

TEACHERS PACK: CYMRIX



THE CYMRIX TEAM

Actors

Hannah Novello
Jacob Oakley
Isabella Colby Browne

Dramatist

Alun Saunders

Director

Ffion Wyn Bowen

Stage Manager

Carys-Haf Williams

Director

Marc Thomas

Set Designer + Costumes

Luned Gwawr

Set Builder / Carpenter

E.P. Installation & Joinery

Assistant to the Designer

Polly Walker-Penn

Teachers' Pack

Mared Llwyd
Lowri Page

ARAD GOCH STAFF

Artistic Director

Ffion Wyn Bowen

Business Director

Nia Wyn Evans

Schools Liaison Officer

Anne Evans

Clerk

Ann Penny

Technical Manager

Marc Thomas

Marketing Officer

Lowri Page

Community Arts Coordinator

Gruffydd Huws

CAST A CHRIW CYMRIX



HANNAH NOVELLO
ACTOR



JACOB OAKLEY
ACTOR



ISABELLA COLBY BROWNE
ACTOR



CARYS-HAF WILLIAMS
STAGE MANAGER



ALUN SAUNDERS
DRAMATIST



FFION WYN BOWEN
DIRECTOR



LUNED GWAWR
DESIGNER



MARC THOMAS
COMPOSER

INTRODUCTION TO CYMRIX

In recent years, Arad Goch Theatre Company has received several requests from teachers and education consultants for a production that deals with Welsh identity and the Welsh language. It is becoming increasingly clear that there is concern about the decline in the use of Welsh among our children and young people, and a lack of pride in belonging to a Welsh nation.

Our response to these requests is this new play for primary and secondary schools, CYMRIX, which has been in development for a couple of years now.

First, we turned to the children to get their comments and opinions on the subject. Mari Rhian Owen visited several primary schools using expressive arts to spark discussions with small groups of Welsh-speaking and non-Welsh-speaking pupils in order to get a cross-section of perspectives. The pupils were given the opportunity to question each other and discuss among themselves to explore their views about Wales and the Welsh language.

What do you like about Wales?

What do the people of Wales do well?

What would you do to create a perfect Wales?

What is your favorite Welsh book?

What isn't so good about Wales?

How many languages are spoken in Wales?

The comments and discussions were recorded, and we gathered hours of fascinating, funny, and honest conversations from the pupils, which formed a solid foundation for the next steps of the work.





Months later, I used the responses that Mari had gathered as a springboard for the next stage of the process. Further visits to different primary and secondary schools helped us focus on specific aspects of the theme. It was important to us to ensure that the voices of the pupils were strong within the final work.

Practical drama exercises were used with the pupils as a way to discuss and consider what the country and the language mean to them personally, and to others outside of Wales. We also discussed the idea of loss – what would it be like to live in Wales if the language disappeared? How would this affect our lives personally? The children started working in groups to create short presentations that would promote Wales and the Welsh language. It was uplifting to witness the passionate responses of young people from all backgrounds towards the theme – natural Welsh speakers, new Welsh speakers, and non-Welsh-speaking pupils alike.

That passion was what we wanted in the performance, so the next step of the production was to commission playwright Alun Saunders to bring the ideas to life. The aim of CYMRIX is to represent the views and feelings of young people today in a positive, honest, and humorous way that will make the audience laugh but also think and reflect, sparking further discussion about what it means to be Welsh and to speak Welsh to them. At the same time, it acknowledges that there are diverse perspectives on the subject, and that everyone's experiences are valuable and important.

As with all artistic work, there is no right or wrong answer to the production, but rather the opportunity to discuss, think, and reflect on what belonging means to them in the context of family, school, the wider community, and their place in the world.

A big thank you to the pupils and schools for their valuable contributions to the creation of CYMRIX. We hope you enjoy the performance. If you have any comments following our visit, we would love to hear from you. Please get in touch with us at post@aradgoch.org.

Ffion Wyn Bowen

Arad Goch's Artistic Director / Director of CYMRIX



INTRODUCTION TO THE TEACHERS' PACK

Here are some suggestions of activities that learners could complete after watching the performance; we're confident that you, the teachers, will be full of ideas of other activities after you've seen the performance!

