrelling again and shouting get out and dad

Sam: I like being outside and talking to friends and playing... cricket?

Jo: I do hockey on Wednesdays; piano on Thursdays;
and then Piano, Karate and Hockey on Sundays.

Sam: When do you see your family?

Jo: ?

Casey: I like going to the seaside with my family; and
then we have fish'n'chips, but Dad...

Sam: I likewild life... because there's loads
of things you can do - like experiments...

Jo: Swimming in the sea

Sam: Seeing animals and plants.
And swimming... yes...

Casey: But mam and dad fall out -

Jo: [imitating mam] Don't do that...

Sam: [imitating dad] Don't you tell me what to do...

Casey: Don't argue all the time!

S/Dad: And you mind your business or you'll get a...!

Casey: [defending his parents]
Well they like don't... only sometimes ...
they've only had like 5 arguments in the house.
But now they're OK

ACTIVITY 6

Tangible and Abstract

Health and
Wellbeing

What Matters -
Healthy relationships are fundamental
to our well-being.

Jo's bag contains a number of items,
some important, others not so essential.

- What other things does she need?
- Discuss what she sees e.g. contact with her father;
time with her mother
- Make a list of your own things.
- Place the items on your list in the Diamond 9 with the most
important at the top and the least important at the bottom.

Make your own Diamond 9 of
what you need to be
happy and healthy.

ACTIVITY 7

What, Where, When?

Expressive Arts

What Matters - Creating - Creating requires learners to develop and demonstrate control of a range of skills, and an application of knowledge.



Casey says: "I like going to the beach and having Fish and Chips"

With a partner, think of two places you like to be.

- What do you do there?
- When do you go there?
- Show the two places to another pair in three different ways:
 - 1) As a still image (without moving or words)
 - 2) As a mime - also adding sound effects
 - 3) Using movement and words

Swap over, so that the other pair show where they like to be.

Can you guess each other's favourite places?

Do you manage to show when you like to be there?

ACTIVITY 8

When things turn sour

What Matters - How we process and respond to our experiences affects our mental health and emotional well-being.



Expressive Arts

What Matters - Create - learners communicate through a variety of art forms or disciplines.

Sometimes when we play and have a joke things go too far or someone gets hurt or they sulk.

Create a series of Still Images

- 1) An every-day situation (e.g. walking home from school; in the park; on the beach; painting lesson; in the library; sports day)
- 2) People have a funny or mischievous idea;
- 3) Implementing the idea;
- 4) Different people's reaction as things get out of hand;
- 5) Resolving the situation - making things better.

ACTIVITY 9

Empathy

Health and
Wellbeing

What Matters - How we process and respond to our experiences affects our mental health and emotional well-being.

Jo: "I'm sad when mum's sad"

Discuss the different situations below.
How would you respond to other people's problems,
pain or happiness?

1. What would you do if you found a purse that had a picture that is clearly important to someone else? Would you keep the purse and picture? Would you try to make sure the person gets the picture back? How?
2. Your best friend has been chosen to do a special task (as a bronze ambassador) but you really wanted that job. How do you react?
3. You've been selected for the football team, but your friend hasn't been picked - even though you think she deserves it more than you. How do you feel? What can you do?

ACTIVITY 10

Fears and problems

Health and Wellbeing

What Matters - How we process and respond to our experiences affects our mental health and emotional well-being.

Expressive Arts

What Matters - Creating - Learners create through a variety of art forms or disciplines.

In a group, think about things that

- a) Intimidate you
- b) Give you pleasure
- c) Make you laugh or cry

Create alternate Movements and Still Images that convey these feelings.

Add sounds to create atmosphere.

ACTIVITY 11

Fond Memory Poems

Health and Wellbeing

What Matters - How we process and respond to our experiences affects our mental health and emotional well-being.

Expressive Arts

What Matters - Exploring - progress their understanding of how the expressive arts shape ideas and feelings.

Think of any fond memories you have of people or a good event.

