



EDUCATION & OUTREACH

TEACHER'S PACK



#TALKAWAYDONTWALKAWAY DIGITAL PROJECT

Led by The Courtyard's Education Team

SUPPORTED BY



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In partnership with



Supported using public funding by
ARTS COUNCIL
ENGLAND

HELLO TEACHERS!

Thank you for participating in our digital #TalkAwayDontWalkAway project.

This project has been created with the support of Herefordshire Community Foundation, Herefordshire Mind, Awards for All and Hereford Diocese to promote positive wellbeing for young people. Throughout the workshops, your students will explore five steps to positive wellbeing through practical activities.



These workshops are:

- Be Active - exercise helps us feel great
Street Dance workshop with Laura and Eleanor
- Engage - learn and achieve a new skill
Accents workshop with Ryan and Jamie
- Interact - Connect and work with people around you
Escape Room challenge with Sophie and Jake
- Notice - Take time to appreciate what matters to you
Yoga workshop with Becks and Lucy
- Give - Do something kind for someone else
Arts and Crafts workshop with Mina and Lexi

Students are provided with an activity booklet which they can complete alongside each workshop. There are also useful contacts of organisations who can offer further support if needed.

In this teacher's pack, you will find information to support your students through each session, including workshop outlines, supporting materials and answers!

As well as learning ways to look after our wellbeing, we hope that your students (and you!) have lots of fun!

Remember to #TalkAwayDontWalkAway

From

Becky Cook

#TalkAwayDontWalkAway Creator



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EDUCATION TEAM**

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Photography and Editing by Zakk Kaye



GENERAL GUIDELINES

- **There are five workshops in total, each linking to one of the five steps to positive wellbeing. David Harding from Herefordshire Mind opens each workshop to explain why these five steps are important for maintaining positive wellbeing.**
- **Pupils can complete their activity booklet after each workshop. Each activity links to the workshop theme.**
- **Each workshop should last around 45 minutes. In some workshops, there are moments where you can pause the film to allow your students to practise or complete an activity.**
- **Please ensure a member of staff or assistant is present for each workshop. We encourage staff to participate in the workshops (and have fun!).**
- **Ensure your students are aware of what your school's practice is should they need additional support after the workshops. Is there a particular teacher they can go to? You can find a list of useful organisations for advice and support at the back of this booklet.**



WORKSHOP 1 - BE ACTIVE

DANCE WITH LAURA AND ELEANOR

In this fun workshop, your students will learn a short street dance routine. Before you start please ensure:

- Students have a large space to work in (such as a school hall)
- Students have a drink to hand
- Students can see the film on a large screen

The workshop is structured in three sections.

- 1 Warm Up
- 2 Main Routine
- 3 Cool Down

Pause the film at different points to allow your students time to practise the routine. If there is a particular section they find tricky, adapt the moves to make it their own!

Extension:

- Can your class perform their routine for another class?
- In groups, can they create another 8 counts to add to the end?
- Could your class have their very own dance off?

FACT

“Exercise is a great way to reduce anxiety and stress. It releases chemicals called endorphins which make us feel good!”

WORKSHOP 2 - ENGAGE

ACCENTS WITH RYAN AND JAMIE

In the second workshop, students will learn how to perform a general American accent. Before you start:

- Ensure students can see the screen
- Worksheets can be printed from this pack if needed

The workshop is structured in six sections. Students will learn the five key sounds for a general American accent. Afterwards, they will put these sounds into practise by performing some tongue twisters.

Feel free to pause the film throughout the workshop to give students the opportunity to practise their accents. They can do this with a partner or in small groups.

Extension:

- Can your class perform the **additional** tongue twisters on the worksheet provided?
- Can your class perform a scene from their favourite film using their American accents?

FACT

“Learning new skills boosts self-confidence and self-esteem. Setting ourselves small goals gives us a positive sense of achievement when we complete them”

"GENERAL" AMERICAN ACCENT

FIVE KEY SOUNDS FOR AN AMERICAN ACCENT



1. Hard R

Every letter R in a word is pronounced - this is called a **rhotic accent**. Think of the shape your mouth makes at the beginning of the word "run".

Examples:

- CAR
- FAR
- RUNNER
- HAIR
- UNFAIR
- WARM
- INFORM
- WORK
- RETURN

2. Open "A"

This is the "a" sound as in "cat". It starts from an "ih" position and opens to "a" as the sound is made.