The basis for this teachers' pack is the idea of offering a range of stimulus to Year 5, 6 and 7 learners that will inspire their reaction to the play's characters and events in various ways. The aim is to offer learners a variety of contexts and stimulus to develop their discussion, expressing opinion and empathy skills, as well as the crosscurricular mandatory skills of Curriculum for Wales, namely literacy, numeracy and digital competences. Most of the activities suggested in the pack offer opportunities to apply and further develop learners' skills across the Curriculum's Six Areas of Learning and Expertise:

- **Languages, Literacy and Communication**
- **Mathematics and Numeracy**
- **Expressive Arts**
- **Humanities**
- **Science and Technology (in particular Digital Technology)**
- **Health and Wellbeing**

The activities have been designed to give learners opportunities to fulfil the Curriculum's four purposes, which aim to encourage each child and young person to develop into:

- **Ambitious, capable learners**
- **Enterprising, creative contributors**
- **Ethical, informed citizens of Wales and the world**
- **Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.**





SUGGESTIONS OF ACTIVITIES

Dyma awgrymiadau o weithgareddau posibl y gallai dysgwyr eu gwneud yn seiliedig ar y ddrama:

Learners could use some of the discussion cards (Annex 1) as prompts for discussion and expressing opinion work in groups.



After discussing the various emotions and feelings Kaia, Nico and Aden experience during the play (e.g. excitement, nervousness, frustration, anger, fear, uncertainty, pride, etc.), learners could work in groups to create still pictures to convey some of these emotions and feelings.



Learners could **role play** or **write a dialogue** to coincide with one of the scenes from the play (e.g. a scene between Kaia and her parents, a scene between Aden and Jodie and Kim, his foster parents, or a scene between Nico and his father; a conversation between Aden and Mr. Davies/ Greasy Kev, the deputy headteacher; the scene between Aden and his little sister Tirion; etc.) They could imagine a scene which isn't included in the play (e.g. a conversation between Huw Hafan or Mr. Davies the deputy and the three friends following the presentation in the assembly) as an additional scene to end the play.



After discussing their ideal jobs, learners could create a **job advertisement** or **person specification** for their ideal job, keeping in mind which characteristics would be most suitable/ essential. They could also write an imaginary **application letter** to apply for the job.

Learners could write a **review of the play**, or create an **oral review**, for other learners of the same age (concentrating on features such as characters, themes, plot, staging, the script's language/ style, target audience, suitable adjectives to describe the play, etc.).

Learners could work in small groups to think of **suitable questions** to ask Kaia, Nico and Aden before taking turns to **role play** as the characters in the **Hot Seat** in order to ask and answer the questions. (They could do the same activity based on some of the sub-characters too – e.g. Huw Hafan; Jodie, one of Aden's foster mothers; Nico's father; one of Kaia's parents.)

Learners could discuss and compare the **three main characters** by creating a list of what they've learnt about each one (e.g. personality, behaviour, background, feelings, beliefs, aspirations/dreams, etc.). Which adjectives would they use to describe the three? What is similar/different between them? How do the three characters change/ develop during the play? What do you like/admire about the three characters? Then, they could work in pairs/small groups to **present as much information as possible** about each character within a minute. This work could then lead on to a **portrait writing task** based on one or all three characters.

Learners could work in pairs to **summarise what happens in the play orally** with their partner within a minute/ a minute and a half/ a set amount of time. Or they could work in pairs to retell the play's story as a **Ping Pong Activity** (one of them starts by saying a sentence about what happens, then their partner carries on with a sentence, then back to the original speaker to carry on with another sentence, and so on, for a set amount of time, attempting to retell the play's story chronologically and concisely).



Learners could work in pairs or small groups to create a **mind map** of what Wales and Welshness means to them.



Using the nine cards in Annex 2 ('A true Welsh person...'), learners could work in small groups to **discuss and express their opinions** about the statements on each card before ranking them on a **diamond ranking diagram** (i.e. placing the statement they agree with most at the top of the diamond, then the next two statements, then the next three, etc., before placing the statement they agree with least at the bottom of the diamond. You'll need to choose nine of the thirteen statements on the cards in Annex 2 before learners start discussing.). They should be encouraged to explain and reason their viewpoints throughout the task and consider how best to come to an agreement as a group, emphasising that there isn't a 'right' or 'wrong' answer and that expressing and justifying opinions is what's most important. Are there any other statements about being Welsh that aren't on the cards that learners would

**AGREE
MOST**



**AGREE
LEAST**

Pupils could discuss and then create **three lists**:

- What are the **typical images of Wales and Welshness** that Kaia, Nico and Aden come across whilst researching for their project at the beginning of the play? (e.g. bara brith, Tom Jones, Welsh cawl, rugby, etc.)
- What are the images of Wales and Welshness that are mentioned in their presentation at the end of the play?
- What are your ideas of Wales and Welshness?
- What is similar/ different between the three lists?