Write a description of your fond memory focusing on the senses.

What do you remember seeing, hearing, feeling, smelling and tasting?

Use the memories to create a poem.

Can you add a tune to the lyrics?
How about rhythm on drums or guitar?

ACTIVITY 12

Helping Hand

Health and
Wellbeing

What Matters - How we process and respond to our experiences affects our mental health and emotional well-being.

“When I feel sad or upset I just feel like I need time to myself”

What kind of things do you do when you feel upset?

Think of one thing to do for each finger on the hand:



ACTIVITY 13

Emotional First Aid Bag

Health and Wellbeing

What Matters - How we process and respond to our experiences affects our mental health and emotional well-being.

Expressive Arts

What Matters - Creating - Creating requires learners to develop and demonstrate control of a range of skills and an application of knowledge.

By sewing fabric or gluing card, create an Emotional First Aid Bag that can be securely closed.

Give yourself advice on pieces of card to remember when you need them:
e.g. Breathe Deeply; Squeeze the Pressure Points on your hand; Be still; Listen to music; Move your body; Think of a joke; Think of people you love;

ACTIVITY 14

Dreams

Expressive Arts

What Matters - Create - learners communicate through a variety of art forms or disciplines. Communication includes performing, presenting, sharing, exhibiting and producing with consideration of the audience.

Do you have a dream that you remember clearly?

Who was in it? Describe them. Where did the dream happen? Describe the environment.

How did the dream start?

What was the most important thing that happened?

How did it end?

Create Still Images for the beginning, middle and end of the dream

Then ask your partner to take pictures of the Still Pictures with an i-Pad.

Turn the still images into a story board and use them as a plan for writing a story.

ACTIVITY 15

Bullying

Health and
Wellbeing

What Matters - How we engage with social influences shapes who we are and affects our health and well-being.

Casey: The most important thing is - I don't want to be bullied all the time

Sam: You - bullied?!

Casey: Yeah, me! I was afraid to tell anyone!

Discuss these lines

What is bullying?

What can you do if you feel you are being bullied?

What can you do if someone else is being bullied?

ACTIVITY 16

Dance

Health and
Wellbeing

What Matters - Developing physical health and well-being has lifelong benefits

What Matters - How we process and respond to our experiences affects our mental health and emotional well-being.

Expressive
Arts

What Matters - Creating - learners will be given opportunities to be innovative and bold, to create individual work and to develop their own identity as artists in Wales. This learning and experience can foster resilience and flexibility to overcome challenges.

A Happy Dance

What are the key elements to a happy dance?
e.g. smiles, shoulders back, arms up, legs kicked,
relaxed, letting go ...

Choose a suitable piece of music for a happy dance. Create the dance.

Why not create a sad dance? Angry Dance? Shy Dance? Jealous dance?

Why not create a dance that shows a variety of emotions?

Do you need to use a variety of music - or one piece that changes mood?

Ideas for Creating a Dance

1. Discuss emotions seen in the show and choose 3 emotions from the show
2. Create a shape for each emotion
3. Various ways to make the shapes: snap / slow / slow / big / small / low / high
4. Continue to create a sequence by putting the shapes together in order and varying the speed, size and level.
5. Display with music - half the group at a time. Those watching to observe levels, speed, size and emotions. Discuss.

ACTIVITY 17

Moving Monster

Health and
Wellbeing

What Matters - How we process and respond to our experiences affects our mental health and emotional well-being.

Expressive
Arts

What Matters - Creating - During the creative process learners communicate through a variety of art forms and disciplines. Communication involves performing, presenting, sharing, exhibiting and producing, considering the audience.

Sam: "Something big is coming towards you and then it turns into something small"

Sometimes when you share concerns they don't seem so big and intimidating.

Think of worries that affect you.

In groups of 5 or more, create ONE monster of all your bodies.