Examples:

- CAT
- CAN
- PLANNING
- UNWRAP
- GRAND
- CANDY
- PLANET

3. Old "O"

This is the "o" as in "grow". In your normal accent, you may find the lips come forward in what's called a goose front - we take that out here. Think of the word "old" - that "Oh" sound is what replaces the "o" in this accent.

Examples:

- GROW
- KNOWING
- BELOW
- SHOWTIME
- OWNER

4. Cot and Caught - o/ah

The “o” sound in “cot” and the “aw” sound in “caught” both become the same sound - “ah”, as in “cart” or “bar” (without a hard R). This means “cot” and “caught” both sound the same. Words with an “aw” sound that contain the letter R - such as “four” - don’t turn into the “ah” sound, they are pronounced with a hard R instead.

Examples:

- GOT
- FOUGHT
- BOUGHT
- HOPPER
- BOTHER
- REPORT

5. Three T's

T can be said in three different ways, depending on where it comes in a word or sentence

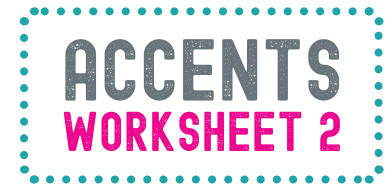
- If it's the first part of a sound, like in “top” or “entire”, it's a Top T and it's pronounced
- If it's next to a vowel and not the first sound, it can be hit as a middle T, this sounds like a “d”- example “better”
- If it's at the end of a sound, it can be cut out. The tongue goes to the position it would to say a top T, but the breath is stopped. This is a bottom T.

Examples - “got”, “mountain” (moun'n)

Examples:

- TIMING
- BETTER
- HOTEL
- KETTLE
- FORGOTTEN

TONGUE TWISTERS



1. I saw a saw that could out saw any other saw I ever saw
2. A big bug bit the little beetle but the little beetle bit the big bug back
3. Fuzzy Wuzzy was a bear, Fuzzy Wuzzy had no hair, Fuzzy Wuzzy wasn't very fuzzy... was he?
4. Five frantic frogs fled from fifty fierce fish
5. I saw a kitten eating chicken in the kitchen
6. Background background, black, black, brown, brown
7. How many yaks could a yak pack pack if a yak pack could pack yaks?
8. Can you can a can as a canner can can a can?
9. Near an ear, a nearer ear, a nearly eerie ear
10. Gobbling gargoyles gobbled gobbling goblins
11. Daddy draws doors
12. Susie sits shining silver shoes
13. The cat catchers can't catch caught cats
14. Betty and Bob brought back blue balloons from the big bazaar
15. A proper copper coffee pot

WORKSHOP 3 - INTERACT

ESCAPE ROOM CHALLENGE WITH SOPHIE AND JAKE

In this challenge, students will work together in teams to complete the escape room. Before you start ensure that:

- Students can see the screen
- Students are in small teams
- Students have pens and paper
- You have a stopwatch (if needed)
- A teacher is present to pause the film at each challenge.
Teacher's can resume the film when teams give the correct answer
- Please print puzzle 8 for students to solve

There are two ways to play the escape room...

Option 1:

The escape room can be played as a whole class divided into small teams. When a challenge appears on screen, pause the film. The first team to raise their hand with the correct answer gains a point. At the end of the escape room, the team with the most points wins.

Option 2:

The escape room can be played with individual teams. Begin your stopwatch at the beginning of the escape room, keeping it running during every challenge. The team to complete the escape room in the shortest time wins.

There are ten puzzles in total and the answers can be found below!

Extension:

- Can you create your own escape room?
Could it be set within your school?

FACT

“Connecting to others is important. Creating bonds with family, friends and community provides us with support, happiness, and a sense of purpose”