Learners could use their ideas of Wales and Welshness and their mind map to work in small groups in order to create their own **presentation** in a format of their choice to convey Wales and Welshness.



Learners could write the **soliloquy** of one of the three main characters in a specific scene from the play (e.g. when they arrive at the Hafan for the first time at the beginning of the play/ before stepping on to the stage in assembly to give their presentation on Welshness at the end of the play). Or they could write the soliloquies of the three main characters for the same scene, in order to convey three different perspectives.



Pupils could research and create an **information sheet, pamphlet, oral presentation or digital video** about a current Welsh language artist/band or a sports star from Wales.



After considering Aden's words before the three friends give the presentation on Wales and Welshness in the assembly at the end of the play:

“Chi'n gwbod be, mae'n cymryd lot o hunan-hyder i godi lan a siarad o flaen pobol, yn enwedig yn dy second language.”

Learners could write and perform a speech to encourage and motivate someone to do something.

(The clip of Michael Sheen's speech to the Wales football squad before they played at the 2022 World Cup would be an effective prompt for this task.)



Pupils could work in small groups to discuss and list the characteristics of the teachers in the play (e.g. Ryan Lao, Mr. Davies/ Greasy Kev, Huw Hafan). What is similar/ different between the three teachers? What are the traits of a good teacher, in the group's opinion?

After discussing the relationship between the three main characters, learners could express **their opinion on what makes a good friend**. They could create 'A good friend...' statements to display in the classroom. They could also work in small groups to choose 'A good friend...' statements to write on the blank cards in Annex 2 and rank them on a **diamond ranking diagram**.

Learners could write a poem or compose a rap (individually or in groups) on the title 'Cymru/ Wales'.



Learners could write either Kaia, Nico or Aden's **diary entry** from a particular night of the play's story (e.g. the night after Huw Hafan sets them the project to create a presentation about Welshness in the Hafan/ the night before giving the presentation) or write a short diary entry for the three characters to convey three different perspectives.

DISCUSSION AND EXPRESSING OPINIONS CARDS

According to Nico at the beginning of the play, his favourite thing about school is:

“Cofrestru. I love registration. There’s something, like, magic about cofrestru ‘cause you don’t have to do anything strenuous. No group work and that. Just sittin’.”

In your groups, discuss each member’s favourite and least favourite thing about school, giving reasons for your viewpoints.

According to Nico at the beginning of the play:

“Our reg teacher’s called Ryan. Ryan Lao. I know it’s weird to say you ‘love’ a teacher, but I actually do. In, like, a respectful way. ‘Cause he doesn’t... What’s the word? Amharu.”

Discuss what, in the group’s opinion, makes a good teacher.

Consider the words of Mr. Davies/Greasy Kev, the deputy headteacher, to Aden at the beginning of the play:

“Mae gen ti gyfle yn yr ysgol hon am ddechreuad newydd, i fod yn ran o gymuned, ond mae disgwyl i bawb ddilyn yr un rheolau yma. Rheolau.”

Discuss as a group:

- Why do we need rules? Which obvious rules do you have to follow in your everyday lives?
- Are too many rules always a good thing? Why?
- What does being part of a community mean to you?

When referring to what he'd like to do when he's older, Nico says:

“Live on an island? Work a lighthouse? For cash? That is my vibe.”

“I talk about the goleudy and the island and how cool it sounds.”

“I wanna run a lighthouse. On an island. In North Wales.”

Discuss as a group:

- What would each group member's ideal job be?
- What attracts you to the job?
- What would be the necessary characteristics for each of the jobs, in the group's opinion?

When Aden doesn't want to listen to Mr. Davies/Greasy Kev, the deputy headteacher, telling him off at the beginning of the play, he says:

"I imagine myself running across a long beach."

Discuss as a group:

- Where/what do you think of when you want to escape somewhere else in your imagination to make yourself feel better?

According to Aden:

"Serious, how many adults take people our age seriously?"

Discuss as a group:

- From your experience, do adults take children and young people seriously enough?
- Do children and young people have enough rights, in your opinion?

