

# Resource Pack, Key Stage 1

Compiled by Marigold Hughes, Schools Producer



***“By using a performance to draw upon further creative work, you are giving the children a shared foundation, an experience that they all have in common and that they can draw upon to inspire them. When doing creative work – you can’t always rely on the fact that children will have lots of different life experiences to draw on; but when they all see the same piece of work – they can all come from the same starting point.”***

(Rosy Fordham, Education Practitioner on TC’s Creative Literacy Programme)

# The Littlest Quirky

by Naomi Cortes

*“Our Littlest of Quirkies journeyed far, to out there  
And found her place in it and made people care  
She told them it was safe, as she opened that door  
So, now they will come out and be afraid no more”  
(Tree, The Littlest Quirky)*

A Littlest Quirky lies in each of us; a part that starts off quietly, tentatively – poking our head around the corner, peeping “out there” until we feel brave enough to edge towards the unknown. Most probably, we couldn’t do it without the support of our friends and most definitely, we wouldn’t do it if we listened too carefully to the dissenting voices within and around us.

Every child will see something different in this play, depending on their fears, interests and dreams. We hope that the performance helps children to think about how fears can be overcome, how courage can be gained and as the writer Naomi Cortes states “that no matter how small, quiet or alone you feel, you can make a difference and change the world we all have a right to live in.”

It is the aim of this pack to encourage the children to keep on thinking and provide practical opportunities to relate the main ideas of the play to different areas of learning and to their own lives.

We have focused on linking ideas such as friendship, respecting difference and discovering language to the curriculum areas of **English**, specifically **Speaking, Listening, Writing, Reading** and **Drama** and have touched on **Science** and **Geographical Enquiry**. We hope to provide starting points that will develop into creative and meaningful learning experiences for your children.

Do feel free to get in touch to discuss any of the material provided.

Many thanks, Marigold

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# 1. My Home

Geographical Enquiry, Writing, PHSE

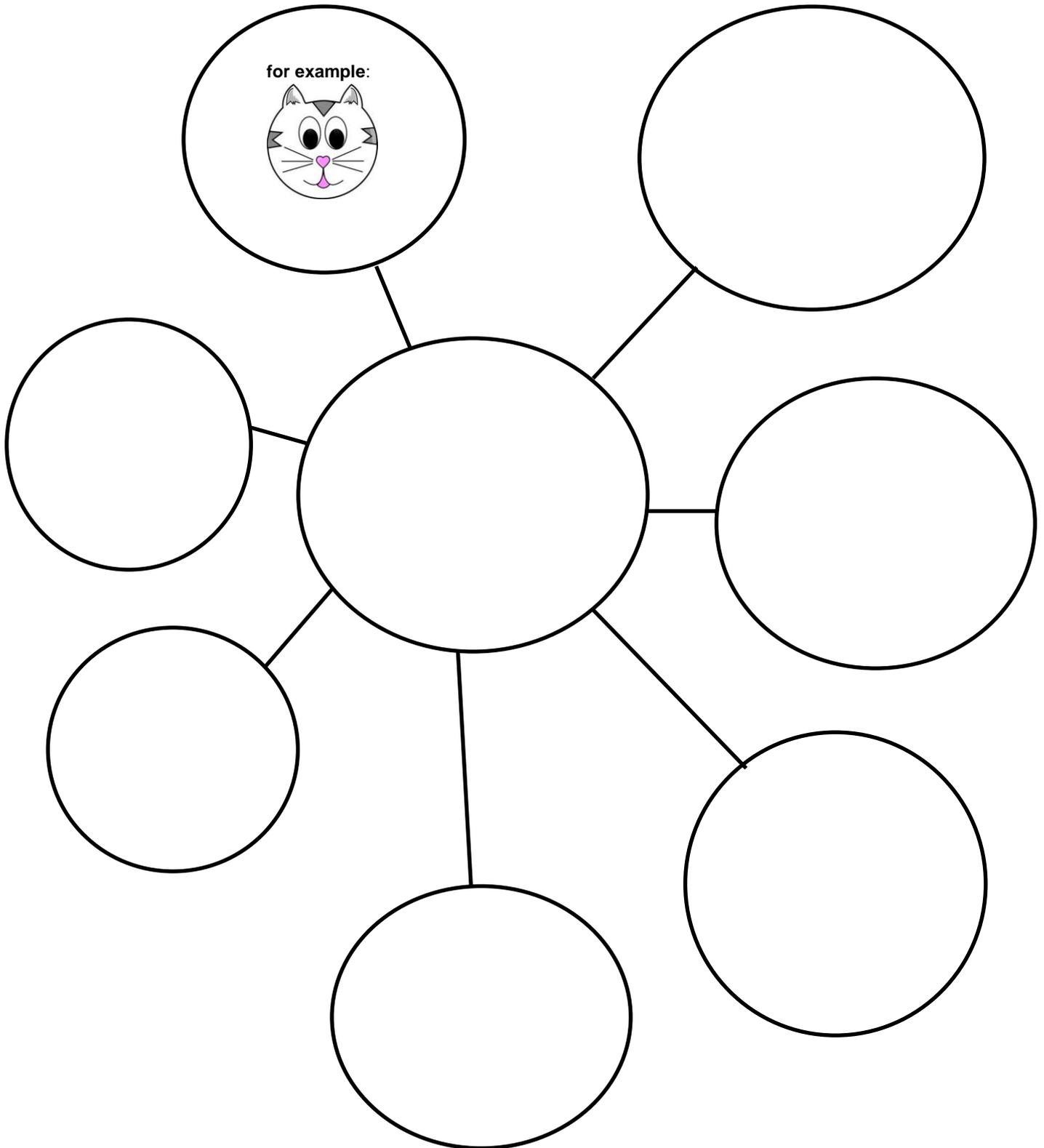
*“The Quirkies stopped the trapeze and took down the high wire*