SPOT THE DIFFERENCE

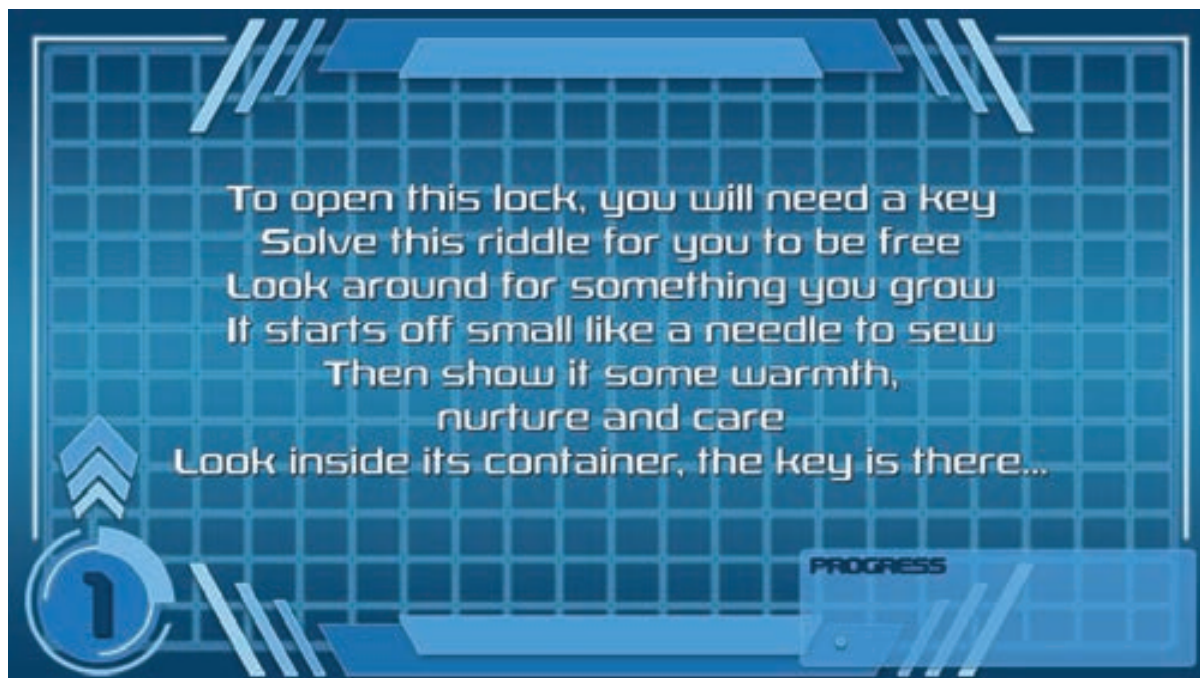
CAN YOU FIND THE DIFFERENCES? THERE IS ONE DIFFERENCE PER CHILD - 7 IN TOTAL!



ESCAPE ROOM ANSWERS

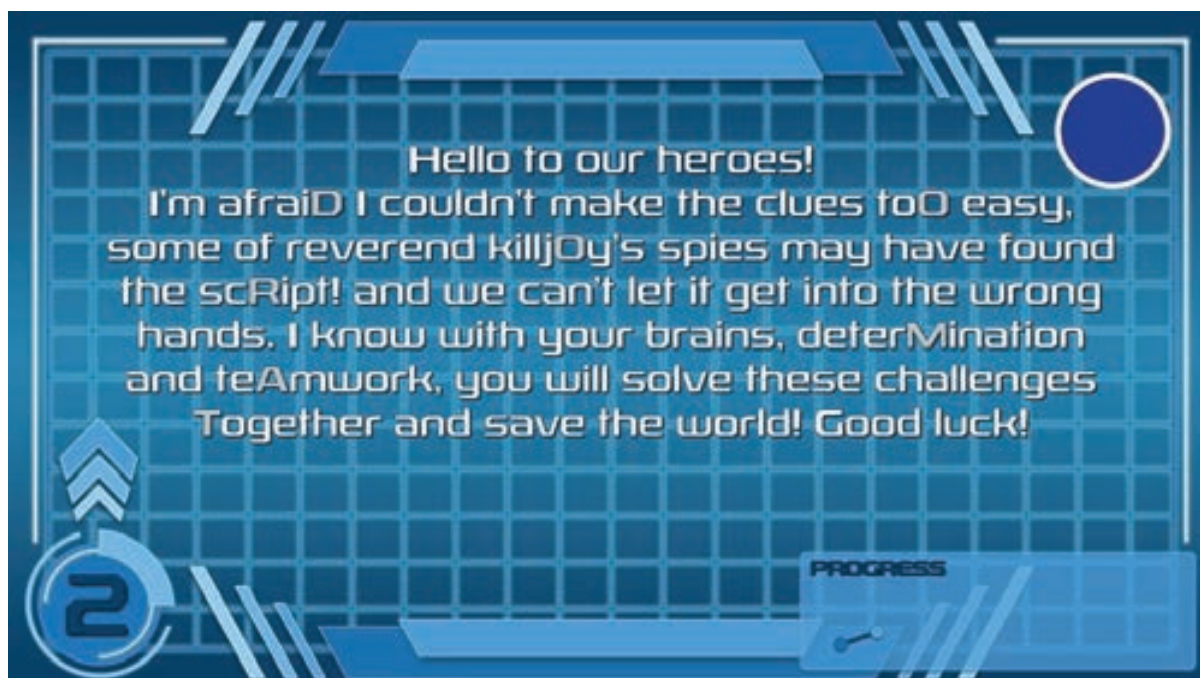
PUZZLE 1:

ANSWER: PLANT POT



PUZZLE 2:

ANSWER: DOORMAT



TOP TIP! THE COLOURED CIRCLES ARE IMPORTANT...