When referring to the Hafan, Nico says:

“When I need some space, the Hafan’s where I go.”

Discuss as a group:

- Where do you go when you want space/time on your own?
- Why? - How do you feel when you’re there?

In one part of the play, Nico makes fun of Aden by saying

“Just coz you got perfect Welsh”.

Discuss as a group:

- How important/ necessary is it that we use perfect Welsh when speaking Welsh?
- Do we need to have perfect Welsh? Give reasons to support your viewpoints.

According to Nico,

"I'm not a massive fan of amserlen dydd Mercher so, to make it better, I have a brechdan jam. People think I'm nuts having jam sandwiches my age, but tough."

Discuss as a group:

- What do you do to improve a situation you're unhappy with?

Nico isn't keen to work as part of a group to create the presentation on Wales and Welshness at the start of the play:

"Now, I been thinking... What if we all just do our own thing, individually? Easy."

Discuss as a group:

- Why doesn't Nico want to work as part of a group in the beginning?
- How do Nico, Kaia and Aden's attitudes change towards the end of the play, and why does that happen?
- Is it better that they work as a group in the end, in your opinion?

Work as a group to list the clichés about Wales and Welshness that Nico, Kaia and Aden come across when researching their project (e.g. daffodils, Tom Jones, bara brith, castles, rugby, etc.).

Then, create your own list, as a group, of what Wales and Welshness mean to you.

Discuss:

How do the two lists compare?

- Is there one correct idea of Wales and Welshness, in reality? Give reasons to support your viewpoint.

According to Nico,

“I like singing in the morning.”

Discuss as a group:

- What do you like doing to put you in a good mood at the start of the day?

According to Nico when discussing the Welsh language:

“Good to have something, like, exclusive. Makes Cymraeg different to everyone else’s language”

and according to Kaia:

“Ma’ da ni ddwy iaith. Two actual languages. I fi, ma hynna’n helpu ni i werthfawrogi cultures eraill, deall bo’ gwledydd eraill, llefydd eraill yn wahanol....”

Discuss as a group:

- Do you agree with both their viewpoints?
- How do you feel about the fact that you can speak Welsh? Give reasons to support your viewpoints.

According to Aden:

“Mae rhai pobol yn meddwl bod emosiynau yn ‘hwn neu’r llall’, straightforward.... I think emotions are more... cymhleth... than that.”

Discuss as a group:

- Do you agree with Aden’s words?
- Discuss the various emotions or feelings experienced by the three characters at different times in the play and create a list of them.
- Can you think of times when you’ve experienced similar emotions or feelings?

At one point in the play, Kaia asks Aden:

“Be’ sy’n bwysig am Gymru i ti?”

Discuss as a group:

- How would you answer this question?

When discussing with his dad the fact that both his parents come from England, Nico says:

“So does that make me English?”. He pauses the TV and turns to look at me before speaking. That makes you whatever you feel, ‘Okay. I just feel like me.’”

Discuss as a group:

- Do both someone’s parents have to have been born in Wales for that person to feel that he/she is Welsh?
- Does the person himself/ herself have to have been born in Wales to feel that he/she is Welsh?
- What does feeling Welsh mean, in your opinion?
- Do you feel that you’re Welsh?

Give reasons to support your viewpoints.

Consider the words of Kaia's parents:

“Dwyt ti ddim i fynd yn ôl i'r ‘Hafan’ yna, dwyt ti ddim i gymysgu efo'r criw yna, wyt ti'n clywed?”

Discuss as a group:

- Why don't Kaia's parents want her to go to the Hafan and be friends with Nico and Aden?
- How do their attitudes change towards the end of the play, and why?

When mentioning Nico and Aden to her parents, Kaia says at the end of the drama:

“Ma'i 'di bod yn ddigon anodd ffeindio pobl sy'n licio fi ddigon i dreulio amser gyda fi, heb sôn am ffeindio pobl dwi actually eisiau bod o gwmpas, felly dwi am sticio gyda nhw am y tro.”

Discuss as a group:

- Although they are very different in a number of ways, Kaia, Nico and Aden become good friends by the end of the drama. Why is that, in your opinion?
- How does their friendship change and develop during the course of the drama?
- What makes a good friend, in the opinion of the group?

