

Theater  
LOLO

Over the  
mountain

**Creative Resource Pack**

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# CREDITS

## Over the mountain

devised by the Company

CROW	Hannah McPake
BOY	Stephen Hickman
Directors	Kevin Lewis & Glenys Evans
Designer	Charlotte Neville
Sound Design/Composer	Antony Lamb
Stage Manager	Emma Holwill
Resource Pack	Glenys Evans
Administration	Wendy York Kerry Shelley Tania Lucas

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**Theatr  
Iolo**

## INTRODUCTION

THEATR IOLO PRESENT YOU WITH RESOURCES TO  
USE AFTER YOUR CHILDREN HAVE SEEN

# Over the mountain

Theatr Iolo would like to thank the following schools for their involvement in the research and development process:

Careau Infant School, Cardiff  
Bryn Deri Primary School, Cardiff  
Llangan Primary School, Vale of Glamorgan

### WHAT THE CHILDREN TOLD US ABOUT THEMSELVES

THEATR IOLO made this play especially for your children. We talked to many six and seven year olds to hear their ideas and concerns. It was clear to us that the making and breaking of friendships is a big part of life at this age:

e.g. how to make and keep a friend and the devastation when your friend is away for the day, the idea of best friends and not being friends any more.

The children also related very strongly to animals in their lives and stories whom they can possibly, protect, love, fear or instruct and this has led us to create the character of Crow in our story.

## WHAT THE TEACHERS TOLD US ABOUT THE CHILDREN

When starting school, some children lack experience of having to listen to others. It can be challenging for them to focus and to tolerate other children. They may experience frustrations expecting the teacher to be there just for them. School requires social behaviors and **listening skills** are needed for empathy, self discipline and learning. We have placed listening within the action of the story.

Our simple tale of the adventure of Boy and Crow reflects the two strands of friendship and listening. Boy and Crow see everything around them so differently, they have to listen to each other and cooperate to find their way home again. Friendship requires developing **empathy**: seeing life the way another sees it. Empathy is part of our **emotional intelligence** and can be practiced through simple shared activities principally involving really listening to someone else's viewpoint. Empathy is needed to avoid conflict and to learn to negotiate, not just react.

### What would YOU like to tell us?

#### SHARING YOUR THOUGHTS WITH THEATR IOLO

#### HOW TO STAY IN CONTACT WITH US

Collect the children's oral comments about the performance.

Email them to Theatr Iolo [info@theatriolo.com](mailto:info@theatriolo.com)

You are very welcome to email or post the children's creative responses for the actors and company to share your ideas.

Phone 029 2061 3782 and our Education Officer will come to collect them or to photograph visual displays. We welcome opportunities to evaluate our work with teachers and children and thank you in advance for responding to this request.

## CREATIVE RESOURCES FOR FOLLOW UP ACTIVITY

### WHAT THE CHILDREN CAN DO AFTER SEEING THE PLAY

#### Drama: playing in pairs

It is natural at this age to play as a way to understand life. The stimulus of our play gives a shared experience for your class to explore their own reactions to the story. As there are two characters, it lends itself naturally to pair work.

#### Facilitating dramatic play

You may like to ask the children simply to play freely for 5 minutes in pairs pretending to be Boy and Crow. Set them boundaries such as 'stop and freeze when you hear this sound' e.g. a drum beat or clap, then you can feed in ideas to advance and deepen their play.

#### Drama: work in pairs as Crow and Boy

- It is the next day. They meet up for their next adventure! Where will they go?
- Crow visits your classroom, she has never seen a school before, you have been chosen to show her everything and answer her questions.

### DRAMA STIMULUS - WORDS OR WORMS?

Read out the scene between Crow and Boy, where she tells Boy all she knows about 'human beans'. Crow has her ideas about what clothes, dogs' leads, televisions, spaghetti, writing and chips are for! Ask the children to be Boy and Crow.

Boy says: Crow do you know what a *football* is?

Crow replies: I knows .... then she makes her own idea ... *it is when two flocks of human beans runabout in a muddle tripping over each other and getting their feathers mixed up.*

Boy: says no Crow, it is two teams of human beings, wanting to win a game against each other.

This idea can be taken at whatever level the children respond to, from exploring Crows idea of what a pencil is for to more philosophical ideas. Here is the script to read aloud. This is followed by a page of ideas to explore.

Crow Sssshhhhh! They are everywhere, they're watching us!

Boy Who?