PUZZLE 3:

1) BEAUTY AND THE BEAST

2) ALADDIN

3) CINDERELLA

4) JACK AND THE BEANSTALK

5) PETER PAN

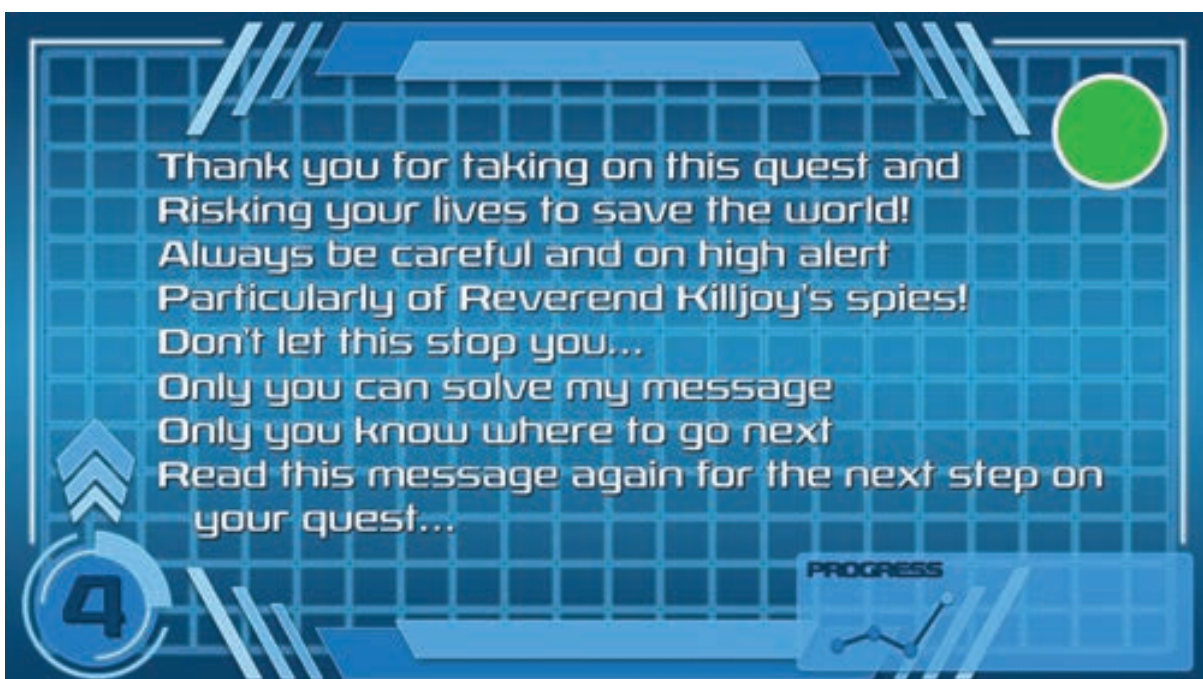
6) SLEEPING BEAUTY

ANSWER: TICKET



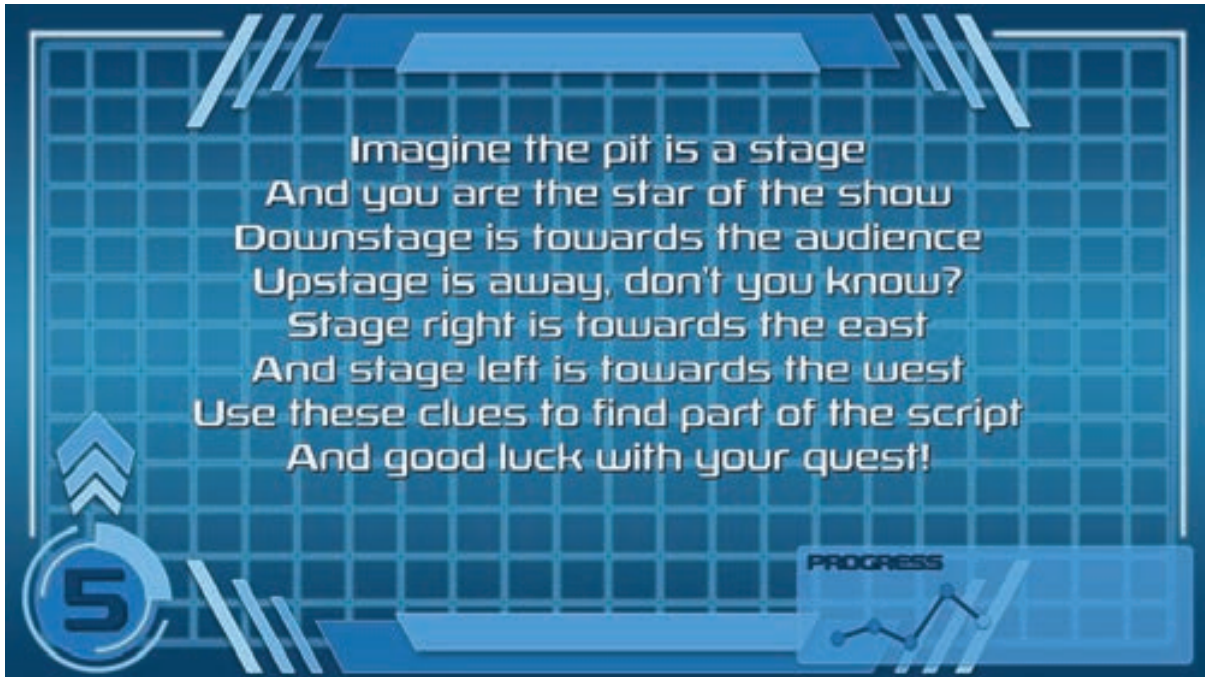
PUZZLE 4:

ANSWER: TRAPDOOR



PUZZLE 5:

ANSWER: D4

