



# Boxed In

## Overview

This education resources pack has been designed to accompany Boxed In, a coproduction between Daryl & Co and Half Moon Theatre.

These resources are intended to support and enhance teacher and pupil engagement and understanding of the show, offering a variety of activities, all aimed to bring the show to life in the classroom and explore key themes through role play, creative activities, discussion and exploration.

We have designed the activities to be child centred, and where possible child led. However, we understand that some children may need additional support from teaching staff to achieve the tasks, but wherever possible the child should still take the lead. All activities offer a range of ways to engage in the tasks, adaptable to the individual children's needs.

The menu of suggested activities are offered on a 'pick and mix' basis, covering a range of different topics which can be selected from and tailored to suit the needs and interests of each class / child.

We hope to encourage individual thought, exploration and creativity and most importantly, reinforce that there are no wrong answers or outcomes for any of the activities!

**Target age group:** EYFS

**Key themes:** Imagination, exploration, creative problem solving, collaboration and teamwork, difference, resilience, inclusion, accessibility, empathy, friendship, barriers

This educational resource pack was produced by Nicola Middler.



## About The Show

**A playful show about (mis)understanding the rules.**

A Daryl & Co and Half Moon co-production

Boxed In follows the journey of someone who can't make head nor tail of the unspoken rules that surround us all. Sometimes stop means go and go means stop. Are you to go this way or that? Sometimes it's up and sometimes it's down.

In a world where everyone else seems to understand, it can all get a bit confusing. And when you get it wrong, you're made to sit out, but you don't understand why. It seems so unfair.

Boxed In explores the unspoken barriers of attitudes, social etiquette and behaviour that surround us... How do you know a barrier is there if you can't see it? And if you can't see it, how can you remove it?

This heartfelt story is about being made to feel naughty, just because the rules don't make sense.



## PRE-SHOW ACTIVITIES

The following activities should be done before children watch the show, to introduce them to ideas and concepts that will be presented in Boxed In.

### **Sensory exploration: What's in the box?**

This activity taps into the sensory elements of the show, exploring some of the tactile items used. Children should not be able to see the items they are exploring, only feel them. You can use a series of empty boxes, each with a hole cut in it, large enough for a child's hand to enter and feel what is inside. The boxes should contain the following (one item per box):

- Bubble wrap
- A banana
- Textured fabric – both rough and smooth
- A cube (3D shape)
- A roll of tape
- Torn up pieces of cardboard
- Shredded paper

Encourage discussion around textures, sizes of the objects, how they make you feel, what they make you think of or remind you of....?

### Speaking and Listening: The role of a rule

This sequence of activities is intended to stimulate children's thinking and understanding of what a rule is, and why we have them.

**Part 1:** Use the following prompts for class or small group discussion:

- What are rules?
- Why do we have them?
- What happens if we break rules?
- Explore the idea of consequences
- What if we don't understand the rules?
- What if we make a mistake?

**Part 2:** Create a set of 3 new class rules together that are helpful and beneficial (rather than 'dos and do nots') to support a happy classroom environment.

- How can we make sure everyone can understand how to follow our new rules?
- Can we show how to follow rules / make an instruction understood without using words?
- Can we use symbols? (arrows / simple faces / shapes)
- Can we use specific colours to show meaning?
- Do we associate different colours with certain instructions (eg. red = stop/no and green = yes/go?)

### Visual Language: Showing emotions through symbols

Emojis are often used as a way of communicating feelings and reactions without speaking.

**Part 1:** Use the examples of signs provided (in the attachment section at the end of this document or you can add more of your own to these too) to see which of the emojis the children are familiar with, or if they can guess what the emoji is communicating by looking at the expression or any visual clues.



**Part 2:** Ask children to create their own emoji for how they are feeling today.

**This activity can be repeated after watching 'Boxed In', asking children to draw an emoji to communicate how the show made them feel.**

### **Speaking and listening / PE: Opposites**

Play an adapted game of 'Simon Says' where children must do the OPPOSITE of the action you request...eg:

- 'Simon says stand up' = sit down
- 'Simon says stand still' = move around
- 'Simon says make yourself really tall' = make yourself small
- 'Simon says make a noise' = be silent
- 'Simon says touch your toes' = this could be touch your head.

It's good to include some that don't have an obvious opposite as that opens up the opportunity to discussion how it could be confusing, how that might feel, how it feels to do something different to other people...



### **POST-SHOW ACTIVITIES**

The following activities should be explored after the children have watched Boxed In.