Crow Human Beans

Boy Only people Crow, they're only people!

Crow I knows human beans dangerous

Boy What are you talking about? Come on, I want to see

Crow Listen Boy I knows about human beans, I've seen them, they're dangerous, they live in giant nests!

Boy Giant Nests, don't you mean Houses!

Crow No, I means Giant Nests ... yes ... they go in there to change their feathers, they go in one colour and come out another

Boy Feathers ... do you mean their clothes?

Crow No feathers

Boy They do?

Crow Yes, they do and Boy some beans come out of their giant nests and walk

Boy Yes, ... and?

Crow Yes, with their legs. .... I've even seen one pulled along by a huge dog on a string!

Boy Really? A string? You mean a lead, they're walking their dogs

Crow Walking their dogs, dogs have got four legs, they can walk by themselves, I've never heard anything so ridiculous ... and they keep tiny human beans in boxes!

Boy What?

Crow Yeah, they keep them in the corner of their rooms and they spy on them ... like this!

Boy Crow, they're watching television

Crow Television, no it's not

Boy Yes ....

Crow And another thing, they eat giant piles of worms covered in red stuff!

Boy Worms covered in red sauce

Crow See .... you are so stupid!!!

Boy I'm stupid? You don't know anything about human beings!

Crow Yes I do, I know something else you don't know

Boy Go on then, tell me!

Crow They do this (reading) Look Boy, I don't know what it is but it's everywhere.

Boy It's words. Look .....chips.

Crow Chips! I know about chips – human beans eat them.

Boy I know that

Crow They grow on trees

Boy Chips grow on trees?

Crow Yes, the taytoes that make chips grow on trees?

Boy Potatoes grown on trees?

Crow Yes they do

Boy I don't think so

Crow Do

Boy They don't. My gran digs them out of the ground.

Crow Digs chips out of the ground? Don't make me laugh.

Boy You don't even know what a potato is

Crow Yes, I do

Boy Ok, what is it then?

Crow Sssssshhhhhh

Boy You don't know anything!

Crow I knew where the sound was coming from, boy brain

Boy Feather head

Crow Leggy

Boy Wingy

Crow Mouthy

Boy Beaky ... Beaky Wingy Feather head

Crow Mouthy leggy Boy Brain

Silence

Crow So?

Boy So?

Crow So what?

Boy So what?

Crow Double so what?

Boy Double so what

Crow Stop copying me

Boy Stop copying me

Crow Stop it

Boy Stop it

Crow aahhhhh

Boy aaaahhhhhh

*Silence*

Boy Come on I want to see the city

Crow No

Boy Why not?

Crow No

Boy Why not? You're scared

Crow No I'm not

Boy Yes you are

*Silence*

Boy Crow, have you actually been here before

Crow Yes

Boy When?

Crow When I was an egg

Boy Crow tell me the truth have you been to the city before?

Crow No

## HOW WILL CROW SEE THE FOLLOWING THINGS?

A football game   boxing   snooker   rugby   dancing   a cat flap

dogs bone   hamster cage   goldfish bowl   baby buggy   the internet

language   a washing machine   a skyscraper   a kitchen   a bath

an umbrella   shops   a supermarket   pets   ZOOS   an MP3

a piano   a guitar   a radio   karaoke   games console   Wii machine

a computer   a school   teachers   writing   reading   numbers

stories   an ommlette   a knife and fork   a cheese sandwich   milk

the Olympics   medals   a stadium   religion   Wars   countries

family's   vets



You may talk them through the NARRATIVE step by step. Here is the action of the story for you to follow:

## **The Story of Over the Mountain**

Boy can hear a noise his Grandma cannot hear.

He is sent outside with his shoes to put on.

He hears a voice behind him saying 'I knows'.

Crow appears.

She can hear the noise and knows what it is.

Boy agrees to go over the mountain to find the noise with Crow.

They call the Wind and fly together over the mountain.

They see Boys home, a tall tree, the mountain from the air.

They land with a bump.

They land on top of a skyscraper and look down.

They are in a city and can hear the noise.

They go into the city and meet the heavy traffic.

Crow is scared and takes Boy to hide in a rubbish dump.

They talk about 'Human beans'.

Boy finds out Crow has not been to the city before.

He knows now that they are both lost in the City.

He runs away from Crow into the City streets.

Crow is alone and misses boy, she needs her friend and food.

Boy alone in the city sees many sites.

He is hungry and has no money to buy food.

He hears a clock chime eight.