*They walked on their feet and stamped out the fire  
They found a lost house, on a hill far away  
From the horrible words that those people did say.”  
(Tree, The Littlest Quirky)*

Activity	Description
	<p><b>Connection to play:</b> The Quirkies fled their village, forced out by the cruel words of people who were scared by them and their differences. The Littlest Quirky grew up in a house on a hill and lived there for years - shut away from other people.</p>
<p><b>Pair and Group Discussion</b></p> 	<p>Pair children up with a “talking partner” and ask them to discuss these questions.</p> <ul style="list-style-type: none"> <li>• <b>What do you think life would have been like for Littlest Quirky?</b></li> <li>• <b>What do you think she might have seen from her window?</b></li> <li>• <b>Do you think she would have been lonely?</b></li> <li>• <b>What might she do to keep herself entertained?</b></li> </ul> <p>Come back together as a group and gather opinions</p>
<p><b>Complete the house map. (p.5)</b></p>	<p>Ask children to draw a picture of their house in the middle of the map (on p.6) and in the spider diagram, draw pictures of the things that they think about when they are thinking of their home.</p>
<p><b>Pictures into words</b></p>	<p>Ask students to look at their pictures and write some sentences about them using the following structure:</p> <p>This is a _____, when I see/hear it, it makes me feel _____.</p> <p><b>For example:</b> This is <u>my cat</u>, when I see her, it makes feel <u>very happy</u> and I want to stroke her.</p>

# My House Map

Draw a picture of your house in the big circle in the middle. In the smaller circles, draw the things that pop into your mind when you think about your home. For example – a pet, your family, a park that you walk past or your one of your neighbours!



# My Home - Suggestions for Extension

- Once children have completed their spider map and written their sentences, ask for volunteers to read out their sentences. Once a few children have shared their responses, lead a group discussion about what makes children feel comfortable and happy in their homes. Ask the children to look out for similarities between responses.
- Together as a class, ask the children to think about the sounds they hear when they are in their home, inside and outside. Ask to hear some of these sounds individually and then create a soundscape, using all of these sounds together. Ask individual children to sit in the middle and listen to all the sounds and ask about what it made them feel like.



## 2. Discovering Language

Speaking, Drama

*"Climb...rope...turn...spin...turn...spin  
Swing...trapeze...swing...trapeze...swing!  
Up...up...up...littlest...up...jump...fly...air...fly...high..  
Free!" (LQ, The Littlest Quirky)*

Activity	Description
<p><b>Connection to play:</b> Littlest Quirky is just beginning to learn words. She loves playing with them and discovering what they sound like, how to use them and what they mean.</p>	
<p><b>Introduction</b></p> 	<p>Undertake a series of movements – (skipping, running, mimed actions) – ask the children to call out the names of these actions as you go through the movements. Then ask individual children to call out these words as she/he goes through movements.</p>
<p><b>Pair work movements and words</b></p> 	<p>Pair children up/ask them to get into pairs. One of the pair starts off by undertaking some mimed actions/movements – and the other one calls out the words as they do this. Then ask the children to swap around.</p>
<p><b>Favourite words</b></p>	<p>Ask children what their favourite words are and put these up on the board. Select children to read these words out. Go through the list a number of times and then read through the list of words together.</p>
<p><b>Rhythms of word</b></p>	<p>Go through words on the board, sound out the syllables of each word and then clap along to each of the words, going through the list.</p>