Discuss as a group:

- **What are the main themes of the play?**

Discuss as a group:

- **What is the meaning/significance of the drama's title?**

Discuss as a group:

- **What is similar/different between the three main characters' attitudes towards Wales and Welshness?**
- **Do their attitudes change by the end of the play? How/ in what way?**

The three main characters go on a journey and change and develop during the play.

Discuss as a group:

- Do you agree with this statement?
Give reasons/ examples to support your viewpoints.

The morning before they give the presentation in the school assembly, Kaia says:

"Fi'n teimlo'n itha sic."

Discuss as a group:

- Think of a time when you've felt nervous about doing something. Share the experience with the rest of the group.
- How did you cope with the nervousness?
- How did the experience affect you, mentally, emotionally and physically?
- How did you feel once you'd completed what you needed to do?

The three main characters' backgrounds are very different to each other, in terms of home life and family.

Discuss as a group:

- What do you know about the three characters' family and home life?
- What makes a 'family' and a 'home' in your opinion?

Discuss as a group:

- Who is our favourite character in the play?
Give reasons/ examples to explain your choice.

Discuss as a group:

- Which is your favourite scene from the play?
Give reasons to explain your choice.

Discuss as a group:

- How do the three main characters' relationships with their parents/ carers change and develop during the play?

There's more than one way of being a true Welsh person.

Discuss as a group:

- Do you agree or disagree with this statement?

Discuss as a group:

- What is different between the way Kaia, Nico and Aden speak?
- What does the way they speak tell us about them as characters?

Think of this quote from Kaia, Nico and Aden's presentation at the end of the play:

**"Felly bydd yn eofn
I fod yn ti dy hun
A phaid â bod ofn..."**

Discuss as a group:

- **Do the three main characters succeed in following this advice in the play? (i.e. by being 'eofn' (brave), being themselves and by not having fear).**
- **Can you think of a time when you've been brave and fearless?**

Discuss as a group:

- **What is similar/ different about the three main characters' attitudes towards their Welshness?**

Discuss as a group:

- **How many quotes from Welsh songs/ pieces of poetry did you recognise from Kaia, Nico and Aden's presentation about Wales and Welshness at the end of the play?**

DIAMOND RANKING TASK DISCUSSION CARDS

A true Welsh person
can speak Welsh.

A true Welsh person
respects the Welsh
language and culture,
even if they can't
speak Welsh.

A true Welsh person
is proud of being
Welsh.

A true Welsh person
has been born in
Wales.

A true Welsh person
knows the words to
Wales' national
anthem.

A true Welsh person
tries to encourage
other people to speak
Welsh and be proud of
their Welshness.

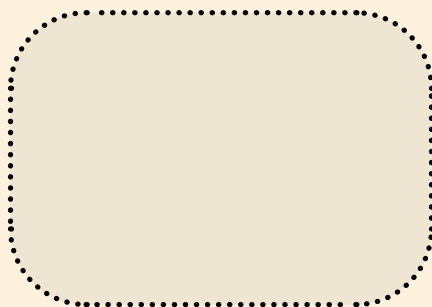
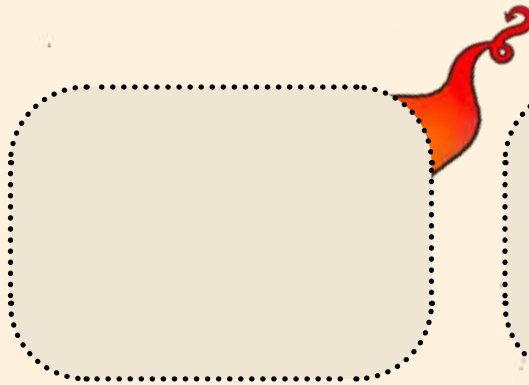
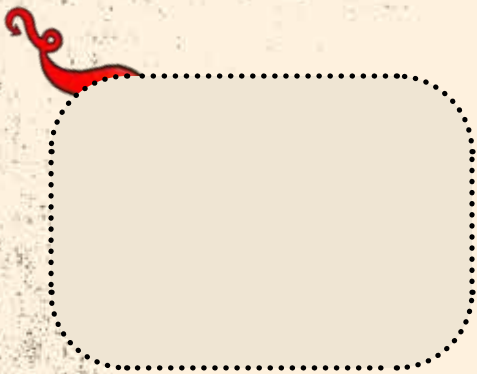
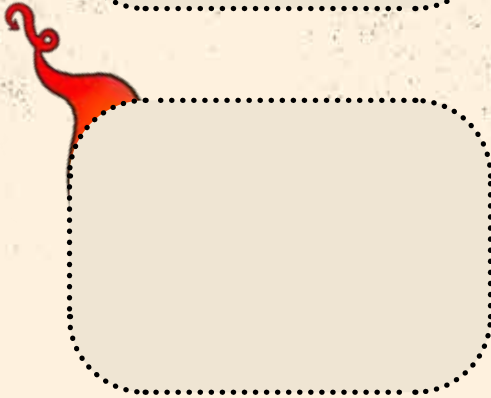
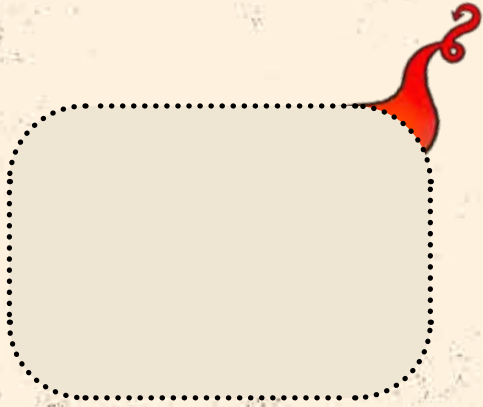
A true Welsh person
enjoys watching the
Welsh team play
rugby.