It is his bedtime and he knows Gran will be worrying.

He needs his friend Crow.

He finds Crow again in the dump.

She is hungry and weak.

Boy finds food for Crow.

They both agree to fly home.

They call the Wind with their song.

The Wind cannot hear them because the City is too noisy.

They have to play together to find a noise the Wind can hear.

They make up some music and the Wind hears them.

They fly home to Boy's rooftop.

They are friends.

They agree to meet again the next day.

You may like to use these [Theatr Iolo Creative Resources](#) to motivate the children to join in focused listening, engaging their empathy and creativity.

## LISTENING AND SOUNDS IN THE PLAY

Here are quotations from the play where listening and sounds are important in the story for Boy and Crow.

Boy **hears a sound** and questions what it is

Boy: *There it is again Grandma, can you **hear** it? What is that **noise**?*

*Everyone can hear it apart from my Grandma!*

*Where is it coming from?*

\*\*\*\*

Boy: *Sorry I didn't mean to wake you up, I was just talking to myself asking questions.*

Crow: *Yes I **knows I heard you** with all your questions.*

Boy: ***Yes and I heard you say 'I knows'.***

\*\*\*\*

Crow: *I **knows what the noise** is everybirdy knows that. It comes from over there.*

Boy: *Where*

Crow: *Over the mountain.*

\*\*\*\*

Boy: *Wow it's a city!*

Crow: *I **knows, I knows what it is!** I've been before. That's where your **noise** is coming from.*

Crow sees the traffic from high up as juicy worms, ants and beetles, when they dive down from the skyscraper they are among the cars and heavy **noisy** traffic.

Crow: *Where are the ants?*

Boy: *No not ants motorbikes!*

\*\*\*\*

Boy and Crow argue, he says that she knows nothing about 'human beans'. Crow replies proudly:

*Crow: I knows where the **sound** was coming from.*

\*\*\*\*

Boy goes off alone to explore the city. He **hears** and **sees** so many things including the clock chiming eight o'clock. The **sound** makes him think of home.

No Gran .... no bedtime story .... no hand to hold....

\*\*\*\*

Crow and Boy decide they need to fly home. They try to call the Wind with their song. The Wind **can't hear** them because the city is so **loud**.

*Song: Wind wind blow today but please don't blow my wings away.*

*Boy: Nothing, it's not working.*

*Crow: Boy I knows what it is, this time I knows. The City's too noisy.*

*Boy: Well then, we'll have to make more noise.*

They make up new sounds with the rubbish in the dump, banging on cardboard tubes, playing boxes with elastic bands and beating out rythmns with spoons.

The Wind hears them and they can fly home.

\*\*\*\*

## HOW TO USE THESE CREATIVE RESOURCES TO ENCOURAGE ACTIVE FOCUSED LISTENING SKILLS

### Can you hear it? Listen!

#### MAKE A LISTENING CIRCLE AND A MEMORY CROW

Find the crow made out of scrunched up newspaper in the Resources Bag.

- Sit in a circle
- Place the crow in the middle
- The children take turns
- Show them the ritual, step into the circle, pick up the bird and say 'I remember'. 'I remember' is followed by anything they remember from the play. Accept their memories, acknowledge that some people may have seen it differently, accept any order they come in, and accept repetitions to build confidence.



## THE CARDBOARD BOX AND ELASTIC BANDS MAKE MUSIC

Place the elastic bands around the box in the same direction.

The different tensions of the bands will cause them to make a different **pitch** when plucked.

Try using different size elastic bands.

Try placing the elastic bands in a different direction - for example, along the longer length of the box.



Try playing the elastic bands at different places around the box (bottom / sides)

Listen out for **high and low sounds**.

Make up a **pattern** you can repeat: low low high/low low high/high high

We would like to thank Riverford Organic Vegetables for supplying the veg boxes for this project!

## THE CD SOUNDS FROM THE PLAY

Use the **CD** for recalling the **actions** and **feelings** of the characters in the play.

- Wind, wind, blow today but please don't blow my wings away
- Dancing Wind
- Birdsong
- Flying Music
- Wind and Flying Music
- Crash Landing
- Beetle city heard from on top of the skyscraper.
- Swoop to street level, City Traffic!
- Crow alone music
- Boy Alone
- Made up sounds in the dump
- Wind and flying

## FOCUSED LISTENING - SPEAKING IN FRONT OF THE CLASS

- Listen to the CD, play and pause after each section.
- Ask the children to tell a partner what they heard.
- Then the children can tell the whole class formally saying each time 'my friend heard ...'
- You have listened to the sounds and you have listened to your friend.