# 3. Friendship

Geographical Enquiry, Writing, PHSE, Drama, Speaking,

*“You left her out there and you left her alone  
With no cheer, she is tired and so far from her home  
Go find her and help her, be her true friends  
Return her back home, on this our story depends.”*  
(Tree, Littlest Quirky)

Activity	Description
	<p><b>Connection to play:</b> Littlest Quirky is freed from her house with the help of her friends Tree and Rain and it is these two who travel with LQ on her adventure “out there”. The importance of friendship is a key idea within the play.</p>
<p><b>Pair work and Group Discussion</b></p> 	<p>Ask the children to get into pairs and ask them the following questions:</p> <ul style="list-style-type: none"> <li>• <b>What makes a good friend?</b></li> <li>• <b>How can a friend help you?</b></li> </ul> <p>Once they have spent a few minutes talking, re-group and ask the children about what their partner said. Put these thoughts on the board.</p>
<p><b>Friendly gestures</b></p> 	<p>Ask the children to get into a circle. Ask for two volunteers and then give this instruction: step into the circle and greet each other with a friendly gesture, but do not use any words.</p> <p>Discuss the actions with the class asking i) was it friendly? ii) what other actions could they have done?</p> <p>Ask if anyone else would like a turn.</p>
<p><b>Friendly words</b></p> 	<p>Ask for another pair of volunteers – repeat the above exercise, but ask the children to use words this time. Discuss the words with the class asking i) were these words friendly ii) what other words might they have used?</p>

<p><b>Friendly invitations</b></p> 	<p>Ask for another pair of volunteers. Still, in a circle – greet each other and choose one child to offer out an invitation to the other i.e. to come round for tea etc. Comment on the language that the children use.</p>
<p><b>Group discussion</b></p>	<p>Staying in the circle, ask the children about the things that could make them sad at school.</p>
<p><b>Making it better</b></p> 	<p>Ask if any children would be happy to do a mime of what makes them sad at school? Then, ask if any of the children have any ideas about what a friend could do to make them feel better.</p> <p>Ask for a volunteer to go into the circle and try out their idea. Try this a few times then discuss the situations noting how a friend’s actions can make you feel better.</p>
<p><b>A story of friendship</b></p>	<p>Tell the children that when they have been acting they have been making a story - with a beginning, a middle and an end.</p> <p><b>Beginning:</b> One child feeling sad about something  <b>Middle:</b> A friend doing something to make them feel better  <b>End:</b> How the child feels afterwards – do they feel better?</p> <p>Ask the children to write a story about a child that feels sad, then a friend that tries to make them feel better and then what happens next. Students could use this structure:</p> <ol style="list-style-type: none"> <li>1. Once, there was a little boy/girl called <u>(name)</u>. They felt sad. They felt sad because <u>(why they felt sad)</u></li> <li>2. Then, one of their friends came along and they said “<u>(something to cheer them up)</u>”</li> <li>3. Then <u>(name)</u> felt much better.</li> </ol>

# Friendship - Suggestions for Extension

- Once the children have written their story – ask if any of them would like to read them out and encourage other students to offer feedback.
- Experiment with different reading styles – i.e. ask children to read it in a quiet voice/in a very loud voice – ask them which they think is most interesting and which helped their audience to listen.
- Ask the children if they can think of any other stories that are about friendship and if they can write out a version of these stories.



# 4. Care of the Environment

Geographical Enquiry, Drama, Speaking

*“Me, get it wet! I can’t help it. It’s what I do. I’m Wind, you’re Rain remember. You blow everything all over the place and I get things wet. It’s how it is.”*

(Rain, The Littlest Quirky)