- How many legs does the monster have?
- Move like the monster - slowly, quickly, carefully, hesitantly, threateningly.
- Choose a voice that suits your monster.
- Add your worries as words - say them in the voice of the Monster.
- When expressing and naming the worries make your monster shrink (get smaller!).

ACTIVITY 18

Creating a Crazy Dream

Expressive Arts

What Matters - Creating -

In this Area, learners' engagement with the creative process can enable them to recognise opportunities to transform their ideas safely

In groups of three, create a crazy dream. You will need a piece of paper and at least one pencil. Take turns to write a word, then fold the paper to hide your word before passing it on to the next person.

Write a word to fit each of the following categories:

Location (Where)

Who?

When?

The Weather

An animal

A twist in the tale / a surprise

Conclusion

After you have answered all the parts - open the folds in the paper to see your crazy dream. Add other questions or sections to the list for the next dream!

ACTIVITY 19

Discussion

Health and Wellbeing

What Matters - How we process and respond to our experiences affects our mental health and emotional well-being.

Horror films

Are horror films suitable for children?

Are films like this suitable for adults?

What are the effects of watching films and playing violent games?

ACTIVITY 20

Discussion

Health and Wellbeing

What Matters - How we process and respond to our experiences affects our mental health and emotional well-being.

Sam: "When I feel alone I sing"

What do you do when you feel alone?

Why do you think singing would help loneliness?

What is loneliness?

Can you be lonely with lots of people around you?

What kind of things do you do when you experience different emotions? Fill the gaps:

FEELING	ACTION
e.g. Sad	
Happy	
Shy	
Stressed	
Unsure	
Dreamy	
Confused	
Scared	
Jealous	
Excited	
Disgusted	

Can you add to the list of feelings?

ACTIVITY 21

Sharing positive stories

Health and
Wellbeing

What Matters - Healthy relationships
are fundamental to our well-being.

Friends - What Makes a Good Friend?
Share the experience of having been
a good friend or when someone has
been a good friend to you.



ACTIVITY 22

Dealing with feelings and emotions

Health and
Wellbeing

What Matters - How we process and respond to our experiences affects our mental health and emotional well-being.

Expressive
Arts

What Matters - Creating - learners will be given opportunities to be innovative and bold, to create individual work and to develop their own identity as artists in Wales.

Jo: I have a book where I jot down my feelings

Sam: Do you sometimes draw a picture?

Like Jo in the play, people have things they do to try and deal with feelings and emotions.
Choose an emotion from the table above
(Activity 21)

Choose colours to convey the emotion.

Create shapes and patterns on the paper that convey your chosen emotion.

Add any words that help to convey the emotion.

You can write the words several times -
in different sized writing.

ACTIVITY 23

Discussing feelings

Health and Wellbeing

What Matters - How we process and respond to our experiences affects our mental health and emotional well-being.



Discuss the dance.

What's happening?