## DRAWING AND LISTENING

- Listen to the CD sounds then draw what you hear.  
Maybe you heard a car, a truck or children playing?
- Pretend you are Boy and Crow. Take turns.  
Boy likes to ask questions. Crow sees things through birds' eyes.
- Talk about your picture and listen to each others explanations.  
Show and tell another pair what you have drawn.

## MOVING AND LISTENING

In a clear open space divide class into Boys or Crows. Take turns to watch each other react and move to the sounds. Do the sounds make Boy and Crow move in a way that shows they are happy, curious, scared, in danger, flying, landing? How do crows move their arms as wings? How does Boy stay safe when in danger in the city?

# Wind, wind blow today

WIND, WIND BLOW TO-DAY

Crow

Wind wind blow to-day but please don't blow my wings a-way

Boy

Wind wind blow to-day but please don't blow my wings a-way

1<sup>st</sup> TIME CROW SOLO, 2<sup>nd</sup> TIME CROW+BOY

© Antony Lamb

# Wind, wind blow today

but please don't blow my wings away

**CIRCLE TIME - STIMULUS FOR TALKING ABOUT FRIENDSHIP**

Boy: *What's wrong? Are you ill?*

Crow: *I'm hungry. Did you get any food?*

Boy: *I couldn't- you need money for food*

Crow: *I knows... (she hands him a spoon) a shiny thing?*

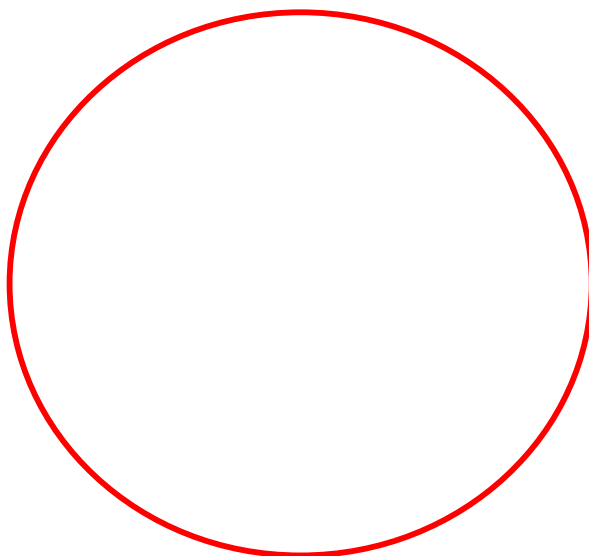
Boy: *That's not money. You use money to buy things like food and sweets and toys and anything you want.*

Crow: *Like friends?*

Boy: *No friends are free, you make friends*

Crow: *From what?*

Boy: *No you make them by spending time with people and helping them. Let's go home.*



**WRITING OPPORTUNITIES**

**I am Crow, write about me.**



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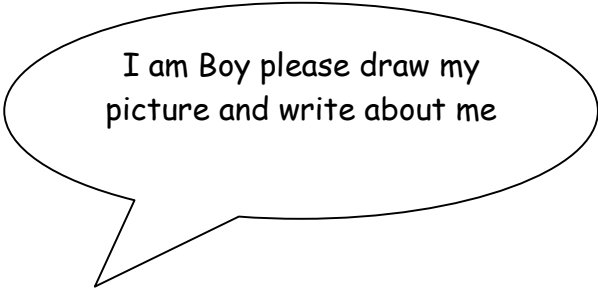
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## Looking down from up above! - The Skyscraper

Look at the paper skyscraper in the Creative Resources.

Remember the story.

**Boy** and **Crow** fly to the City and land on top of a skyscraper. When they look down, everything on the ground looks tiny. Crow thinks the cars are beetles because from up high they look so small.

### Drawing

Try this!

1. Look up **Burj Dubai** on the Internet. It is the tallest skyscraper in the world.
2. Draw your own tallest Skyscraper.
3. Draw Crow on the top of it.
4. Looking down Crow can see where you live!
5. Now draw at ground level your own home.
6. Draw yourself waving up at Crow.

### Craft

Try this! We dare you!

Children in New York at the Museum of Skyscrapers have had fun making their own skyscrapers out of **toothpicks and gumdrops**.

If you try this please tell us at Theatr Iolo how you got on!