A true Welsh person
enjoys listening to
Welsh language
music.

A true Welsh person
lives in Wales.

A true Welsh person
respects the fact that
there are many
different cultures in
Wales.

A true Welsh person
respects that there are
many different ways of
being Welsh.



**AGREE
MOST**

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.....

.....

**AGREE
LEAST**

CYMRIX'S MUSIC

Scan the QR Code to hear the song:



See the song lyrics below.

O Gymru, o Gymru
Ond beth os wyt ti ddim
Yn perthyn, yn fodlon
Yn hYderus, yn galonog

O Gymru, o Gymru
A beth yw'r ots 'da fi nawr
Os nad wyt ti o Gymru
Ti dal o'r Llwybr Llaethog

CHORUS

O wlad beirdd a chantorion
Falle ti fydd yr enwogion
Fydd yn gwthio ffiniau'r wlad
A phleidiol wyf i'm stâd

Dwi'n perthyn, dwi'n fodlon
Ta beth yw fy acenion
Dwi'n ran o'r new Welsh remix
Yn Gymru, Cymraeg, Cymrix

Mae 'na rywbeth amdanat ti
A byth rhywbeth o'i le
Os ti o'r gogledd, y gorllewin
Y dwyrain neu o'r de

Cawsom wlad i'w chadw
Ond beth am draddodiadau
O siarad iaith y nefoedd
Ym mrad yr edrychiadau

Pwy ydw i?
Ai dyma ydw'i fod?
Jyst barddoni a cherdd dant
A rygbi ac Eisteddfod

Fan hyn gynnau fu'n geni
A fel'na ydw i
A fel'na ydw i fod
Goroesi ydyw'r nôd

CHORUS

O wlad beirdd a chantorion
Falle ti fydd yr enwogion
Fydd yn gwthio ffiniau'r wlad
A phleidiol wyf i'm stâd

Dwi'n perthyn, dwi'n fodlon
Ta beth yw fy acenion
Dwi'n ran o'r new Welsh remix
Yn Gymru, Cymraeg, Cymrix

Bale a Bellamy, Ramsay, Rush
Fishlock, Dykes, Ward a Woodham
Hannah Jones, Abbie Fleming
Gareth Edwards, Warburton

Gwynfor, Cerys, Shirley, Tom
Charlotte, Alex, Lloyd a Dom
'Rhyn ti'n neud sy'n bwysig 'leni
Nid y man lle gest di d'eni

A thra bo calon lân yn fy mron
Mi fyddai'n ffyddlon i ti.

Oes na rhywun yn rhywle
Sydd eisiau Bach o hwnna?
Neu honna, hynny, hynnix?
Yn Gymry, Cymraeg, Cymrix.

Dim ots beth yw dy dras neu'th liw
Os wyt ti'n LGBTQ
Ma'r dyfodol iti'n hollol iach

Fory, fory, hen blant bach
Mae'n wlad i ti a'n wlad i mi
A phleidiol wyf i'm byd
Nawr paid ti byth anghofio
Ry'n ni yma o hyd.