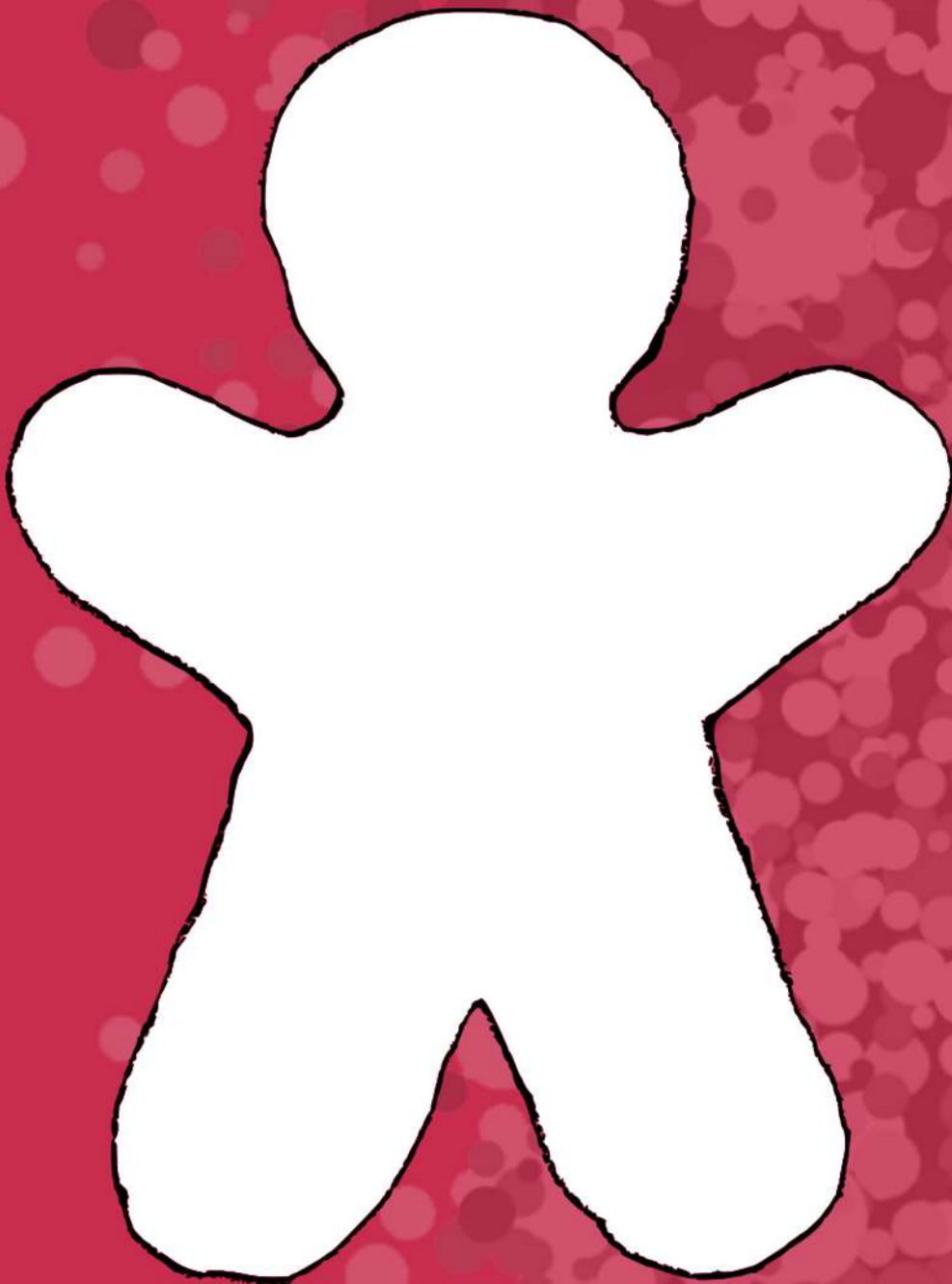
What is the frustration?

Discuss the importance of dealing with feelings of sadness / disappointment / jealousy so that they are not expressed by aggression.

What happens when a person's inner feelings are not dealt with?

Discuss the vital importance of having an opportunity to express feelings.

Sometimes we show certain emotions - when in fact we feel a different emotion; e.g. when we act angrily - sometimes it's because we feel alone or confused.



- Put the name of feelings displayed on the gingerbread outline
- Put true inner feelings inside the body.

ACTIVITY 24

Health and Wellbeing

What Matters - How we engage with social influences shapes who we are and affects our health and well-being.

Discussion

there is scope here to discuss diversity within traditions and families.

Family - what is family?
How can it be different for different people?
Consider different customs, traditions and religions within families.

Opportunity to share practice:
How different families celebrate
e.g. Christmas Day; Birthday; The New Year.

Eating habits: eating around the table
or in front of the television.

Bedtimes?

How much time does a family spend
watching TV or using phones?

ACTIVITY 25

Raising Concerns

A letter from the characters to a parent / friend / teacher
expressing feelings or concerns about another character

Health and
Wellbeing

What Matters - Our decision-making impacts on the
quality of our lives and the lives of others.