Activity	Description
	<p><b>Connection to play:</b> The Littlest Quirky is looked after by Wind, Rain and Tree. Between them, they help Quirky escape from the Quirkies’ house and they help her on her journey to “out there”. Nature is “personified” in three characters and is shown to be a protective life force.</p>
<p><b>Group Discussion</b></p> 	<p>Ask children what they saw on their way to school today. Draw a picture on the whiteboard, based on their contributions. Use the following prompts:</p> <ul style="list-style-type: none"> <li>• <b>Did anyone see any plants?</b></li> <li>• <b>Did anyone see any animals?</b></li> <li>• <b>Did anyone see any flowers?</b></li> <li>• <b>What was the weather like?</b></li> </ul> <p>Build up a collective picture of everyone’s journey to school.</p>
<p><b>Characters of nature</b></p> 	<p>Ask children to get up on their feet and ask them to take on the following “characters,” – working as one group:</p> <ol style="list-style-type: none"> <li>1) <b>Tree</b> : ask children to stretch their arms out like branches – letting them be light in the wind and keeping their legs strong as a trunk.</li> <li>2) <b>Animal</b>: ask children to select an animal and become that animal, thinking about how they move – are they fast or slow? Think about the noises they make.</li> <li>3) <b>Wind/Rain</b>: Ask children to move like they are the wind or the</li> </ol>

	<p>rain – how do they use their arms and legs; how would a light breeze move, or a light shower? What about a tornado?</p>
<p><b>Animated landscape</b></p> 	<p>Make four groups – with one each representing trees, animals, wind and rain. Give the whole class a setting i.e. a quiet gentle summer’s evening in a forest, or a blustering winter morning in a park and count them in to come to life.</p> <p><b>**You could work “in-role” within the scene, as someone going for a walk in the forest, or as a someone having a picnic in the park. Once the “scene” has been performed, you could ask if any of the children would like to swap with you</b></p> <p><b>***You could also “conduct” the scene, so that you can make it windier, or make the animals louder etc.</b></p>
<p><b>Group Discussion</b></p> 	<p>Pose the following questions to the children as talking points, either ask them to get into “talking partners” and then re-group or hold one big group discussion:</p> <ul style="list-style-type: none"> <li>• <b>How do you think a tree / animal/ the wind/the rain could help you?</b></li> <li>• <b>How do you think you could help a tree / animal / the wind / the rain?</b></li> </ul>
<p><b>Writing a story</b></p>	<p>Ask the children to choose either a tree, an animal, the wind or the rain as their new friend. Then, ask them to write a letter to one of their family members about a day that they spent with their new friend, including something that they did to help them. <b>(Template is on p.15)</b></p> <p>Or alternatively, ask children to create a storyboard detailing their adventures.</p>

# **My special day with my new friend**

# 5. Respecting Difference

PHSE, writing, reading

*“Touch? Grey...solid...stone? Throw. Throw at me? Why? No. Leave. Leave...me...alone. Leave me alone. Me...strange, Weird...different. We...strange...weird.. different. We all different. Yes!”* (The Littlest Quirky, LQ)

Activity	Description
	<p><b>Connection to play:</b> All of the characters from Littlest Quirky are completely different from each other. Littlest Quirky has been shunned from society because of her differences, Rain is “the chatty one”, Wind is “the quiet one”, and Tree is the stern one. All of the characters learn to embrace their differences and recognise them as defining parts of their identities.</p>
<p><b>Group Discussion</b></p> 	<p>Ask the children what they remember about Wind and Rain.</p> <ul style="list-style-type: none"> <li>• <b>What did they look like?</b></li> <li>• <b>How did they behave?</b></li> <li>• <b>What did they like doing?</b></li> </ul> <p>Put thoughts up on the whiteboard</p>
<p><b>Inside rain and Wind</b></p>	<p>Hand out the templates on p.18, and ask children if they can colour them in and fill them up with adjectives that describe them.</p>
<p><b>Pair Discussion – spot the differences</b></p> 	<p>Ask the children to get into pairs and – using their outlines – talk to their partner about what is different between the characters of Wind and Rain and what is the same.</p> <p>Re-group and talk about the similarities and differences between the characters.</p>
<p><b>You and your differences</b></p>	<p>Ask children to draw a picture of them and also draw a picture of someone they know. Beside each picture, ask the children to write down 5 words that describe themselves and their family member</p>

	<p>or friend. Once they have finished, ask them to show their drawings to their partner and talk about the similarities and differences.</p>
<p><b>Group Discussion</b></p> 	<p>Re-group and lead a group discussion, posing the following questions and drawing upon the children’s drawings as examples of positive differences:</p> <ul style="list-style-type: none"> <li>• <b>Do you think it’s okay for people to be different?</b></li> <li>• <b>What makes people different?</b></li> <li>• <b>What would happen if everybody was the same?</b></li> <li>• <b>Why do you think that people get scared by differences?</b></li> </ul>