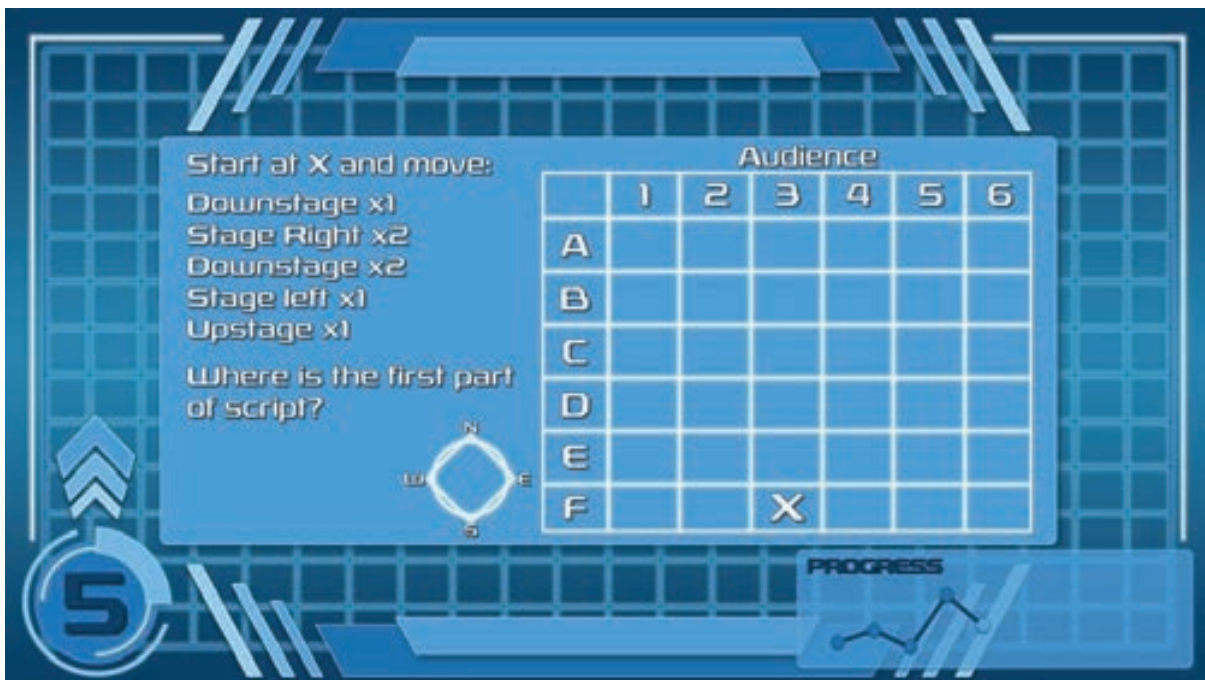


Imagine the pit is a stage
And you are the star of the show
Downstage is towards the audience
Upstage is away, don't you know?
Stage right is towards the east
And stage left is towards the west
Use these clues to find part of the script
And good luck with your quest!

