



# THE SPACE BETWEEN (my head & heart)

## Introduction

This education pack has been produced by Peer Productions - a unique youth arts charity dedicated to using theatre to transform young people's lives. It is designed to support the learning objectives embedded within the production *The Space (between my Head & Heart)* by providing you with additional information, resources, and lesson plans. It has been designed for Key Stage 2 students and is made with the National Curriculum in mind. The lessons provided use drama and creativity but are accessible for a non-specialist teacher with little or no experience of drama teaching.

### Contained within this pack:

- ★ Meet the Creative Team
- ★ Peer Productions and Surrey Wellbeing Partnership
- ★ Synopsis
- ★ Meet the Characters
- ★ Lesson 1 – Exploring emotions
- ★ Lesson 2 – Puppets
- ★ Colouring in Sheet and Word Search
- ★ Additional resources

## Meet the Creative Team

### Alice Underwood - Writer/ Producer

Alice wrote *The Space Between (my head & heart)* following a successful pilot of a devised version last year. This is Alice's first play written for Peer Productions. Alice loves all aspects of theatre and has previously written, directed and performed in various shows. Alice also produced *The Space Between (my head & heart)* and used their skills in set building, sound design and tour management to create a show that not only has a brilliant story, but is also produced to a high quality, touring to over 4000 students in 2022.



### Rosie Horler - Director

Rosie directed *The Space Between (my head & heart)* after working on it last year. This was Rosie's first experience directing independently and was delighted to be working on a play she loves so much. She brought in her skills in story telling, puppetry and song to help bring the play to life.

Both Rosie and Alice are passionate about using theatre as a tool for change. They hope that the show will engage, excite and educate children on the importance of wellbeing, friendship and inclusion.

# Peer Productions

**Peer Productions' vision is to use theatre to transform the lives of young people.**

Founded in 2006, Peer Productions is an award-winning youth arts charity specialising in combining high quality arts practice with peer education. Each year we reach 15,000 young people across the Southeast of England, enabling them to change the way they think about the issues that most affect them and to make positive life choices. Since the pandemic we have expanded into the digital space. Our work is made with, by, and for young people.



## **We offer:**

★Training - Peer offers a FREE one year actor development programme for young actors aged 18-23 years. A large number of our young actors go on to top Drama Schools including LAMDA, GSA, East 15, Rose Bruford, Royal Welsh College, Royal Central School of Speech and Drama, Lipa, Italia Conti and many more.

★Plays - We create and tour original educational plays to schools and youth settings which tackle the issues that matter most to young people.

★Projects - We create and deliver innovative arts projects for vulnerable, marginalised, or hard to reach young people. Most notably our Generation Groups, a gendered space to explore issues such as wellbeing, relationships and puberty in SEND schools.

★Digital- We produce innovative digital projects exploring the issues which matter most to young people. Most notably 50 Days: Alone Together, our interactive, improvised miniseries exploring the mental health impact of social isolation during the pandemic.

## **Surrey Wellbeing Partnership and Mindworks Surrey**

Peer Productions are proud to be members of the Surrey Wellbeing Partnership\* (SWP). SWP are part of a wider alliance with Barnardos, Learning Space, Surrey and Borders NHS Foundation Trust and The National Autistic Society that make up **Mindworks Surrey** - A new approach where children and young people have a central voice in decisions about their care so their needs are met based on their goals. Children and young people will have more choice about their options, and more opportunity to access a range of services in many different ways. We recognise children and young people do not always want to be seen in a clinic or a school setting, so advice and help will become more visible and accessible in the local community and closer to home.

*\*The Surrey Wellbeing Partnership (SWP) is a group of third sector organisations including: Barnardo's, The East to West Trust, The Eikon Charity, Emerge, Learning Space, Leatherhead Youth Project, The Matrix Trust, The National Autistic Society, Peer Productions, Relate West Surrey, Step by Step Partnership Ltd, Surrey Care Trust, YMCA East Surrey.*

# Play Synopsis

## Scene One

An alien, Bob, crash lands on planet 407 but they think they are on earth!