ACTIVITY 26

Health and
Wellbeing

What Matters - Our decision-making impacts on the quality of our lives and the lives of others.

“I wish I could do my work better - more organized, concentrating more.. I'm going to do it, I'm going to change! Less back-chat - but still tell jokes!”

Think about what you would like to do better.
Think of 5 things you would change to be able to do this.



TARGET

ACTIVITY 27

Health and Wellbeing

What Matters - How we process and respond to our experiences affects our mental health and emotional well-being.

Expressive Arts

What Matters - Responding - Responding within the expressive arts engages the emotions and the intellect.



Use the pictures from the scene in the play to create the characters' thought bubbles.

You can then create a monologue or a short improvised dialogue.

ACTIVITY 28

Accepting responsibility and the importance of apologizing

Health and
Wellbeing

What Matters -

How we process and respond to our experiences affects our mental health and emotional well-being.

Think of a time when you needed to apologize for something.

What happened?

What was the impact of the incident on you and the others around you? E.g. guilt, sadness, anger, fear,

What was the effect of apologizing?

How did you feel?

How did the others feel?

What happened

The effect of your
action on you

The effect of your
action on others
(the child, teachers, your
parents and the other
child's parents)

Apologising

The effect of your
apology on you

The effect of your
apology on others

Arad Goch Theatre Company's production of Inside Outside

Performers:	Aaron William-Davies Niamh Moulton Huw Blainey
Technician on tour:	Marc Thomas
Choreography:	Eluned Gwawr
Set and costume Designer:	Polly Walker-Penn
Assistant to designer:	Mari Rhian Owen, Jeremy Turner
Research:	Anna ap Robert
Script and Director:	Jeremy Turner
Resource Pack:	Mari Rhian Owen; Gwenith ap Robert; Elin Vaughan Crowley
Marketing:	Owain Brodrick
Clerk:	Ann Penny
School Liaison Officer:	Anne Evans
Company assistant director:	Carwyn Blayney
Administration Manager:	Nia Wyn Evans
Artistic Director:	Jeremy Turner



www.aradgoch.cymru

@aradgoch

Canolfan Arad Goch, Stryd y Baddon,
Aberystwyth SY23 2NN



Books:

My Mixed Emotions Greenwood, E.](2018) DK www.dk.com)

Websites:

Cartoon explaining Adverse Childhood Experiences and suggesting some strategies to help a child (6 mins)

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

ESTYN - examples of effective practice

Know your children - support pupils who have had adverse childhood experiences January 2020

https://www.estyn.llyw.cymru/node/43499?_ga=2.77086998.2046773996.1581165437-1385345457.1581165437

<https://www.estyn.gov.wales/effective-practice/school-support-children-adverse-childhood-experiences>

Report on the effects of Adverse Childhood Experiences - and effective ways to break the vicious cycle (see Page 21)

<http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=14&ved=2ahUKEwi05f-hqJrnAhX1olwKHe0PA0YQFjANegQIAxAB&url=http%3A%2F%2Fwww.childreninwales.org.uk%2Fwp-content%2Fuploads%2F2017%2F01%2FKathryn-Ashton-Adverse-Childhood-Experiences-ACEs-in-Wales.pdf&usg=A0vVaw2dC07C1e6vQqM6mk1TKJWh>

NHS publication tracking the link between Adverse Childhood Experiences and physical illness, premature morbidity and increased use of primary health services and hospitals

[http://www2.nphs.wales.nhs.uk:8080/PRIDDocs.nsf/7c21215d6d0c613e80256f490030c05a/d488a3852491bc1d80257f370038919e/\\$FILE/ACE%20Report%20FINAL%20\(E\).pdf](http://www2.nphs.wales.nhs.uk:8080/PRIDDocs.nsf/7c21215d6d0c613e80256f490030c05a/d488a3852491bc1d80257f370038919e/$FILE/ACE%20Report%20FINAL%20(E).pdf)