5

PROGRESS

TOP TIP! ENCOURAGE STUDENTS TO WRITE DOWN WHERE UPSTAGE, DOWNSTAGE, STAGE RIGHT AND STAGE LEFT ARE, USING THE RIDDLE



Start at X and move:
Downstage x1
Stage Right x2
Downstage x2
Stage left x1
Upstage x1
Where is the first part of script?

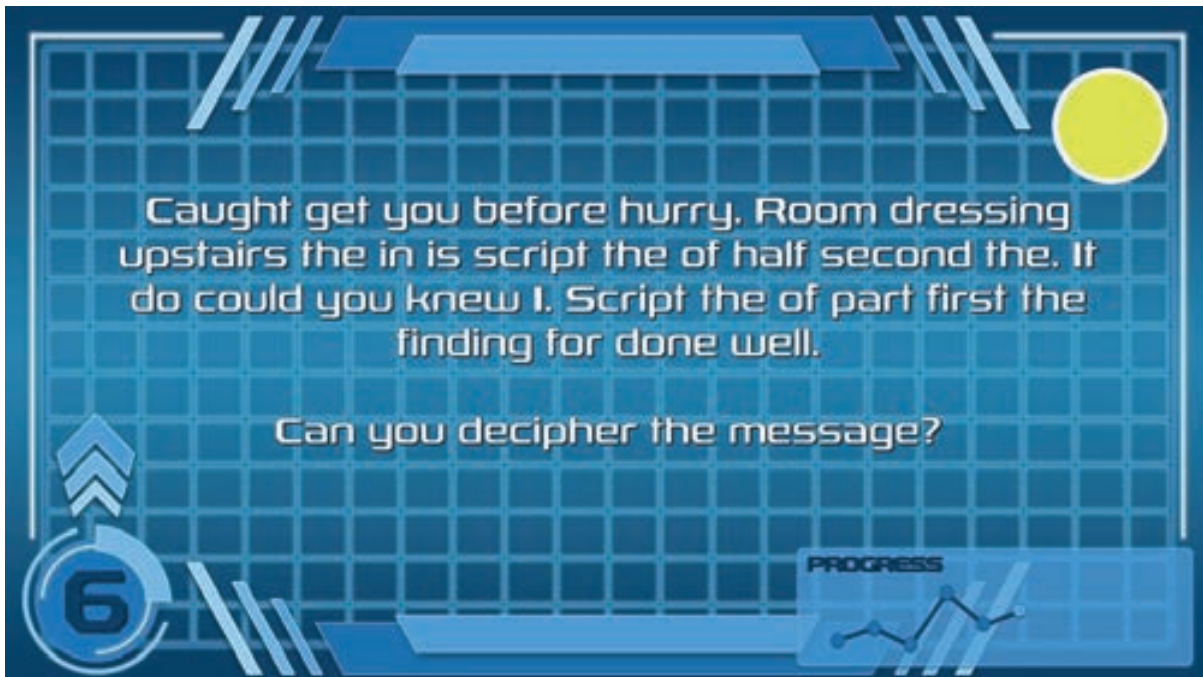
		Audience					
		1	2	3	4	5	6
A							
B							
C							
D							
E							
F				X			

5

PROGRESS

PUZZLE 6:

ANSWER: UPSTAIRS DRESSING ROOM



Caught get you before hurry. Room dressing
upstairs the in is script the of half second the. It
do could you knew I. Script the of part first the
finding for done well.

Can you decipher the message?

6

PROGRESS

The puzzle interface features a blue grid background with a yellow sun icon in the top right. A circular icon with the number '6' and three upward-pointing arrows is on the left. A 'PROGRESS' bar with a line graph is in the bottom right.

PUZZLE 7:

ANSWER: FOUR NINE ZERO



FROZE REUNION

Can you decipher the three digit code?