## Scene Two

We arrive at the training camp for astronauts. Our audience are given their role as the newly recruited cadets! The Commander tells us all about the latest mission - Operation Catch a Falling Star. The purpose of the mission is to catch an alien and bring it to earth for examination. The Commander announces that Jack is the astronaut who will be going to Space.

The other cadets help Jack go over the I.C.U.P.P. - the Identification and Capture of Unidentified Persons Procedure. It has three key steps:

1. Great
2. Sneak
3. Grab

## Scene Three

Jack is packing their bag ready to go to space. Cadet Two comes in to chat to Jack and confesses they felt jealous during the song *My Head and Heart*. After the song Cadet Two leaves and Cadet Three enters and gives Jack a book called *How to Keep your Cool in Deepest Darkest Space*, they then pack a Hope Box together. Later after Cadet Three has left, Cadet One comes in. They steal the book Jack was given earlier and sneak away.

## Scene Four

Cadet Two and Three are fixing the rocket ready for the mission. Clank, the mischievous rocket fixing robot sneaks in. Whilst the cadets are not looking Clank hides inside the rocket!

## Scene Five

The rocket sets off into space. Once they are high up in the sky Clank appears and starts causing mischief, they snip some of the cables and suddenly the rocket begins to crash. Mission control tries to get through over the radio but the signal gets lost, they crash onto planet 407.



# Play Synopsis

## Scene Six

Jack and Clank begin collecting the bits of the rocket from across the planet. Jack and Bob meet, at first both of them are scared. Jack initiates ICUPP and catches Bob. Whilst Jack is celebrating, Bob begins to cry. After seeking some advice from Clank, Jack decides to apologise and let Bob go. They then get talking and find out they have lots in common.

When Jack tells Bob that they are not on planet earth, Bob becomes distressed. Jack talks Bob through 'Star Breathing' to help them calm down, and the audience join in too. After this they bond over their love of stars and sing *Never Seen the Stars from Space Before*.

## Scene Seven

Jack's radio starts working again and Jack tells Cadet One that they have met Bob. Cadet One tells Jack to catch Bob using ICUPP but Jack says no and explains that Bob is their friend. Cadet One tells Jack that if they won't do it, they will come up to Planet 407 themselves. During this conversation Jack says some things about Bob that are not very nice, Jack does not know that Bob was listening in. Clank tells Jack that they have fixed the rocket and they are ready to go home. Jack speaks to Clank and realises that they need to apologise to Bob.

## Scene Eight

Cadet one arrives on planet 407 to catch Bob, they quickly find them and catch them. Jack runs in and rescues Bob from Cadet One. Jack tells Cadet One that Bob is their friend and that the real way to get to know things about someone is to talk to them, this makes Cadet One laugh. Jack apologises to Bob and Bob agrees to come back to earth as a guest of honour.

## Scene Nine

All four space travellers are in the rocket on the way back to earth

## Scene Ten

They all arrive home. Cadet One tries to get all the credit from The Commander but Clank corrects them. The Commander awards Jack the medal of resilience but Jack chooses to split the medal with Bob.

Bob encourages Cadet One to apologise and they do.

Now they are all friends they sing another song to celebrate the success of operation Catch a Falling Star!