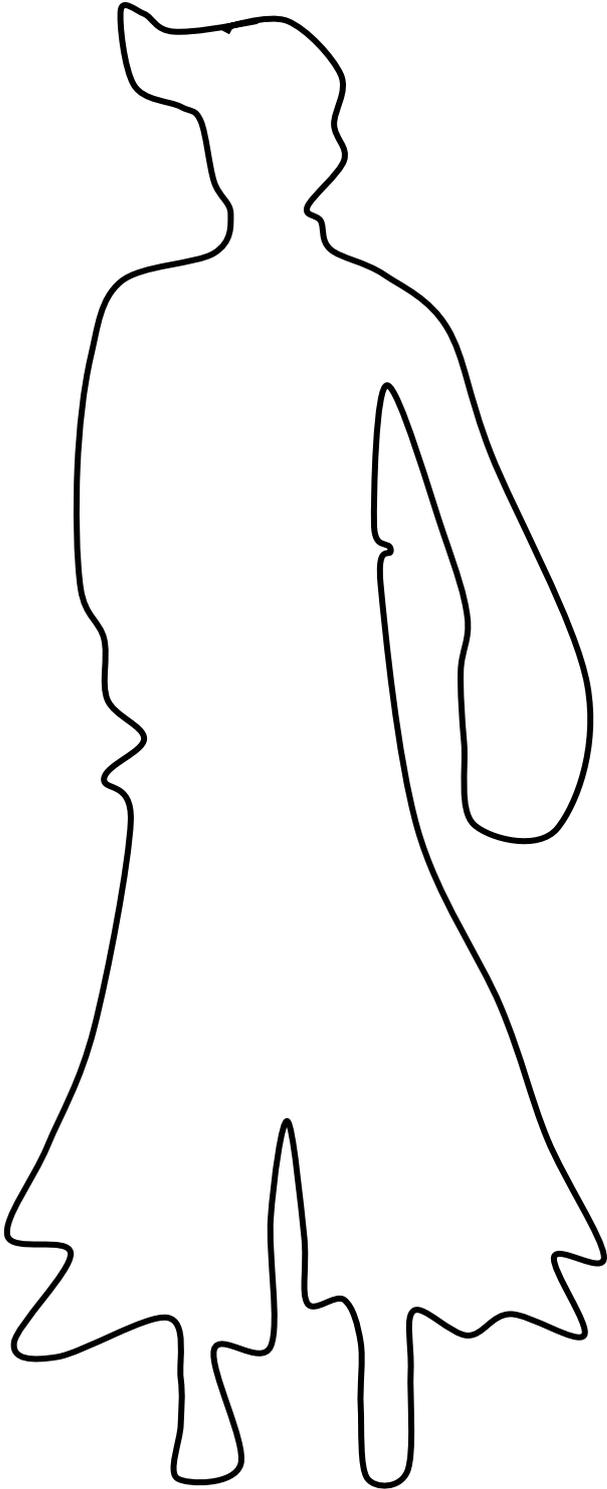
## Difference - Suggestions for extension

- Re-cap what made the Quirkies leave the village and live by themselves on the top of a hill – i.e. that they were forced out by the villagers cruel comments about them and their “differences”. Then:
  - 1) Ask the children to write a letter from the point of view of Littlest Quirky to Mr. Hoblin – one of the villagers. Tell the children that in the letter, Littlest Quirky is going to explain how her family felt when they had to leave the village and ask for an apology.
  - 2) Then ask the children to write a letter from the point of view of Mr. Hoblin, trying to explain why he said the things he did and apologising to the Littlest Quirky and her family.
- Play Grandmothers footsteps – Wind and Rain’s favourite game. Try playing it in different movement styles, i.e. moving as gracefully and quietly as a breeze, or as carefully as a creeping cat.

RAIN



WIND



# Littlest Quirky Resource Pack

## Note from the writer....



*“I encourage my audience to understand that no matter how small, quiet or alone you feel, you can make a difference and change the world we all have a right to live in.”*

**Naomi Cortes. Writer, Littlest Quirky**

## Thanks to...

Mika Handley for allowing us to use illustrations from her costume design, Naomi Cortes, TC Staff, Kate Sissons from Marion Richardson Primary School and the Staff at Stratford Circus.

## **Our Vision:**

**Every child and young person has the opportunity to experience quality theatre, wherever they live in the UK, with the aim of encouraging aspiration and creativity in thought, learning and artistic practice.**

**If you have any questions about any of the material provided, please feel free to contact Marigold on 020 7729 3066 or at [marigold@theatre-centre.co.uk](mailto:marigold@theatre-centre.co.uk)**