__ U _ / __ E / __ R _

7

PROGRESS

The puzzle interface features a blue grid background. A blue box at the top contains the text 'FROZE REUNION'. Below it, the question 'Can you decipher the three digit code?' is displayed. A blue box contains the code pattern '__ U _ / __ E / __ R _'. A circular icon with the number '7' and three upward-pointing arrows is on the left. A 'PROGRESS' bar with a line graph is in the bottom right.

PUZZLE 8:

ANSWER: THERE IS ONE DIFFERENCE PER CHILD

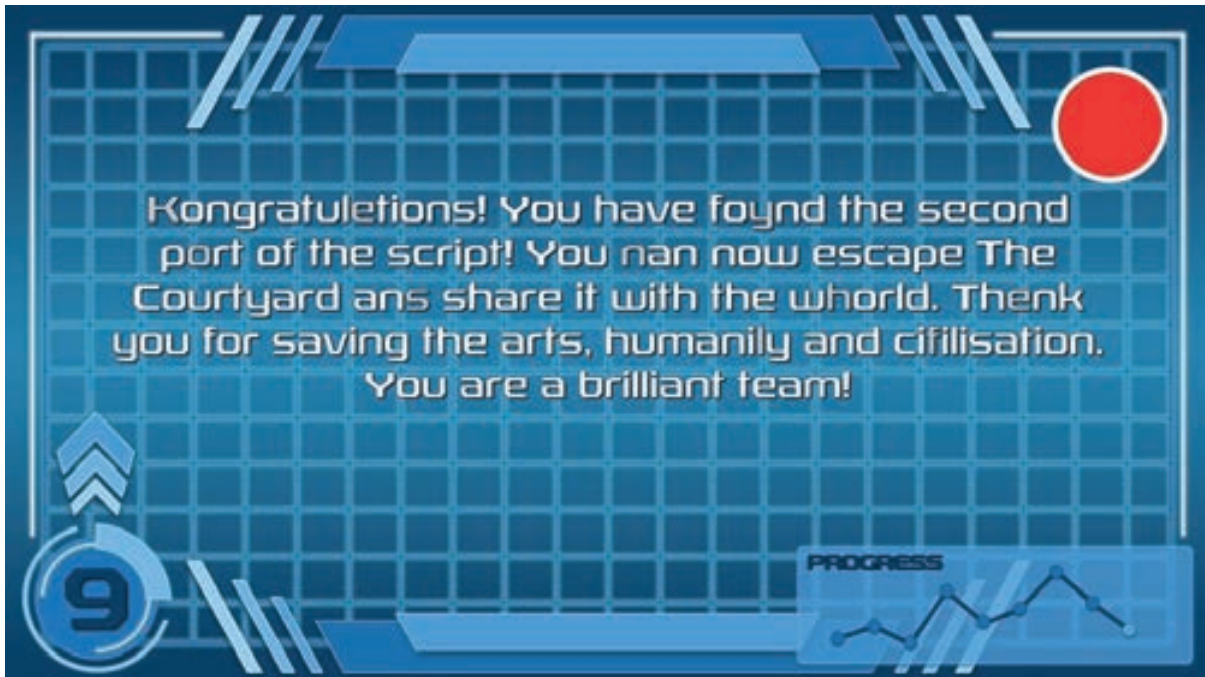
7 IN TOTAL! LEFT TO RIGHT:

- STRIPES ON SLEEVE
- BOW IN HAIR
- STAR ON T-SHIRT
- POCKET
- WORDS ON JUMPER
- EARRING
- BUTTON ON SLEEVE



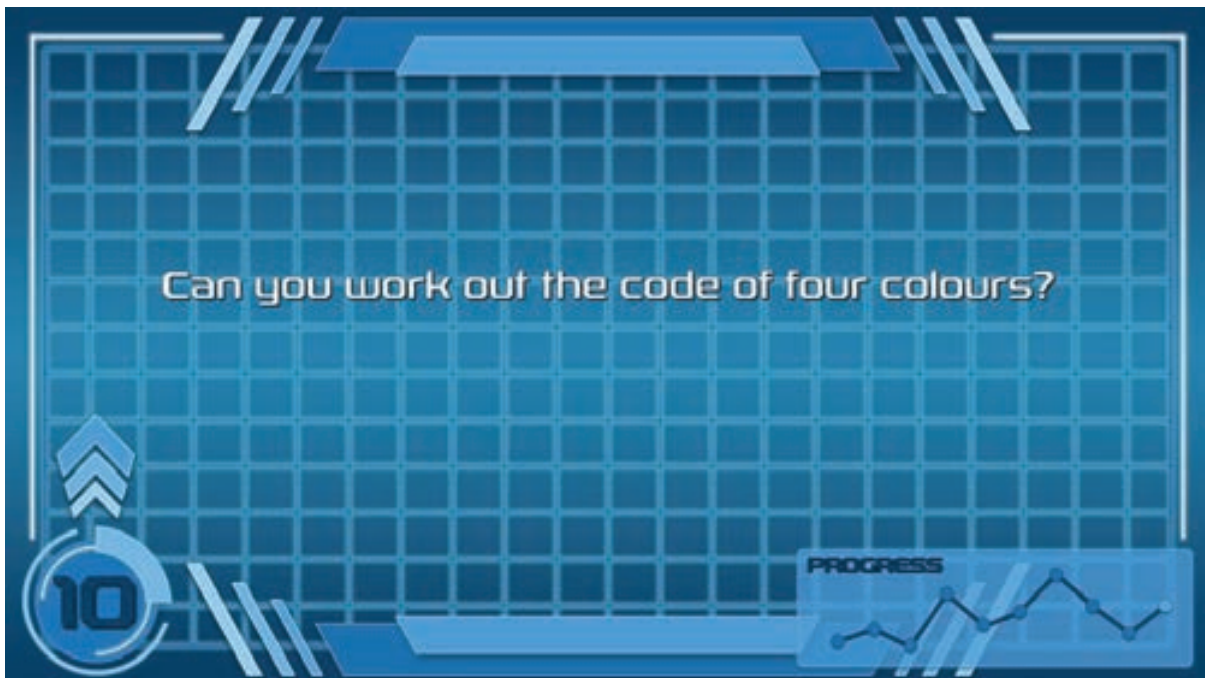
PUZZLE 9:

ANSWER: KEY ON SHELF



PUZZLE 10:

ANSWER: ● BLUE ● GREEN ● YELLOW ● RED



WORKSHOP 4 - NOTICE

YOGA WITH BECKS AND LUCY

In this workshop, students will participate in yoga to unwind, relax and appreciate what is important. Before you start ensure that:

- Students have a large space to work in (such as a school hall). If possible, soft mats to work on
- Students have a drink to hand
- Students can see the film on a large screen

The workshop is divided into the following sections:

- What is yoga?

Yoga is the balance of mind, body and breath. Yoga teaches simple exercises to bring us back to balance.

- Warm Up
- Sun Salutations
- Standing Postures
- Floor Postures
- Relaxation
- Namaste

The workshop can be paused at different moments to allow time for your students to practise the movements.

Key words:

- Mudra = Hand movements
- Mantra = A repeated word or sound to enhance concentration
- Namaste = A respectful greeting

FACT

“Taking the time to notice and appreciate what you have can improve your mental wellbeing. This awareness is sometimes known as mindfulness”

WORKSHOP 5 - GIVE

ARTS AND CRAFTS WITH MINA AND LEXI

In this final workshop, students will create an origami appreciation box to fill with positive messages to give to a friend.

Before you start students will need:

- Two A4 pieces of paper
- Scissors
- Ruler
- Pencil
- Appreciation Box worksheet (if needed)
- Decorations (eg. Coloured pens, crayons, stickers etc).

As Mina and Lexi demonstrate how to make an origami box, you can pause the film to complete each step.

FACT

“Acts of giving and kindness can create positive feelings, help you connect to others and give a sense of purpose”

APPRECIATION BOX

Can you fill these boxes with positive messages?

After, you can cut them out and add them to your handmade box!

<p>Thank you for being my friend</p>	<p>I appreciate your kindness</p>	<p>You're amazing!</p>	<p>My favourite memory of us is...</p>

USEFUL CONTACTS

Check out these organisations who can offer additional support should a student or teacher need it:



HEREFORDSHIRE

Mind - 01432 271643 www.herefordshire-mind.org.uk

Strong Young Minds - 01432 269245 www.thesymproject.org

Let's Talk - 0800 073 2200 www.talk2gether.nhs.uk

NATIONWIDE

Samaritans - 116 123 www.samaritans.org

SANEline - 0300 304 7000 www.sane.org.uk

Papyrus - 0800 068 41 41 www.papyrus-uk.org

Childline - 08001111 www.childline.org.uk

SUPPORT FOR TEACHERS

Education Support - 08000 562 561 www.educationsupport.org.uk