# Meet the Characters



**Cadet Jack**



**Bob**



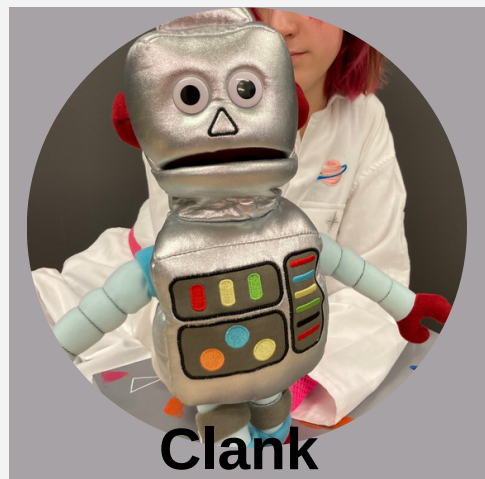
**Cadet One**



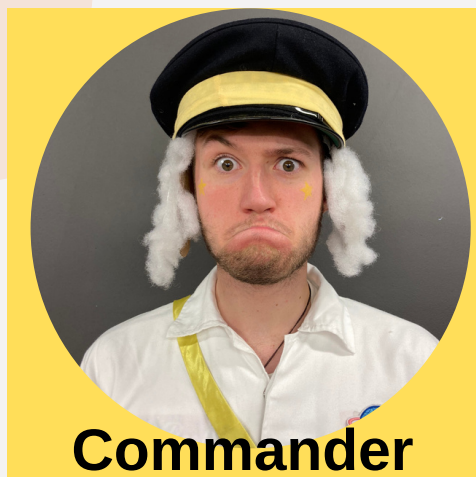
**Cadet Two**



**Cadet Three**



**Clank**



**Commander**

# Lesson 1 - Exploring Emotions

This lesson is designed to be a 1 hour session but can also be delivered in small sections depending on the needs of the class.

Objectives:

- ★ Pupils can give their critical feedback and reflect on what they saw in the play.
- ★ Pupils can identify different feelings by noticing facial expressions and body language.
- ★ Pupils can make their own 'Hope Box'.

## Activity 1

This activity requires access to computers or tablets.

Provide your pupils with this link - <https://forms.gle/7d3qqDdisdbyFTBp9>- This is a short anonymous questionnaire asking your pupils to reflect critically on the play. You can see the questions which are asked overleaf. Getting feedback from audiences is vital for us as a charity so we'd really appreciate your help with this.

## Activity 2

This activity requires a space where children can safely move around the room.

Ask the children to move around the room without talking, taking care not to bump into each other whilst using all the available space. Use the instruction **freeze** to get them to freeze still like a statue. Use the instruction **go** to get them to start moving again.

When the children are frozen tell them that next time instead of saying freeze you will say an **emotion**. When they hear the emotion such as " sad, happy, excited, calm" they should freeze in a pose and with a facial expression that shows that feeling. Remind them that this is a silent exercise.

When the children make their statues, ask questions like:

- ★ What is their facial expression telling us?
- ★ What does their body language suggest?

To add to the exercise, you can ask the children to move around with that emotion and add sounds. When you have finished each emotion ask the children to shake out their bodies to get rid of that emotion.

## Activity 2 – Extension

This activity requires the ability to play music. Search for: “Emotions the Space Between My Head and Heart” in Spotify. Using this Spotify playlist or alternative music of your choice ask the children to move around the room allowing the music to influence the way they move. Ask:

- ★ How did that music make you feel?
- ★ What mood did that music bring?
- ★ Start a discussion on how music can affect us. How might we use music to change our mood?

# Lesson 1 continued

## Activity 3

This activity requires a box, paper and pens for each student.

Ask the children to sit or lay down and to close their eyes if they feel comfortable to do so. Read them the following instructions. "In the play, when Jack was feeling overwhelmed, they go through their Hope Box and this helped them to feel less worried. This Hope Box was first introduced by Cadet 3 and it uses the 5 senses to help feel grounded, calm and safe. Our 5 senses are taste, touch, sight, hearing and smell."



## Now it's your turn to create a Hope Box

1. Decorate your box with any patterns and colour that make you happy. Perhaps you could use the patterns painted on the shows set.
2. Now draw and cut out an image of each item you will put inside it - one for each sense. Remember what Jack put in theirs? Think about what item would make you happy to see inside your box - What textures do you like? What smells makes you feel calm? Is there a sound you like hearing best? What makes that sound??
3. Take your Hope Box home and if you would like to, replace each image with the real item e.g a packet of sweets for taste.

## Activity 4

Bob loves being on earth and enjoys getting emails. Write a whole class email to Bob telling them what you thought of the show and what you learnt. You can even tell them a bit about how you deal with your emotions. Bob's email is [bob@peerproductions.co.uk](mailto:bob@peerproductions.co.uk) And you never know... they might even reply!



## Lesson 2 - Puppets

This lesson is designed to take an hour but could take longer depending on the needs of the group. Objectives:

- ★ Pupils can use their connecting skills to work together with others to bring a puppet to life.
- ★ Pupils can create their own puppet character and use the puppet to verbally express themselves.