#### **Speaking and Listening / PE: Let's play by your rules!**

This is an open ended, child led activity where children will work in pairs or small groups to create their own movement pathways, with simple rules, to play with their peers. Adult support may be necessary to model ideas and expectations in the initial stages.

**Part 1:** Using chalk (ideally outdoors on the playground) or electrical / masking tape (indoors) ask children to draw and create their own pathways for movement, using arrows and shapes to give meaning (refer back to thinking about the signs and symbols explored in the pre-show activities)

**Use shapes, arrows, patterns and colours to explain what actions should be done.**

- We might use arrows to point in the direction we want to go in...
- We might use spirals to show we need to spin around...
- We might use wavy lines to show us how to move along...

**Part 2:** Children to swap partners and test / play by each-others rules to follow their pathways.

- Do we all understand how to follow the rules of each pathway?
- Is there anything that needs to be adjusted to make it accessible for all children?



### Shape exploration: Creating Spaces

Provide children with a range of building resources and resources with different properties (particularly textures) ask them to think about creating spaces for a variety of purposes. The activity is intended to stimulate thoughts around the purpose / function of spaces, as well as how your surroundings can make you feel.

- Can you make a home for a mouse?
- Can you make a space that is quiet?
- Can you make a home for a giraffe?
- Can you make a space that is fun?

### Suggested resources:

- Building blocks – wooden / Duplo / Lego
- Play dough
- Sand / pebbles
- Paper / cardboard – small boxes, tubes, cartons
- Cotton wool / fabric / bubblewrap

With each prompt / space created, give children time to talk about their choices and why they've made them.

**Extension:** The children might like to develop their favourite space into a small world set up to explore and play with further.

### Speaking and listening and drama / PE: A show of emotions

This activity is intended to stimulate an exploration into different ways of communicating emotions but limiting how we are able to do so. This provides an opportunity to discuss how different people are able to communicate, move and show how they are feeling and that it's not the same for everyone.

**Suggested words:** Happy / angry / confused / excited / surprised / annoyed / upset / scared

### Part 1: Using sounds

- Children to be asked to use only sounds (*no words or body movement*) to show that they are feeling ... (*select an emotive word*)
- Try 3-4 different emotions

**Part 2: Using our faces**

- Children to be asked to use only their facial expressions (*no words or sounds and nobody movement*) to show that they are feeling ... (*select an emotive word*)
- Try 3-4 different emotions

**Part 3: Using our whole bodies**

- Children to be asked to use their whole bodies (*no words or sounds*) to show that they are feeling ... (*select an emotive word*)
- Try 3-4 different emotions

**Part 4: Drawing**

- Children to be asked to use a pencil and paper (*no written words or sounds*) to show / draw that they are feeling ... (*select an emotive word*)
- Try 3-4 different emotions

**Part 5: Your choice!**

- Children can now choose how they would like to show that they are feeling ... (*select an emotive word*)
- Try 2 different emotions

**Class discussion:**

- How did it feel when you were not able to make sounds?
- How did it feel when you were not allowed to move?
- How did you feel when you were using just your face to communicate how you were feeling?



## About The Companies

Boxed in is a Daryl & Co and Half Moon co-production; an exciting collaboration by a ground-breaking Disabled-led theatre company and the UK's leading small-scale young people's venue and touring company.

### About Daryl & Co

Daryl & Co is a Disabled-led children's theatre company where collaboration and co-creation meet mischief and merriment. We make accessible theatre to delight young audiences and their families and we tour in the UK and Internationally.

We love working with young people and every day we get to be surprised and enthused by how they see things and their way of being in the world.

We take fun seriously, we hold the door open for others and we believe in the power of arts to include not exclude.

Our vision is a world where Disabled artists and young people have unrestricted choices to creative experiences and careers.

**Website:** [darylandco.com](http://darylandco.com)

**Email:** [hello@darylandco.com](mailto:hello@darylandco.com)

**Instagram, X & Facebook:** @darylandco

### About Half Moon

The UK's leading small-scale young people's venue and touring company Half Moon is a local organisation with a national remit. Working from our base in Limehouse, East London, we give young people from birth to 18 (25 for disabled young people) an opportunity to experience the best in young people's theatre, both as a participant and as an audience member.

Half Moon's expertise is in supporting artists and young people at every stage of their creative development, providing a gateway to engagement, offering pathways for progression and experimentation and then disseminating outcomes within the wider cultural sector.

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**Attachments - Emoji's**