### Exercise 1

This exercise will require various crafting and recycled materials with lots of different shapes and textures.

Start the session by talking to the children about the play they saw.

Ask:

- ★ What puppets do you remember from the play?
- ★ How did the puppets help tell the story?

As well as Bob and Clank, the Stick Images were a type of puppetry too and helped enhance the story through visual images. In small groups, using lots of different materials, try creating a rocket launch scene using stick puppets.

Encourage the children to experiment with different materials and ways of working.

Finally invite the groups to share their rocket launch and show the group how they bring it to life.



### Exercise 2

This exercise will require socks and materials to decorate the socks to make sock puppets. You can use recycled materials or there are specific kits available – eg.

<https://www.amazon.co.uk/WATINC-Toddlers-Children-Supplies>

[Colorful/dp/B08N5VXYX7/ref=sr\\_1\\_5keywords=sock+puppets&qid=1637181412&sr=81](https://www.amazon.co.uk/WATINC-Toddlers-Children-Supplies-Colorful/dp/B08N5VXYX7/ref=sr_1_5keywords=sock+puppets&qid=1637181412&sr=81)

- Show the children how to use their hand in the sock to create a mouth.

2 - Get them to use the materials to create eyes, other facial features and maybe even a tongue!

3 - Ask the pupils to give their sock puppet a name.

4 - In pairs ask the students to plan and rehearse a short scene in which their sock puppets talk to each other about how they are feeling.

Encourage the children to think about how they use their voices to convey the different feelings.

Ask the children to show back their scenes asking the group:

- ★ What was your favourite moment in their scene?
- ★ What emotions did the characters show us?

# Colouring Sheet- ' Going Home'



How might Bob be feeling? .....

Does Cadet One look annoyed or relaxed?

.....

How does Clank help their friends ? .....

The commander is older than the other characters, do their emotions matter too? .....

What emotions did Cadet 2 sing about?.....

Jack is always brave and smiling - true or false? .....

# Wordsearch

In this word search we have hidden ten different emotions. Can you find them all?  
Can you think of a time in the play when one of the characters felt one of these emotions?  
Describe what happened.

J B K A J E A L O U S U B F A  
J W S Q P U F A M R D M Y B V  
C O N Q A K K F F C M B Z G U  
T R N V B O I R A O Q E G P P  
F R V U N P P U N N Q X H W K  
H I V G X T W S G F F C A F N  
A E M U C S I T R U X I P O R  
K D S B E U M R Y S A T P R X  
S G G C F R C A U E Z E Y Y U  
U J D T A P H T T D Q D H F U  
B K P S L R R E T P U W X P O  
L N J O F I E D Q O P B R K Y  
V Y S U V S W D N M A I S W A  
Y S S A I E F U O N I A B L Z  
N D J T D D D I C G P U Q H M

★ FRUSTRATED ★ EXCITED

★ HAPPY

★ SUPRISED

★ SCARED

★ ANGRY

★ CONFUSED ★ SAD

★ JEALOUS ★ WORRIED

## Further Reading and Resources

★ Anna Freud - Resources for schools. <https://www.annafreud.org/schools-and-colleges/resources>

★ How are you feeling today? - Molly Potter

★ Action Mental Health - Resources For 8-11 Years Old

<https://www.amh.org.uk/resources-for-children-young-people/8-11-years-old/>

★ The Whole-Brain Child - Dr Daniel J. Siegel and Dr Tina Payne Bryson

★ Looking after a child or young person's mental health

<https://www.nhs.uk/every-mind-matters/supporting-others/childrens-mental-health/#top-tips>

Videos

★ Sensory Grounding for Mental Wellbeing - Generation Girls

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

★ The Five Ways to Wellbeing - Boosting Mental Wellbeing - Sanctuary

[https://www.youtube.com/watch?v=\\_gJ5V525Sck](https://www.youtube.com/watch?v=_gJ5V525Sck)

★ Mindworks Surrey - <https://www.mindworks-surrey.org/>

### With special thanks to..

Finch for some amazing cartoons

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Matt for the cutest Bob puppet

Team Peer for supporting Alice and Rosie's big ideas about a little alien and a lot of emotions.

Mindworks Surrey

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